The OLRC *News*

Ohio Literacy Alliance - *Leading Lifespan Literacy*

Jackie Peck, Project Director OLA

The Ohio Literacy Alliance, funded by the Martha Holden Jennings Foundation in the summer of 2003, brings a lifespan perspective to literacy learning and teaching in Ohio.

The partnering institutions, Kent State University and The Ohio State University, are creating a seamless alliance positioned to influence a large number of schools and agencies, leverage knowledge and financial resources, assist with the agenda of the National Institute for Literacy, and develop mechanisms for sharing research information with interested stakeholders, including parents, legislators, and policy-makers.

The Alliance, lead by project director, Jackie Peck is also charged with developing tools designed to help educators solve their high priority challenges to literacy learning. Grounded in research-based information, the tools will guide teachers' instruction and be widely accessible in easily understood formats. Uniquely situated to serve as a leadership bridge, the Alliance strives to make efficient and effective use of Ohio's intellectual resources.

Peck shares her enthusiasm about the project, "I'm drawn to the Alliance for three reasons: People, Promise, and Passion. First, I've learned that the kind of work any of us are ultimately able to do depends largely on who else is involved in the doing, and it doesn't get any better than with Alliance colleagues! Second, I see the promise of this project in its lifespan literacy perspective, which I believe will bring order out of the chaos of the many competing literacy projects currently in process. Lastly, the Alliance taps my professional passion—I feel most useful in the role of Connector—of ideas, of people, of events."

The Alliance office is located at the Ohio Literacy Resource Center, 1100 Summit St., Kent State University. "It is wonderful having an office at the OLRC. The environment is comfortable, collegial, and creative. People here know the value of hard work laced with laughter and good humor!" said the Director.

-Jackie Peck is adjunct faculty in Kent State University's College & Graduate School of Education, a faculty member of the Ohio Public Policy Institute, also located at KSU, and a "graduate" of the 2002 KSU Leadership Academy. Her publications on literacy learning and teaching span multiple contexts and dimensions—early to adult, political to technological. She is a Director of the College Reading Association Board, Chair of the Language Experience SIG of the International Reading Association (IRA), a member of the Executive Committee of the Ohio Resource Center for Mathematics, Science, and Reading Policy Board, and a Past President of the Ohio Council IRA.

OHIO LITERACY ALLIANCE
Leading Lifespan Literacy

Thank you for a decade
of partnership and friend-
ship.

We are looking forward to
many
more years of enhancing
adult literacy
in Ohio and beyond.

- *Ohio*

Ohio Literacy Resource Center
Enhancing Adult Literacy

We Need Your Help!

The OLRC is conducting a study of the phonemic awareness abilities of our adult learners at Levels 1 and 2 (excluding ESOL learners and those with severe cognitive impairments). Phonemic awareness is the ability to recognize that words are made up of individual sounds. This is related to phonemic segmentation, the ability to say each sound in a word individually when given the entire word. Both of these skills are highly related to reading ability. Although research based on young readers is plentiful, we know very little about phonemic awareness among adult new readers. So this is an important study, not only for ABLE in Ohio, but also in the nation.

We are asking for your help in gathering this important information. This would involve completing a brief demographic survey about each learner and giving each person two short "tests" for phonemic awareness, the Yopp-Singer Test of Phonemic Segmentation and the Test of Phoneme Identities. Instructions accompany each test. We will send you all the information you would need; we'll also send a postage-paid envelope for return of the information. We would like the completed tests returned by January 30, 2004. If you are willing to help, please send an email indicating the number of learners you would expect to test to dbaycich@literacy.kent.edu. We will then get the packets to you right away. Please contact Dianna Baycich at 800-765-2897 ext 27841 or dbaycich@literacy.kent.edu if you have questions.

Madison Heights/Lifelines Project Expands

If you have been reading newsletters and attending adult education or family literacy conferences lately, you already know that there is a very new video/workbook series available called *Madison Heights/Lifelines* (MH/LL). The series focuses on family issues while working on basic skills and critical thinking with lots of parent-child activities included. Ohio was one of the 9 states that funded the project along with the U.S. Department of Education. The Ohio Department of Education (ODE) funded field-testing of the series last spring at six ABLE Family Literacy program sites.

ABLE programs should have received a letter with information about the series and the training that will take place at the Early Childhood Education Conference in November. There were two training sessions at the Conference in Columbus, which was held November 13-15, 2003. This is an opportunity to become familiar with the materials. A follow-up session will occur in the spring.

