
The OLRC News

Ohio Literacy Resource Center Celebrates 10 Years

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The Ohio Literacy Resource Center is proud to celebrate 10 years of enhancing adult literacy. Established in 1993, the Center located at Kent State University originated as a result of the National Literacy Act of 1991.

Nancy Padak, Dale Cook, and Gary Padak wrote the initial grant to fund a state literacy resource center at Kent State. Nancy Padak, the OLRC's project administrator and only veteran of all ten years reminisced, "I can still remember the drive home from Columbus on the day that I learned about the RFP for the State Literacy Resource Center—what a quick trip that seemed to be. My mind was racing with the possibilities. I also remember long discussions with Gary and

Dale about innovative technology that was becoming available—BITNET—and whether we could make use of it for communication purposes."

The OLRC quickly responded to its mission of planning and coordinating local, regional, and state level literacy services, and enhancing the capacity of state and local organizations to provide literacy services. In 1995, the OLRC was also charged with acting as a reciprocal link between the National Institute for Literacy and adult literacy service providers.

The Center, which has gone from concentrating on several different topics to delving into a wide range of specialty areas and unique projects celebrates their growth. "I remember the day Dale Cook and Tim Ponder brought us together to recommend that we work through some new thing called the 'Internet.' Imagine!! And now, 10 years later, we have survived federal cuts, lots of staff changes, and more," Padak said.

For those OLRC staff that have moved on, they may rest assured that the work that they did is still being used, and those in the field of adult education and family literacy are still benefiting from it. The Center still distributes publications and materials created by former staff, graduate students, and interns. Many procedures and policies developed during the past ten years are still used by staff today.

The growth of the OLRC over the past decade has been tremendous," commented Marty Ropog, Director. "Major kudos go to OLRC staff - both past and present. Former directors Jane Schierloh, Jean Stephens, and Janie Johnson were instrumental in the Center's progress and in establishing the OLRC as an invaluable resource for adult and family literacy programs," she added. Jean Stephens, who was the Director from 1994-1999, receives special praise from the current director. "Jean's collaborative and organized nature made her an effective leader in Ohio and beyond while her compassion and confidence in all of us made her a good boss and friend to OLRC staff," said Ropog.

cont.

Ohio Literacy Resource Center

Enhancing Adult Literacy

A publication of the Ohio Literacy Resource Center located at Kent State University
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Cont.

Despite the Center's overwhelming progress, the staff has remained focused on overseeing state and national initiatives, developing high quality publications and materials for program use, and collaborating with other agencies/programs. The OLRC continues to provide the best support for those working and learning in the adult and family literacy programs and for those students transitioning from ABLE to higher education.

"Through it all, we have maintained our focus on providing assistance for the adult literacy field in (and beyond) Ohio. I am proud of the OLRC's work and look forward to another decade of surprises and successes," concluded Padak.



CURRENT OLRC ROSTER

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Initiative

INTERNS

Joyce Kammoun
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GED Scholars Initiative
GED Scholars Initiative



Free Resources - Check it Out !

Family Literacy Professionals may want to order the following free resources for parents:

Put Reading First: A Parent Guide, provides brief, easy-to-read suggestions for home and school that are aligned with the results of the National Reading Panel. There is also a version of this publication for practitioners. Copies are available from the National Institute for Literacy at ED Pubs, PO Box 1298, Jessup, MD 20794-1398. 1-800-228-8813. Fax: 1-301-470-1244. E-mail: edpuborders@edpubs.org.

Read and Rise, a joint publication of Scholastic and the National Urban League, provides information and at-home literacy support ideas for children from birth through age nine. Copies are available for download from <http://www.nul.org/readandrise/> or by contacting the National Urban League at 120 Wall St., New York, NY 10005. E-mail info@nul.org. Either of these resources would be good additions to family literacy programs. Teachers and parents could read and discuss the contents of the publications. Parents could use suggestions to frame their at-home literacy interactions with children.

The following websites have been screened as a possible source of classroom supplies, teacher awards, or technology support. There may be some limitations that would prevent the resources being available, but they are worth checking.

