

THE ACHIEVER

NEWS & NOTES ON LITERACY FOR ALL AGES AND ABILITIES

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Longtime Director Says Farewell...

I'm sad to report this will be my last newsletter communication with all of you as I am leaving Ohio University and the Literacy Center at the end of the month. I have accepted a new position as Maine's State Director of Adult Education and will be relocating to the New England area over the summer. I guess I'll have to adjust to living next to the Atlantic Ocean, eating lots of lobster and harsh winters.



Jeff Fantine, Director

While I'm excited to be embarking on this new and exciting journey in my career, I'm sad to be leaving my friends and colleagues here and throughout southeastern Ohio. I've been incredibly honored to have worked with such a dedicated and passionate group of professionals.

As I reflect on the many accomplishments of the Center during my 8-year reign, I'm reminded how far we've come and I'm very proud to have been a part of it. However, since I addressed those accomplishments specifically in our last issue in celebration of the Center's 10-year anniversary, I won't go through them again. Instead, I'll share the beliefs and values that have shaped my leadership of the Center in the hope it's what will continue to drive the Center's work.

- Every individual has potential and can learn if they are treated with respect and given the appropriate instruction.
- It is our duty as educators to help learners understand themselves better so they take control of (and become responsible for) their learning.
- EVERY teacher should focus their energy on those who struggle in the classroom rather than on the group that will learn no matter what.
- It is important to remain outside the box, to try different instructional approaches in order to accommodate ALL types of learners. If something isn't working, then we need to do something different.

Literacy is critically important! One of my favorite quotes is by former President Bill Clinton who said it best, "Literacy is not a luxury, it is a right and a responsibility. If our world is to meet the challenges of this century we must harness the energy and creativity of all our citizens."

I leave the Literacy Center in capable hands and know it will continue to do great work. Again, it has been an honor and a privilege to have worked with all of you.

INSIDE THIS ISSUE:

ANNOUNCEMENTS :	
<u>SPELLING BEE</u>	2
<u>SYMPOSIUM/KOZOL ARTICLE</u>	
<u>FEATURED ARTICLE: ABLE</u>	6
<u>APPALCORPS NEWS</u>	11
<u>ABLE NEWS</u>	12
<u>RESOURCE LIBRARY NEWS</u>	12
<u>TUTORING CENTER NEWS</u>	14





ATHENS, Ohio (May 13, 2008) - After a nail-biting seven rounds of spelling, plus three championship rounds, plus two spell-off rounds, "No Fines," the team from the Athens County Public Library, correctly spelled "rhonchus" to take the title of Spelling Bee Champions.

The 2nd Annual Community Spelling Bee for Literacy was held on May 13 in Baker University Center Ballroom. Black and yellow were the colors of the evening, with even the desserts decked out in bee-themed candies.

With Master of Ceremonies Steve Reisbeck, of WOUB, and Pronouncer Scripps Visiting Professional Mark Tatge at the helm the Bee began with a description of the rules, selling of "Spell-Again" coupons that could be used to re-spell a word during the competition and the introduction of the teams.



Seven teams competed in this year's fundraiser: "The Bee Keepers" from Golden Key Honor Society; "No Fines" from Athens County Public Library; "Scrabblers" from The Interfraternity Council; "110 Mister and Miss Spellers" from the Ohio University Marching 110;

Can You Spell "Rhonchus"? Second Annual *Community Spelling Bee*

United Campus Ministries; "Athens Newsies" from "The Athens News" and returning champions "The WOU-Bees" from WOUB Radio and Television.

The Bee began with simple words like "decisive" and "plague" and every team moved on until the fourth round of competition, when "The Scrabblers" misspelled "phrenic."

The sixth round was a rough one, where the teams were dropping like flies - or more appropriately - bees. The Marching 110 "Mister and Miss Spellers" didn't know "fetter," the "Bee Keeper's" lost on "pinyin" and UCM couldn't sound out "forgebility."

During a short intermission, the members of Sigma Lambda Gamma Sorority raffled off donated prizes to participants who had purchased tickets. Gift baskets, signed hockey gear and passes to dinners and events were all handed out to the lucky audience members.

The championship round looked like it would start with a disqualification of the "Athens Newsies" after they used an "i" instead of an "e" in "duodenary."

But then, in a buzz of events, the "WOU-Bees" missed "gibus" and used a spell-again, but then missed their second word "distichous" as well.

It all came down to "No Fines" to spell the tricky "soiree." They could not, and both the "Athens Newsies" and "WOU-Bees" were back in the competition to move on to the second championship round.

After another round of championship words, the competition moved to a spell-off. No team spelled their words - "sericulture,"



"coulombs" and "frumentaceous" - correctly.

The final round began with "No Fines" correctly spelling "rhonchus." The "Athens Newsies" missed "decalcomania" and the WOU-Bees, despite their use of "spell again" coupons, giving flowers to the judges and buzzing on every trip to the stage, could not get past "emmetrophia."

Although they didn't retain their title, WOUB members were happy just to be involved in the fundraiser. "The spelling bee was tons of fun becoming very intense in the championship and sudden death rounds," Kosia Oshiro said. "It was a great opportunity for members of the community to come together in friendly competition to support the common serious concern of literacy."