A special pre-conference session on Thursday, November 13, from 1:00-5:00 p.m. included a screening of a video and an interactive walk-through of a worktext unit. It was led by Connie Sapin, who was a writer for the series, Mimi Gavigan a family literacy consultant for Pennsylvania, and Bob Miller from Intelecom, the developer of the series. Mimi also facilitated a discussion of how to deal with emotional issues that might arise when viewing the videos.

A second and continuing segment followed on Friday, November 14 from 10:15-11:45 a.m. This session centered on the practical experiences of representatives from the pilot programs who talked about implementation, documentation, and assessment. Attendees received an Implementation Guide, developed by Cindy Smith and Barb Nourse, who participated in planning and in field-testing. The Guide incorporates information and suggestions from the six pilot programs.

For more information about this exciting project, contact Connie Sapin at csapin@literacy.kent.edu or 800-765-2897 ext. 20761.

Celebrate and Promote Diversity

Diversity Self-Awareness Activity

Self-awareness is a key component to understanding self and others. Below is a self cultural awareness assessment to start you on the path of gaining or enhancing self understanding and how your experiences shape your lens and guide your perception of others.

Growing up Racially
This is an inventory designed to help you identify and understand how the messages you received as you were growing up as a member of your racial (or ethnic) group shaped your lens and perceptions of other racial (ethnic) groups.

Indicate your racial (or ethnic) identity – e.g. Asian American, Native American [or specific tribe], African American, Latino American [or specific ethnic group] or Caucasian American [or specific ethnic group].

My Racial/Ethnic Identity is: _____ _____

1. Things I was encouraged to believe about people of my racial group in general:

2. Things I was discouraged from believing about people of my racial group in general:

3. Ways I was taught (instructed, shown, observed) that people of my racial group dealt with strong feelings, e.g., affection and anger:

4. Ways I was taught that people of my racial group taught or behaved regarding school and work or career:

5. Values stressed to me about how good persons from my racial group should behave and present themselves:

6. Ways I was taught to interact with people who were of other racial groups:

7. People of my racial group that I was encouraged to emulate as role models. List some reasons for your selection of these individuals:

8. Contributions I was expected to make to the people in your racial group:

9. Which of the above messages have had the most lasting positive effect on you?

10. Which of the above messages have had the most lasting negative effect on you?

Reference:
Hardiman, R. & Jackson, J.K. (no date). *Growing up racially*. Amherst, MA: New Perspectives.

Resources and Reviews

Roberts, B. (2002). *The Best of Both: Community Colleges and Community-Based Organizations Partner to Better Serve Low-Income Workers and Employers.* **New York, NY: Public/Private Ventures.**

This report explains the how-to's on partnering to better serve low income workers and employers. The first chapter emphasizes why community organizations and colleges should partner and how the two can combine their resources to form a more effective team. The second chapter explains how to develop effective partnerships and gives examples of some successful partnerships. The third and final chapter is geared more towards practitioners. It provides tips on how to develop and continue a partnership. The outcomes of these programs have been very positive and can be best explained with the following quote from the booklet: "Students and workers thus get the best of both institutions, enabling them to build a foundation for advancing and succeeding in an increasingly complex labor market."

For additional copies of reports or for more information: 2000 Market Street, Suite 600, Philadelphia, PA 19103 or telephone at 215/557-4400 or online at http://www.ppv.org.

Buck, M.L. (2002). *Charting New Territory: Early Implementation of the Workforce Investment Act.* **New York, NY: Public/Private Ventures.**

Best meant for policymakers, the information in this paper assists localities implementing Workforce Investment Act (WIA) by explaining the experiences of five cities who have already begun this program.

The report begins with an introduction of WIA's basic framework and then describes its influence over the following groups: employment and training providers, job seekers, employers, and the overall workforce development system. The report concludes with implications for the future based on sites' experiences and identifies issues to watch as implementation progresses.

For additional copies of reports or for more information: 2000 Market Street, Suite 600, Philadelphia, PA 19103 or telephone at 215/557-4400 or online at http://www.ppv.org.

Rogers, R. (2002). Between Contexts: A Critical Discourse Analysis of Family Literacy, Discursive Practices, and Literate Subjectivities. *Reading Research Quarterly,* **Vol. 37, No. 3: 248-277.**

A two-year study of the literate lives of an African American mother and daughter living in urban poverty is the subject of this article. The mother in the article is enrolled in an Adult Education class; the daughter was in the process of being placed in a special education program, and the mother was actively involved in the community and with her daughter's schooling. The researcher was interested in comparing all the areas of literacy in her subject's life: motherhood, schooling, and being on her daughter's Special Education Committee. The article goes beyond current explanations of why children and families who come from non-mainstream homes fail to do well in school.

