The OLRC News

Inside this issue:

OLRC Hosts Family Literacy Conference

On September 7th and 8th approximately 135 educators from ABLE, Even Start, Libraries and Corrections gathered at the lodge in Mohican State Park for the ABLE/Family Literacy Conference. The conference was funded by the Ohio Family Literacy Statewide Initiative and hosted by the Ohio Literacy Resource Center.

On Thursday morning a pre-conference session on the OPAS Parent Involvement Family Literacy survey was held. At noon the conference kicked off with a luncheon and keynote address by Elizabeth Segel, the co-founder of Beginning With Books. Breakout sessions were held for the rest of the day with a few hours set aside before dinner for everyone to enjoy the outdoors and do some networking. On Friday the breakout sessions continued and at the luncheon Christine Dwyer from RMC Research spoke on assessment. She introduced a variety of ideas used to describe and value the progress that adults are making in family literacy programs.

Breakout sessions for the conference included sessions on Child Development, Home/School Partnerships, EFF, Professional Development, Libraries, Assessment, Collaboration and Curriculum Development. As part of the conference, participants received a large packet of handouts at the time of registration. This packet included a *Family, Food and Fun Cookbook* compiled by the Ohio Hunger Task Force*, How Can I Help My Child To Read* by Dan Fleck of the Lau Resource Center, and a mini version of the OLRC Family Literacy Resource Notebook. If you would like a copy of these handouts please call the OLRC at 1-800-765-2897 or email at olrc@literacy.kent.edu.

If you would like to view pictures of the conference, they can be found on the OLRC website at http://www.literacy.kent.edu. Click on "site map" in the upper right hand corner of the page, scroll down the alphabetical list to Pictures From Conferences and Workshops and click on Ohio Family Literacy Conference 2000.
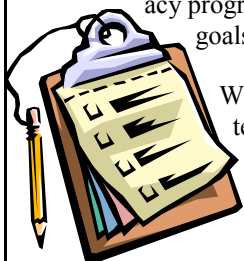
Parent Involvement Survey Joins O-PAS

Ohio chose to track progress in parent involvement for the Ohio Performance Accountability System and the National Reporting System, otherwise known as O-PAS/NRS. To measure progress, a statewide work group facilitated by OLRC developed two survey forms, a scoring procedure, and several forms to be adapted for documentation in student portfolios (UPS). ODE mailed packets of these materials to all ABLE Family Literacy programs in September.

During the orientation process, all students, including Family Literacy students, choose a required goal from item #12 on the Registration Form. Parents in ABLE Family Literacy programs choose one of the optional goals in item #13, which determines which form of the survey they complete. Teachers use the documentation forms developed by the work group or create their own to collect information that demonstrates progress toward the chosen goal. At the end of the year, or at exit, the parent completes the survey a second time. The comparison of the two scores determines whether the student has made progress to report on the exit form.

The surveys are very easy to administer and score. Here are a few points to keep in mind.

- It is very important in administering the survey to stress to participants the importance of answering truthfully and not what they think you want. If they respond as they think they **should,** there will be little change in scores from the pretest to the post-test. It is necessary to show a 10% increase in 2000-2001 as a measure of progress in the program.
- Parents should answer all items since there is a N/A response for each.
- Parents should "target" or think about one specific child consistently when answering the survey.
- The survey will be administered twice only, at entrance and at exit (or year's end).
- ABLE programs that are working toward a four-component family program and are considered an ABLE Family Literacy program in their state grant must track parent involvement **if** a student chooses one of the parent involvement goals in #13. Parents in family literacy programs are **not** required to choose a parent involvement goal.

Workshops at the Family Literacy and Early Childhood Education conferences and at Regional Resource Centers have disseminated information about administering and scoring the Parent Involvement Survey. If you have questions about the survey, call OLRC 800-765-2897 or 330-672-0761 (Connie Sapin) or 330-672-7841 (Dianna Baycich). If you need the ODE packet, call Denise Pottmeyer at 614-466-5015.

NIFL Grants Awarded to the OLRC

The National Institute For Literacy has awarded three grants to the OLRC. The grants for our Family Literacy Special Collection and the Midwest LINCS are continuations of existing grants. The grant for the Assessment Special Collection is a new grant for the OLRC.

As the lead site for Midwest LINCS the OLRC will have the opportunity to implement a comprehensive regional training plan for the use of LINCS and related technology, connect increasing numbers of literacy stakeholders, and build evaluation tools to show the impact of LINCS use on improving professional development and instruction.

The purpose of the special collections is to provide Internet based resources for adult education and adult and family literacy practice. You can view the special collections from the OLRC website at http://www.literacy.kent.edu. Each special collection has a wide variety of online resources.

The OLRC is very excited to have been awarded these grants as a way to continue our support of literacy and technology throughout the state and nation.

