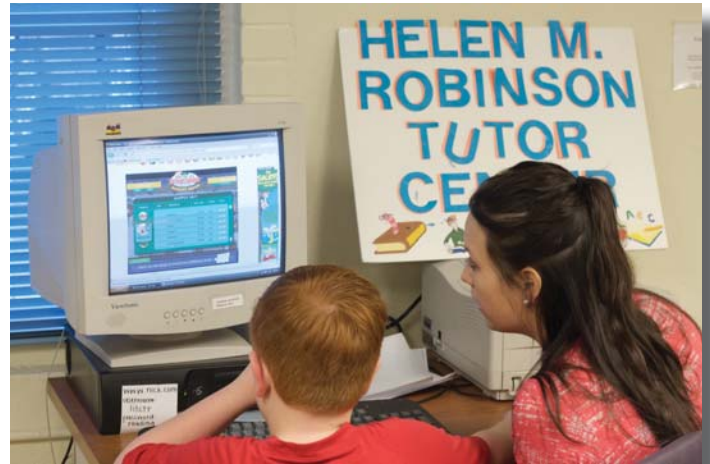


NEW LITERACY CENTER DIRECTOR APPOINTED

The Literacy Center is excited to announce the appointment of its new center director, Dr. James Salzman. Dr. Salzman brings more than 30 years experience in the field of education. He taught high school English, and literacy courses for teacher education programs at Cleveland State University as associate professor. For the past 10 years, he also served as director for several major education centers including the Reading First-Ohio Center for Professional Development and Technical Assistance for Effective Reading Instruction.

We welcome him and look forward to his leadership in continuing the tradition of the Literacy Center founded by distinguished professor, Dr. Edward Stevens, and in fulfilling the Center’s mission -- service to the region, adult education, collaboration with the community and scholarship. Dr. Salzman will assume his new responsibilities on July 1, 2009.



“GROW THROUGH THE SUMMER” READING INTERVENTION PROGRAM OFFERED

It is well documented that children, especially those from impoverished families, regress in their reading skills over the summer. Ohio mandates that local school districts offer a summer remediation program for 3rd grade students who do not score proficient on the spring Ohio Achievement Test (OAT). The Literacy Center was invited to partner with Athens

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letter

FROM THE DIRECTOR

SHARON REYNOLDS



There are many successes and achievements to celebrate this time of year. The Literacy Center has many projects underway that are worth celebrating as well. One of the most visible successes this year is the evolution of the Helen M. Robinson Center for Reading. Thanks to a gift from the Verizon Foundation, I have proudly watched the Center for Reading blossom and grow into a full service center that is having an impact in the community(see article page 11). As awareness of the capacity of the Literacy Center has grown, I have had the honor of developing and fostering meaningful partnerships where none previously existed. One example is the partnership with Athens City Schools to offer a summer reading remediation program (see article page 1).

I am excited about the award of a second year of funding from the Ohio Board of Regents for our Stackable Certificate pilot project for future nurses (see article page 4) from Morgan and Hocking counties. The Better Math through Literacy project funded through the Ohio Board of Regents was refunded for a third cohort. This year we will be working with Athens and the southern region of Ohio in Lawrence and surrounding counties.

The Central/Southeast ABLE Resource Center team presented at the national Commission on Adult Basic Education (COABE) conference in Louisville in April. We continue to develop resources and professional development opportunities for adult literacy practitioners in Ohio. In fact, I am contacted on a regular basis by literacy professionals from other states requesting these resources.

This year as Interim Director has been such a wonderful opportunity for me to learn from Ohio University faculty, local educators and administrators and other professionals in the region and across the state. Most of all I want to celebrate the wonderful team of passionate, dedicated professionals with whom I work at The Literacy Center. It has been an honor to work with such a fantastic group of people this year. Kudos and keep striving to be the best!