Throughout the competition, moderator Steve Reisbeck reminded the audience what the evening had been about when he said, "Imagine a world without literacy." Each of the participating teams and all of the sponsors competing donated to that very cause to assist The Literacy Center in working so that a world without literacy never exists.

Article by:
Katelyn Burkhardt
Photos by:
Lauren Totten



Literacy Center Symposium 2008—Call for Presenters!

Technology in Education for Literacy and Learning

Date: September 19, (pre-conference September 18)

Location: Baker Center, Ohio University, Athens Ohio

Keynote: Dr. Jonathon Kozol

We need your proposals! Please contact Mary Barbara if you are interested in presenting: totten@ohio.edu, (740)593-4419.

The Literacy Center is proud to present Dr. Jonathan Kozol, co-sponsored by the College of Education -- Dean's Office and the Dean's Advisory Committee on Diversity (DACD) .

- Reception with COE students on September 18 from 3:00 -- 4:00 pm in Room 214 McCracken
- Dean's Office and the Dean's Advisory Committee on Diversity (DACD) is sponsoring an evening lecture and book signing from 7:00 -- 9:00pm on the 18th in Baker Center.
- His keynote address will occur from 12:00 -- 1:00 during the Literacy Symposium on the 19th at Baker Center



In the passion of the civil rights campaigns of 1964 and 1965, Jonathan Kozol moved from Harvard Square into a poor black neighborhood of Boston and became a fourth grade teacher in the Boston public

Jonathan Kozol : Educational and Economic Reformer

schools. He has devoted the subsequent four decades to issues of education and social justice in America.

Death at an Early Age, a description of his first year as a teacher, was published in 1967 and received the 1968 National Book Award in Science, Philosophy, and Religion. Now regarded as a classic by educators, it has sold more than two million copies in the United States and Europe.

Among the other highly honored books that he has written since are Rachel and Her Children, a study of homeless

mothers and their children, which received the Robert F. Kenny Book Award for 1989 and the Conscience in Media Award of the American Society of Journalists and Authors, and Savage Inequalities, which won the New England Book Award and was a finalist for the National Book Critics Circle Award in 1992.

His 1995 best-seller, Amazing Grace: The Lives of Children and the Conscience of a Nation, described his visits to the South Bronx of New York, the poorest congressional district of America. Featured on the Oprah Winfrey Show and praised by scholars such

Jonathan Kozol : Educational and Economic Reformer cont.

...as Robert Coles and Henry Louis Gates, and children's advocates and theologians all over the nation, Amazing Grace received the Ainsfield-Wolf Book Award in 1996, an honor previously granted to the works of Langston Hughes and Dr. Martin Luther King. Nobel Laureate Toni Morrison wrote that Amazing Grace was "good in the old-fashioned sense: beautiful and morally worthy." Elie Wiesel said, "Jonathan's struggle is noble. What he says must be heard. His outcry must shake our nation out of its guilty indifference."

Ten years later, in The Shame of the Nation (Crown/Random House, 2005), Jonathan returned to the battle with his strongest, most disturbing work to date: a powerful exposé of conditions he had found in visiting and revisiting nearly 60 public schools in 30 different districts in 11 states. Virtually everywhere, he found that inner-city children were more isolated racially than at any time since federal courts began dismantling the landmark ruling in Brown v. Board of Education. "They live an apartheid existence and attend apartheid schools. Few of them know white children any longer." The proportion of black children who are not attending integrated public schools, he noted, is at a lower level than in any year since 1968. "No matter how complex the reasons that have brought us to the point at when we stand," he wrote, "we have, it seems, been traveling a long way to a place of ultimate surrender that does not look very different from the place where some of us began. If we

have agreed to give up on the dream for which so many gave their lives, perhaps at least we ought to have the honesty to say so."

The Shame of the Nation, which appeared on the New York Times best-seller list the week that it was published, has since joined Amazing Grace, Savage Inequalities, and Death at an Early as required reading at most universities and as part of the curriculum for future teachers and for professional development in dozens of our major urban systems.

Now, in his most recent work, Letters to a Young Teacher (Crown Publisher, August 2007), Jonathan draws upon four decades of experience to guide the newest generation of our nation's teachers into the ethically complicated challenges but, also, "the sheer joy and passionate rewards" of what he calls "a beautiful profession."

In a series of affectionate letters to Francesca, a first grade teacher at an inner-city school in Boston, Jonathan describes the tender chemistry of love and trust she rapidly develops with her students while, under Francesca's likeably irreverent questioning, he also reveals his own most personal stories of the years that he has spent in public schools.

Letters to a Young Teacher reignites a number of the controversial issues Jonathan has powerfully addressed in recent years: the mania of high-stakes testing that turns many classrooms into test-prep factories where spontaneity and critical

intelligence are no longer valued, the invasion of our public schools by predatory private corporations, and the stories of the years that he has spent in public schools.