Workplace Essential Skills Video Series

As of Novemeber 1, 2000, nine states have purchased statewide licenses for LiteracyLink's *Workplace Essential Skills* video series; eight of those states have also licensed right for the online management system. *Workplace Essential Skills* is a pre-GED multimedia instructional series set in a workforce context. The entire *Workplace Essential Skills* system includes 25 video programs, a set of four workbooks, and free online lessons, as well as a distance learning option for teachers to use, known as the online management system.

The statewide video licenses allow states to make unlimited copies of the *Workplace Essential Skills* master tapes and distribute those tapes to as many programs in their state as they wish. The statewide online management license permits an unlimited number of teachers in each state to work with online learners using the Web-based *Workplace Essential Skills* lessons. The first states licensing both products are: Alabama, Arkansas, Massachusetts, New Jersey, Washington, Pennsylvania, New York, and Virginia. Rhode Island has secured the video rights only. Other states are in the process of securing licenses.

To learn more about *Workplace Essential Skills* or to use the free *Workplace Essential Skills* online lessons, go to http://www.pbs.org/literacy.

Resources and Reviews

Greenberg, Polly (1969, 1990). *The Devil Has Slippery Shoes.* **Washington, D.C: Youth Policy Institute.**

The subtitle of this thick book, *A Biased Biography of the Child Development Group of Mississippi* (CDGP), tells the exciting story, pimples, warts and all, of the development of the first state Head Start program at the height of the Civil Rights Movement. The underlying theme is the right of local people to develop and run their own programs rather than be saved by establishment liberals or destroyed by racist opposition. The book includes an "Assessment" section written in 1990, detailing the economic, political, and personal fall-out of the CDGP's work in Mississippi.

Greenlaw, J.C. (2001). *English Language Arts and Reading on the Internet.* **Columbus, Ohio: Merril Prentice Hall**

Even though this book is written as a resource for K-12 teachers, many of the web sites and activities in the book are suitable for adult learners. Greenlaw has done the hard work of finding quality language arts sites and has provided teaching suggestions for these sites. This allows teachers to focus their time and energy on using these sites with their students.

The book begins with a chapter on using search engines and searching specifically for sites with English language arts activities. In the next chapter the author discusses a variety of on-line journals and lesson plans sites that focus on language arts. A chapter lists sites with information on the latest research in reading, including the whole language/phonics debate and how to help students with reading difficulties. Other chapters contain information on a wide variety of sites that would make reading and literature more interesting and enjoyable for all students. At the end of each chapter is a section of activities for teachers.

Handel, Ruth D. (1999). *Building Family Literacy in an Urban Community.* **New York: Teachers College Press.**

The first three chapters of Handel's book provide the historical and conceptual background for family literacy programming that new programs and grant writers will find extremely helpful. The author emphasizes the family as a learning unit that promotes literacy development for both children and adults in four ways: 1) providing exposure to literacy resources and opportunities for sharing literacy experiences; 2) recognizing children's efforts; 3) supporting interaction in real literacy tasks; and 4) modeling the use of literacy.

Because there is a discontinuity between the personal and public routines of literacy, parents and caregivers perform the necessary transfer of literacy from home to school. Parents accomplish this through direct use in making lists and reading books, by facilitating children's use of libraries and written directions, by making connections to things and events that are not present, and by communicating enjoyment and engagement in reading.

The remainder of the book fully explores a successful family literacy model in Newark, New Jersey, called the Family

Reading Workshop, concluding with a summary of implication for practice.

Harris, Robert. (2000). *Webquester: A Guidebook to the Web.* **Guliford, CT: Dushkin/McGraw-Hill:**

This guidebook is an easy to understand resource for finding your way around on the Web. The book contains background information on the Web as well as information on conducting searches, evaluating sites, citing Web information, and evaluating the information you find on the Web. Terminology and useful tips on using the Internet can be found throughout the book. The book has an activities homepage on the Internet where you can develop the skills discussed in each chapter. This book would be valuable for anyone who is interested in improving his/her Web navigation skills.

Holt, Daniel D. & Von Duzer, Carol H. (2000). *Assessing Success in Family Literacy and Adult ESL.* **Delta Systems Co.**

Because learners learn differently, literacy in this book is synonymous with flexibility. Learners, teachers, and others must share meanings, plans, goals, objectives, measures and evaluations and adjust their strategies accordingly. Alternative assessments and evaluations—including the use of surveys, interviews, focus groups, systematic observations and writing samples—can be more focused than the more standardized approaches in addressing learners' needs and strengths. Examples of initial assessments and later assessments are included. This is a good resource for adult educators.

Key, Daphne. (1998). *Literacy Shutdown: Stories of Six American Women.* **Literacy Studies Series. Newark, DE: National Reading Conference and the International Reading Association**.