- Campbells Soup Company (www.labelsforeducation.com) is currently offering a voucher system where schools can obtain free educational merchandise.
- Electronic Data Systems (www.eds.com) is currently awarding grants to schools to support teachers in buying software.
- The Akron Community Foundation (www.akroncommunityfdn.org) also offers free school equipment sporadically throughout the year.
- The Alice and Patrick McGinty Foundation (<http://community.cleveland.com/cc/mcginty/foundation/>) has a grant to teachers and a grants to schools grant program.
- The Best Practices in Education (www.bestpracticeseduc.org) has many interesting links and resources for the teaching of math.
- The Coca-Cola foundation (http://www2.coca-cola/citizenship/foundation_coke.html) has teamed up with a literacy organization making grants available to buy classroom books and other materials.
- Discount Drugmart (www.discount-drugmart.com/community.asp) helps provide school supplies to low income families.
- Tops grocery store (www.topsmarkets.com/about/community/classconnect.html) sponsors classroom and teacher initiatives.

Celebrate and Promote Diversity



Cultural Awareness Activities and Exercises

Diversity Bingo

Ask your students to complete as many of the squares as possible with information about their classmates; students should inform you when they have a complete set of squares across or down. Students can then share with the class.

I have lived in more than one state?	I play games with my children twice a week	The music I enjoy most is _____
Enjoys cooking	Reads at least 2 books a month	Speaks more than one language
I exercise by playing _____	I do most of my traveling by bus	I have one child
I am an only child	I have a sister and brother	I have a car
I have 3 nieces	I saw a movie twice last month	I am a grandmother/grandfather

Diversity Flower Petal - Who Am I?

Objectives

- To increase awareness of students' own cultural background and how it compares to those of other students
- To raise awareness of the importance of group identity by seeing how it applies to each

Procedure

Have students work individually to fill-in as many petals with characteristics about themselves (their definition of who they are). Examples: mother, father, sister, brother, independent, caring, employed, single, age, ethnic/racial background.

Suggestions for the Use of Activity

- Do the petal exercise to create a group identity profile on paper for each person.
- If time permits, collect the petal and (with names omitted) post them around the room. Then have the group view the various charts. If time or space does not permit this, have a number of volunteers share their drawings with the group.
One of the universal results of this exercise is a recognition of the vast differences between people (even people who are similar in many ways) in the extent to which group identities are salient in their self-concept and in which specific identities are viewed as important.
- Note which identities appear most frequently and tend to have the larger slices in the group. This is an indication of the relative importance of various identities in the life experiences of the members of this group at this point in time
- The following learning insights can be highlighted:
 - We all have group identities that are important to us and that have some influence on what we think and do.
 - Because certain identities are relatively unimportant to us, we may overlook them in others. Also, because certain identities are important to us, we may erroneously assume that they are important to (and recognized by) other people.

Discussion Questions

- What did I learn?
- What surprised me the most?
- What gives me concern or bothered me a little?
- Was this activity comfortable to do? If not, why not?

Resources and Reviews

Health Resources for the Adult Classroom

The following resources may be helpful if you and your students are interested in incorporating health related topics into your lessons. If you have any information you would like to share, contact Dianna Baycich at dbaycich@literacy.kent.edu or 330.672.7841.

- The Health and Literacy Special Collection – this is an extensive collection of high-quality resources maintained by World Education Inc. for students and practitioners in adult literacy programs. The collection contains websites, lesson plans, and printable materials. There is also a section of easy-to-read materials and materials in languages other than English.
- *Family Health for Dummies* by Charles Inlander and Karla Morales – this is a great reference book for students with a higher reading level and for teachers who are looking for health topics to explore with their students. The book is very readable and discusses a wide variety of health issues, including how to navigate the medical system, what to do in a medical emergency, and what medical supplies to keep at home.
- *How to Feel Good: Learning to Relax and Exercise* – this book was put together by ESOL students in Jamaica Plain Community Centers' Adult Learning Program in Boston, Massachusetts. The students looked at the issues of stress that recent immigrants feel in the U.S. and also wrote about practical, healthy, culturally diverse ways to deal with stress in an urban environment. This book can be found on the web at <http://www.alri.org/feelgood/feelgood.html>
- Nutrition Education for Low-literate Teens & Adults - This list is a compilation of resources that discuss nutrition education and literacy, and the assessment and evaluation of print education materials. A list of easy-to-read nutrition education materials is also provided. You can access it electronically at <http://www.nal.usda.gov/fnic/pubs/bibs/gen/lowlit.html> or request a print copy from the Food and Nutrition Information Center by calling 301-504-5719.
- Try to Stop.org provides easy-to-read, multi-cultural, tobacco education materials developed and distributed by the Massachusetts Tobacco Education Clearinghouse (MTEC). Their website can be found at www.trytostop.org or call 617-482-9485 for a catalogue. This site includes a Quit Wizard for people who may want to stop smoking.



Reviews

Henderson, A.T. & Mapp, K.L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. Austin, Texas: National Center for Family and Community Connections with Schools.