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But most of all, these letters are rich with the happiness of teaching children, the curiosity and jubilant excitement children bring into the classroom at an early age, and their ability to overcome their insecurities when they are in the hands of an adoring and hard-working teacher.

"Some education students who want very much to teach in inner-city schools," he writes in one of his letters to Francesca, "are given the impression that working in these kinds of schools is a painful sacrifice; all struggle, but no joy. As I think you knew somehow before you even started out, it's not like that at all. At least, it shouldn't be. Even in the most adverse conditions, the work of a good teacher ought to be an act of stalwart celebration. It is in that sense of celebration, in my own belief at least, that teachers who have chosen out of love to work with children find their ultimate reward.

"If there is a single message I wish I could pass on to young teachers and to people thinking about teaching, that would be the one. It's not political at all, not on the face of it; but fighting to defend that right to celebrate each perishable day and hour in a child's life may, in the current climate of opinion, be one of the greatest challenges we have."

"This book cuts to the heart of what it means to be a teacher today," says Reg Weaver, president of the 3 million-member NEA. "The truth about testing, vouchers, and their impact on the public schools; it's all captured here." But, he writes, despite the formidable obstacles that teachers face, "Francesca's journey will leave you hopeful for our nation's children." "What a wonderful book!" writes Stanford University professor Linda Darling-Hammond. "Anyone who cares about... our public education system should read it. I could not put it down!"

"Jonathan's advice to the teacher Francesca shows all the qualities that make him the nation's wisest, boldest, and most clear-headed writer on education," says historian Howard Zinn. In his description of Francesca's classroom, "Jonathan conveys the excitement and joy of preparing a new generation to remake the world. Teachers, students, and parents alike will find this book inspiring."

And America's most beloved author of children's books, Eric Carle, who has given us treasures like *The Very Hungry Caterpillar* and other works cherished by young children, writes of the stories

Jonathan tells of "the magic of kids who delight in words like 'wiggly' and 'wobbly,' 'bamboozle' and 'persnickety.'" Letters to a Young Teacher, he continues, "is a testament to teachers who not only respect and advocate for children on a daily basis but are the necessary guardians of the spirit. Every citizen who cares about the future of our children ought to read this."

The book concludes with a challenge to teachers to speak out boldly in opposition to the growing corporate attempts to privatize our public schools and announces the



creation of a national network Jonathan has launched to support and advocate for talented but, at times, intimidated teachers who resist the drill-and-kill mentality that the federal law No Child Left Behind has forced upon too many of our urban schools.

"Teachers," he writes, "and especially the teachers of young children, are not servants of the global corporations or drill sergeants for the state and should never be compelled to view themselves that way. The best teachers are not merely the technicians of proficiency; they are also ministers of innocence, practitioners of tender expectations. They stalwartly refuse

to see their pupils as so many future economic units for a corporate society, little pint-sized deficits or assets for America's economy, into whom they are expected to pump 'added value,' as the pundits of the education policy arena now declaim. Teachers like these believe that every child who has been entrusted to their care comes into their classroom with *inherent* value to begin with."

When he is not with teachers in their classrooms, or at universities and college speaking to our future teachers, Jonathan is likely to be

found in Washington, where he devotes considerable time to what he calls "my lifelong efforts of remediation" of the members of the US House and Senate. He has spent much of the present year attempting to convince his friends within the Senate leadership to radically revise the punitive aspects of

No Child Left Behind.

Jonathan received a summa cum laude degree in English literature from Harvard in 1958, after which he was awarded a Rhodes scholarship to Oxford University. He has been called by the *Chicago Sun-Times* "today's most eloquent spokesman for America's disenfranchised." But he believes that teachers and their students speak most eloquently for themselves; and in his newest book, so full of the vitality of youth, we hear their testimony.

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Transitions: From Adult Basic Education (ABE) to College

By: Jeff Fantine

While the majority of adults who take the General Educational Development (GED) test do so in order to continue their education, few go on to enter postsecondary education (Tyler, 2001). Yet, these same adults stand to make substantial economic and personal gains when they use their adult secondary credential to move from the ranks of high school dropout to postsecondary graduate, with the possibility of going from low-wage jobs to careers with a livable wage and benefits. Unlike transition services for high school graduates, which are well-established, the transformation of adult basic education (ABE) programs to include transition services for adults is an emerging area of concern for the field of adult education (Office of Vocational and Adult Education, 2004). Identifying adult education models that help adult learners avoid cycles of remediation at the beginning of their college careers is more likely to produce students who can persist and obtain a postsecondary education credential.

In the first five years of adult transition work done by staff at World Education, Inc., the team noticed distinct models emerging in the field. To capture and categorize these models, World Education surveyed adult education centers with transition components from around the United States, guided by the question: Do ABE-to-college transition programs fall into discrete models and, if so, what

are the key features of these models? Through the development of program snapshots and four state profiles, the team discovered commonalities, allowing for an extension of an earlier typology of adult transition programs (Alamprese, 2004) now to include five models: Advising, GED-Plus, ESOL, Career Pathways, and College Preparatory. In addition, analysis of the aggregated data produced a series of themes and recommendations that other states contemplating adult transition services might find helpful.

