The OLRC *News*

Writers' Conference Celebrates *Beginnings*

Author, Brandon Marie Miller signs copies of *Buffalo Gals* for Writers' Conference participants

This year the Ohio Literacy Resource Center sponsored the 4th Annual Writers' Conference celebrating *Beginnings IV,* a publication of Ohio adult literacy student writing. This year the event took place at Mohican State Park on April 20th. Brandon Marie Miller, award-winning author of several books for young adults, was the keynote speaker.

Ohio Writers' Conference

Adult literacy students throughout Ohio are invited to submit original writings to the OLRC in February. This year a panel of reviewers ranked over 300 submissions that included poetry, short stories, reflections, and thoughts of long ago. Using a rubric scale, 62 submissions were subsequently selected by the reviewers for publication in the 4th edition of the book entitled *Beginnings*. The event was in honor of these now published writers and their teachers.

Although rain and gloomy fog hung over the lake most of the day, the 60 + participants who were able to attend were not bothered by "mother-nature!" In fact, the lodge might be characterized as having "sunshine on the inside." The morning began with warm comradeship among the participants as they met, congratulated each other, chatted, and got to know one another during a continental breakfast. Next, the keynote speaker, acclaimed author Brandon Marie Miller, shared her inspirational thoughts regarding reading, writing, and her explorations as an author of historical writing. [See excerpts from her speech at the end of this article.]

Following the keynote address, the participants were given the opportunity to select one of three breakout sessions in which they had the option of learning from experts in a rather intimate atmosphere that allowed for small group discussion. As the adult learners emerged from the breakout sessions, one could see ideas evolve into lively conversations that were fostered by the small group sessions.

After lunch, renowned storyteller, Lyn Ford, entertained the audience with heartfelt stories laced with legends from the past. Next, the adult students came forward to receive certificates of honor and copies of the newly published book, *Beginnings IV.* During the remaining part of the afternoon, students were invited to read aloud their original stories, poetry, and essays. In a nutshell, the day was one in which all participants beamed with pride over the accomplishments of the newly published writers across the state of Ohio.

What follows are excerpts from the keynote address that was delivered so eloquently by Brandon Marie Miller. Brandon grew up 30 miles outside of Chicago and now calls Cincinnati her home. Her books for young readers have earned starred reviews from *School Library Journal* and

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received honors from *The International Reading Association, The National Council for Social Studies, and The Society of School Libraries International*, among other organizations. Her publications focus on history and include *Buffalo Gals: Women of the Old West, Dressed for the Occasion: What Americans Wore 1620-1970,* and *Just What the Doctor Ordered.* Brandon has two more books awaiting publication in 2002.

Excerpts of Brandon Marie Miller's Keynote Address

"I feel honored to share some of my thoughts with you today. I salute each one of you for your achievements. Beginnings IV is rich with your stories, essays, and poetry. I've read about your memories of homelands, far off places like Viet Nam and Russia. I read about your children, your families, your pets. I read about your suffering, through sickness, divorce, even death of friends and loved ones. And many of you wrote about love. Please accept my congratulations for all your hard work, and your dedication and belief in yourselves. And teachers, please accept my congratulations for all your hard work, and dedication and belief in your students.

We are here today to celebrate reading and writing. For me, there is something very magical about reading and writing. When we sit down to write, we are actually describing a picture we see in our mind's eye. We see movement, hear voices, smell scents... and this is what we write on the page. When a reader picks up our piece of writing-- and reads our words-- the reader also sees the action, hears the voices, feels the emotion, creates the picture, just as we intended. And it doesn't matter if the words were written in 2001, or 1901, or 1801, that link between the mind and heart of the writer and the reader remains unbroken. And I think that is something truly magical.