City School district to deliver this program. After discussing the opportunity with interested faculty members, Drs. Susan Nolan and Bill Smith, it became apparent that opening up the program to 1st and 2nd grade students as well could very well reduce the number of 3rd grade students scoring less than proficient on the OAT. The school district sent home interest forms and over 30 from first and second grade parents from The Plains and Chauncey Elementary were returned! The Literacy Center recently sent a team out to assess the students who may be participating, in order to group the students and offer effective intervention. Post-assessment data will be collected at the end of the program.

Learners will be grouped, if possible, with other

LITERACY CENTER STAFF:

Sharon Reynolds
Interim Director

Guofang Wang
Associate Director

Jean Stephens
Resource Center Coordinator

Carolyn Ervin
Projects Director

Mary Barbara Totten
Curriculum & Training Specialist

Kate Fergus
Resource Specialist

Brian McCoy
Administrative Associate

Ailish O'Connor
Tutor Center Coordinator

Rachel Terry
Graduate Student, Tutor Ctr Coordinator

Angie Haning
Learner Liaison

LITERACY CENTER STUDENT WORKERS

Vince Gerbec

Jessica Tekavec

Nicole Lanphier

SPECIAL THANKS TO OUR ADVISORY BOARD MEMBERS:

Mary Abel
Carolyn Bailey-Lewis
Ella Bogard

JoAnn Dugan
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Kosia Oshiro
Karen Scheid
Sue Shaw

Claudette Stevens

students with similar learning plans and reading levels (i.e. a focus on comprehension strategies or a focus on word attack skills). These small groups of 3-5, with mixed grades, will stay together with one tutor over the course of the two week program.

Of course, educational summer activities need to be fun and engaging, so faculty member Sue Payne is participating to put a creative spin on the activities. Each day will have a different theme, and the learners will participate in small and large group literacy activities related to the theme of the day.

The summer program runs from 9:00 – 11:30am, Monday, August 3 through Friday August 14 at The Plains Elementary School.

ABLE TRANSITIONS COLLABORATIVES WORK

by Jean Stephens, Coordinator, C/SE ABLE Resource Center

The Literacy Center is overseeing an 18-month project to work with the Adult Basic and Literacy Education (ABLE) programs in Economic Development Regions (EDR) 7, 10, and 11 to develop the programs' capacity to work with students as they transition to higher education or work. This project is supported with incentive money Ohio received from the Federal government for achieving all of its goals in the projects under WIA (Workforce Investment Act) funding.

Region 7 is concentrating on developing and delivering instructional programs that facilitate student transitions and building awareness of postsecondary and work options. A partnership with the Ohio Appalachian Center for Higher Education this year has resulted in transitional materials for students, professional development for teachers, and transitions classes for students. A workshop was held to train teachers in using OCIS and transitional materials developed with project funds. Lathe Moore from Pike County Area Joint Vocational School is leading the work in Region 7.

Regions 10 and 11 have concentrated

ABLE STUDENT PROFILE

Shelley is a 42 year old mother of three who recently lost her supervisor's job of eight years due to company closure. She was referred to ABLE's pre-employment training program through Belmont Community Action Council. Because she has a desire to be retrained and hasn't been in a formal educational setting since graduating high school in 1986, WIA staff recommended that she "get her feet wet" by attending this free training program. While attending the ABLE program, she saw a flyer highlighting a free math course and decided to register. Although she enjoys math, she never took any algebra or geometry classes in high school. As she entered a math class for the first time in over 20 years, she said she was determined to learn. "Some of the students didn't take it as seriously as me. They wanted to talk about it instead of buckling down and doing it." Near the end of the algebra section of the class, Shelley took the COMPASS placement test at Jefferson Community College. She placed into the highest level of developmental math. She is now registered for summer semester classes at the community college and is looking forward to a new career and brighter future.



on developing and delivering instructional programs that facilitate student transitions by implementing contextualized curricula. With an emphasis on higher level mathematics (algebra and coordinate geometry), the project has provided software, print materials, and math manipulatives for use by students in preparing for post-secondary work. Two trainings were held to train teachers in the new curricula and classes are being conducted in various programs to use the new curricula

with ABLÉ students. Jacquie McCoy from Jefferson County Community College is leading the work in Region 10, and Joe McGowan from Athens County Department of Job/Family Services is leading the work in Region 11.