As mentioned, transition to postsecondary education is an emerging effort for adult education programs. Recognizing this gap in the educational continuum, World Education, Inc. has been working since 2000 to

secondary education (ASE) components, such as General Educational Development (GED) preparation, adult diploma programs (ADP), the external diploma program (EDP), or more advanced levels of English for speakers of other languages (ESOL), are finding ways to provide some type of college transition services.

Although research on the benefits of postsecondary education tends to focus on broad student groupings, such as “nontraditional” college students, low-income or low-skilled students, or students in college developmental education courses, few studies focus specifically on students transferring from adult education centers. ASE and ESOL learners are members of these larger groupings but may to

Why are transition programs critically important for the U.S.?

Fact #1: The U.S. workforce is becoming more diverse.

Fact #2: The racial/ethnic groups that are the least educated are the fastest growing.

Impact: If current population trends continue and states do not improve the education of all racial/ethnic groups, the skills of the workforce and the incomes of U.S. residents are projected to decline over the next two decades (Kelly, 2005).

create a coordinated infrastructure of college transition programs throughout the U.S. with support from the Nellie Mae Education Foundation. The ABE-to-College Transition movement currently comprises adult education centers partnered with postsecondary institutions (mostly community and technical colleges) across the U.S. Increasing numbers of adult education centers with adult

experience unique benefits and/or barriers not identified in the broader studies that begin this discussion. Likewise, where colleges do not require any secondary credential (referred to as “open enrollment” or “open access” institutions), adult education students may choose to apply to the college before completing an adult diploma or GED.

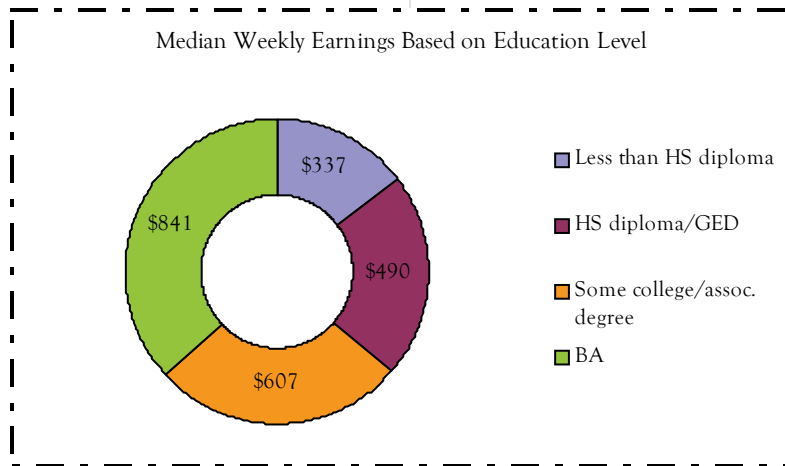
Broad benefits from postsecondary education accrue to individuals, their families, and society, although most research tends to focus on the economic impact of educational attainment through the lens of employment. The income differential between a high school dropout, GED-holder, or high school graduate versus someone with an associate or bachelor's degree is significant. For example, full-time workers age 25 and over with less than a high school diploma have median weekly earnings of \$337, as compared with \$490 for high school graduates (includes equivalency certificates), \$607 for some college or associate degree, and \$841 for a bachelor's degree (Fronczek, 2005). Therefore, ensuring a successful transition to college has the potential for a high rate of return in income to the individual, as well as tax payments to federal, state, and local governments based on higher income.

compared to 4% for those with an associate degree and 3.3% for those with a bachelor's degree (Bureau of Labor Statistics, U.S. Department of Labor, 2005). These figures gloss over important differences for segments of the population. For example, returns on education are generally higher for men than for women (*Income, Earnings, and Poverty From the 2004 American Community Survey, U.S.*, Census Bureau, 2004). The benefits of education ripple out beyond the student to family members and society at large. Along with improved health through access to such benefits as health insurance, children of educated adults are more likely to go on to obtain a postsecondary education. Society reaps the benefits of an educated citizenry because these individuals are more likely to vote, make charitable contributions, and contribute to economic growth as their level of education rises (Carnevale &

and societal factors. For example, rates of smoking are lower for individuals with more education. Individuals with higher levels of education require fewer dollars spent on social programs. The poverty rate among children under age 6 decreases from 62.5% for parents with less than a high school degree to 15.2% for parents with some college (NIFL Fact Sheets at www.nifl.gov/nifl/facts/facts.html).

As our economy continues to shift from manufacturing to knowledge-based industries, higher-paying jobs in areas such as business services, education, and healthcare require postsecondary education and credentials (Carnevale & Desrochers, 2001). Policymakers frequently address future workforce needs through K-12 or K-16 reform but this will not help the bulk of the workforce – older workers in need of more education and a growing number of immigrant adults who are mastering English.

According to the U.S. Census Bureau (Stoops, 2004), 85% of the population of people 25 years and over reported having graduated from high school but only 53% reported having attended college and only 27% having obtained a bachelor's degree or more. Again, these rates describe a national perspective but obscure differences between states. For instance, in this 2003 dataset, Texas has the lowest percentage of high school graduates at 77% and New Hampshire has the highest at 92% of the population 25 years and over. These are important figures when considering current and future workforce needs.