Reading, and education, are very powerful forces. And the great wonder of it is-- education has no expiration date. No one can repossess your education. Once you've learned something, it is yours to keep forever and you can use it over and over again. Improve your job skills. Read the fine print at the bottom of the page and no one can play you for a fool. Go to the library and face those shelves and shelves of books that offer advice on everything from your cooking skills, to your finances, to your love life. Learn some trivia, just for fun-- you may want to appear on "Jeopardy" or "Who Wants To Be A Millionaire?" Or maybe, just amaze your children and grandchildren with your knowledge. And learn something new every day-- that old expression "use it or lose it" does indeed apply to brain cells. Reading provides power and knowledge for every aspect of our lives.

I've learned that historically, the majority of Americans had little education. If children were taught to read, they were usually taught by their own parents. If the parents had enough money, they could hire a tutor. And education was mostly reserved for boys. Even then, most boys learned a trade or how to farm, with just enough reading or math skills thrown in to help get by. Nearly all people thought that a daughter's education should center around learning housewifery skills such as cooking and sewing. Girls had little reason to know how to read or write.

Of course, many little girls wished to have the same right to an education as their brothers. Many girls thirsted for knowledge. Eleven-year-old Betty Pratt of Virginia wrote to her brother who was studying in England in 1732. "I find," she wrote, "you have got the start of me in learning very much, for you write better already than I can expect to do as long as I live...." In 1800, 10-year-old Patty Polk cross-stitched these words onto a sampler: "Patty Polk did this and she hated every stitch she did in it. She loves to read much more."

Women were considered physically and mentally weaker than men. And men were not about to give women the power that learning would present them. Before the 1840s women were not allowed to enter any college. Women could not train as a doctor, a lawyer, a minister, any of the professions considered most noble and profitable for men. In fact, few women were even teachers. Not until well into the 1800s, when people began to consider teaching a nurturing, female sort of job, did women begin to outnumber men in the profession.

If women were considered inferior and not worthy of an education, the skills of reading and writing were strictly forbidden to African Americans living in slavery. If anything proves the fact that reading and education equals power, it is the fact that the ability to read was withheld from blacks. A slave who could write could forge a pass and escape. A slave who could read and write could send messages to other slaves, and that could lead to revolt. And reading and writing could "excite dissatisfaction" in the minds of enslaved people. Any one teaching a slave to read or write, or anyone giving books to a slave, could be imprisoned, fined, or whipped no less than twenty and no more than 39 lashes on their bare back. The law applied to white men and women, as well as slaves teaching other slaves. The written word became a powerful symbol that many enslaved people hungered to understand.

All of you recognize the power and importance of education, and reading and writing skills. Some of you are learning English as a second language. Many of you are preparing for your GED. I know you will inspire others by your hard work, and the most important people you can inspire are those around you-- your friends and co-workers, your own children and grandchildren. I wish all of you only the best. I wish that your continuing education will bring you wonderful benefits in good jobs, fulfilled spirits, and in many stories shared with others. "
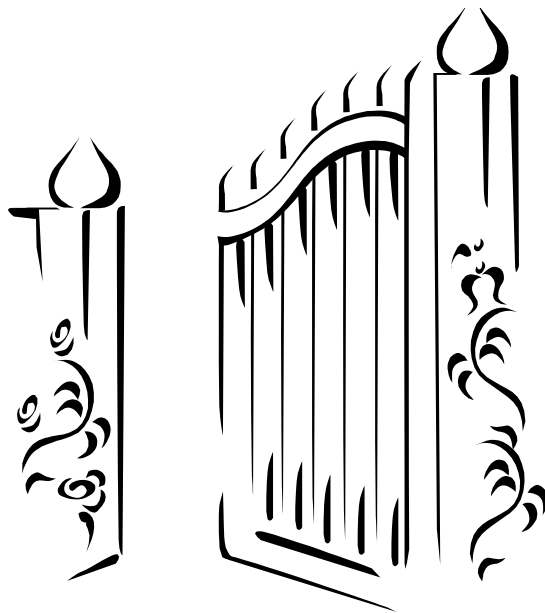
Ohio Literacy Resource Center Leadership Announced

The Ohio Literacy Resource Center staff and the Ohio Department of Education ABLE staff are pleased to announce the appointment of Marty Ropog and Dianna Baycich as Co-Directors of the OLRC.