Information will be collected in June on the number of students impacted by the project and other data. This information will inform the next phase of the work in each of the three regions.

CURRENT LITERACY CENTER PARTNERS:

OHIO BOARD OF REGENTS

- Better Math Through Literacy
- Stackable Certificates
- Central/Southeast ABLÉ Resource Center
- ABLÉ Transition Collaboratives

VERIZON FOUNDATION

- Helen M. Robinson Center for Reading

ATHENS CITY SCHOOL DISTRICT

- Grow Through the Summer Reading Intervention Program

CAMBRIDGE SCHOOL DISTRICT

- Better Math Through Literacy

STACKABLE CERTIFICATES IN SOUTHEAST OHIO

By Carolyn Ervin, Projects Director, Literacy Center

Ohio, like many states, has been actively seeking the best ways to encourage young adults and workers to earn postsecondary credentials that will help them advance economically while also meeting employers' critical skill needs. In 2007, Ohio legislators directed the Board of Regents and the Department of Education to create a system of basic academic and technical certificates that could be stacked to count toward a college degree. The result was the creation of Stackable Certificates which are currently being field tested in 12 Economic Development Regions. Individuals participating in this program are eligible to earn pre-college and college-level certificates: Pre-College Certificates include Basic Skills, Advanced Skills and College and Work-Ready Skills. College-Level Certificates certify technical and occupational skills in occupations which are in demand statewide and in different regions of the state.

Sharon Reynolds, Interim Director at the Literacy Center, along with representatives from Washington State Community College, Hocking College, Tri-County Adult Career Center, The Work Station and the Morgan County Learning Center, submitted a proposal to pilot a stackable certificate initiative for Economic Development Region 11.

The goal was to create access to college and career pathways at different skill levels, accommodate a variety of students, and work closely with employers to ensure that education and training reflect what is valued in the labor market and will help lead to family-supporting careers.

With health care being identified as the primary key industry sector for the region, the project team created a pilot project designed to increase the



number of students entering the nursing pathway. A contextualized curriculum was designed to prepare students to enroll in a Pre/Practical Nursing Preparation program, ultimately working with students to prepare them to take the Nursing Entrance Test (NET).

Approximately twelve students have been enrolled in two pre-nursing preparation classes. One class is held in Athens County at the Tri-County Adult Career Center and a second class is held in Morgan County, at the Morgan County Learning Center. The classes, scheduled for a 10 week period, began meeting the first week of April and will conclude their training the second week of June. At the end of the 10-week period, students will be given the TABE, COMPASS and NET exams to determine academic progress. Students who demonstrate proficiency at an 8.9 level will earn the Basic Skills Certificates while students at the 12.9 level will earn the Advanced Skills Certificate. It is anticipated that a high percentage of students enrolled at both locations will place at the Advanced Skills Certificate level.

FAST FACTS

- 75% of unemployed adults have writing or reading difficulties

IT'S A MATH PARTY! AND, THIS TIME, YOU ARE INVITED!

By Tim McKeny, Ph.D., College of Education, Ohio University

During a recent long holiday weekend, I was sitting in our living room recliner with both dogs at my feet and had decided that I had earned some much-needed down time from the constant consideration of my university courses, my research, and the pre-service teachers I work with. I found myself pausing my channel-surfing to watch one of my favorite movies, *The Mirror Has Two Faces*. It was one of those serendipitous moments when you just happen upon a meaningful scene as if a powerful universal force was trying to say, "Hey, pay attention to this!"

To give a Cliff Notes version of the movie, the two main characters, portrayed by Barbara Streisand and Jeff Bridges, are university English and Mathematics Professors, respectively. Considering the stark personality contrasts between the two, the relationship between these two characters would seem at best unlikely in a real-life context even

"I noticed an immediate change in my students once I started viewing mathematics differently. They LOVED being involved with the activities and with the problem solving. They were ALL participating and helping each other!"