As educational attainment increases, so does access to jobs with benefits and employment stability – with unemployment rates of 8.4% for individuals with less than a high school education

Desrochers, 2004). “Fact Sheets” produced by the National Institute for Literacy (NIFL) highlight similar correlations between levels of education and a variety of personal

In a recent literature review titled, *Building America's Future Workforce: Employers, Immigrants and Skills* (Hamm, 2004), the "new" immigrants (those arriving in the United States in 1990 or later) were found to account for more than 50% of the growth of the entire civilian workforce, and immigrants currently account for 14% of the total workforce (or approximately 20.3 million workers). Using work by Andrew Sum and others, Hamm noted that "one third of the new immigrants lack a high school diploma" (p. 5). Many states link the education of their workers to economic development. This has sparked much of the current interest in transition to postsecondary education for adults. For example, the Maine Economic Growth Council found that "the long-term economic competitiveness of Maine is directly linked to skill and educational attainment" and its workers' need of postsecondary education in order to "meet the demands of a knowledge-based economy" (Lachance, 2001/2002). The Kentucky Postsecondary Education Improvement Act of 1997 was designed to be a catalyst for economic development by providing educational opportunities to both traditional students and adults.

Postsecondary education poses challenges for all students, even traditional students. For example, only 54% of traditional students with the goal of obtaining a bachelor's degree reach that goal within five years of enrollment in college (Choy, 2002). These

students enrolled full-time immediately after finishing high school, depended on parents for financial support, and either did not work during the school year or worked part time. ABE learners, however, are considered "nontraditional" students and are less likely than traditional students to reach their educational goal. A nontraditional student is one who has any of the following characteristics:

- Delays enrollment (does not enter postsecondary education in the same calendar year that he or she finished high school).
- Attends part time for at least part of the academic year.
- Works full time (35 hours or more per week) while enrolled.
- Is considered financially independent for purposes of determining eligibility for financial aid.
- Has dependents other than a spouse (usually children, but sometimes others).
- Is a single parent (either not married or married but separated and has dependents).
- Does not have a high school diploma (completed high school with a GED or other high school completion certificate or did not finish high school).

(Choy, 2002, p. 3)

According to a special analysis on nontraditional students in *The Condition of Education 2002* (Choy,

2002), almost three quarters of all undergraduates in 1999-2000 had one or more of these characteristics. Child care and scheduling classes around work hours are just two of the barriers that nontraditional students may encounter based on these characteristics. In addition, students going to college very part time (e.g., taking one course at a time) may not qualify for financial aid. The degree to which a student is "nontraditional" plays an important role in calculating the likelihood of completing a degree. Students were considered "minimally nontraditional" if they had only one characteristic, "moderately nontraditional" if they had two or three, and "highly nontraditional" if they had four or more. For those students with a goal of obtaining a bachelor's degree, 42% of minimally nontraditional, 17% of moderately nontraditional, and 11% of highly nontraditional students reached their goal (compared to 54% of traditional students noted above). The results were similar for the associate degree but the gap closed between traditional and nontraditional students for those completing certificate programs.

Some additional findings and concerns of the report point out that nontraditional students are more likely to: (1) place an emphasis on work – consider themselves as employees who are going to school rather than students who are working; (2) leave postsecondary education without a degree; and (3) leave during their first year, regardless of their degree objective.

Finally, of the students who came to college without a traditional high school diploma: 78% were financially independent, 59% delayed enrollment, 59% attended part time, 46% worked full time, and 28% were single parents (Choy, 2002, p. 6).

Adults obtaining their GED recognize their need for continued education, but do not necessarily follow through. In a statistical report from the GED Testing Service (2005), *Who Passed the GED Tests? 2003 Statistical Report*, 63% of those who passed the GED said they took the test in order to qualify for further education. Very few GED holders go on to complete even a year of postsecondary education, however. Reviewing studies of large, national datasets as well as a few smaller studies, Tyler (2001) noted that “even though college pays off for GED holders, only 30 to 35% obtain any postsecondary education, only 5 to 10% obtain at least a year of postsecondary education, and very few (between 0.5 and 3%) acquire even an associate degree” (p. 42). In a review of the recent research literature on the economic benefits of the GED, Tyler (2001) noted that postsecondary education and training are fruitful but little used routes to economic success for GED holders” (p. 33). These same conclusions were reached in an earlier comprehensive literature review commissioned by the Office of Vocational and Adult Education (OVAE) of the U.S. Department of Education (Boesel, Alsalam, & Smith, 1998).

Access, persistence, and completion of a postsecondary

credential appear to hinge on an array of knowledge and skills that adult learners must acquire. Comparing adult literacy and postsecondary students in developmental education, Reder (1999) found that college persistence (described as completion or still working toward the credential at the five-year point) was higher for students with high school diplomas compared to GED recipients: 54% compared with 28% respectively at two-year institutions and 75% compared with 51% for four-year institutions. Reder also noted that “students with the GED were more likely (22% versus 15%) to participate in remedial courses while in postsecondary education. The same pattern was true for remedial reading, writing, and math courses” (p. 141). Along with lengthening the time to college completion, this additional

Access, persistence, and completion of a postsecondary credential appear to hinge on an array of knowledge and skills that adult learners must acquire.

coursework increases the economic burden of postsecondary education for adult learners who must use financial aid or personal funds to pay for these below college-level courses.