Johnson, B. (2003). *Reading Changed My Life: Three True Stories.* **West Berlin, NJ: Townsend Press.**

This highly readable book tells the stories of three women who have come to understand the importance of reading in their lives. Two of the women were low-level readers who took advantage of literacy programs to improve their reading skills and their lives. The third woman learned as a child that reading was power. Now she helps share that love of reading with children in her inner city neighborhood. All three of these women showed great courage in overcoming dismal childhoods to give themselves and their own children a better life. Their stories will touch and inspire you. This book, and others in the Townsend Library, are available on the Townsend Press website, http://www.townsendpress.com or by phone, fax, or mail. Telephone number for ordering: 1-800-772-6410 (Monday through Friday, 9 am to 5 pm, Eastern time). Fax number for ordering: 1-800-225-8894 (any time). Or mail your order to: Townsend Press Book Center, 1038 Industrial Drive, West Berlin, NJ 08091.
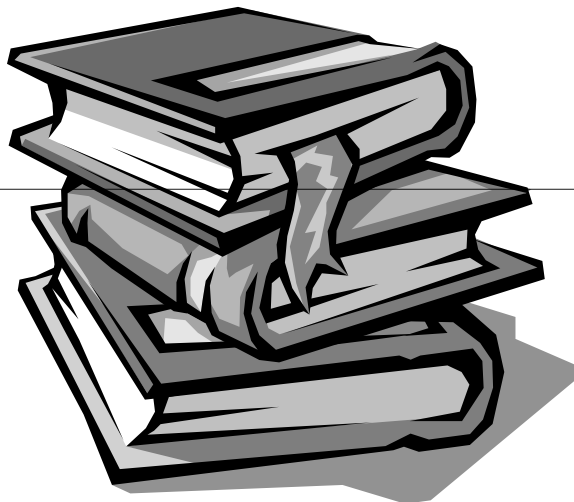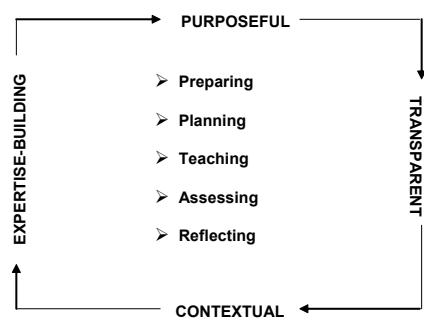

Did you know?

In 2003 the OLRC website has had 1,360,031 page views from 354,177 unique visitors.

The average visit length is 11 minutes and 25 seconds with Tuesday being the most active day

Ohio Literacy Resource Center
Enhancing Adult Literacy

What Learning Looks Like

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  E     │                                │   N
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Standards-based instruction is an approach to teaching focused on clear statements about what students need to know and be able to do. These statements, or standards, are the goals that make instruction explicit and provide opportunities for students to learn and practice the standards proficiently. Just as standards provide the knowledge and skills of instruction, so do the standards provide the focus of assessment when it is time to measure learning gains. This is how the standards can be used for aligning curriculum, instruction, assessment and reporting with important learner and accountability goals.

Teachers and students can use the same information to understand "what learning looks like" while they capture evidence of performance during learning activities. With sound instructional planning focused on a standard, teachers can embed assessment within instruction. Students now have a clear understanding of the learning benchmarks and exactly what outcomes they are being asked to produce. Using the teaching and learning cycle as a guide, teachers will identify the type of evidence early in the instructional process and the best ways of collection for the portfolio. This helps assure that assessment activities will provide meaningful and useful information about actual instructional outcomes -- because what is taught and learned is the same as what is assessed.

➢ Preparing

Preparation is the anchor for the teaching and learning cycle, makes explicit the purposes students have for returning to school, and grounds all the instruction that follows. Being clear about goals and the skills needed to reach those goals supports a purposeful and transparent learning approach.

• *If working individually*
  · Determine learner's goals or purposes and prior knowledge about the area of interest.
  · Identify the Standard that will help the learner achieve his/her goals.
• *If working with a group*
  · Determine a shared goal or purpose and determine group's prior knowledge about area of interest.
  · Identify the Standard that will help the group achieve their shared goal.

