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Manipulatives on the Road

by Mary Barbara Totten

Since revamping our site-visit model, Kate Fergus and I have had the opportunity to visit seven sites (Scioto County, Columbus Literacy Council, Eastland Career Center, Franklinton Learning Center, Columbiana County, Mi-East Career & Tech Centers and Godman Guild) with visit number eight (Buckeye JVSD) scheduled for mid-November.

Kate and I designed these visits to promote the use of resources available from the Central/Southeast ABLE Resource Center. In order to effectively demonstrate the resources, we have asked students of the program to participate in the visit alongside instructors, interested administrators and support staff. The results have been excellent as mixing the group of participants immediately creates a "multi-level" classroom and challenges our abilities as instructors to demonstrate a meaningful, inclusive exchange. Our "classes" have included ESOL students, students who are hard of hearing, students with learning disabilities, new instructors, and seasoned professionals.

One of the joys of teaching is the joy of learning. Our first visit was to Eastland Career Center. I learned that I could just take over and out-talk Kate (if that seems possible). Post-event, Kate gently suggested I let her present one of the resources (specifically Geo-Shapes) as this is a partnership and allows for each of us to develop

our presentation skills. I have also learned that students will surprise their instructors and rise to the occasion. More than once I have asked a student a question ("Can you spell 'substance'") only to hear small noises of concern expressed by instructors ("Ohhh..mmmm...I don't know if she...") followed by the student carefully and proudly spelling the word in front of the group! In fact, some of our best student participants have been those in early ABE classes.

Of course, we are excited to report that, based on the site-visit evaluations, participants have learned as well. It seems our visits have been a success! Most respondents indicated they would increase their use of not only our manipulatives but of the Resource Center staff as well. Another key point learned is how to integrate learners in multi-level classrooms so that all are engaged. Finally, we have learned using the Geo-Shapes, that no one knows all of the answers all of the time. This may be one of the best lessons for instructors and students as it presents a chance to model problem-solving thinking and behavior.

Thank you to all of the sites who have hosted us. We look forward to visiting more sites in the spring. Please look ahead to March and as they say: book early, book often!

ABLE Programs Create Collaboratives in Economic Development Regions

The ABLE programs in each Economic Development Region (EDR) are working together on proposals to use special incentive funds to improve the capacity of ABLE programs as they assist students transitioning to postsecondary education and training. The funds were awarded to the state of Ohio through the Workforce Investment Act (WIA) because the state was successful in meeting the Fiscal Year 2007 federal performance targets. (All your work on helping students achieve academic gains and reporting it accurately through ABLE LINK contributed to these extra funds!)

The Central/SE ABLE Resource Center has programs in four Economic Development Regions (Regions 1, 7, 10, 11.) The work of Region 1 is being facilitated by the SW ABLE Resource Center at Sinclair Community College. The map that can be found at <http://development.ohio.gov/regionals.htm> shows which counties are in each EDR.

The ABLE directors in each region have chosen which components of the Transitions Framework they will focus on and are planning the activities. The focus among C/SE programs seems to be a combination of the following:

- ◆ Develop and deliver instructional program that facilitates student transitions
- ◆ Implement contextualized curricula
- ◆ Build awareness of post-secondary and work options.

Among the activities being considered at this time are partnerships with the Ohio Appalachian Center for Higher Education, development of transition materials for students, purchase of software and print curricula with a focus on higher level math, professional development for teachers, and development of implementation models.

Information about the ABLE projects in each region will be shared during the year as the proposals are approved and the work begins.

Call for ABE Student Writing: Transition/Transformation

An opportunity for students to be published is available through the Women Expanding Literacy Education Action Resource Network.

Who: WE LEARN / Women Expanding Literacy Education Action Resource Network

What: Call for ABE Student Writing - Women's Perspectives 2009 - Issue #4

Theme: Transition / Transformation; Focus on such questions as: How have women made transitions or changes in their lives? Were these transitions by choice? What and/or who supported you to go to new places? Where have you been? Where are you going?

