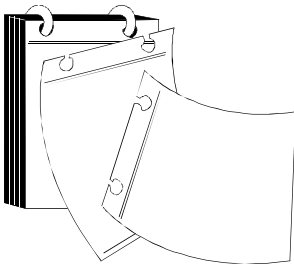


The OLRC News

Winter 2000

Volume 5, No. 1



Gearing Up for July 2K -

What does it mean to adult educators and adult literacy providers?

The whole world anxiously awaited Y2K. Many thought that January 1, 2000, would be disastrous. And, even those who said that all the hype was just that – hype – would probably have to admit that they had some question, some tiny nagging fear that something – a computer at work or one at their financial institution – some machine in their world would fail and life would change. But, for the most part, no calamities prevailed. The few problems that were encountered – both serious and minor – were taken care of quickly and life went on. Why was there, according to some, “much ado about nothing”? Commentators have said that Y2K turned out to be inconsequential only because of adequate planning. Without the gargantuan investment of human and fiscal resources that prepared the world for the split-second transition between December 31, 1999, and January 1, 2000, consequences could have been gravely different. Leaders were willing to make investments so that a major transition – a transition full of apprehension and fear – could be implemented with as little mayhem or even as little discomfort as possible.

So, how do adult educator and adult literacy providers “gear up” for the changes we face, not at January 1st, but at July 1st? We are not machines; our attitudes, values, and perceptions are not simply dials and switches that are easily reset or flipped on and off. And are these changes truly of a magnitude to cause fear and mayhem, or at the least some apprehension? After all, haven’t we seen “new” programs or emphases come and go, always to return to “business as usual”? What’s different for July 2K that we haven’t survived time and again over the years?

With the passing of the Workforce Investment Act (WIA) of 1998 and the finalization of the National Reporting System, new definitions will be incorporated into public adult education and family literacy programs, and new accountability measures will begin on July 1, 2000. As a result, adult educators and adult literacy providers are faced with adjusting our philosophies, our resources, and our professional energies toward making the new processes and procedures work for us instead of against us – for the benefit of our adult learners and their families.

An excellent report from Public/Private Ventures, entitled Working to Learn: Skills Development Under Work First, by Joseph Stillman, succinctly captures the nature of our position and proposes steps we should take as practitioners to mesh the best of our old world into the reality of our newly imposed world of “work”. Stillman begins his report, “The past several years have seen basic changes in policies and programs concerning poverty, work, and workforce development. This new era puts a long-held ideal into practice: work is good, and since work is good, working sooner must be better.... Policies and programs are still being debated and refined at the national, state, and local levels... [and] significant differences are emerging.... Nevertheless, the underlying change is clear – Work First.” The emphasis on work – specifically the priority of work preceding education and skills training is a major change for public adult education and literacy providers. Whether or not we agree with that emphasis is not an issue; the WIA has determined our acceptance of the importance of work.

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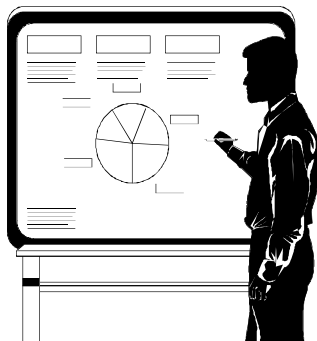
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Gearing Up for July 2K cont.

Although Stillman's report is primarily targeted to workforce development practitioners, it clearly identifies the need for collaboration between all the partners identified in the WIA. The examples Stillman uses to exemplify successful approaches to accomplish the incredible challenge of working and training (including acquisition of basic academic skills) include the Ohio Hotel and Lodging Association (OH&LA) in Columbus, Ohio. Stillman reports that the Ohio Department of Education (ODE) "as well as local vocational education providers, welfare and other agencies" work together to "recruit, train and provide case management, counseling and support services." A major message from the report is that collaboration is imperative. No one agency can meet the expectations of the WIA. A quote from Garland Hankins, Arkansas' Adult Education Director, puts it this way: "We can collaborate or evaporate." And, after a national strategic planning conference with workplace and career educators in October 1999, Ohio Adult Education Director, Jim Bowling, passed on the message that "we don't have to do the things legislated in the WIA – like collaborate across Titles. After all, survival is just an option."