This book provides research-based evidence of the value of the connections between family, community, and school. The research studies included are arranged in three categories: 1) the impact of parent and community involvement on student achievement; 2) effective strategies to connect schools, families and community; and 3) parent and community organizing efforts to improve schools. The authors have included recommendations for putting the findings from the studies to use. This is an excellent resource for convincing administrators or funders of the importance of family and community involvement in education. For more information, visit the Southwest Educational Development Laboratory site at <http://www.sedl.org/connections/resources/>



DeCandido, GraceAnne, Editor. (2002). *Literacy and Libraries: Learning from Case Studies*. Chicago: Office for Literacy and Outreach Services, American Library Association.

This is a practical guide to literacy programs in public libraries. Told from the viewpoint of library staff, tutors, and literacy students, the book is divided into four sections. In section one, adult literacy in the public libraries is examined. Section two contains descriptions of a wide variety of library literacy programs. In section three, the integration of technology into library literacy programs is explored. The last section of the book looks at the history and future of library literacy programs. This book is a must read for anyone who wants to learn about the great things happening in public libraries around literacy.

Gordon, Edward. (2001). *Tutor Quest: Finding Effective Education for Children and Adults*. Bloomington Indiana: Phi Delta Kappa Education Foundation.

When parents ask, "Where can we find tutors in our community?" and "How can we judge the quality of a tutor in order to choose the best one for our needs?" *Tutor Quest* can help provide some answers. In this book, Gordon addresses the popularity of tutoring, the different kinds of tutors available, and when professional tutors should be used. Gordon also provides a guide for finding a tutor, including a tutor rating scale. The information is appropriate for adults seeking tutor services for themselves or for their children.

Taking the Mystery Out Of EFF



Remember the EFF publication *Results that Matter: An Approach to Program Quality Using Equipped for the Future* (Bingman & Stein, August 2001) http://www.nifl.gov/lincs/collections/eff/results_that_matter.pdf? This publication presents 5 key principles that reflect the foundation of program practice:

- A Purposeful and Transparent Approach to Teaching and Learning
- An Approach to Teaching and Learning That Builds Expertise
- A Contextualized Approach to Curriculum and Instruction
- An Approach to Assessment Based on Cognitive Science
- A Systematic Approach to Program Improvement

These principles also answer the question: "What does EFF implementation look like in action?" At the center of the document is the EFF Quality Model that makes explicit the vision and process of system reform using EFF Standards and other tools used during the *EFF Orientation: Taking the Mystery Out of EFF* <http://literacy.kent.edu/ohioeff/prof-dev/orientation/index.html>.

To further increase our understanding of program implementation using EFF, three *Research to Practice Notes* (Gillespie, October 2002) have been recently released and will help us:

- Identify the research basis for the principles
- Learn key concepts and terms associated with the principles
- See examples of how other programs have implemented the program practices
- Reflect on how you and your program can implement the program practices

Note 1

<http://www.nifl.gov/lincs/collections/eff/masters/O1research-practice.pdf> summarizes the research basis for a purposeful and transparent approach to learning, the first key research principle underlying the EFF initiative and includes these findings:

- Learning is a purposeful, goal-directed activity
- Purposeful and transparent learning builds on learners' prior knowledge and experience to construct new knowledge
- Purposeful and transparent learning means that learners monitor and assess their own progress and are mindful of metacognitive strategies

Note 2

<http://www.nifl.gov/lincs/collections/eff/masters/O2research-practice.pdf> describes how research related to constructivism has been applied to the EFF Framework and the EFF Continuum of Performance and includes these findings:

- Building expertise is a complex developmental process in which new knowledge is built on prior knowledge

- A richly structured knowledge base includes knowing how to use and apply cognitive and metacognitive strategies
- Scaffolding instruction helps learners to develop their fluency, independence, and range of performance as they move from novice to expert

Note 3

<http://www.nifl.gov/lincs/collections/effmasters/O3research-practice.pdf> stresses the use of real-world activities using a contextual approach and includes these findings:

- Effective learning requires not only the acquisition but the active application of knowledge, skills, and processes
- To encourage transfer to other contexts, effective learning requires acquiring a knowledge base of content knowledge, skills, and strategies
- Learning is a function not only of the activity itself but also of the context and culture in which it takes place

All EFF resources are available online at the EFF Special Collection <http://www.nifl.gov/lincs/collections/eff/eff.html> under Publications. Those who want multiple copies to use in your programs, should contact Ginny Bleazey, Operations Manager of the EFF Center for Training and Technical Assistance, at the Center for Literacy Studies, University of Tennessee: bleazey@utk.edu or 855-974-8426.