Tuscarawas County Grade 3 Teacher

under the best of circumstances. Yet, the pair finds themselves making inroads towards understanding each other as the movie progresses.

In the particular scene that caused me to cease my obsession with the television remote, the two university professors meet for an afternoon coffee and begin to discuss their classes and the students they teach. Streisand's character enters the coffeeshouse filled with excitement over the discussion and interaction she has just witnessed and facilitated between the student members of her undergraduate literature course. Conversely,

When Bridges visits the English Literature classroom, he is amazed at the way that the students enter the class prepared with an air of excitement for what is to come. Streisand's character only asks two direct questions to the entire class before the class is abuzz with conversation among the students as they consider how the homework reading directly connects with the students' lives and the deeper implications of the theme of the work and the author's original intent.

Conversely, when the English professor enters the lecture hall where Bridges is addressing a plethora of empty chairs and students on the verge of consciousness. She finds him ranting about the applicability and abstract virtue of differential equations to solve many of the questions involved in the students' homework. Bridges quickly uses multiple pieces of chalk and flips through a series of maneuverable blackboards at a dizzying pace. The students, unable to keep pace with the flurry of ideas passing before their eyes, quickly disengage and give exasperated sighs, wondering why their college catalogue would subject them to this form of mathematical torture.

In the conversation that follows from observing each other's class, Streisand's character offers one of the most quotable lines from the film, "It's like you are having a big Math Party up at the board, and no one else is invited!"



As I interact and learn from many of the elementary teachers who enroll in our Better Mathematics through Literacy program, I often feel that this sentence encapsulates the predominant disposition that many American students and teachers at all levels of schooling have developed towards the mathematics they are learning. Regardless of their grade level, we, as a culture, have been conditioned to believe that mathematics is predicated on quick, easy answers, or further, have come to view the subject as a body

of intellectual work that we directly memorize as someone else has told us to do it, regardless of whether it makes sense or not. How many of us have also sat in a traditional mathematics classroom awaiting an invitation to the Math Party taking place at the front of the room, but we don't get past the 'velvet rope' that blocks off the math teacher's sacred space.

Over the past two years, one of the primary goals of the Better Mathematics through Literacy program has been to empower and engage early childhood classroom teachers to pull the passive members of their mathematical audience out of their slumber and to make student thinking and student sense-making the focus of the mathematics classroom. The program emphasizes mathematics

instruction more meaningful and making it more closely resemble varied and interactive language and literacy instruction. The data we have been collecting is beginning to show some positive signs of increased teacher and student content knowledge in mathematics, higher test scores on formative and standardized mathematics, and, perhaps more importantly, a different disposition for what it means 'to do and to learn mathematics.'

In receiving feedback from our most recent BMTL cohort group, the teachers of Appalachian

BETTER MATH THROUGH LITERACY:
 – over 100 teachers have participated
 – from all of Southeastern Ohio

Ohio are expressing their thoughts on their new roles as attendees to ‘the Math Party:’

- “Through my involvement with BMTL, I have learned that I am conditioned to only think of math in the conventional way and that there is only one way to solve a math problem, but my ‘light bulb’ went on, and I don’t want to limit my students’ thinking and problem solving. I want them to be inventive!” (*Athens County Grade 1 Teacher*)

- “My focus this year was to make the children better problem solvers. I changed my questioning to get them to think. “How do you know?” “Show me how you came up with that?” “Is there another way you could have solved it?” and my personal favorite, “Why?” became standard questions in my classroom. The children, at first, were nervous about being questioned. However, with a lot of encouragement, they became less frightened about being wrong. It became fun for them to figure things out in many different ways. Sometimes, they came up with ways I hadn’t even thought of. I can definitely say that my kids CAN do math!” (*Athens County Grade 1 Teacher*)