In a chapter he calls, "Principles of Effective Programs," Stillman makes points that we adult education/literacy providers would be wise to hear and embrace in order to manage our changing times. He says, "Practitioners have learned that successful programs depend not so much on a single new strategy as on the adaptation and coordination of existing strategies.... The demands of coordination affect every aspect of program design and operation, including basic program strategy, daily operations, program costs, funding and marketing strategies, staff qualifications and job descriptions, support services, schedules, locations and program outcomes. Effective programs build coordination into the initial design, and then continually monitor and make adjustments as the program proceeds." Monitor and adjust – at least here is one concept with which adult education/literacy providers are familiar. In fact, those are the skills we've honed over the past 35 years.

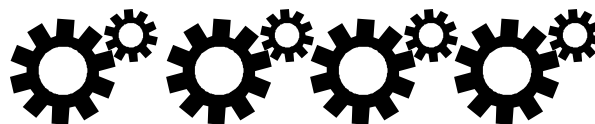
Adult education/literacy providers for 2000 and beyond must accept some indisputable realities. One reality is that today's change is not like the change of the past centuries. Today, we must change without any plateaus on which we can rest and catch our breath. Today's change is continual, and it is greater and more rapid than ever before. Another reality is that, although we say the word "change" as though it were an instantaneous occurrence, the entire



change process has been projected to encompass three to five years.

As leaders, we must consider these realities and make change manageable. Another reality is that leaders at all levels – including the instructor who is leading his/his adult learners – must all be willing to make changes in every area of our program and our personal operation. We have heard the analogous statement about having no sacred elements or domains when looking at program change. That complete openness to change must be our foresight – not our hindsight. Nothing is too dear to undergo examination with the realization that in the future it may have to be done differently or not done at all. Will our enrollment numbers decrease? It is highly likely that they will. What we have to realize is that public adult education is not about body count and it's not about "service" – it's about the progress and achievement of adult learners' goals for their families and for personal as well as national economic development.

Assisting and supporting the adult learner is still the bottom line; that has not changed. What we are funded to help adult learners achieve – what is considered to be success – may change for some programs. And how we systemically fit as professionals and as programs into meeting the needs of adult learners may also have to change. No one ever said it was going to be easy, but our country's leaders and our adult students have faith that the changes will be beneficial – that adult education and family literacy will continue to be an extremely important cog in the gear that collaboratively moves our nation and our world forward.



Working to Learn: Skills Development Under Work First
Joseph Stillman
October 1999 (\$10.00)

For over 30 years, participants in most employment programs first got training and then went to work. Work First has turned that model upside down, as practitioners find that public funding now often requires that people are in jobs before they can get training. At the same time, participants still need new skills to get living-wage jobs, and employers need more skilled workers to stay competitive. *Working to Learn*, the second in the Working Ventures series on effective practice, describes and assesses challenges presented by recent public legislation emphasizing Work First.

Order this and other reports of interest to WIA partners from:
Public/Private Ventures
Communications Department
2005 Market Street, Suite 900
Philadelphia, PA 19103
or email geninfo@ppv.org



From the OLRC Director:

First, let me thank all those who have so graciously (I almost said warmly, but decided not to stretch that thought) welcomed me to Ohio. I immediately felt very much at home. I'll admit that the snow has taken some adjustment, but I'm doing pretty well. Staying in Arkansas wouldn't have changed the snow challenge this year anyway. What a crazy winter!

When I accepted the position here at the Ohio Literacy Resource Center (OLRC), I felt that I could accurately predict the similarities and the differences from my position at the Arkansas Adult Learning Resource Center. I've not had any major changes in my predictions over the past four months. Ohio is much larger than Arkansas and here there are five resource centers whereas in Arkansas there was one. That pretty much covers the differences. Sure, Arkansas has a considerably larger proportional contribution of state funds for adult education and has primarily full-time programs with full-time staffs, but the issues and concerns are not dramatically different from those I've encountered in Ohio. And what makes Ohio Adult Basic Literacy Education programs and Arkansas Adult Education/Literacy programs almost identical can be summed up in one word: Change. We are all in the same state of change.

In preparing this newsletter, we decided to focus on "Gearing Up for July 2K" as it affects everything we do at the OLRC. The ideas and opinions expressed herein do not necessarily reflect those of any state, federal or private agencies who fund the OLRC. The opinions are simply reflections of practitioners who have been in the adult education and family literacy field for a number of years. We hope the information is helpful to you and to your colleagues.