“Underprepared” college students form a general pool of students in need of remediation before they begin college-level work, regardless of their status as nontraditional or traditional. Adelman (1998) examined the critical relationship between remedial coursework and college

completion. He found that the amount and type of remedial work are particularly important. “Among students who had to take remedial reading, 66% were in three or more other remedial courses, and only 12% of this group earned bachelor’s degrees. Among students who were in remedial reading for more than one course, nearly 80% were in two or more other remedial courses, and less than 9% earned bachelor’s degrees” (pp. 1-2). This makes it particularly important that adult education programs prepare their students to enter college at the highest level possible (e.g., college-level or at the very least, the highest level of developmental/remedial education) so that students do not use precious financial aid dollars on remedial coursework or “fatigue out” at the start of their postsecondary career.

- In summary, while adults with GEDs or other nontraditional diplomas stand to benefit from postsecondary education, very few actually go on and those that do are rarely successful. While there are few detailed studies of the challenges to access and persistence in postsecondary education that adult learners experience, especially those with family and work responsibilities, several areas of concern have been documented.

They include:

- Inadequate academic preparation, particularly limited exposure to college-level reading and algebra, use of computers, and writing research papers (Santos, 2004, academic vocabulary for ESL students; Warburton, Bugarin, & Nunez, 2001).
- Financial constraints due to limited knowledge of and/or access to financial aid for part-time learners, lost wages if full-time workers need to curtail hours, and the hidden costs of college, such as transportation for those not living in dormitories, and childcare costs for parents (ACE, 2004; Bosworth & Choitz, 2002; Cook, King, Carnevale, & Desrochers, 2004).

- The need for effective strategies to manage the competing demands of work, family/relationships, childcare needs, and school (Gooden, Matus-Grossman, Wavelet, Diaz, & Seupersad, 2002).
- Difficulty navigating the new and confusing institutional environment, including understanding the academic learning environment, college culture, and complex processes (e.g., applying for financial aid that has a federal, state, and institutional component) (Brickman & Braun, 1999).

Personal and psychological barriers, especially lack of confidence in one's ability to succeed as a college student and a need for significant levels of personal and career counseling (Hill, 2004).

While adult learners face significant challenges, they can succeed in college. Boesel, Alsalam, and Smith (1998) found that although the grades of GED recipients are initially lower than those of high school graduates during the first year of college, this difference becomes statistically insignificant after that. Although the cost of providing transition services and supports may look daunting, many programs and states find that the educational attainment of their students directly impacts the well-being of their communities. In the words of John F. Kennedy, "There are risks and costs to a program of action. But they are far less than the long-range risks and costs of comfortable inaction."

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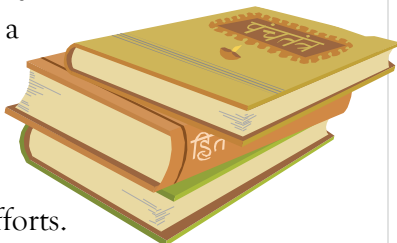
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AppalCORPS Summer Programming

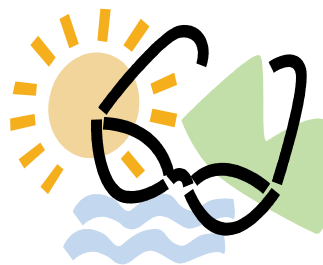
As the school year is quickly coming to a close,

AppalCORPS tutors have begun organizing their summer literacy efforts.

This year, our program will be collaborating with Athens County Public Libraries to provide valuable tutoring services, offer assistance with lunch programs, and implement literacy-driven events. Each member plays a crucial role in



the programs offered throughout the summer, helping expand the volume of services Athens County can provide its youth. We are excited about the summer schedule and the wonderful partnership with our local libraries!



For questions about this process, please contact Marissa Mizer, Program Coordinator, at (740) 593-4428 or mizerm@ohio.edu.

Sharing in the Excitement of Success at Spring Celebrations

In nature, springtime is often associated with new beginnings. In the ABLE community, however, springtime means it's time to celebrate another year of successes. Happily, these successes are often the stepping stones to new beginnings.

Many educators will agree that seeing their students dressed in cap and gown, ready to walk out of the classroom and into the world can be a bittersweet experience. Though they are extremely proud of all the hard work each student put into reaching their goals, the awareness that their time together has come to a close can be heavy on the heart. Those same educators, however, will testify that seeing a student succeed – whether the success comes in the form of earning a GED, gaining employment, raising a test score or strengthening their skills – makes their jobs entirely worthwhile.