Welcome Lockhart - Farewell Brew



Susie Lockhart

The Ohio Literacy Resource Center is proud to introduce Susie Lockhart as the newest member of the OLRC family. Susie was hired this winter as Office Manager and serves as the Center's main contact.

"I really enjoy the friendly atmosphere and staff," said Lockhart. "Everyone works as a team," she added. Before coming to the OLRC, Susie was employed for 5 years as program assistant for the Center for Educational Leadership Services at Kent State University where she provided clerical support.

Susie is a long-time resident of Kent, Ohio and has two daughters, Samantha age 10, and Jessica age 7. Her interests include bowling, playing pool, and attending her daughters' sporting events.

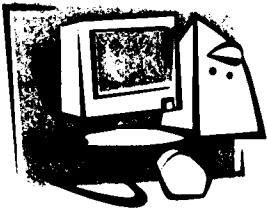
OLRC graduate assistant, Fiona Brew plans to leave the Center this summer to return to her native London, England to finish her masters in counseling. Brew has served as the Center's grant writer since the fall of 2002. Fiona is also a member of the championship winning KSU women's field hockey team.

"I've had a valuable assistantship at the OLRC," Brew said. "I now have a great appreciation of the difficulty in finding funds for adult education," she added.

"I will miss the office camaraderie and experimenting with American culinary delights."



Fiona Brew



Winter/Spring 2003

The OLRC News

LINCS To Literacy

Updates and Highlights

LINCS – the Literacy Information aNd Communication System, is a service of the National Institute for Literacy (NIFL). *LINCS* is an electronic communication and information system focused on adult and family literacy, which can be accessed at <http://www.nifl.gov/lincs/>. In its eight years of existence, *LINCS* has continued to grow and expand, offering resources, communication, professional development and assistance in helping the field integrate technology into teaching and learning. The Ohio Literacy Resource Center oversees the Assessment and Family Literacy Special Collections, and serves as the Midwest Regional Technology Center. This issue of Tech Talk is devoted to highlighting new and expanded features and initiatives of *LINCS*. If you have not explored *LINCS*, please take some time to see what *LINCS* might offer you. If you have not visited recently, please take a moment to revisit *LINCS* to explore its new and expanded features.

Hot Sites

LINCS Hot Sites are WWW sites that present especially outstanding information in exceptional ways. *LINCS* singles out Hot Sites for attention to provide a showcase for their high quality content and design. Each Hot Site is considered noteworthy in some way and is likely to be seen as exceptional by practitioners. Hot sites can be found by clicking the Hot Sites button found at the top of each *LINCS* page, or going to <http://www.nifl.gov/lincs/hotsites/hotsites.html>. Examples of exceptionally popular sites include *The Learning Edge*, *Randall's ESL Cyber Listening Lab*, and *The Beehive*. Hot Sites from the past can be found under the archive link on the page.

My LINCS

The *LINCS* system is distributed over a great many sites and servers. For frequent users, it can be difficult to keep up with newly added resources. My *LINCS* provides an automated tool to make staying current quick and simple. By clicking on the

My *LINCS* button at the top of any *LINCS* page, the user is asked to fill out a profile indicating their areas of interest. The next time the user visits *LINCS*, they click on the same button, sign in, and are presented with a list of resources relating to their interests which have been added to *LINCS* since they last signed in.

LINCS Multimedia Center

The *LINCS* Multimedia Center at http://www.nifl.gov/lincs/lincs_media.html is a collection of audio and video resources of all types covering a variety of topics. Multimedia resources have always been considered extremely useful. As connectivity improves, multi-media resources are becoming a realistic tool for professional development as well as instruction. The Multimedia Center provides one stop access to high quality, relevant resources.

New Discussion List!

LINCS electronic discussion lists have long been a major method of communication for those in the adult literacy field. *LINCS* recently added a new discussion list titled *Adult Literacy Professional Developers* or *NIFL-AALPD*. The AALPD discussion list is sponsored by the Association for Adult Literacy Professional Developers and is open to all adult educators working or interested in Professional Development. This list features information and discussion about planning and implementing professional development to address issues such as new teacher preparation; needs assessment and evaluation; using technology and distance learning; and designing professional development to support local, state and national initiatives and program improvement efforts. For more information about this and all the *LINCS* discussion lists, click the Discussion button found at the top of each *LINCS* page.