... *Janie Johnson*

WIA/NRS/O-PAS Implications for Ohio ABLE Programs and Staff

by Denise Pottmeyer, Ohio Department of Education
ABLE Consultant

I don't know about you, but I'm getting tired of words like Y2K, the New Millennium, and all the acronyms associated with our new legislation, the Workforce Investment Act of 1998. Sometimes these letters make my head spin!

My job requires a lot of driving, so I have plenty of times when my mind just wanders at will. As I was driving home the other day, after a day of strategic planning with my co-workers, I was thinking about the new legislation and the implications it has for our programs and for the students we serve.

I got stuck on the word "Investment" (out of the Workforce Investment Act) and thought about the reasons our legislators picked this title. Through State and Federal funds, our legislators have invested \$23,936,925 to support the State ABLE Program administered by the Ohio Department of Education. Through the competitive ABLE grant process, ODE has invested in 141 local programs to provide quality literacy instruction to the tune of \$20,866,307. These programs vary in size and in the types of literacy services they provide, i.e., basic literacy, GED preparation, family literacy, ESOL, and workplace literacy. The Ohio Department of Education invests \$2.3 million in state leadership that includes evaluation, professional development, and joint planning and coordination activities, to name a few. These investments, especially in professional development, assist our ABLE teachers, directors, coordinators, and support staff and are crucial in developing

and maintaining quality services to the students we serve. So many of our ABLE staff are invested in what they do, sometimes to the point of burnout. Our investment is in the outcomes our adult students obtain by being a part of our programs. These can include obtaining a GED, progress in skill levels, obtaining a job, and reading more to their children.

Our bottom line is the ultimate "investment" which is important to remember as we work through all of the acronyms, new phrases, and issues of changing our accountability system.

•To help clarify some of the terms in the Workforce Investment Act of 1998, see the Winter 2000 editorial of the *Southwest Exposure*, newsletter of the Southwest ABLE Resource Center, or email Kathryn Jackson, Director, at kjackson@sinclair.edu.

History of Ohio Communities Project OAAACE Session

OLRC received funding from the Ohio Humanities Council to provide help for teachers and students in submitting written, visual, or taped records of personal history relating to their communities. June 2, 2000, is the deadline for submitting projects to OLRC. Selected projects will be published and distributed at a statewide conference for teachers and students in the spring of 2001. If you missed the regional workshops or want more information, come to the OAAACE presentation. People attending will receive guidelines and ample resources, including a copy of the book *Nearby History*. Here is an opportunity to incorporate the meaningful study of community into the adult literacy setting.

Math News and Views

The 4th Annual State-Wide Math Workshop was held on February 5th in Columbus, Ohio. Sixty participants spent time exploring activities with Maureen Hickey from Zero Population Growth that can be incorporated into social studies and science lessons. Charts and graphs, interpreting data, and interpreting trends were areas of emphasis. Look for the next OLRC math newsletter for more ideas and extensions to use with these activities.

In addition, participants received and were given a preview of the Casio-fx260 calculator, the official GED 2002 calculator. Hopefully during the next two years, students and teachers will become competent in using this technology. Ohio continues to lead the way in preparing for the changes that are coming!

GED 2002 Official Calculator Now Available.....



The GED 2002 will require use of a calculator on half the math portion of the test. Teachers at the 4th Annual State-Wide Math Workshop were given a preview of this scientific calculator. For discounted sets, contact the GED Fulfillment Center at Department 191, Washington, DC 20055 - 0191. Credit cards and purchase orders may

be used by phoning (301) 604-9073 or using secure fax: (301) 604-0158. The Casio fx260 (item # 251434) is available for \$7 each and the compatible overhead Casio OH-280 (item # 251435) is available for \$35. Ensure your students' success and order the calculators now.

The Adult Numeracy Network's Sixth Annual Meeting will be held in Chicago on Saturday, April 15, 2000. Included in the agenda is a presentation on GED 2002 by Kenn Pendleton, the GEDTS Math Specialist. For more information on this affordable event, contact Nancy Markus by email at nmarkus@juno.com or 1-800-765-4897 ext. 29. Information can also be found at the ANN website (<http://www.std.com/anpn/>).