Literacy is status in the community as well as a cognitive ability. This study of six women who experienced "literacy shutdown" describes their avoidance of reading, writing , and speaking publicly in the presence of more educated people in order to escape feelings of humiliation. The "shutdown" occurred when people in positions of power socially distanced themselves ("us" and "them" thinking), did not engage in reciprocal talk and behavior and were silent about issues of real concern.

The importance of this research, especially for teachers in adult education, lies in the far-reaching effects of shutting down. Literacy alone does not lead to reflection and abstract thinking. Reflection requires spoken and written exchanges in which a person shares, revises and expands his or her ideas. Without these interchanges, people do not learn to represent their personal experiences in language, which causes isolation from the community and from themselves. This isolation leads to a form of self-denial, dependence on authority, and unwillingness to take risks. Does this sound familiar?

The author suggests that "shutdown" can be overcome through encouragement, high expectations, creative play, exposure to many forms of literacy materials, and the company of

literacy focuses on life experience and personal enjoyment rather than "correctness," people regain a sense of self and community.

Paratore, Jeanne R., Melzi, Gigliana, & Krol-Sinclair, Barbara. (1999). *What Should We Expect of Family Literacy? Experiences of Latino Children Whose Parents Participate in an Intergenerational Literacy Project.* **Literacy Studies Series. Newark, DE: National Reading Conference and The International Reading Association.**

All family literacy programs will benefit from the definitions and summaries of studies incorporated in this project but ESOL family literacy programs will find the information especially helpful. The book dispels the generalization that immigrant families are not involved in their children's education and suggests that family literacy interventions *can* help prevent school failure of Latino children. Although school failure is a very complex problem, consistent parental support combined with consistent, effective instruction lead to school success. Individual profiles describe three categories of children's success or failure in school: highly successful, "on their way" to success, and struggling to succeed. Appendices include prompts for interviews with teachers, parents, and children; literacy log forms; and a learner intake form.

Rand, Donna, Parker, Toni Trent, & Foster, Sheila. (1998). *Black Books Galore: Guide to Great African American Children's Books.* **New York: John Wiley & Sons.**

James Comer introduces this annotated selection of books of particular interest to African American children with attention given to the special interests of specific age groups and the needs for positive racial identity and self-esteem. Teachers will find the organization of the book very helpful with its summaries and publication information; biographies and photos of famous African American authors and illustrators; and indexes of titles, authors, illustrators, and topics. The books are divided into the following age groups: Preschoolers, Early Readers, Middle Readers, and Young Adults. There are two appendices, one for Books for Parents and Families, and the other for Book Awards. Family Literacy and ABLE teachers of low level readers will want to use this resource to help select trade books for their students.

Saltveit, Kordahl Elin. (1999). *Hit Enter: 50+ Computer Projects for K-5 Classrooms.* **Portsmouth, NH: Heinemann.**

Saltveit started using the computer in her classroom to help her remedial math students. In her book she talks about how she learned through trial and error the ways to use computers with her students. Saltveit gives tips for teachers on how to learn new ideas for using computers and provides guidelines for getting started with computer projects in the classroom. The book contains over fifty fun, easy to do projects for a variety of subject areas. The projects are appropriate for any type of computer or software and focus on content rather than on computer skills.

Smith, Carl B. (2000). *The Self-Directed Learner.* **Helping Children To Learn Series. Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication and The Family Learning Association.**

In order to learn how to survive in a world of constant change, children (and adults) need to become self-directed learners. A self-directed learner poses questions, uses language to test and refine ideas and to solve problems, and collaborates with others. The author of this small, inexpensive book provides a profile of a self-directed learner, nine principles of learning, and a four-part curriculum guide. This has concise information about 1) habits of mind which include models of asking questions and self-monitoring; 2) skills that make learning possible like recognition of the patterns of reading, writing, and text organization, and the location of information; 3) understanding the structure and principles of different fields of knowledge; and 4) utilization of personal narratives to interpret the world to oneself.

ABLE and Family Literacy teachers alike will find this book valuable in developing curriculum.

Spanos-Hawkey, Dena & Finstead, Melissa. (2000). *Kids' Play: Activities for Adults and the Children They Love.*

If parents want their children to succeed in school then they must realize that they "are their children's first and most influential teachers. Don't miss out. Nothing is more important." This book is an excellent resource for parents with children up to age 7 who are looking for activities that they can do in their homes with their children.

All activities suggested in this book are age-appropriate. These suggestions are organized in the order from activities for infants to activities for seven year olds. Parents can choose whichever activity they feel is right for their child based on their age, their interest, and availability of materials. Most of the materials suggested in this book can be found around the house or can be easily be purchased at the local discount store. Many of the activities have suggested variations and can be easily adapted to meet children's needs. Directions are clearly written and are easy to follow. For example, one activity only requires a wall, a flashlight or a small light, hands and fingers, and children make shadows. Books that relate to each activity are suggested. An index of all the suggested books and songs is also included.