When: Deadline: December 5, 2008

How: For details, lesson plans & pre-writing activities, go to: <http://www.litwomen.org/perspectives.html>

Check out New Resources - <http://www.litwomen.org/welearn.html>

Women Leading Through Reading Training Manual

5th Anniversary Celebration Calendar - 16 months of fun Aug. 2008 - Dec. 2009

Laboring to Learn: Women's Literacy and Poverty in the Post-Welfare Era, by Lorna Rivera.

Learn About New Learning Models in a Week-long Online Discussion

New Designs in Online and Distance Learning is a National Institute for Literacy Special Topics discussion that will be held from November 17th through November 21st, 2008. This online discussion comes to you through your email.

It will focus on two new adult education models:

- ◆ a national learning portal for English language learning at a distance, called USA Learns.
- ◆ a web-based and telephone-based learning support system, called the Learner Web, for ABE, ASE and ELL students enrolled in classes to supplement their learning, as well as for those who study on their own.

There will be four distinguished guests, including researchers and product developers, who will describe these two models and answer questions.

For USA Learns, the guests are John Fleischman and Dr. Jerome (Jere) Johnston.

For the Learner Web the guests are Dr. Stephen Reader and Dr. Clare Strawn.

To subscribe to the discussion, go to:

www.nifl.gov/mailman/listinfo/specialtopics

You can unsubscribe later by going to the same web page or, if you prefer, you can stay subscribed for the next discussion.

In addition to the Special Topics discussion that only lasts for a week several times a year, the National Institute for Literacy offers ongoing discussions through email on the following topics: Adult English Language Learners, Assessment, Adult Literacy Professional Development, Diversity & Literacy, Family Literacy, Health Literacy, Technology & Literacy, and Workplace Literacy. Subscribe to any of these at www.nifl.gov/lincs/discussions/discussions.html

New Citizenship Test

In case you haven't heard, the test to obtain U.S. Citizenship has changed. Applicants who file their Application for Naturalization on or after October 1, 2008 must take the redesigned naturalization test.

Information about the redesigned test can be found at the U.S. Citizenship and Immigration Service Web site: www.uscis.gov/newtest.

Just in time for the redesigned test is a new, free professional development opportunity for citizenship and ESL teachers. The Naturalization Process Course is now available at EL/Civics Online, www.elcivicsonline.org.

The Naturalization Process Course gives an outline of components of the U.S. Citizenship and Immigration Service's redesigned naturalization test and shows teachers how to prepare students for each part.

New citizenship teachers will learn how to get started teaching naturalization, and experienced citizenship teachers will learn about the redesigned naturalization test. Don't miss this great online opportunity.



New Issue of Focus on Basic--Health & Literacy Partnerships



Health and literacy are inextricably linked, and health and literacy providers are working together in new and exciting ways to use that link for positive results. The newest issue of

Focus on Basics is packed with articles on a wide variety of partnerships: between nursing and teacher educators in the university, between medical schools and literacy programs, between health educators and literacy students, between health planners and literacy providers.

Also included in the issue is a long-awaited report on a five-year study of the impact of a literacy curriculum that incorporate health information on the literacy skills and health knowledge of learners, a new way to look at what the health information in the National Assessment of Adult Learning reveals, and how to use illustrations effectively in health education materials.

Authors include Dr. Susan Levy and colleagues, Dr. Andrew Pleasant, and Dr. Ian Bennett and colleagues, and National Institute for Literacy's Health Literacy discussion list moderator Julie McKinney, among others.

Download the new issue of Focus on Basics, Volume 9, Issue B, "Health & Literacy Partnerships" from the right hand column of publisher World Education's home page: www.worlded.org or find the new issue and all past issues at www.ncsall.net/fileadmin/resources/fob/2008/fob_9b.pdf and www.ncsall.net/index.php?id=31

New E-list to Complement Redesigned Website

by Kate Fergus

The winds of change are certainly picking up here at the C/SE ABLE Resource Center! In addition to our fabulous new website, ouliteracycenter.org, we have created the perfect accessory: a new, easier to manage E-List!