Adults Learning Math (ALM) conference will be held for the first time in the United States from July 6-8, 2000. The theme is "Conversation Between Researchers and Practitioners" and the purpose of the meeting is to bring together those engaged and interested in research and development in the field of adult mathematics teaching and learning. All conference information is on the ALM website (<http://www.euronet.nl/~groenest/alm/index.htm>). The conference will be held at Tufts University, Medford, MA, and is co-sponsored by the National Center for the Study of Adult Learning and Literacy at the Harvard School of Education.

2000 Ohio Writers' Conference Quickly Approaching

The third annual Ohio Writers' Conference is almost here! Thus far we have received about 200 writing submissions and are looking forward to reading and deciding which selections will be included in this year's anthology – Beginnings 2000.

This year's conference promises to be as entertaining and educational as the previous two – in no small part because of our guest presenter, Mr. Michael Rosen. Mr. Rosen is a well known author, illustrator, and editor of more than 15 adult and children's books, including such titles as The Heart is Big Enough, A Thanksgiving Wish, and Elijah's Angel. He is also the director of the James Thurber House in Columbus. We look forward to hearing him share with all of us his beliefs and attitudes about writing in general, and his writing style, more specifically.

This year's conference is being held on Friday, April 7, 2000, at the Comfort Inn in Columbus. Those students whose writing submissions are accepted will be invited to attend along with their teacher or tutor. We will notify accepted writers by phone and mail no later than February 21. The purpose of this conference is not to separate those writers whose work is accepted from those whose work isn't, but rather to encourage all adult education students across the state, as well as their teachers, to see the importance of expressing themselves through writing. There are no winners or losers – just writers.

OLRC Leadership Development Institute 2000

The 5th Annual OLRC Leadership Development Institute is open to Ohio ABLE directors, coordinators, and teachers with program management responsibilities. It is designed to provide a theoretical and practical understanding of leadership skills. The structure of the Institute will allow for the participants to progressively work towards personal and organizational goals throughout the three sessions. Some of the areas of development include: change and renewal; teamwork; strategic planning for change; and effective leadership and supervision.


Dates for the three sessions are listed below:

Leadership for Literacy
April 5-6

Building Networks through Collaborative Partnerships and Teamwork
June 21-22

Change - Self to System
September 27-28

Resources/Reviews

 With this issue of *The OLRC News*, we are beginning the use of the symbol at the left to identify resources that are available to borrow from the OLRC Library. Each item that is available from our Library has this symbol after it. If you would like to borrow a resource for two weeks, fill out the form on the back of the newsletter and send or fax it to us.


Family Literacy Resources

Power, Brenda (1999). *Parent Power: Energizing Home-School Communication.* Portsmouth, NH: Heinemann

Everyone wants more parental involvement in children's education, both formal and informal. To help accomplish the task, Brenda Power and her colleagues have developed a bilingual series of one-page essays for parents published with a CD-ROM and a 14-unit Teacher's Guide of suggestions on how to use the essays.


The Parent Essay Masters section, in English and Spanish, provides parents with ideas of how to understand and support content areas such as music, science, math, spelling, and reading as well as standardized testing and phonics. Some essays help prepare parents for new experiences like meeting with teachers and specialists and visiting the library. Additional topics include conflict, stress, nutrition, and friendships.

The Teacher's Guide section contains specific activities for using the essays to inform parents and to encourage parents and teachers to work together. Schools have used the material to send home with students before a special event like Family Night. Others have incorporated them into parent meetings at school. The numerous suggestions are helpful.

The CD-ROM contains two sets of the essays: one to read and search for key words and ideas; and the other unformatted to permit the import of essays into newsletters. The book is sold with two types of licenses: a single-user license price for teachers and a multiple-user license price for schools, libraries, and universities. 

Edwards, Patricia (1999). *A Path to Follow: Learning to Listen to Parents.* Portsmouth, NH: Heinemann.

Last fall when Patricia Edwards spoke at the annual Ohio Literacy Network (OLN) meeting, she referred to her new book on more effective ways for schools to talk with parents. To overcome the typical one-way direction of school-home communication, Edwards demonstrates in the book how teachers can obtain helpful information and become more culturally responsive by soliciting parent stories. Just as doctors and lawyers take professional case histories, teachers can learn about early literacy histories and home literacy

environments by interviewing parents. As a result, parents contribute to the partnership in an area in which they are knowledgeable—their children. The book includes a copy of the interview questionnaire, steps in using it, and suggestions on how to make sense of the stories that result. 


