The OLRC News

Inside this issue:

5th Annual Conference Honors Authors

Chris Mckeon, conference organizer, welcomes a group of Ohio Writers' Conference attendees.

Tears of joy, proud smiles, heartfelt hugs, and genuine laughter- -these are simply a few phrases that capture the essence of this year's Annual Ohio Writers' Conference – Beginnings V. The Ohio Writers' Conference, sponsored by the Ohio Literacy Resource Center and funded by the Ohio Department of Education, is a celebration in which adult literacy students throughout the state of Ohio are honored for outstanding original writing. The 5th annual conference was held on April 19th at the Wyndham Dublin Hotel in Columbus. After reviewing nearly 300 submissions, a team of judges selected over 60 winners whose original writings were subsequently published in the softbound book – *Beginnings V.* The submissions included short stories, poetry, reflections, and essays that captured lifelong lessons, humorous vignettes, and poignant memoirs.

The conference began with a continental breakfast during which the writers gathered with their teachers and guests as they settled down for the day-long event that honored the participants. This year's conference focused on *writing and the arts.* Harry Noden, renowned author of *Image Grammar,* kicked off the event with his keynote speech, *Using Verbal Brush Strokes to Paint Images.* Using visual and artistic images, Mr. Noden shared powerful techniques for enhancing writing through the arts. A former middle and high school teacher, Harry engaged the participants in hands-on activities in which they were invited to practice his innovative strategies via projected works of art that included photography, paintings, and sketches. In the spirit of visual imagery, the participants each received a camera, and they were invited to capture the days events with photographic memories. Following Mr. Noden's keynote, award-winning storyteller, Lyn Ford, held the attention of the audience as she dramatically shared a myriad of storytelling experiences that fostered a love for the art of speaking, listening, and writing. Ms. Ford's entertaining session was entitled, *Story Aerobics: Stretching Your Storytelling Muscles.*

The afternoon began with a candlelit buffet luncheon in the Wyndham dining room. Following the luncheon, Lyn Ford kicked off the awards ceremony with additional storytelling entertainment that focused on her multicultural heritage. Beginning with warm congratulations from Ohio Department of Education representative, Denise Pottmeyer, a highlight of the afternoon was, needless to say, the presentation of awards. Each student was individually announced and received a certificate of accomplishment, as well as a copy of the book, *Beginnings V.* Following the presentation of awards,

the participants were invited to read their award-winning submissions in an open-mike forum. As students read what they had written, a sense of awe filled the room that no words can describe. Not only did the audience cheer the writers, but they also expressed pride in their accomplishments with emotions that ranged from heartfelt tears to genuine laughter.

This year's event concluded with an author signing session during which the writers autographed multiple copies of *Beginnings V* that will be sent to state and national figures including President and Mrs. Bush. A group photo of the writers was taken prior to their departure. To be sure, the event was a memorable one. To quote one of the participants, "This has been the best day of my life!"

The Ohio Literacy Resource Center invites adult literacy students throughout the state of Ohio to submit original writings for next year's 6th Annual Ohio Writers' Conference. Look for guidelines and further information this fall.

Beginnings V authors that attended the 2002 conference

GED to College

Kent State University recently received $3 million as a direct outcome of the federal budget bills signed into law. The OLRC was earmarked as one of the offices to receive $500,000 to develop a replicable model for supporting GED graduates in higher education. The Adult Learning Community Collaborative project is the product of this effort. A project team was formed to begin the discussions of planning and developing not only a replicable model, but also an outreach program to support those GED graduates that are attending KSU Kent and Stark campuses. The team consists of administrators, professors, researchers, technical experts, and GED students. In collaboration with the Academic Success Center, Adult Services, and various other departments on campus our goal is to develop systems to monitor students' progress; advise and refer them to the appropriate offices to address their concerns or needs; and provide academic support, tutoring, and technological training. In addition, GED students attending KSU qualify to apply for the OLRC Scholars Stipend or full tuition and fees scholarships.