Determine Goals
Effective goal-setting is a complex process of identifying long-term goals and short-terms steps to reaching that goal, exploring adult roles and responsibilities, and beginning to take responsibility for learning. By either working individually or in a group, the strategy of sharing and discussing possibilities with peers is important as students build and refine their goals.

Identify Standard
After students have clearly identified a learning goal, the next step of the teaching cycle involves the selection of a Standard. This is an important step in the standards-based process because it highlights the difference between a curriculum that prepares students to carry out a particular goal and one that only develops the underlying skill competency. By focusing on a Standard, students develop skill expertise that can transfer to new and changing needs. The challenge for educators is to focus on a Standard without separating (decontextualizing) it from real-world goals. Even if we work with large classes, we still want to know which skills our individual students need in order to achieve their own purposes. This is information that will help us make instructional choices and be accountable to our students.

Determine Prior Knowledge
During this time, the teacher will be gaining information about what the student(s) know about the particular area of interest they have chosen to study and also what they know about the process of reading, writing, or math. Standardized and authentic testing, as well as questioning and informal surveys should be used to guide the teacher in this phase.

➢ Planning

In developing the *plan*, consider the kinds of activities needed to reach the students' goal, the Standard chosen to focus the activity, the scaffolding or supports needed, and the learning strategies students will use during the activity.

•*Design a learning activity to address real-life concerns of the learner(s).*
Address Real-life Concerns
Since learning is a social process, the group needs to plan and work together on ways to focus activities around a shared priority. Contextual instruction in real activities supports the transfer of learning to other areas of students' lives. It is also important for students to understand how this shared priority promotes their individual goals. By finding ways to cluster individual goals into group ones or linking common concerns back to individual needs, the teacher can show students about how these activities will help them develop the

skills needed to meet their own goals and purposes.

Identify or develop a method of assessment to capture evidence and report learning.

Assessment Methods

Performance-based assessment is a valuable tool for the measuring of adult learning. Some advantages include a stronger link between instruction and assessment; more meaningful connections between classroom activities and the outside world; and greater emphasis on content learning, problem-solving, self-reflection, and interpersonal skills. Observing and documenting the dimensions of performance (knowledge, fluency, independence, and range) is one way to embed assessment into instruction.

Capture Evidence

When developing activities, the teacher and student determine the outcome of the lesson ahead of time by describing the activity in an objective way. The product of the activity can then be used for the portfolio. Remember, the learner must complete all the components of the standard (not necessarily all the benchmarks) in order to say they have "performed" the Standard.

➢ Teaching

• *Carry out the learning activity.*

Although teachers arrive at this point with a carefully crafted lesson, it is important to remain flexible as the lesson evolves while monitoring learner's skills, knowledge, and abilities. Determining what materials to use and how to keep everyone engaged are also challenges that occur during the teaching process.
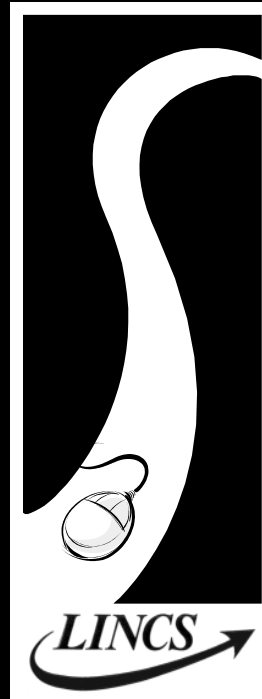
➢ Assessing

• *Capture evidence according to the plan and report learning*.

• *Observe and document evidence of performance of the Standard by using the benchmarks.*

In addition to using the tools created during the planning stage, teachers may want to observe informally. Keep a record of what you observe and turn what you already do into evidence of student performance. This doesn't have to be elaborate; jot down observations on sticky notes and add them to your folders. The goal would also be for students to begin to track their own progress and learning.