Just as diverse as the C/SE ABLE region are the ways each program chooses to celebrate the end of its school year. While many have formal ceremonies with students dressed in caps and gowns, others have informal potlucks or large banquets. Many C/SE programs also choose to nominate students for membership in the National Adult Education Honor

Society, whose mission is “to provide meaningful recognition to deserving adult education students, to improve student employment opportunities, to develop student ambassadors for local adult education programs and to create adult education awareness with school administrators and state legislators.” Generally, NAEHS nominees tend to be those ABLE students who have gone above and beyond what had been required of them; for instance, those who have advanced in their careers, performed voluntary community service or transitioned into a higher education or vocational program. In 2007, over 100 students from the C/SE region were inducted into the National Adult Education Honor Society and we're looking to surpass that number this year!

This spring, we are once again provided with many opportunities to share in the joy that comes with watching our ABLE students celebrate their achievements. If you are interested in attending one of these events, or would like to learn more about the National Adult Education Honor Society, please contact the Central/Southeast ABLE Resource Center or visit www.naehs.org.

Central/Southeast Takes Their PD ‘Show on the Road’!

The Central/Southeast ABLE Resource Center has developed a professional development option for its regional programs that utilizes new multi-sensory instructional tools, combines them with lessons that are accessible for a multi-leveled classroom and delivers them in an exciting, entertaining and educational format that is getting great reviews from ABLE professionals and students alike!

The program visits, which target the ABLE classroom, generally last an hour and a half and include two activities – one dedicated to developing language skills and the other for strengthening math skills. Each activity



engages both the ABLE instructor and ABLE student as learners. For instance, the math activity being presented this



spring is not only designed around modeling best practices for the instructors and highlighting ways to include Resource Library items in standards-based lesson plans but also serves as an opportunity for team-building and collaboration among students and instructors. The visits have been especially popular with ABLE instructors and students who prefer a hands-on approach to instruction.

Delighted by the reception of the program visits, Mary Barbara and Kate are excited by the prospect of bringing their ‘show on the road’ to more programs in the region and expanding it to include additional activities or specialized training on a specific resource or skill.

If you are interested in inviting Mary Barbara and Kate into your program to share a few fun hours of new ideas and resources, please contact the Central/Southeast ABLE Resource Center at (800)753-1519 or e-mail able@ohio.edu.

Ohio Adult Education/TANF Project Recognized as Best Practice

A consultant, Jan Redunzel, was hired by the U.S. Department of Education and the U.S. Department of Health and Human Services to conduct research on best practices regarding coordination between adult education and Temporary Assistance to Needy Families (TANF) providers.

To begin the project, Jane conducted a literature review to determine the current policy context for coordination. This activity was followed by an environmental scan of all 50 states' websites and those of major cities like Chicago, Los Angeles, New York, etc. to identify promising practices and model programs demonstrating how states are collaborating to meet the education needs of TANF recipients—both those receiving cash assistance and others who have left but still require supports such as day care, transportation, medical cards, and food stamps. Part of her work on this activity involved reaching out to state staff to clarify information about programs and practices she discovered during her online search.

Recently, Jane had a conference call with Cheryl Keenan, National Director of Adult Education and Literacy at the USDE, and staff members Dan Miller and Sheryl Adler to review her findings. She gave her recommendations on the "best of the best" along with the rationale for her choices. Three states (Ohio, Kentucky and Washington) from her project report were selected to be

showcased at the April State Directors of Adult Education Conference in New Orleans. This roundtable plenary session will address "how to" coordinate with TANF in professional development, program design and funding, and evaluation/follow-through processes.

The session will address how adult education works for TANF clients in each state. Jane acknowledged that the federal partners realize that many of the efforts underway in the states today are not limited to TANF recipients but that this target group is one of the beneficiaries of the state's coordination efforts.

Specifically, Jane has asked Ohio to talk about how adult education and TANF work together to ensure recipients are screened for learning disabilities and then assisted in overcoming those disabilities to take maximum advantage of education and training and work opportunities. The expansion of this professional development activity to include all One-Stop partners and the expansion of the curriculum to address needs identified by trainees will also be of interest. Jane spoke with Jeff Gove as Ohio's contact about the Ohio Initiative for Persons with Learning Disabilities. Denise Pottmeyer, State ABLE Director, will attend the national conference and speak on behalf of the OIPLD project.

A representative from Kentucky will talk about the Ready to Work and Work and Learn Programs. These award-

winning programs were designed specifically for the TANF population and were among a very few programs/practices Jane reviewed that had a significant investment of TANF dollars supporting them. Her conversations about these models were with Shauna King at the Kentucky Community and Technical College System. Sarah Hawker, State Director of Kentucky will be the spokesperson for this exemplary effort at the national meeting.

A representative from the State of Washington will talk about how the results of the longitudinal study of adult learners and other data systems are used to design programs. Jane had initially investigated I-BEST but quickly learned from her contacts, Tina Bloomer and Amy Hatfield, that the process used in Washington to make design decisions based on data analysis was of most interest to her. This has perhaps the least direct coordination between TANF and adult education but it will compliment the roundtable for two reasons. One of the subsets of data collected and reviewed is TANF recipients. Second, one of the consistent weaknesses found among programs and practices Jane reviewed was the availability (and thus use) of outcome data to drive programming decisions. A discussion of how the state of Washington does just that would be beneficial to practitioners around the country. Israel Mendoza, State Director of Washington will serve on the panel for this portion.