Americas Literacy Directory Expands

The Americas Literacy Directory, found under the *LINCS*

Search button at the top left of each page or by going to <http://www.literacydirectory.org/>, is a directory of literacy programs and service providers nationwide. Through coordination at the national level, information is constantly added and updated, with many states now incorporating their own contact database into the directory. If a search of the directory does not list your program, a link is provided on the bottom right of the page to add new programs. If information on a program is incorrect, a link is provided on the bottom left to update program information. By using these links, information can be submitted, which will be verified and added to the directory. The goal of the project is to create user access at the program level allowing the database to be maintained by programs themselves.

Special Collections

The *LINCS* Special Collections contain high quality peer reviewed resources organized by category. The Collections can be accessed using the Collections button found at the top of each *LINCS* page. The content of each Collection is continually refined, with new resources added as they are identified. The Collections also provide links to news and events, organizations, and related information on their respective topics. Two new collections are slated to be launched this year, *Women and Literacy* and *Program Improvement*.

Current Projects and UpComing Resources

During this year, *LINCS* Regional Technology Centers are focusing on professional development and providing new and innovative opportunities. Through several pilot projects, several online courses, face-to-face trainings, and new resources will be made available. As these projects are completed and refined, models and guides will be disseminated as well. *LINCS* will continue to explore ways to increase professional development opportunities, quality resources, and support for the field in integrating technology into teaching and learning. Please watch for announcements of these new features, resources, and opportunities in upcoming editions of Tech Talk.

LINCS to Literacy CD Released

LINCS to Literacy, a multimedia CD-Rom designed to introduce *LINCS* and its features, is now available. To obtain a copy, please email Tim Ponder at tponder@literacy.kent.edu or call the Ohio Literacy Resource Center at 1-800-765-2897.

For questions, comments or additional information on LINCS, please contact Tim Ponder at tponder@literacy.kent.edu or call 800-765-2897 extension 20750.



Ohio Pilots New National Video Series

This spring Ohio begins to field-test Madison Heights and Lifelines, two new video series that address the emotional issues that families face in their roles of parent, worker, and community citizen within a context of basic skills and parent education. The video series of documentaries and dramas and related print materials were produced by the same group that did *Crossroads Café* and *On Common Ground*.

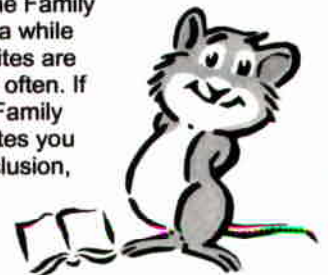
Proposals from six sites around the state were selected for the field test: Northwest ABLE; Gallia/Jackson/Vinton; Garfield Heights Community Center; Ravenna ABLE; Kettering ABLE; and Kent Compact/ABLE. Three-member teams from the six sites participated in training at Cherry Valley Lodge on January 30 and 31. Implementation of at least one documentary video and one drama video for at least 10 families at each site took place during 12 weeks of the spring session. Site teams will gather again on June 13 to discuss the data they have collected. This information will help in expanding the project to a larger number of programs in the fall of 2003.

Under the leadership of Denise Pottmeyer, State Director of Adult Education, the Ohio Training Team has been working on drafting the proposal, selecting the sites, planning and facilitating the training, and assisting the pilot sights. Connie Sapin facilitated the group composed of Karen Scheid, Barb Nourse, Cindy Smith, Jeff Gove, and Cindy Zengler. Mimi Gavigan, a trainer with the Pennsylvania Department of Education, assisted at the Cherry Valley training.

New Look For FL Special Collection

The Family Literacy Special Collection has recently been reorganized. The Practitioner section now reflects the four components of family literacy programs: adult basic education, early childhood education, parenting education, and parent and child together (PACT). While there are resources under the adult basic education and early childhood education categories, the focus of the Practitioner section is on parent education and PACT. PACT has been organized into "supporting children's learning in the home" and "supporting children's learning in educational settings." The Parent section is now organized by age levels. Definitions of family literacy and family literacy programs have also been added to the Family Literacy Special Collections site.

If you haven't visited the Family Literacy Special Collections for a while then please take a look. New sites are being added all the time so visit often. If you have comments about the Family Literacy Special Collection or sites you would like to recommend for inclusion, contact Dianna Baycich at dbaycich@literacy.kent.edu or 330-672-7841.





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

***A New Wave of Evidence: The Impact of School, Family,
and Community Connections on Student Achievement***

Literacy and Libraries: Learning from Case Studies

***Tutor Quest: Finding Effective Education for Children
and Adults***

.....
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Your Complete Address _____

Program Address _____

Your Email _____ Program Email _____

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