If you are interested in learning more about this project or know of GED graduates that have expressed an interested in continuing their educational journey, contact Sandra Golden, Project Director at (800) 765-2897 extension 25351 or e-mail sgolden@literacy.kent.edu.

International Reading Association Says Computer Literacy is a Must

Excerpted from "Report on Literacy Programs" January 2, 2002

Information technology is such an important part of today's world that students need to learn how to use this technology in order to take advantage of the opportunities in the workplace and in the community. This technology includes word processing programs, e-mail, and presentation software. Teachers also need to become familiar with this technology so they are comfortable using it with their students and should take advantage of professional development opportunities in technology.

The International Reading Association believes the following resources should be available to all students:

- Teachers who are skilled in the use of technology for teaching and learning
- A literacy curriculum that integrates technology into instruction
- Instruction that develops critical literacy essential for the use of information
- Testing and assessment that cover reading on the internet and writing using word processing software
- Instruction in safe and responsible uses of technology
- Equal access to technology for all students

Celebrate and Promote Diversity

BECOMING A MULTICULTURAL EDUCATOR IN ADULT BASIC EDUCATION

Sandra Golden & Kenan Bishop

In the last two articles you were provided with suggestions to create a culturally sensitive classroom to facilitate the celebration of the diverse student body in your classroom. The articles espoused some of the fundamentals of developing a rich, culturally relevant learning environment. To assist you in your journey of becoming a multicultural educator, we have included a list of 10 things that you can do in order to become a better multicultural educator. The steps are reflective as the title shows.

10 SELF- CRITICAL THINGS I CAN DO TO BE A BETTER MULTICULTURAL EDUCATOR

1.   I can engage in **SELF-REFLECTIVE WRITING** or journaling to explore my own process of identity development and how I react to different events or people.

2.   I can **INVITE CRITIQUE** from colleagues and accept it openly. Though it's easy to become defensive in the face of critique, I can thank the person for their feedback, remembering that people may experience me differently from how I see and experience myself.

3.   I can understand the relationship between **INTENT** and **IMPACT**. Many times, especially when I'm in a situation in which I experience a level of privilege, I have the luxury of referring and responding only to what I intended, no matter what impact I have on somebody. I must take responsibility for impact, recognizing that I can never be totally aware of the biases and prejudices I carry into the classroom and how my students or colleagues experience me.

4.   I can **REJECT THE MYTH OF COLOR-BLINDNESS**. As painful as it is to admit sometimes, I know that I react differently when I'm in a room full of people who share many dimensions of my identity than I do in a room full of people who are very different from me. I have to be open and honest about that because those shifts inevitably inform the experiences of people in my classes or workshops. *In addition, color-blindness denies people validation of their whole person.*

5.   I can recognize my own **SOCIAL IDENTITY** group memberships and how they may affect my students' experiences and learning processes. People do not always experience me the way I intend them to, even if I am an active advocate for all my students. If I appreciate this, I will find deeper ways to connect with all my students.

6.   I can **BUILD COALITIONS** with teachers who are different from me (in terms of race, ethnicity, sexual orientation, gender, religion, first language, disability, and other identities). These can be valuable relationships of trust and honest critique. At the same time, I must not rely on other people to identify my weaknesses. In particular, in the areas of my identity that I experience privilege, I must not rely on people from historically underprivileged groups to teach me how to improve myself (which is, in and of itself, a practice of privilege).

7.   I can invite critique from my **STUDENTS**, and when I do so, I can dedicate to listening actively and modeling a willingness to change if necessary.

8.   I can **REFLECT** on my own experiences as a student and how that informs my teaching. Research indicates that my teaching is most closely informed by my own experiences as a student (even more so than my pre-service training). The practice of drawing on these experiences, the positive and the negative, provide important insights regarding my teaching practice.

9.   I can challenge myself to take personal **RESPONSIBILITY** before looking for fault elsewhere. For example, if I have one student who is falling behind and has poor attendance, I will consider what I am doing or not doing that may be contributing to disengagement before problematizing behavior or effort.