Tutor Training Offered

In mid-2006, the Literacy Center acquired space in the basement of McCracken Hall on the OU-Athens Campus. The idea for a new community tutoring center quickly materialized and renovations began. Named for one of the founders and first inductees of the Reading Hall of Fame, Helen Robinson, is also an OU alumni. The physical update to the Helen M. Robinson Community Tutoring Center is now completed; new paint, carpeting and furniture have turned a dreary dudgeon into a state-of-the-art tutoring

facility. Equipped with private meeting tables, the Tutoring Center provides ample space for tutoring of children and adults from the Athens community. The official opening of the Tutoring Center is scheduled for later this summer; details will be available in an upcoming issue of this newsletter.

The tutor roster is made up of students enrolled in Teacher Education at the College of Education and community members with a passion for helping others learn to read. All tutors participate in a twelve hour training program

sponsored in part by a grant from Verizon. Tutors take five on-line classes and attend a five hour face to face training, resulting in a ProLiteracy tutor certification. Tutor training is available at each OU campus via videoconference and is offered each quarter in the calendar year. The next schedule tutor training is Saturday, June 7, 2008. The cost to cover materials and food is \$35 for adults and \$15 for students. All those interested in the training should contact Mary Barbara Totten, totten@ohio.edu, 740.593.9736 for more information or to register.

In the Spotlight: Molly



Molly Gilmore grew up in Albany, Ohio, graduating from Alexander High School in 2004. This spring, she will be graduating from Ohio University with a degree in Political Science and a certificate in European Studies. She has studied abroad in Minehead, England; Quebec, Canada; and Geneva, Switzerland. Molly is the founder and president of the International Studies Majors Association.

Teaching and tutoring comes naturally to Molly, as her mother is a kindergarten teacher. Molly has been assisting in her mother's classroom since she was in the eighth grade. Molly has a personal mission to help those around her, and she has found that tutoring with the Tutoring Center to be a great medium to further this mission. Molly tutors Storm, a first grader, two times a week. They focus on high-frequency word fluency, sounding out and segmenting words, and building his confidence in reading. Describing her tutoring experience, Molly says, "Over the past two quarters, we have made great progress! We work

together, and I know he gets frustrated sometimes, but we really have a lot of fun together."

After her graduation in June, Molly is going to be working with Teach for America, a program that trains student leaders to be teachers, and sends them to work in disadvantaged school districts. Molly will be trained in Phoenix, Arizona this summer and, in August, will begin teaching elementary in south Louisiana, near Baton Rouge. She is very excited for this new chapter in her life, and she is very thankful for her tutoring experience because she has had a great time working with her student, and it has helped prepare her for teaching next year.

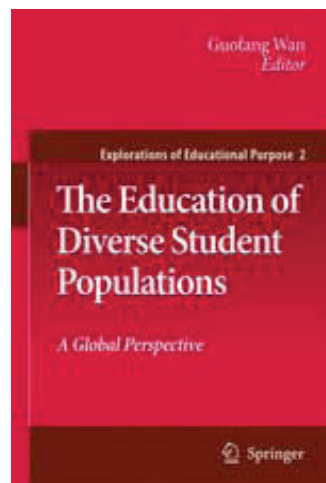
Upcoming Publication: The Education of Diverse Student Populations



*Dr. Guofang Wan,
Ohio University*

This book takes up the challenge of examining the thorniest educational issue from a global perspective. It contributes to the evidence-based conversation among policy makers, educators, and researchers around the world about what works to improve the education outcomes and what can make a bigger difference for the education of diverse students. The eleven countries included – the United Kingdom, Austria, Canada, the United States, South Africa, Ghana, China, Singapore, Malaysia, Australia, and New Zealand are unique, and yet overlap in the sense that they all face similar challenges of teaching diverse students. The authors, being education and cultural insiders, discuss country-specific policies, efforts, and

best practices in the education of diverse students; share stories of success and failure; and explore current best practices from global, social, political, and economic perspectives. Built on previous theories and research, it describes diverse students' experiences in the global and information age, and searches for effective policies and practices that help these students to perform better in school and in life.



Readers are forced to step outside of their own experiences and commonly held beliefs about education. Conscious recognition that there are other ways of doing things may result in new approaches that we have not explored before. We hope the insights, lessons, and

conclusions drawn from examining this pressing education issue from a global perspective will help nations to better understand and deal with it in their own educational system.

Finally, a book that examines the challenges facing today's educators. *The Education of Diverse Student Population: A Global Perspective* answers the question of how to cultivate a learning environment for culturally and linguistically diverse students. This book will encourage both in-service and preservice teachers to value the differences that each culture brings to the classroom and view this diversity as an opportunity for teaching and learning with a global focus.

Dr. Rosalyn Anstine
Templeton, Executive Dean,
College of Education and
Human Services, Marshall
University, Huntington, USA

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