Great Parents, Great Kids


"Great Parents, Great Kids" is a booklet to help parent work with their children through talking, reading, writing and playing together. It was developed through a COABE Incentive Grant by Mary Gray and a team of teachers from Mott Adult High School in Flint, Michigan.

This resource for family literacy activities, wherever they may occur, was piloted in ABE classes with half of the class being trained in its use. Those students then taught the other half of the class how to use the activities. All class members then used the book with their own or neighborhood children. The next step was to introduce the booklet to local Even Start classes. In each case the parents/students taught the next group of parents in use of the activities. Teachers have observed enhanced self esteem among their students who have been using and teaching others to use the booklet.

Copies of "Great Parents, Great Kids" are available from Mary Gray, Mott Adult High School, 2421 Corunna Road, Flint, Michigan 48503-3358. Please send a check for \$5.00 for one copy of the booklet, a set of black line masters, and handling and postage costs.

(Excerpted with permission from COABE Newsletter January 2000.)


The Road to Reading and Writing: A Mile by Mile Guide for Your Developing Child is a short booklet that is divided into five age groups from birth to 5 years of age. Each section provides simple and fun activities that parents/caregivers can do with children to enhance literacy acquisition. If you are interested in receiving a copy of the booklet contact Sandy Wallgren at wallgren@excite.com. 

Help at Last: Monthly Activities for Family Involvement in Learning provides strategies for teachers to use in strengthening the home-school connection. This short book demonstrates how to increase family involvement in children's learning through the use of activities to support the development of literacy. To this end, it provides nine months of parent involvement activities that coincide with school holidays and other activities. To order this book, contact RMC Research Corporation at 1-800-922-3636. 


Early Literacy Experiences in the Home is the latest one-page "Indicator of the Month" from the Education Department's National Center for Education Statistics (NCES). This publication includes three charts showing the reported incidence of literacy-related family activities by such factors as race, parent's educational level, and child's preschool enrollment status. This publication can be found at <http://nces.ed.gov/pubs98/condition98/c9802a01.html>.

Resources for Lesson Plan Development


Civic Participation and Community Action Sourcebook

presents a large range of tools that teachers can use to help students examine their own beliefs about citizenship, community, and democracy. The sourcebook is designed to help students build skills and strategies to take informed action in their community. The tools provided by this sourcebook include a collection of narrative accounts of past community education and action projects and "prep and practice" activities that focus on skill and confidence building. To purchase this sourcebook, contact the New England Literacy Resource Center at (617) 482-9485. 


Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL

is a collection of stories written by individual teachers who are using the participatory process in their classrooms. The anecdotal accounts discuss how various themes came up in the teachers' classrooms, how the teachers developed lessons from those themes, and what these teachers have learned from the experience. The goal of the book is not to give cookbook-style instructions of how to implement these topics, but rather is intended to stimulate thinking about the participatory process and to help teachers feel more comfortable using it in their own classrooms. Topics include immigrant experiences, mothers and their children, and redefining learning and teaching. To purchase this book, contact Delta Systems, Inc. at (815) 363-3582. 

Everyday People, Everyday Law: A Legal Literacy Curriculum

is designed for use in a multi-level classroom setting and is divided into four units on topics including renting, work and neighborhood, judgment calls, and family. Each unit contains two or more stories of students who have had some kind of experience with the legal system. Each chapter also contains a pre-reading activity, a list of vocabulary words, and after-reading exercises. In addition to discussion or essay questions, each unit also has a section called "deepening your understanding" in which students express their understanding of the issues using different formats of expression such as collages, cartoons, role-play, or charts. Finally, the authors have included action steps to get students started researching, observing, and collecting information. To purchase this book, contact David Yamada, Professor at Suffolk University Law School at (617) 573-8543 or dyamada@acad.suffolk.edu. 

Introduction to Checking and Savings Accounts details four two-hour lessons that can be implemented in a two-day or four-day format. Most lessons are designed for partners, small groups, or whole group instruction and cooperative learning is emphasized. Topics covered in the four lessons include reasons for opening a checking account, necessary vocabulary, check-writing practice, using a check register, understanding your monthly bank statement, depositing

money into an account, withdrawing funds from an account, figuring out interest, tips for safe banking, and thinking through a budget. To purchase a copy of this packet, contact the Adult and Continuing Education Division of Cleveland Public Schools at (216) 631-2885. 