10.   I can **CELEBRATE** myself as an educator and total person. I can, and should, also celebrate every moment I spend in self-critique, however difficult and painful, because it will make me a better educator. And that is something to celebrate!

Resources and Reviews

Bergin, Christi. (2001). (The Parent-Child Relationship During Beginning Reading.) *Journal of Literacy Research, 33,* 681-706.

Bergin worked with children who were just on the brink of independent reading and their caregivers. She was interested in the roles that affect might pay in children's developing attitudes toward reading and fluency as readers. She videotaped 32 adult-child pairs as they read to each other. She coded the adult-child interactions for affective dimensions such as praise, hostility, criticism, support, positive affect, emotional spontaneity, physical proximity, and affection. Results showed that if pairs were affectionate during reading, children were less frustrated with and more engaged in their reading. They also read faster. Bergin concludes that affect is important in parent-child reading sessions. She notes, "It's is important to support parent-child joint book reading programs, [but] literacy programs should not simply encourage parents to read at home, but should help them change reading habits if they are not likely to promote positive attitudes and fluency in the children" (p. 701).

The Joyce Foundation. (2002). *Welfare to Work: What Have We Learned?* **Chicago: The Joyce Foundation.**

For those interested in families moving from welfare to work in the Midwestern United States, this brand-new resource is of great importance. The Joyce Foundation invested over $8 million in research to study the effects of welfare reform in the Midwest, specifically Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin. This book summarizes the results of these and other evaluations of the first five years under the new system. The studies examine whether Midwest families are moving from welfare to work and from poverty to economic stability based on employment. Finally, these studies document how welfare policies worked during the economic good times of the 1990s. The current recession creates new challenges for poor families and policy makers. Recommendations are also mentioned.

Roffman, A.J. (2000). *Meeting the Challenge of Learning Disabilities in Adulthood.* **Baltimore, MD: Paul H. Brookes Publishing Co.**

This is an intriguing book that discusses personal and professional challenges that people with learning disability (LD) and/or attention-deficit/hyperactivity disorder (ADHD) face on a day-to-day basis. You will learn through the voices of people living with ADHD everyday and the challenges they face or have overcome. The author depicts real-life scenarios, attitudes,and feelings from a diverse group of individuals that are LD and ADHD. The chapters focus on mental health, family of origin, friendships and dating, partnerships, parenting, day-to-day living, learning beyond high school, work and quality of life. Each chapter provides an overview of the challenges of the particular topic and strategies for coping with those challenges. The author also compiled a list of organizations, newsletters, and other resources.

These publications are available online at http://www.ppv.gov

Clymer, C., Roberts, B., and Strawn, J. (2001). *States of Change: Policies and Programs to Promote Low-Wage Workers' Steady Employment and Advancement.* **New York: Public/ Private Ventures.**

The information contained in this booklet deals with all the aspects of Sectoral Employment, which is defined as helping individuals and creating "systemic" change in a targeted industry or occupation. The aspects discussed in the book are: The Sectorial Employment Initiative, Grantees' Sectoral Goals and Strategies, Summary Descriptions, Who Are the Sectoral Initiative Participants?, Working With Participants, Progress for Systematic Change, and Observations on Progress To Date. The information in this book can be used to further knowledge of the Sectoral Employment Initiative and the issues that surround it.

Elliot, M., Roder, A., King, E., and Stillman, J. (2001). *Gearing Up: An Interim Report on the Sectoral Employment Initiative.* **New York: Public/Private Ventures.**

This book deals with the challenges and issues of low-wage work and getting out of "welfare's grip." It contains the following sections: The Challenges of Steady Work and Better Jobs: From Welfare to the Low-Wage Workforce, Improving the Odds for the Low-Wage Workers, The Opportunity to Change State Policy, State Policy Actions to Increase Low-Wage Workers' Income, Key Elements of Retention and Advancement Programs, Retention and Advancement: What is Happening, The Challenges of Retention and Advancement, Moving Ahead, and Moving Farther.