➢ Reflecting

• *Evaluate and reflect on how what was learned is transferable to real-life situation.*

• *Determine with the learner(s) next steps to help learners meet their goals.*

This is not the end of the cycle, but only an on-going spiral where students begin the learning process again with a new goal or continue working on the same goal or standard. Students moving through the cycle have been reflecting on their learning throughout the process. This culminating type of reflection gives them an opportunity to "take stock" of what has been achieved and how they will use this in their lives.
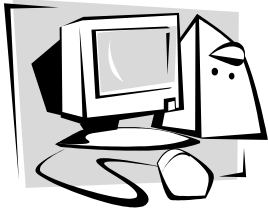
The OLRC *News*

Instant Messenger (IM)
The Good, the Bad and the Ugly

By Kimberly S. McCoy

Instant Messaging (IM) is a fast and easy method of communicating to another individual while online in real time. According to Computer and Internet Dictionary 3rd edition, real time is defined as *immediate response by a computer system.* One of the biggest advantages of Instant Messenger programs (besides the fact that they are freeware, **which means it's free)** is that they allow users the ability to chat with someone as if you where sitting right next to them, having an actual conversation, but instead of speaking, you are typing. All that is needed to utilize this tool is a computer with Internet connection and an Instant Messenger program. Some of the most popular programs include AOL Instant Messenger at **http://www.aol.com/aim/about.html** ICQ Instant Messenger available at **http://web.icq.com** Yahoo Messenger located at **http://messenger.yahoo.com** and MSN Messenger at **http://messenger.msn.com.**

To communicate with friends, family members and/or co-workers, you need to know your friends, family members' and/or co-workers buddy/user names. The buddy/user names can be stored in the program and are referred to as a **buddy/contact list**. Lastly, both parties need to have the same Instant Messenger program such as AOL Instant Messenger, MSN Messenger etc. to communicate.

Unfortunately, at the moment, none of the programs mentioned are compatible with each other. To illustrate, in the event someone you know is using AOL Instant Messenger and you are using MSN Messenger one of you has to download and install whatever the other person is using so the two of you can communicate. There are, however, a few programs available that integrate the different IM programs into one interface. Currently, one of the most stable and versatile on the market is Trillian, available at **http://www.trillian.cc**.

Besides being able to see if one of your buddies/contacts is online, Instant Messenger programs also allow users to send each other text messages, photos, pictures and word document files in real-time. In addition, some Instant Messenger programs have voice and Web cam features to enhance one's experience while online. Most IM programs also provide ways for creating your own chat room for multiple users.

In the event someone tries to contact you and he/she isn't on your buddy/contact list, you have the option of accepting or rejecting the message. You also have the option of accepting or rejecting any files whether or not the person trying to send you something is on your buddy/contact list.

Disadvantages

Some people believe that viruses can be transmitted when using IM programs. This could happen if the user accepts a file from someone and the file is not run through an updated anti-virus software program such as McAfee at **http://us.mcafee.com/default.asp** or Norton avaliable at **http://www.norton.com** prior to opening the file.

Some people don't care for IM programs is because folks can contact you when you are online and at times this could be a bad thing. However, IM users have the option of exiting out of their program when they don't want to be bothered. In addition, most IM programs have an away feature that users can put next to their name when they are unavailable.

Besides being invasive and disturbing at times, experts state that IM is an unsafe and unsecured method of communicating. Most IM companies warn their users about not giving important information out via IM such as credit card numbers, etc. In addition, one should be careful not to provide too much personal information in the preferences area of the program. Most IM programs have a preference area where users can include personal information such as name, address, e-mail, etc. According to Wired Teens, available at **http://www.wiredteens.org,** users, especially teenagers, should limit the information they make available in the preference area of any IM program. In addition, Wired Teens suggests not accepting a message from someone who is not part of your buddy/contact list.

Can't download?

Don't worry if your district or network administrator is giving you the blues about downloading any Instant

messenger program. I have good news. AOL has an Instant Messenger option on the Web that's referred to as AIM Express.   With AIM Express, you can still send IM messages and communicate with folks without downloading the Instant Messenger software. All you need is a computer with Internet access, a Web browser such as Netscape Navigator/ Communicator or Microsoft Internet Explorer, and a user name and password. To learn more about AIM Express please visit **http://www.aim.com/index.asp**, locate and select the AIM Express hyperlink.

Ways of utilizing Instant Messenger in ABLE

1. An ABLE instructor can utilize Instant messenger to communicate with adult learners. To illustrate, Jerusha McClendon, Project IDEAL instructor at Franklinton ABLE, uses IM to communicate with her online students for the distance learning pilot project. During orientation, she works with them to setup a buddy name and provides basic instruction on using the tool. After orientation, Jerusha provides them with her **virtual office hours** for the year so the Adult learners can communicate with her via IM whenever she is online.
2. The ABLELink technology team at the OLRC has been utilizing Instant Messenger to assist ABLE programs throughout the state with technical issues pertaining to the ABLELink program.   To obtain the ABLELink Technology Team buddy names go to **http://literacy.kent.edu/ablelink/vaccess/ tech_support.html**.
3. Minimize face-to-face meetings, multiple e-mails and conference calls. For example, most Instant Messenger programs have the capability of creating chat rooms. Someone could schedule a time to chat with key personnel, create a chat room and invite those individuals they need to communicate with inside the chat room. This would be a good way to chat with a few (up to 6) individuals around the state about issues or concerns that need to be addressed instead of sending multiple e-mail messages or participating in pricey conference calls.