Resources on Women's Issues

Learning for our Health: A Resource for Participatory and Health Education

is a manual filled with field-tested ideas for working with low-income women to improve their health and literacy. Included in this manual are ten complete workshop plans on subjects like exercise and proper weight, sex, and stress. The manual also includes a list of other resources. This manual can be purchased for \$18 from Peppercorn Books & Press by writing to post@peppercornbooks.com or visiting their web site at <http://www.peppercornbooks.com>.


New Study on Domestic Trauma: Impact on Literacy

Andres Muro of El Paso (Texas) Community College Literacy Center has been awarded a COABE Incentive Grant to investigate the impact of domestic trauma on literacy students. Anecdotal records suggest that domestic violence seriously influences a significant number of women attending literacy classes. Plans are to administer a minimum of 400 surveys, analyze the data, and make recommendations based on the data. The project will result in the questionnaire, which could be used or adapted for other locations, and recommendations addressing curriculum development, professional development, and interventions. (Excerpted with permission from COABE Newsletter January 2000)

To find information that might be useful in creating lessons about women's issues, recommended sites include:

Women Leading Through Reading which can be found at www.litwomen.org/wltr.html. This site is the result of a collaborative initiative between Minnesota Literacy Council and Amazon Bookstore (Minneapolis) and primarily sponsors book discussion groups for women who are lower-level readers.

The Canadian Congress on Learning Opportunities for Women provides a wealth of literacy curriculum materials, which are presented from a feminist perspective. This site advertises its curriculum as being appropriate for men and women, with women-only groups, or in one-to-one tutoring (<http://www.nald.ca/canorg/cclow/EAL.HTM>).

Social Security Reform: Implications for Women focuses on how women currently fare under Social Security, how women may be affected by some of the proposed changes in benefits, and how women might fare under a system restructured to include individual accounts. To receive a free copy of this report, contact the US General Accounting Office at (202) 512-6000 or at www.gao.gov. 

For additional Resources/Reviews: <http://literacy.kent.edu/Oasis/Pubs/olrcnews.htm>

Equipped for the Future Guide Debuts

Adult education and literacy practitioners received a new set of definitive standards January 13 when the National Institute for Literacy (NIFL) released *Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century*. This guide shows how content standards based on real-world skills can make the adult education system more responsive to learners' needs and also build stronger ties to workforce development and other lifelong learning efforts.

"The standards suggest a broad definition of literacy based on skills and knowledge adults need for their daily lives," said Dr. Andrew Hartman, NIFL Director. "When those standards become classroom goals, we find that instruction is focused, learners often feel satisfied, and programs can explain their results in language that makes sense to employers, policymakers, taxpayers, everyone."

The 16 standards, which have been piloted in adult education programs in 12 states over the last two years, are based on the skills and knowledge adults need for their roles as workers, family members, and community members. They include traditional literacy skills but add decision-making skills like planning and problem-solving and interpersonal skills like resolving conflict and negotiating, among others.

"Although the standards have a lot of common-sense appeal, developing a curriculum around them means doing things differently," said Dr. Sondra Stein, *Equipped for the Future* (EFF) Director. "The guide gives us something to put in thousands of program administrators' and instructors hands to illustrate how other instructors and programs have used the standards. We hope the guide will create some momentum to refocus the adult education system on these real world results."

Collaborators have included the U.S. Education and Labor departments, the National Skills Standards Board, the National Center for Family Literacy, the Communication Workers of America, and the National Retail Federation. The standards have been pilot-tested at local programs in 12 states over the past two years, including Canton City Schools (Ohio).

"Besides making the system more responsive to learners, the standards also should help adult education programs work more effectively within the new framework established by the Workforce Investment Act," says Dr. Stein. "The Institute and its partners refined the standards and described them in language that would make sense to staff at job-training programs and one-stop career centers and the business world in general. Perhaps more importantly, when adult learners improve skills that employers care about, we want learners to be able to say so in language that employers immediately understand."

The guide includes how-to instructions for practitioners and samples of teacher-created materials and students' work.

Chapters on building the *Equipped for the Future* framework and how the EFF Standards work are also included. Free copies of the guide are available on from the Education Department's publications center. Call toll free (877) 4E - PUBS or (800) USA-LEARN, send an email request to edpubs@inet.ed.gov or visit the Web site at <http://www.ed.gov/pubs/edpubs.html>. Further information on *Equipped for the Future* is available on the Web at <http://www.nifl.gov/lincs/collections/eff/eff.html>.