Houghton, Ted, and Proscio, Tony. (2001). *Hard Work on Soft Skills: Creating a "Culture of Work" in Workforce Development.* **New York: Public/Private Ventures.**

The difference between "hard" skills (actual skills such as typing) and "soft" skills (social graces and optimism) are described in this book. Also described are four highly regarded workforce development programs that concentrate on cultivating "emotional intelligence" – how they preparing trainees for the cultural demands of the workplace. The focus of this discussion is teaching the intangible and largely unquantifiable skills of demeanor, professionalism and self discipline—in short, training the "smile."

Putting the EFF Pieces Together Over the Summer
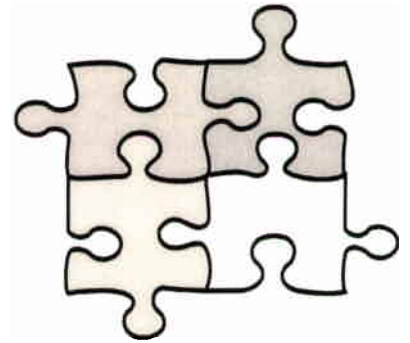
✓ With staff, set a vision for your program (based on Ohio's strategic plan). How can EFF help you reach your vision? Use your grant's Action Plan to outline the steps toward your vision. Use the Quality Model to align all aspects of your program with your vision.

✓ Discuss how EFF could influence the various components of your program (student orientation, teaching and learning activities, evaluation and portfolio development, etc). Think about how the EFF tools (purposes, role maps, common activities, skills and standards) could be useful in each component of the Student Experience Model (SEM).

✓ Continue to build your program's EFF Team, which will work together to lead the staff in implementation strategies.

✓ Create time for staff to learn about and discuss EFF
   o Read and discuss the Standards Guide with a colleague or as a group
   o Read and discuss the Quality Model together
   o Join the NIFL-4EFF Discussion List and discuss topics together:http://www.nifl.gov/lincs/discussions/nifl-4eff/equipped_for_future.html

✓ *Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century* and *Results That Matter: An Approach to Program Quality Using Equipped for the Future* are available free of charge from the EFF National Center. Contact Dawn Norris at (207) 581-2402, ext. 11 to order a supply for your program.

✓ Increase your knowledge of adult learning practice by reading:
   • *How Students Learn: Reforming Schools Through Learner-Centered Education* by N. M. Lambert & B. L. McCombs available at http://www.amazon.com/exec/obidos/ASIN/1557984646/gid=10016944338/sr=1-7/ref=sr_1_2_7/103-8508216-7368621

   • *How People Learn: Bridging Research and Practice* by J.D. Bransford, A.L. Brown, & R. R. Cocking available at http://www.nap.edu/catalog/9457.html

   • *How People Learn: Brain, Mind, Experience, and School* by J.D. Bransford, A.L. Brown, & R.R. Cocking available at http://www.nap.edu/catalog/9853.html

   • *Knowing What Students Know: The Science and Design of Educational Assessment* by J. Pelagrano, N. Chudowsky, & R. Glaser available at http://www.nap.edu/catalog/10019.html

✓ Create opportunities for teachers to TALK together about their experiences "doing" EFF.

✓ Seek out professional development needs for your staff. Solicit input from others involved with EFF. Work with your RCN to outline staff development needs. Check out http://literacy.kent.edu/ohioeff often for resources. The EFF Special Collection http://www.nifl.gov/lincs/collections/eff/eff.html also provides further learning for all staff.

✓ Encourage practitioners to adopt a spirit of inquiry and to reflect on their practice in light of the EFF learning principles: purposeful, contextual, and constructivist. Use the Practitioner Reflection Log to guide your reflection.

✓ Allow practitioners time to become proficient in using the EFF framework for goal setting and teaching and learning before introducing in-depth use of the standards for assessment purposes.

✓ Invite students to discuss their goals. Compare these to the role maps and purposes. Involve students in identifying evidence of progress.

✓ Give yourself and your staff TIME. Think of progressing in PHASES. Start where you are and build on your strengths.