Haven't tried IM? When utilized effectively, the positives of any Instant Messenger program definitely out weigh the negatives. To determine which Instant Messenger program is best for you, please visit the sites located under Instant Messenger Links.

Instant Messenger Links

- **AOL Instant Messenger**
The user does not have to have an AOL account to use AOL's IM program. It can be downloaded at: **http://www.aim.com/**
The registration process is designed to activate a user name; there is no fee.
- **Yahoo Messenger**
Yahoo IM can be downloaded at **http://messenger.yahoo. com/.** The registration process is designed to activate a user name; there is no fee.
- **MSN Messenger**
MSN Messenger comes installed with newer versions of Windows. If an icon does not appear in the start menu or on the task bar, click Start > Help. In the search box, type messenger and follow the instructions in the result box. More information

and the latest version can be found at **http://messenger.msn. com/.**
- **Trillian**
Trillian offers a free basic version or a more sophisticated version for $25.00. One caveat is that there are questions about legality* and appropriateness of Trillian's interaction with regard to the other IM networks. At times, the other IM networks will block Trillian users, a block which may last hours or days. However, if a user communicates with others who are on various networks, Trillian can be a very good tool. Find out more at **http://www.trillian.cc.**
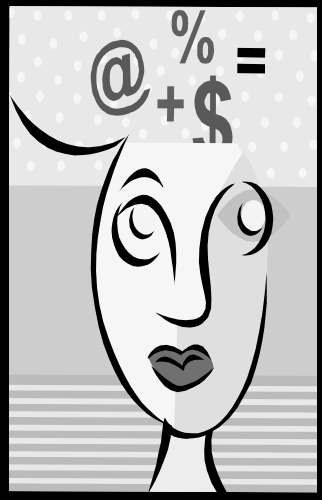
*The legal issues are between the Trillian developers and the other IM networks. The end user of Trillian is not in a position of doing anything illegal.

Additional Instant Messenger Resources

- ICQ Instant Messenger
http://web.icq.com/

- How Instant Messaging Works
http://computer.howstuffworks.com/instant-messaging.htm

- What is Instant Messenger?
http://www.franklin.k12.ma.us/rem8thpages/lealauren/ what.html

- Wired Kids, Online Safety for Kids and Teens!
http://www.wiredteens.org/teensim.html

- Instant Messenger Center
http://home.peoplepc.com/im/

- Using Instant Messenger
http://www.english.vt.edu/~swenson/synchwork/im.html
(unless you are familiar with the buddy/contact name)

Nancy's Number Notes

Question?

I have a student who just passed everything but math---I need to help her NOW to retake and pass the test. She has completed all of our math review books and does a great job on each section. but as soon as she moves on she forgets what she did previously. How can I help her? Deb, Barb, Sandra, Jodi……..

Answer:

Neither the math on the GED nor math in real life comes in nice uniform sections. It's all mixed up, so our students need practice in determining what the problem is asking. You, the teacher, need to provide some practice tests for the student to work through with another student. Going through and discussing each problem is critical. The idea is to determine what the problem is asking and then to decide how to solve it. It's important to practice, practice, practice.

Question?

Is it true that there are only a few fraction problems on the GED test? Alina, Shirley, Mary, and more!

Answer:

YES, YES, YES! Although fraction concepts are important (see the last OLRC newsletter), computation, especially multiplication and division of difficult fractions will not be included. Spend your time working on the concepts of fractions and then move on quickly to other topics. And by the way, there are NO trigonometric functions on the GED test at this time!

These questions came from the 10th Annual Math Kick-Off Days. If you have a math question that you would like answered in the OLRC News, contact Nancy Markus at nmarkus@literacy.kent.edu.