Do We Have Your Correct Address?

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

Carrie Spence
Phone: (800) 765-2897 ext. 20762
FAX: (330) 672-4841
cspence@literacy.kent.edu

EFF Update

From Skills to Standards and Beyond

Ohio's Equipped for the Future (EFF) Initiative for 2000-2001 will expand capacity by creating the **Ohio EFF Regional Training and Technical Support Team Network.** Our goal for this year will be to provide continuous improvement for local programs already involved with EFF and to develop capacity for additional programs to become involved in the future. The purpose of the Training Team is to provide adequate support for Ohio ABLE programs as they continue to grow and improve in their knowledge and implementation of the EFF philosophy. The team will focus this fall on:

- Building relationships and forming a cohesive team
- Developing facilitation skills for small groups and managing audiences
- Increasing understanding of EFF core messages
- Expanding knowledge base by learning more about standards and performance
- Honing problem-solving and interpersonal skills
- Participating in the EFF National Training program

On October 13, the Training Team met with Donna Curry, EFF Publications Coordinator. This meeting focused on facilitation skills and on the EFF core messages: using the four purposes in the context of three roles to become independent, lifelong learners; providing a common language through use of the standards; developing tools and approaches to guide goal-setting, curriculum planning, instruction, assessment, and reporting; and building an approach to assessment and reporting and facilitation skills.

EFF Training Team members include:

• NE Region	Paula Mullet	(800) 361-7076
	Kathy Olson	(614) 850-0772
• C/SE Region	Patti Bilyeu	(800) 753-1519
	Carolyn Porter	(740) 366-3558
• SW Region	Nancy Ritchey	(800) 558-5374
	Tawna Eubanks	(513) 887-5021
• NW Region	Linda Weeks	(419) 661-7162
	Sarah Reyes Cairo	(419) 474-3125
• ODE Consultant	Denise Pottmeyer	(614) 466-5015
• OSU Consultant	Lynn Reece	(614) 688-3720
• EFF Coordinator	Judy Franks	(800) 765-2897

Training for all EFF programs was held on October 14 entitled *From Skills to Standards and Beyond.* Donna Curry led teachers in a day of activities focused on using the EFF standards for planning, teaching, and assessing. They were given the opportunity to create assessment tools and network with other programs about the Uniform Portfolio System.

Ohio will also be participating in the next round of the **EFF/NRS Data Collection Project** as field sites. This current phase of EFF work focuses on the development of an Assessment Framework so that teachers and programs can use the EFF Standards to assess and report progress and results. In this round of field development, practitioners will collect data that supports the development of performance continua for 10 of the EFF Standards. Data collected will enable the national team to establish a rich body of performance descriptors for points all along the continuum for ABLE and ESOL students and to identify benchmark tasks that are aligned with performance levels for the National Reporting System (NRS) and the Workforce Investment Act (WIA). Four Ohio programs were involved with last year's data collection. Three will be returning (Canton, Columbiana, and Hamilton), and while two more programs are joining the Research Team for 2001. EFF Field Site Research Team members include:

- Canton City Schools
  - Jane Meyer, Martha Hyland, Debbie Stowers, Dana Tomcsak, and Stephanie Reinhart
- Maplewood Career Center
  - Odessa Pinkard, Lory Vild, Susana Barba, Marguerite Kuyon
- Columbiana County Career Center
  - Michael Morris, Joan Wagner, Andrea Copestick
- South-Western City Schools
  - Gail Morgan, Sharon Trouten, Candy Bettinger, Ruth Knisely, Karen Hibbert
- Hamilton City Schools ABLE
  - Kathleen Petrek, Tawna Eubanks, Mildred Kuth, Sharon Katterheinrich

Kathleen Petrek and Sharon Katterheinrich will be working with Brenda Bell and Peggy McGuire to provide ongoing Technical Support to these Ohio programs.

This initial field site training was held October 18-20 at Roscoe Village. Both the Training Team and the Research Team came together for this three-day training provided by Brenda Bell, EFF Research Coordinator and Peggy McGuire, EFF Assessment Coordinator. The Ohio Research Team will be working in conjunction with teams from Oregon, Maine, Tennessee, and Washington.

Call Judy Franks at (800) 765-2897 ext. 20753 or email at jfranks@literacy.kent.edu for more information.

EFF Resources

The following EFF documents are our most recent publications. They both provide detailed information about the ongoing Equipped for the Future Standards (Content and Performance) development process and reform initiative - where we are now and where we are headed.

Equipped for the Future Content Standards: What Adults Need to Know and Be Able to Do in the 21st Century by Sondra Stein - publication number NIFL EX 0099P

This document describes the EFF development process, how the EFF Standards work, examples of how teachers from our field development process used EFF for teaching and learning with the EFF framework, and where EFF is headed in the next few years as we develop the EFF assessment system and continue our research and data collection process.