✓ Contact Judy Franks at 330-672-0753 or jfranks@literacy.kent.edu with questions or ideas.
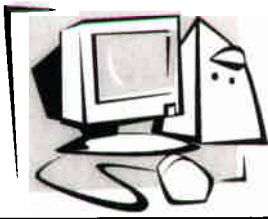
Spring/Summer 2002 **The OLRC*News***

Who, What, When, Where, Why & How?

Kimberly S. McCoy

WHO
According to a study conducted by World Research, 56% of PC users who experienced a loss of their data were unable to recover their information. The individuals who were able to locate their data spent countless hours and days doing so.

WHAT
At the bare minimum, you should backup the items you use on a daily basis. This could include your word document files, email folders, address book, and Internet URLs, also known as bookmarks and/or favorites. Some other items to consider include your Internet connection information such as your ISP phone number, passwords and configuration details, icons, WAV files, and graphic images downloaded from the Internet. More advanced users could backup their entire computer systems; this would include the operating system (Windows) and all applications (Microsoft Word, etc.).

WHEN
If you aren't already doing so, you should get in the habit of backing up at least once a week or every time you've completed a great deal of work you don't want to do over.

WHERE
Backing up to your local area network (LAN) is an option, but make sure you also have a copy available that you can use in the event something happens to the network. Another possibility, however, somewhat cumbersome, is using a floppy disk. Please note that anything bigger than an average word document, such as a large graphic or any sound file, would not fit on a floppy disk. If you want to be able to backup just about any and everything, your best bet is an Iomega Zip or Jaz drives or a CD-R or CD-RW drive. CD- R and CD-RW are capable of storing a large amount of data such as digital images and MP3s files. Another option is using the Internet. For a small fee you can use the Internet for backing up files. The biggest advantage to this approach is having access to your files anywhere there is an Internet connection. On the other hand, your files are literally floating around in "cyberspace." Prices and file space differ; see list under online data storage for Internet sites that provide this kind of service.

WHY
At any time a virus, major crash, or power outage could destroy everything on your computer. If you don't mind spending an enormous about of time trying to retrieve your information, setting up all of your applications and retyping all of your documents, then don't worry about it.

HOW
That's the fun part. Depending on your operating system, platform, which files you decide to backup, and the kind of media you use, instructions will vary. The sites offered under the resource section provide great step-by-step instructions for backing up as well as which media to purchase. For additional information on backing up, please visit the following sites:

ONLINE DATA STORAGE

My Data Haven-Protect your Future!
http://mydatahaven.com/

BackupUSA Online Data Storage
http://backupusa.com/

Online Data File Storage
http://www.globedesk.com/

Storage Vault-Your Internet service for safe, secure, and reliable online storage
http://www.storagevault.net/

Xdrive Technologies –Online File Storage and Collaboration Solutions
http://Xdrive.com/

RESOURCES FOR BACKING UP YOUR PC

Suggestions for Backing Up Entire Hard Drive
http://www.barnard.edu/at/training/windows/entirebackup.htm

How to back up your PC
http://www.zdnetindia.com/help/howto/stories/1156.html

There's more to backing up your PC than backing up your PC
http://www.bestpricecomputers.ltd.uk/guides/backingu.htm

Backing up your Windows 95/98 PC
http://www.wellesley.edu/Computing/Backup/pc.html

Backing Up Your PC files
http://www.russkelly.com/backups.html

How to back up your PC
http://www.usatoday.com/life/cyber/ccarch/ccrob036.htm

Backing Up Your PC's Hard Drive
http://agebb.missouri.edu/cotf/2002/backup/

How to Buy Data Storage
http://www.zdnet.com/products/stories/reviews/0,4161,2625651,00.html

Math Resource Update

Myrna Manly, author of "The Math Problem Solver" and consultant for the GED 2002 test, did a workshop on May 3rd for Illinois teachers. Nancy Markus, our math consultant, was able to attend and bring backinformation from the workshop entitled "Coping Wth GED 2002 Math."