In order to facilitate communication between C/SE ABLE programs and professionals, we have moved our E-List from c_se_able_connect@yahoo.com to able@listserv.ohio.edu. Not only will this change provide us with an address that will not be considered spam by some domains, especially those associated with K-12, but it will also permit subscribers to choose many new options that were not previously available.

New functions include topic filters based on keywords provided by the subscriber, enhanced privacy options and easier access to subscriber configuration options. For instance, if you are an instructor only concerned with information on the TABE and GED, you can choose to receive emails from the list specifically devoted to those topics.

Invitations have been sent to members of c_se_able_connect and all Resource Center Library patrons. ***If you have not already received your invitation to the list, or if you would like to learn more, please visit <http://ouliteracycenter.org/partnerships/able/e-list>.*** Your subscription to the list is important, as c_se_able_connect will be disabled before the Thanksgiving holiday. We hope you will not only subscribe, but also actively participate in a lively dialogue that will help foster discussion and community within the Central/Southeast Region.

New, Free Online Courses!

Demonstrating your program's effectiveness is important to your program's success!

Free, online self-paced courses are available from ProLiteracy to help you. The courses can be found at <http://207.10.202.152>. With support from the Dollar General Literacy Foundation, ProLiteracy brings field-tested program accountability strategies to administrators and staff of literacy and adult basic education programs .

1. Data Collection and Management

Part One of the three-part online series centers on collecting and managing credible, high-quality student data. The course length is 3-4 hours and this course will help you:

- ◆ Build a common language and an approach to accountability
- ◆ Organize data collection and management efforts around key decision points and staff roles
- ◆ Increase confidence in your program's data collection and management practices

2. Data Analysis for Program Decision-Making

Part Two helps administrators and staff learn how to institutionalize data-driven decision-making practices to create a culture of continuous program improvement. The course length is 3-4 hours and in this course you will:

- ◆ Review and practice data analysis skills
- ◆ Improve decision-making using a team approach to data analysis and review
- ◆ Streamline program improvement using practical planning tools and strategies

Grant Funding Resources

By Carolyn Ervin

Below are resources that may help you in your search for grant funding. Be creative with your searches, using a variety of key words that apply to your needs. Remember, you may need to modify your search based on the focus and breadth of your project and location.

Where to identify funding sources: Has a colleague or acquaintance received a grant and from whom? Who is responsible for obtaining grants for your organization? What local resources are available to you?

- ◆ Area Foundations
- ◆ Bank Trust Officers
- ◆ Local Chamber of Commerce
- ◆ Civic Clubs such as Rotary, Civitan
- ◆ Corporate Foundations

Grant Funding on-line links:

- ◆ Foundation Center – available free through the Ohio University Library website: <http://library.ohiou.edu/subjects/grants.html>
- ◆ Ohio Arts Council: <http://www.oac.state.oh.us/grantsprogs/grants.asp>
- ◆ Ohio Department of Development: <http://www.odod.state.oh.us/research>
- ◆ Federal Grants: <http://www.grants.gov> or <http://www.ed.gov/index.jhtml>
- ◆ Grant Sources for Educators: <https://www.horacemann.com/resources/scholarships/default.aspx>
<http://school.discoveryeducation.com/schrockguide/business/grants.html>

National Program Improvement Grant Opportunity

Learn effective and innovative ways to tell your community and your funders about your program's effectiveness with the help of ProLiteracy and your peers!

Apply to join Year Three of the Dollar General/ProLiteracy Performance Accountability (DGPA) Initiative.

As a one-year participating program, your program gets:

- ◆ Ideas tested by your literacy peers
- ◆ A stipend to help offset travel and reporting requirements
- ◆ Two places at one of six regional trainings, "Communicating Success to Stakeholders," scheduled for February and March 2009
- ◆ Access to practical resources and support through the DGPA wiki and online discussion list

Applications are available in November 2008 from Marie Cora, DGPA Project Manager at mcora@proliteracy.org.

This project is made possible through the generous support of the Dollar General Literacy Foundation.

The staff of the Central/SE ABLE

Resource Center wishes you a good month.

Sharon, Brian, Kate, Jean, and Mary Barbara

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