How Instructors Can Support Adult Learners Through Performance-Based Assessment by Sri Anada - publication number EX 0110P

This paper provides an orientation to performance-based assessment. The report describes the key characteristics of effective performance-based assessments and discusses three major types of performance-based assessment: written scenarios, project assessments, and portfolio assessments. Also addressed are: scoring and reporting results on student performance; developing performance-based assessment tasks and preparing students for them; and the role of performance-based assessments in a comprehensive adult learner assessment system. This report can help instructors understand how performance-based assessment tools can be used to measure progress related to the EFF Content Standards.

To order single copies of these publications call toll free at (877) 433-7827. You can also email ED Pubs to request the publications at: edpubs@inet.ed.gov. For information about other Equipped for the Future publications that are available from Ed Pubs, go to: http://www.nifl.gov/lincs/collections/eff/eff-publications.html.

EFF Communications Methods

Communication is very important in this project. We encourage you to share and learn from each other as much as possible. In addition to your program team meeting, we have several activities planned to encourage sharing among programs.

Ohio EFF Electronic List

Join the ohioeff electronic list and be an active participant. You can join if you have email at home or work. Questions and answers to current issues will be posted - become part of the discussion. Program administrators should make sure that all teachers involved are subscribers or are receiving copies of all messages.

- **To Join:** Send a message majordomo@literacy.kent.edu and write in the message part: subscribe ohioeff and include your first name and last name.
- **To Send a Message:** Send to ohioeff@literacy.kent.edu.

National EFF Electronic List

Join the national EFF electronic list and become involved in the on-going, online conversations about EFF by teachers, administrators, and others interested in using EFF. To view the archives, go to: http://www.nifl.gov and select forums, then choose the *Equipped for the Future* option.

- **To Join:** Send a message to listproc@literacy.nifl.gov and write in the message part: subscribe NIFL-4EFF and include your first name and last name.
- **To Send a Message:** Send to NIFL-4EFF@literacy.nifl.gov.
- The NIFL-4EFF Discussion List Archives is another place to find information about where the EFF initiative is headed. To view the 2000 archives, go to: http://www.nifl.gov/lincs/collections/eff. Select "online discussion" from the Features menu and choose the archives for a special year.

National Web Site

- *Equipped for the Future* web site is an on-line resource to learn more about the EFF initiative. Anyone with an active Internet connection and web-browsing program can download the EFF framework, find out about current EFF publications, announcements and events. The site address is http://www.nifl.gov/EFF.

LINCS Special Collection

- LINCS Special Collection on *Equipped for the Future* is a valuable clearinghouse of EFF information and resources. It can be found at http://www.nifl.gov/lincs/collections/eff/eff.html. Make sure you bookmark this site. It can also be accessed through the OLRC home page at http://literacy.kent.edu. Find the Collections link at the top of the page and it will take you to the EFF Special Collection site.

E-mail Netiquette: The Do's and Don'ts

- When writing messages, be brief. You should fit everything in one screen of text.
- For lengthy messages, compose text off-line and attach to your mail.
- Be sure to include a descriptive title in the subject section.
- Use blank spaces between paragraphs to break the text for the eye.
- Use mixed upper and lower case. Mixed-case text is much easier to read than all lower case text. USING ALL UPPER CASE WHEN YOU WRITE IS LIKE SCREAMING WHEN YOU SPEAK!
- If you really want to emphasize a word use *asterisks*, _underlines_, or other characters.
- Since email lacks face-to-face cues, strive to be concise, clear, and polite as well as flexible in your interpretation of others' mail. This follows an old network axiom: *Be precise in what you send, and forgiving in what you receive.*
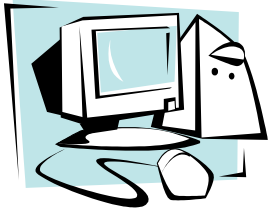
The OLRC *News*

Grant Writing Tips Available on the Internet

By: Lisa White

Several helpful websites have emerged on the Internet that can be very helpful to both new and experienced grant writers. The purpose of this publication is to provide a brief description of some of the sites available. All sites were checked and working as of December 2000; however, the nature of the web is that websites often move locations and change addresses.

On-Line Courses

The Foundation Center has developed a short on-line grantwriting course in two parts. Their advice is that the proposal does not stand alone. It must be part of a process of planning and research on, outreach to, and cultivation of potential foundation and corporate donors. The web address is http://fdncenter.orr/ onlib/shortcourse/prop1.html. The Foundation Center also offers several in-person training sessions. The schedule for their seminars is located at http://fdcenter.org.marketplace/training/index. html.

The University of Michigan created an on-line Proposal Writer's Guide that breaks down the grantwriting process into several steps such as title page, abstract, background section, etc. The focus of this guide is more for research or curriculum development grants, but some of the advice is applicable to all grantwriters. The site is located at http://www.research.umich.edu/ research/proposals/proposal_dev/pwg/PWGCONTENTS.HTML.