Many of the ideas will be presented at the OLRC annual regional Math Kick-Off Days this coming fall. Myrna suggested that teachers look carefully at the new GED practice tests. Increased emphasis on data analysis (using charts and graphs) and number sense should shift instruction from rote calculations to interpreting and applying information mathematically.

Teachers need to continue to increase their own mathematical literacy (numeracy) in order to help students learn and succeed. One easily obtained resource is "Adding it Up: Helping Children Learn Mathematics." Myrna suggested that we need to look past the title and realize that adults learn in many of the same ways as chidlren. This book, edited by Kilpatrick, Swafford, and Findell, published in Washington D.C. by the National Academy Press, 2001, can be viewed entirely on the web at http://www.nap.edu/openbook/0309069955/html. An excellent resource, it can be the starting point of increased success for the teacher and ultimately, his/her students.

Family Fun Nights at Starbucks

The Starbucks Foundation in partnership with the Ohio Literacy Resource Center collaborated with the Stark County Event Start Programs to promote family literacy. We have hosted four "family fun nights" at two Starbucks in Canton. A total of 26 families (55 children) have participated in these one-hour fun-filled events. For the families to receive an invitation to these events, they had to participate in a reading contest coordinated by Kris Wyler, Stark County Even Start Programs. The parents were given bookmarks and encourage to go to their local library and borrow books to read to their children. The bookmarks were used to calculate the number of books borrowed and read. Those parents that read the most books were then invited to attend the "family fun night." Each parent received a tote bag with activities, the National Americorps Services *Best-Ever Family Literacy Activity Cookbook*, and information on family literacy. In addition, they received the featured book that was read to them on the night of the event. During April we had two "fun nights", the theme was music, the featured book was *The Ants Go Marching,* and our featured readers were Dr. Nancy Padak, Principal Investigator for the OLRC and Kent State Professor, and Kimberly McCoy, Technology Projects Coordinator, OLRC. In May our theme was animals, the featured book was *Leo the Late Bloomer*. Our featured readers were Judy Franks, Literacy Projects Coordinator, OLRC, and Kenan Bishop, Graduate Assistant, OLRC. The children listened attentively as these books were read and later participated in musical and art activities lead by Bonnie Boyd, Sara Frato, Janice Hare, and Kris Wyler, Stark County Even Start Programs. The children made shakers of small water bottles filled with colored rice, drew marching paths, made animal faces out of paper plates, and imitated various animals through sound and motion. The families enjoyed refreshments courtesy of Starbucks. The children each received lunch bags with healthy snacks, crayons, markers, stickers, scissors, glue sticks, and writing tablets. Each event ended with the parents and children choosing from about 100 books to take home to build a home library or add to their existing libraries. The books were donated from customers of the Starbucks stores in Canton and staff from the OLRC during the months of November and December. Parents and children left with smiles on their faces and kind words of gratitude for having the opportunity to participate in the "family fun nights!" If you want to learn more about these events, contact Sandra Golden, Literacy Projects Coordinator, OLRC at (800) 765-2897 extension 25351 or e-mail sgolden@literacy.kent.edu.

Fun Night participants enjoying a read-aloud.

Ohio Literacy Resource Center
Enhancing Adult Literacy in Ohio

[**Check Us Out!**
http://literacy.kent.edu]

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The OLRC *News*

Please fill out the order form below (put an X by the items you would like to borrow) and FAX it to the OLRC at (330) 672-4841

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

_ *The Parent-Child Relationship During Beginning Reading*

_ *Welfare to Work: What Have We Learned?*

_ *Meeting the Challenge of Learning Disabilities in Adulthood*

_ *States of Change: Policies and Programs to Promote Low-Wage Workers' Steady Employment and Advancement*

_ *Gearing Up: An Interim Report on the Sectoral Employment Initiative*

_ *Hard Work on Soft Skills: Creating "Culture of Work" in Workforce Development*

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Your Name_____ **Program Name**_____

Your Complete Address_____

Program Address_____

Your Email_____ **Program Email**_____

Your Phone_____ **Program Phone**_____