Health Literacy Toolkit Online

The Virginia Adult Education Health Literacy Toolkit assists teachers in the instruction of adults who are unaware of health care options available for the un- and underinsured. Oftentimes, the health care system can be an overwhelming obstacle to overcome when health problems arise, especially for those adults with low literacy skills and no one to turn to. The more they know about this complicated system, the easier it will be for them when they run into an issue with coverage or care. Teachers can be the first defense in overcoming the terminology and procedures involved in the U.S. health care system.

"This Toolkit is a resource to help adult education instructors and administrators better understand the problem of health literacy as it affects their learners. It is designed to support creative approaches to help learners increase health literacy as they engage in sound, productive adult literacy instruction. Information and resources are provided to educate the educator about health care in the United States and cultural issues relating to health and to simplify creation of health lessons and curricula for teachers and programs.

The Toolkit is available online at http://www.aelweb.vcu.edu/publications/healthlit and is divided into the following categories:

- Section A: What Is Health Literacy?
- Section B: Why Is Health Literacy So Important?
- Section C: What Resources Are Available?
- Section D: Teaching Health Topics
- Section E: Addressing Teachers' Concerns about Teaching Health
- The Appendices

Report on Student Performance

According to a report published in the Family Literacy Alliance's quarterly magazine, children whose families attended family literacy programs were rated as average or above average by their classroom teachers. The data were collected from 15 school districts participating in the Toyota Families in the Schools program. Children whose families participated in family literacy programs were compared to similar children whose families were not involved in family literacy programs. Classroom teachers used surveys to collect data at the end of three consecutive school years. The following areas were examined:

- overall academic performance
- motivation to learn
- support from family
- relationships with other students
- attendance
- classroom behavior
- self-confidence
- involvement in class activities
- likelihood of future school success

The children whose families participated in family literacy programs scored significantly higher than did the comparison group in all of these areas. These findings seem to demonstrate that children whose families participate in family literacy programs show positive growth in areas that are important for long-term academic success.
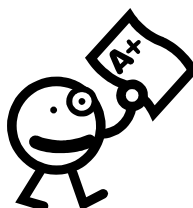
Reading Literacy Study Results

Results of the Progress in International Reading Literacy Study (PIRLS), sponsored by the International Association of the Evaluation of Educational Achievement, were recently released. Fourth-grade children (150,000) from 35 countries participated. Several findings that have implications for family literacy programs are provided below.

- U.S. students ranked 4th in reading for literary purposes and 13th in reading for informational purposes. Discussions in family literacy programs might focus on why this may be so. Do children look at and listen to others read books based in fact? Do children have access to informational books in family literacy programs? Do parents and children explore nonfiction books during library visits?

- In all countries about ½ of the children had positive attitudes about reading. Those with positive attitudes also had highest achievement scores. Parents may want to speculate about their children's attitudes toward reading. They may also want to consider their own attitudes toward reading and to discuss how their attitudes may affect those of their children. Conversations can focus on how positive attitudes are developed and maintained.

- In all countries, better readers had engaged in many early literacy activities (story reading or telling, singing songs, playing with alphabet blocks). In addition, students with more books at home scored higher than students with fewer books at home. Both of these issues are already addressed in many family literacy programs, so these results should serve to reinforce current practices. Early childhood programs that focus on early literacy activities and regular trips to the public library pay off in terms of children's eventual achievement as readers.

From *Reading Today, 21*(1), August-September, 2003

Canton Even Start in National Spotlight

In the Spring 2003 issue of the EFF Voice newsletter, Canton City Schools Even Start program was highlighted for their use of the EFF framework to combine work, parenting, and academics for their students. Jane Meyer collaborated with the local DJFS to provide the students with opportunities to fulfill their work and school requirements. Participants spend 30 hours a week at their child's school, 20 hours a week participating in work or work-related activities, and 10 hours a week in class. Jane says participants use the EFF worker and parent/family member role maps to help them succesfully reach their work and academic goals. To read the complete article, go to http://www.nifl.gov/lincs/collections/eff/eff_voice/vol_3_no_1b.pdf.

Discuss REAL Books Online

For several years, the Reading Group of the Ohio Literacy Resource Center has been reviewing trade books that would be appropriate to use in the adult classroom. They can be found online in the searchable database <mercury.educ.kent.edu/database/eureka/eurekasearch_booksonly.cfm>. The Reading Group thought that adult learners would also enjoy the fun of exchanging views on books. Beginning in November, students in adult education programs can go online to REAL Books, Real Enjoyment for Adult Learners. Teachers are welcome to participate as readers, too. Participants will be able to follow the talk about the book and to contribute to it. The difference is that books will be discussed online at <literacy.kent.edu/org/>.