Scholastic's website includes an on-line grant seminar. Although some of the examples are geared toward elementary school grantwriting, the process provided is an excellent guide. The web address is http://teacher.scholastic.com/professional/ grants/getstart.htm.

General Advice - Proposal Writing

The Grants Information Center at the University of Wisconsin at Madison has created an extensive list of proposal writing Internet resources. Especially recommended are the links to Guide to Proposal Planning and Writing and Getting Funded: It Takes More Than Just a Good Idea. This master list is located at http://www.library.wisc.edu/libraries/Memorial/ proposal.htm.

The "Grantseeking 101" section of Grantscape offers advice for beginning grantwriters. They say that a successful grant, in terms of project funding and implementation, is one that has the right project idea matched to the priority of the right funder and is submitted in a well-written proposal. They offer tips such as "beginning to write" and "pacing yourself." The website is located at http://www.grantscape.com/omaha/grants/ services/101.html.

Proposal Development, a website developed by the Pennsylvania State University Research and Technology Transfer Organization, includes a reprint portion of Proposal Development Handbook written by Dean Kleinert and Libby Costello of the Office of Federal Programs. It explains how to develop a statement of need, goals and objectives, methodology, budget and proposal elements. In addition, there is identification for funding opportunities and a bibliography of print sources. It's located at http://infoserv.rttonet.psu.edu/spa/fac-guid.htm#pd.

J.C. Dowing Foundation has developed a website with good general guidelines. They provide advice from the perspective of a grantmaker and aim to help people write better proposals. You can find their website at http://www.jcdowning. org/resources/generalguide.htm.

The Association for Supervision and Curriculum Development offers an on-line version of an article entitled "Designing Successful Grant Proposals" by Donald C. Orlich.

Included is a form to help evaluate the quality of the problem or needs statement and a checklist for proposal development. The site is located at http://www.ascd.org/readingroom/books/orlich96book.html#chap1.

Tips on Foundation Fundraising is a great website from the Public Welfare Foundation. One goal of this website was to make the Public Welfare Foundation's process as open and accessible as possible; however, their advice includes good general tips on foundation fundraising. Their web address is http://www.publicwelfare.org.

On-Line Articles

CharityVillage.com provides access to two useful articles "Understanding the Funder and the Proposal" and "Proposals that Appeal or Appall" at http://www.charityvillage.com.

An article entitled "Take the Suffering Out of Seeking Grants and Make It More Than Worth Your Time" by Larissa Golden Brown offers good general advice. It's located at http://www.spiritone.com/~lm/fearless.htm.

Budget Development

The University of Idaho has developed guidelines for budget preparation. This breaks down the various components of developing a budget such as travel, personnel, cost-sharing, etc. Access it at http://www.uidaho.edu/research.

Sample Letters, Sample Proposals, Grantmaker Approach Tips

The Tuscon-Pima Public Library has created a helpful website for novice grantseekers at http://www.lib.ci.tucson.az.us/granseek/. Their "Grants Collection Orientation" page is excellent; it contains several hyperlinks such as sample letters of inquiry, information about corporate philanthropy, and advice on how to approach a foundation. It's located at http://www.lib.ci.tucson.az.us/grants/grantcon.htm. Grant proposal examples are available on their website via hyperlinks. Here's the direct URL: http://www.lib.ci.tucson.az.us/grants/grants45.tm#GrantProposalExamples.

This list is by no means exhaustive, but it provides enough resources to begin! "Grantwriting" can be a deceiving term, as it evokes the idea of merely wiring. Writing the proposal can be the easy part, after all the groundwork is complete. With thorough research and planning, a grant proposal will be stronger.

Funding Research and Grantseeking on the Internet

The World Wide Web (WWW) is becoming an excellent source for grantseekers. More and more foundations are making information available on-line. According to the Foundation Center, approximately 300 foundations have websites, and more are being added all the time. The purpose of this publication is to list and describe several places to research grants or funding issues on the WWW.

All links were checked and working at the time of this article (December 2000); however, the nature of the web is that websites often move locations and change addresses.

Major Sites

The Foundation Center is an excellent place to start grantseeking research. Their home page is at http://fdncenter.org. This site lists locations of Foundation Center libraries as well as cooperating collections that have access to FC Search: The Foundation Center's database on CD ROM. This database is excellent, as it lets you search by keyword combinations for funding priorities (e.g., "literacy" and "technology") as well as foundation funding regions (e.g., "northeast Ohio" or "national"). You can also access this database on-line for a monthly or yearly fee. However, this service is available at no cost if you are willing to travel to a cooperating collection or one of the main libraries. Ohio non-profits are fortunate to have a complete Foundation Center library in Cleveland. The Foundation Center also offers a variety of classes about grantseeking and grantwriting at the Cleveland location. You can access a list of private foundations, corporate grantmakers, grantmaking public charities, and community foundations on their site at http://fdncenter.org/grantmaker/index.html. You can also access "foundation finder" from the main page to look up information on a specific foundation that you already have the name of.