- “I noticed an immediate change in my students once I started viewing mathematics differently. They LOVED being involved with the activities and with the problem solving. They were ALL participating and helping each other!” (*Tuscarawas County Grade 3 Teacher*)

- “I now let the students share where to begin by exploring activities. I also allow the students to explore solutions and share those with their classmates. They really get involved when they are working together and realize their ideas are appreciated.” (*Meigs County Grade 2 Teacher*)

- “By encouraging my students to be problem solvers and to communicate their thinking to me and to other members of the class, math time in my classroom is now a completely different world from where it was just three months ago. For the first time in my career, I have gained confidence in my own math abilities and feel less stress about teaching math.” (*Guernsey County Grade 2 Teacher*)

These are indeed encouraging statements from teachers who have made the conscious choice to extend to students an invitation to join the Math Party that takes place around them in their classrooms.

As we look forward to our third consecutive year with the Better Mathematics through Literacy program, our project team continues to hope that we can continue to grow, to develop, and to empower early childhood teachers and students throughout the Appalachian Counties of Ohio to be active participants in the math they are now learning and understanding. If you would like an invitation for yourself, or a teacher you know, feel free to contact the Ohio University Literacy Center for how you can become involved in our BMTL Summer zWorkshop Program. There is an invitation to the Math Party here, and it is addressed to YOU!

CENTRAL/SOUTHEAST ABLE RESOURCE CENTER REPRESENTED AT NATIONAL CONFERENCE

by Mary Barbara Totten, Curriculum and Training Specialist

The Central/Southeast ABLE Resource Center was amply represented in this year’s National Commission on Adult Basic Education (COABE) Conference, held in Louisville, Kentucky.

Training and Curriculum Specialist, Mary Barbara Totten, served on the Marketing Committee for the COABE conference and attended conference planning meetings throughout the year. Special events planned by the committee included a tour of Derby Downs and the Muhammad Ali Museum. Over 950 people attended the four day conference at the riverside Galt House.

Kate Fergus, C/SE ABLE Resource Specialist, and Sharon Reynolds, Literacy Center Interim Director not only attended the conference, but along with Mary Barbara, presented the session: “Engaging Teachers as Learners”. Using the Central/Southeast ABLE Resource Center “site visit” as the model for this session, the three co-presenters created a learning environment in which teachers participated as students.

In a typical “site visit,” teachers sit alongside students and participate as actual students in a learning situation. Two types of activities are planned: students working individually and students working in groups designed to encompass a multilevel learner classroom.

Activity 1 is a rousing round of Quizmo: Analogies. Based on the game of Bingo, Quizmo gives students the opportunity to come up with their own answer, search for the answer on the answer board, and place a chip on the correct answer. The first person to have five chips “in a row,” wins the game. There are several reasons this manipulative works so well. First, the instructor can use it for just a few minutes at the beginning of class as a brain warm up. Second, the class can shout out answers, so that those who may not know the answer will hear the answer. Third, students have an opportunity to engage in spelling and reading. Finally, students can work alone or in pairs.



Activity 2 is a brief but incredibly in-depth look at geometry through the use of Geosolids, a set of manipulatives in various three dimensional geometric shapes. This activity is designed to be used with learners of all levels. The whole class discusses various “givens” about geometry before breaking into small groups. Small groups then undertake identification of assigned geosolids and their basic properties. The instructor reconvenes the class and the whole group completes a large chart, answering questions and debating answers as part of the learning process.

About thirty people attended the session and

participated in the “site visit” model of professional development. Comments taken from evaluations included:

Most effective aspect:

- hands-on demonstration
- *critical thinking*
- *doing*
- *participation of audience*
- *the modeling – is entirely too rare*
- *great ideas!*

One thing learned today:

- *recommended use of manipulatives*
- *games*
- *value of manipulatives for math*
- *combining strategies into one activity*
- *learners as experts*
- *conducting student-teacher training together*
- *a better way to group students*
- *how to fill time constructively*

If you would like more information regarding the site visit model, please contact Sharon Reynolds, Kate Fergus, or Mary Barbara Totten.