Ohio Highlighted in Focus Publications



The Pennsylvania Department of Education's Bureau of ABLE Leadership Project is recognizing two Ohio publications in its Focus Bulletins. In February, *The Indicators of Program Quality Resource Guide*, from Ohio State University, will be featured. In March, the *Recommended Trade Books*, compiled by Patricia L. Bloem, Nancy D. Padak, and Connie Sapin and published by the Ohio Literacy Resource Center, will be featured.

The Focus panel met in November and selected 23 projects from 12 states to feature in the five bulletins to be published during 2000. We can be proud that two of our Ohio projects have been chosen for inclusion.

<i>Calendar of Upcoming Events</i>	
March 5-7	<i>COABE</i>
March	<i>Regional Director's Meetings:</i>
14-15	<i>Northwest Region</i>
16-17	<i>Central/Southeast Region</i>
23-24	<i>Northeast Region</i>
29-30	<i>Southwest Region</i>
April 5-6	<i>Leadership Development Institute Session</i>
April 7	<i>Writers' Conference</i>
Apr 13-15	<i>OAAACE</i>
June 21-22	<i>Leadership Development Institute Session II</i>
Aug/Sept	<i>Regional Math Kick-Off Days</i>
Sept. 7-8	<i>Family Literacy/ABLE Conference</i>
Sept. 11	<i>OLN Annual Meeting</i>
Sept 27-28	<i>Leadership Development Institute Session III</i>

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For 2-week loan (copies limited; there may be a wait):

- Working to Learn: Skills Development Under Work First
- Parent Power: Energizing Home-School Communication
- A Path to Follow: Learning to Listen to Parents
- The Road to Reading and Writing: A Mile by Mile Guide for Your Developing Child
- Help at Last: Monthly Activities for Family Involvement in Learning
- Civic Participation and Community Action Sourcebook
- Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL
- Everyday People, Everyday Law: A Legal Literacy Curriculum
- Introduction to Checking and Savings Accounts
- Social Security Reform: Implications for Women
- Collaboration Handbook: Creating, Sustaining, and Enjoying the Journey
- Second Start Adult Literacy Series

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Managing Change at Work: Leading People Through Organizational Transitions. Cynthia D. Scott, Ph.D., M.P. H. and Dennis T. Jaffee, Ph.D., 1995, Crisp Publications, Inc., Menlo Part, California.

ASSUMPTIONS ABOUT CONSTANT CHANGE

- Change can begin anywhere.
- Everyone is responsible for making change work.
- There is never enough information.
- Head for the edge – the customer.
- The critical skill is “learning how to learn.”
- There is no quick fix.
- Change is both toxic and tonic.
- Change requires exchange and communication.
- Change is stressless only for the mindless.
- Change challenges people in power.
- Change makes the natives restless.

BASIC GUIDELINES DURING CHANG

1. Have a good reason for the making the change.
2. Involve people in the change.
3. Put a respected person in charge of the process.
4. Create transition management teams.
5. Provide training in new values, skills and behaviors.
6. Bring in outside help.
7. Establish symbols of change.
8. Acknowledge and reward people.

KEY ELEMENTS OF CHANGE MANAGEMEN

- I. **Preparation:** Anticipating key element
- II. **Planning:** Getting people together to plan the response
- III. **Transitional Structures:** Establishing special ways of working together and temporary organizational structures
- IV. **Implementation:** Activating a flexible response and learning cycle
- V. **Reward:** Acknowledging the people who made it work

Understanding Loss... When a major shift or change occurs within an organization, employees normally experience several types of loss including the loss of

- * **Security**—Employees no longer feel in control or know what the future holds, or where they stand in the organization.
- * **Competence**—Workers no longer feel they know what to do or how to manage. People sometimes become embarrassed when they are faced with ne tasks because they don’t know how to do them. It is hard to admit when you don’t know how to do something.
- * **Relationships**—The familiar contact with people like old customers, co-workers or managers can disappear.

People often lose their sense of belonging to a team, a group or an organization.

- * **Sense of Direction**—Employees lose an understanding of where they are going and why they are going there. Meaning and mission often become unclear.
- * **Territory**—There is an uncertain feeling about the area that used to belong to them. This can be work space or job assignments. Territo y includes psychological space as well as physical space.

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