The Grantsmanship Center describes itself as "the world's leader in grant information and grantsmanship training" and is located at http://www.tgci.com. There are links to federal government, state government, community foundations, and international funding. They offer grantsmanship training workshops and publications for a fee.

Grantscape is http:// www.grantscape.com. They publish several widely used grant alert newsletters and philanthropy reports for a fee, such as "Education Grants Alert" and "Federal Grants and Contracts Weekly." You can visit their site and click on "funder of the day" for potential funders. They also have a section called "Grantseeker 101" for grantwriting and seeking information as well as a "links" section.

SRA – The Society of Research Administrators - has an extensive website at http://sra.rams.com/cws/sra/sra.htm. Founded in 1967, SRA is a nonprofit association dedicated to advancing the profession and improving the efficiency and effectiveness of research administration. The Research Administrators Resources Network has merged with GrantsWeb to make a new and even more powerful resource for finding research administration items on the Web. GrantsWeb contains links to policy information, government resources, general resources, and private funding. The direct URL to GrantsWeb is http://sra.rams.com/cws/sra/resource.htm (although you can link to it from the main SRA site as well).

Gateways

For government funding, there are several "gateways" to access funding information. A good place to start is with the "Nonprofit Gateway" site at http://www.nonprofit.gov. This site is a network of links to federal government information and services, including funding, such as The Federal Register.

The University of Wisconsin has an extensive grant information center at http://www.library.wisc.edu/libraries/ Memorial/grants/nonprof.htm. Their site includes funding resources for organizations and sponsored individuals, as well as information on varied aspects of philanthropy and fund raising. Information about funding opportunities for individuals can be found there as well.

Pacific Bell has designed a website of resources that include links for locating grants as well as writing grants. The direct link to the webpage that includes grant locating links is http://www.kn.pacbell.com/wired/grants/locate.htm.

Of course, you can always start at the U.S. Department of Education's main site at http://www.ed.gov and click on "funding opportunities." Don't forget about the National Institute for Literacy's (NIFL) funding site at http://www.nifl.gov/ lincs/grants/. NIFL frequently updates this site, so it's an excellent resource for both federal funding as well as local foundations. Also, the OLRC maintains a grants and funding area at http://literacy.kent.edu/Oasis/Fund/fund.html.

Nonprofit Management

At the Internet Nonprofit Center, you can find information for and about nonprofit organizations. Their web address is http://www.nonprofits.org. Although they don't have an extensive list of grantmakers, they do provide valuable information for nonprofit directors, such as their frequently asked questions section (FAQ) that has several links to information on organization, management, regulation, and development of nonprofit organizations.

Newsletters

On-line philanthropy newsletters can also be a good source for fundraising information. Philanthropy News Network On-Line (PNN) is available at http://www.pj.org. PNN describes itself as "the voice of the nonprofit world and the marketplace for products and services nonprofits need."

"THE INTERNET INSIDER - For Grantseekers & Fundraisers" is an electronic newsletter published by Marilyn Gross of Educational Funding Strategies. She offers on-line grantseeking and grantwriting workshops (for a fee) as well as a bi-monthly newsletter that can be delivered to your e-mail address at no cost. You can subscribe by sending an e-mail message to her at mlgross@aol.com with "SUBSCRIBE INTERNET IN-SIDER" in the subject heading.

"Grantseeker Tips" is also a bi-monthly electronic newsletter that helps you inspire, sustain, and trouble-shoot your grant-seeking activities. It is published by Miner and Associates, Inc. and can be delivered to your e-mail address at no cost by sending an e-mail to MinerL@mu.edu and type "subscribe" in the subject line. This organization also offers grantwriting and grantseeking workshops for a fee. Locations are published in their newsletter.

The Chronicle of Philanthropy, "the newspaper for the nonprofit world," is available on-line at http://philanthropy.com. Published every other week, it serves as a news source for charity leaders, fund raisers, grant makers, and other people involved in

the philanthropic enterprise. The Web site offers the complete contents of new issues, an archive of articles from the past tow years, and more than four years' worth of grant listings-- all fully searchable. Some parts of the website are only available to subscribers.

Electronic Lists or Newsgroups

FundClass, an Online Fundraising School, is a free email list used for teaching fundraising lessons in an informal online "classroom" in which veteran fundraisers share their knowledge on a chosen topic with those who are new to fundraising. While the list is sponsored by Professional Support Software (PSS), it is run by volunteers, and is open to the general public (no strings attached). You can also access this site directly at http://www. fundraiser-software.com/fundclass.html.