“LEARNING DISABILITIES: BRIDGING THE GAPS”

by Sharon Reynolds, Interim Director, Literacy Center

On August 7, 2009, in conjunction with the WOUB Center for Public Media and the Ohio Ready to Work project, The Literacy Center will host the annual Literacy Symposium at the Inn at Hocking College. Our keynote speaker is Dr. Richard Lavoie, a nationally recognized expert on learning disabilities who will speak about strategies for working with individuals with learning disabilities.

From Dr. Lavoie’s website: “A wise man once described ‘irrationality’ as repeatedly doing the same thing and expecting a difference result each time. In our field, there are numerous techniques that are frequently and extensively used despite the fact that these strategies are ineffective (e.g., follow-along reading, time out, classroom competition, punishment). This workshop will

demonstrate these strategies and explore the reasons why they simply do not work. The second half of the seminar will outline twelve unique and field-tested techniques that can be used by parents and professionals to modify and improve children's behavior and performance. As caregivers, we must consistently evaluate the strategies that we use with our students. As FDR cautioned us, "Do something.

If it works, do more of it. If it doesn't work, do something else."

For a registration fee of \$40.00, participants will receive breakfast, lunch and a day of learning and networking. Seats are limited to 150, so go to our website www.ouliteracycenter.org and reserve your seat today. If you are interested in presenting

a breakout session on a related topic, we are still accepting proposals. Registration fees are waived for all presenters.

For more information please contact Mary Barbara Totten at 740-593-9736 or totten@ohio.edu.

"IF I CAN JUST LEARN TO READ A BOOK, I CAN CHANGE THE WORLD!"

by *Angie Haning, Tutor, Literacy Center*

Those were the first words heard from Milton Perry the day he came to the Ohio University Tutoring Center for his assessment. Milton was an eleventh grade student reading at a frustrated second grade reading level. I started working with Milton for two, one hour sessions per week. The first half of our lessons are spent working on the Wilson Reading System; the second half is interest based. This supplemental aid consists of hunting magazines, printed articles on MacGyver and Dukes of Hazard, song lyrics, etc. Not only do we read these, we also write about the article or create our own song lyrics.

Milton has enjoyed and benefited from each lesson; learning and building from each. Milton works diligently in each session and as a result has completed the first two Wilson texts and now on his third. He is in awe each week I bring in something new for him. Milton is appreciative that I have taken time out for

him, and that there is more reading material of his interest. His mother, Debbie Perry, stated on the phone: "I don't know what you have done to him, but I hope you stick with it."

After Milton's decoding skills and reading stamina progressed, we moved from paragraphs to whole articles. On May 22, 2009, Milton read his first book, *Forests*, by Michelle Hyde Parsons. He was so involved and impressed with himself, that after completion, he read the glossary, index, and back cover. When the book was closed, he sat there for a moment not knowing what to do. Milton then took out his phone, called his mother and put her on speaker. He asked, "Mom, have I ever read a book by myself?" After the negative response he exclaimed, "Well, I just did, all by myself, cover to cover, and it was twenty-four pages!" I do not know who was the most proud in that moment, Milton, his mother, or me.

Milton has now completed other books, and is interested in learning about and writing poetry. Milton was also asked to speak at the Helen M. Robinson Center for Reading Celebration in May. He was honored, but a little apprehensive. Milton faced his fear and spoke eloquently in front of 75+ individuals, on his reading success. Milton stated: "Before coming to the Tutoring Center I could not read a test, and reading a book was out of the question. But now with the help of the Tutoring



Center I can read my high school tests and books." With tears in my eyes and a lump in my throat I knew that I had made a difference in his life, but most of all he has made a difference in mine. Milton is now aspiring to go to college after graduating high school next year. Milton has accomplished all of these inspiring things in just seven weeks time! I believe whole heartily that Milton Perry can "change the world."