The book for discussion will change every two months, following this schedule:

November-December	*Sarah, Plain and Tall* by Patricia MacLachlan
January-February	*Missing May* by Cynthia Rylant
March-April	*The Watsons Go to Birmingham* by Christopher Paul Curtis
May-June	*Baby* by Patricia MacLachlan

Teachers can encourage students to join the discussion group by going to the REAL Books web site <literacy.kent.edu/org> to register. Click on the "Click here to join the discussion!" Then click the Register button at the top and fill in the form. When the site becomes activated in November, people who registered will receive an email notice. Then they can log on using their user name and the password.
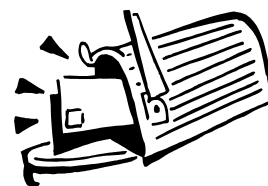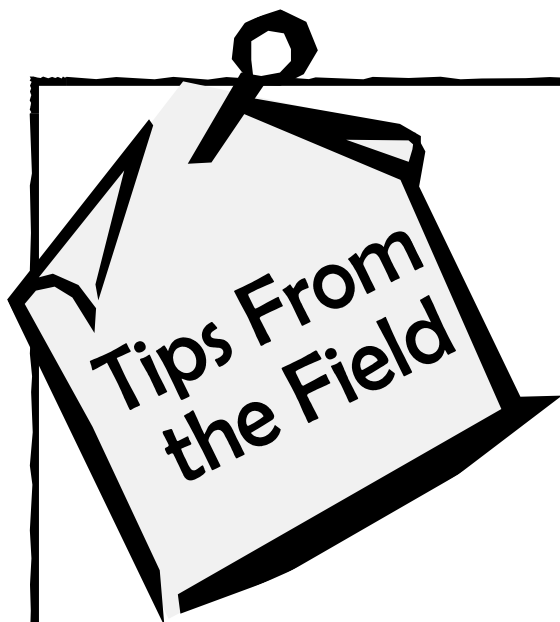
Participants will need to find a copy of the book. In addition to the local library or book stores, the books are available on Amazon.com priced from $4.95-$7.50 or teachers can call OLRC, 800-765-2897, for information to contact Book Wholesalers, Inc to order for their class at a 40% discount. Note that Teaching Guides with helpful reading activities are available from the OLRC web site <literacy.kent.edu/Oasis/resc/trade/instruct-suggestions.html>.

Go to the REAL Books site now to see what it looks like so that you can pass the word on to your students. If you have questions, you can contact Connie Sapin at csapin@literacy.kent.edu.

Please check the mailing label on this publication and call, fax or email corrections to:

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Tips From the Field

Topic: Goal Setting

Important points:
- Goals are not only for students, also for programs
- What are the program goals?
- Reward steps toward goal as well as final goal achievement
- Structure is important – Routine is important
- Students need long-term and short-term goals
- Students should have a copy of their goals
- Revisit goals often
- Have achievable –measurable goals
- Some programs use 90 days as timeline for review of goals, but goals should be reviewed monthly (for accountability)
- Writing down goals is important
- Sometimes goals change
- Sometimes goals are unrealistic
- Goals vary from student to student

Materials and strategies:
- Required reporting forms for ABLE and Even Start
- A calendar for setting priorities
- Graph on computer for ESOL students (can easily check printout)
- Use SMART, SWEET, and REAL goals.
- Look at goals within the time period and add additional goals if they can be met within the project period
- Break down larger goals to smaller short-term goals
- Some students need daily goals – e.g., coming to class on time
- Schedule conference times with the students, for example once a week. Weekly goals can be more manageable
- Provide structure and organization, especially for LD students
- Provide options for students prior to enrollment if enrollment is closed.
- When the student sets goals, the instructor and student should determine what success will look like
- Find out how much responsibility the student is willing to commit to
- Provide students with planners so they can track the attainment of their goals. They like seeing goal attainment
- Separate intake and instruction time so as not to interrupt instructional time
- Set class goals that are similar to the goals of the workplace: 1. Come everyday 2. Come on time 3. Come prepared
- Use the OPAS Student Experience Model – goal- setting 4 step process

Challenges
- Having time to review goals with students.
- Juggling intake and instruction time.
- Open vs. closed entry time.
- Not getting support; subtle sabotage (especially for women who may have partners that create barriers to success)
- Fear of succeeding because of what might happen at home if she succeeds
- Students sabotaging their own goals.

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http://literacy.kent.edu]

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