Charity Village is a Canadian website, but they have a section for online discussions which include several groups from the U.S. They have links to discussion lists, Usenet newsgroups, web discussion forms, and Internet relay chat at http://www. charityvillage.com/charityvillage/stand.html.

As the Internet grows, more grantmakers will develop websites. This can make access to applications, funding priorities, and previously funded projects readily available for non-profit organizations seeking grants. However, there is a negative side to this ease of access. Since the web is making it easier to locate potential funders, the amount of applications they receive is growing. This makes the grant award process more competitive. Some organizations have reported the amount of applications they've received has doubled after they created a website with funding information. The best way around that is to match your organization's project very closely with the funder's priorities and spend time conducting research to write a strong grant proposal.

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Free Resource As Close As Your Local Library

For anyone who wants to help their learners improve their literacy skills, trade books are a valuable resource. What is a trade book? A trade book is any book published for a mass audience. Novels, cook books and children's books are examples of trade books.

One advantage of using trade books over a prepared reading series is that your learners can experience good literature. They can read and listen to the rich language that authors use in their writing. They can discuss and write about a story that is of interest to them. Another advantage is that trade books can be a lively addition to any reading learners need to do in the GED subject areas. The best feature of trade books may be that your local library has made this resource available for free.

With so many trade books published each year it can be difficult to find books appropriate for adult literacy students. This is where the OLRC can help. As part of our website (www.literacy.kent.edu) we have a searchable trade books database. This database contains almost 500 trade books, many of which are picture books and young adult literature, that a group of ABLE instructors has evaluated and deemed appropriate for use with adult literacy and GED learners.

The database is searchable by themes, program type, GED area, and type of book (biography, reference, short story, poetry, historical fiction, etc.). In the near future the database will be searchable by the EFF Standards and the three EFF roles: worker, family member, and community member. The database will also be linked to the lesson plans in the Eureka database.

For each book in the database there is a summary of the book, teaching ideas for the book, and often a list of related books that can be found in the database. Some of the books have been successfully field tested in local ABLE programs and have more detailed lesson plans that can also be found on our web site. Recent additions to the field tested books include *What Jamie Saw* by Carolyn Coman and *Jip* by Katherine Patterson.

We encourage you to visit our web site and explore the trade books database. We also encourage you to use trade books with your learners. If you have questions or would like more information about trade books or the trade books project, please contact Dianna Baycich (330-672-7841, dbaycich@literacy.kent.edu) or Connie Sapin (330-672-0761, csapin@literacy.kent.edu).

Tradebooks Survey

Now that you read the ariticle about trade books, please take a few minutes to complete this survey.

1. Did you know about the trade books database before you read this article?

   Yes   No

2. If you already knew about the trade books database, how did you hear about it?

3. Have you used trade books with your learners?

   Yes   No   Why or why not?

4. If you haven't used trade books with your learners, would you consider doing so in the future?

   Yes   No   Why or why not?

5. If you have used trade books with your learners, please share your comments and/or your learners' comments on the lesson(s).

Needs Survey

We would like to find out what the needs of programs/classrooms are in the state of Ohio. Please take a few minutes to respond to this survey and return by Fax 330-672-4841. Thank you for your time.

1. What type of program do you have? Please circle all that apply.

    ABLE/GED   Library

    Family Literacy   Literacy

    ESOL   Community Based

    Workplace   Tutor

    Workforce Training   Corrections

2. What do you need in your program/classroom? Is it technology, supplies, time, something else?

3. Now dream big! If you had an unlimited budget, what would you get for your program/classroom?

**Please Return both Surveys
to Dianna Baycich at
FAX: 330-672-4841 or
Mail to: OLRC
Research 1-1100 Summit St.
Kent State University, PO
Box 5190
Kent, OH 44242**

National Institute For Literacy Funds Two ESL Projects

The National Institute For Literacy (NIFL) will be sponsoring a project to help English language learners stay in classes long enough to make significant progress and another to make it easier for adult literacy program to measure those learners' progress.

Pamela Etre-Perez of Blen, New Mexico, will develop recommendations on recruitment and retention of students in English as a Second Language (ESL) classes based on interviews with New Mexico students. Kathleen Olson of Hilliard, Ohio will develop real-life assessment tasks to measure ESL students' growing English language skills.

Ohio Literacy Resource Center

Enhancing Adult Literacy in Ohio

Ohio Literacy Resource Center
Research 1 - 1100 Summit St.
Kent State University, PO Box 5190
Kent, Oh 44242-0001

Phone: (800) 765-2897, (330) 672-2007
Fax: (330) 672-4841

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__ *Literacy Shutdown: Stories of Six American Women*

__ *What Should We Expect of Family Literacy? Experiences of Latino Children Whose Parents Participate in an Intergenerational Literacy Project.*

__ *Black Books Galore: Guide to Great African American Children's Books*

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