LEARNER RECOGNITION CEREMONY HUGE SUCCESS!

by Ailish O'Connor, Tutor Center Coordinator

The Tutoring Center celebrated a successful year with its Learner Recognition Ceremony on Friday, May 29th. Ohio University First Lady, Mrs. Deborah McDavis, participated in the festivities by presenting each learner with a book donated by the Tutoring Center. Honorary speakers at the event were adult learners Liz Merkowitz, Marvin Nichols,



Milton Perry and tutor Joan Kraynanski.

Over 75 people were in attendance and the evening was great fun for all. As a token of appreciation, tutors and honorary speakers were given a flash drive and a travel mug with the Literacy Center and Verizon logos on it. Pizza was donated by Domino's Pizza and every child was given a balloon before he or she left at the end of the night. What a great accomplishment and congratulations to the tutors and learners!

In order to accommodate as many learners as possible this summer, the Tutoring Center will provide small group tutoring sessions from Jun 15 through August 6th.

INTERESTED IN SIGNING UP YOUR CHILDREN FOR TUTORING?

**CONTACT:
THE TUTORING CENTER AT
740 - 593-9767**



The Helen M. Robinson Center for Reading is supported from a generous gift from the Verizon Foundation

HELEN M. ROBINSON CENTER FOR READING SEES SUCCESSES

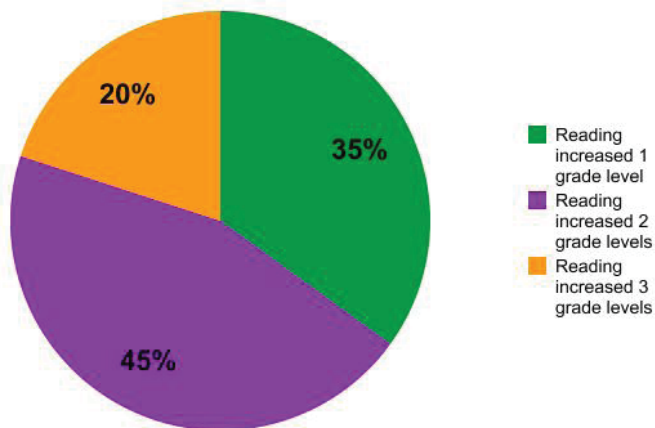
by Sharon Reynolds, Interim Director, Literacy Center

Since its grand re-opening in October 2008, the Helen M. Robinson Center for Reading has seen the number of children and adults served steadily increase, having assessed and matched over 60 learners with volunteer tutors from Ohio University and the surrounding community. Coordinators, Rachel Terry, graduate student in the Special Education program in the College of Education, and Ailish O'Connor, a new community member, have worked diligently to conduct pre and post-assessments on all of the learners being served through the Center for Reading. The results have been very positive. Based on post-test data, 100% of the learners have made at least one grade level gain in reading. The more surprising result is that almost half of the learners (45%) increased two grade levels. A full 20% of the learners achieved an increase in three grade levels.

Funded by a gift from the Verizon Foundation, all tutors participate in training in the areas of the components of reading, tutoring strategies, and learning disabilities. Most of the tutors are undergraduate students from across Ohio University, but there are also several very dedicated faculty and staff members who tutor regularly, as well as community members with a strong desire to help improve the literacy skills of individuals in the area. Training for tutors is offered at the beginning of fall and spring quarters.



Increases in Instructional Reading Levels After Participation in Tutoring Program



Helen M. Robinson Center for Reading
May 2009

CENTER FOR READING FACTS

- The Literacy Center provides 50 hours of reading tutoring per week free of charge
- Private tutoring can cost between \$30.00 and \$70.00 per hour
- The value of the services provided through the Center and free to the community is between \$1500 and \$3500 per week
- Over 132 people have attended information sessions on becoming a tutor
- Over 70 tutors have completed the Thinkfinity online training
- 13 tutors have completed additional training in the Wilson Reading System and PowerPath to Education and Employment



THE LITERACY CENTER

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VISIT US AT:

www.ouliteracycenter.org



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