Why Co-Directors?

The former directors of the OLRC, Jean Stephens and Janie Johnson, both had such specific skills and knowledge for the position that the Search Team found it difficult to find a replacement with similar abilities who would have been able to immediately step into the role of Director. This is one of the reasons we were so pleased to have found Janie after a lengthy search for Jean's replacement, as she had had the same job as Director of the Arkansas State Literacy Resource Center. We also didn't feel that we could fill the position internally as no current staff had the same skill set that Jean and Janie had; for example, Dianna had the adult education and family literacy background, but not the state- or national-level experience and Marty had the state- and national-level experience, but not the education background.

The Search Team then decided to try Co-Directors, combining the complementary skills and experience of both people – we always knew that Jean and Janie did the work of two people! In a real example of "thinking outside the box," we were able to accomplish our goals of a smooth transition of Center leadership, while providing continuity and consistency for the field, staff, agencies, and partners. This model has already been proposed by another agency within the Kent State College of Education as a solution to its own management dilemma. We hope that it continues to work well and in the spirit of continuous improvement, we welcome your comments and suggestions!

How Does It Work?

Even though this is officially a newer concept for the OLRC, it fits in well with the team-based and collaborative way the OLRC has always operated day-to-day. Center staff members are extremely competent and proficient with their respective jobs and have never really needed traditional supervision. For several years, the OLRC has technically been split into two major areas, Literacy and Technology; however, most projects combine the two and staff from both areas work together to complete tasks and activities.

The organizational chart has Dianna overseeing the Literacy portion, which includes literacy, numeracy, family literacy, and EFF projects and working with the graduate research assistants. Marty coordinates the Technology portion, which includes the websites and technology support/projects, and also works with support staff. Both of them attend in- and out-of-state meetings and conferences, represent the Center, and can answer OLRC-related questions. Dianna and Marty regularly meet formally and informally with other staff and with each other to discuss upcoming projects and events and to address any issues or problems that might arise.

How Do I Know Who To Talk To?

The box below contains a list of projects with their respective contact phone numbers, but if you're not sure who to talk to, any staff member can either answer your question or direct you to the right person. As a general rule, literacy-related questions can be directed to Dianna and technology-related can be directed to Marty.

Contact Information

Ohio Literacy Resource Center
Research 1—1100 Summit St.
Kent State University, PO Box 5190, Kent, OH 44242
800-765-2897, 330-672-2007
(*listen to automated system for selections*)
http://literacy.kent.edu
Email: olrc@literacy.kent.edu

LITERACY:

EFF	Ext. 20753	jfranks@literacy.kent.edu
Family Literacy	Ext. 27841	dbaycich@literacy.kent.edu

NUMERACY: Ext. 20756 — nmarkus@literacy.kent.edu

TECHNOLOGY:

ABLELink	Ext. 20765	ablelink@literacy.kent.edu
Technical Assistance/ Training Network	Ext. 20757	kmccoy@literacy.kent.edu
Web Development	Ext. 20754	xrys@literacy.kent.edu

GENERAL INFORMATION: Ext. 20759 — olrc@literacy.kent.edu

Resources and Reviews

Buck, M. L. (2000). *Getting Back To Work: Employment Programs for Ex-Offenders.* **Public/Private Ventures.**

With increase in the prison population, much money is spent on the criminal justice system with less funding given for post-release employment programs. Once the ex-offenders are released, they need employment immediately.

This report describes the history of programs and the outcomes of employment initiatives for ex-offenders. It examines the state and current strategies for placing ex-offenders in workplaces. From the analysis, the author offers a set of recommendations for improving the current situation. This report can be downloaded free at http://www.ppv.org.

Cromley, J. (2000). *Learning To Think, Learning To Learn: What the Science of Thinking and Learning Has to Offer Adult Education.* **NIFL Literacy Leader Fellowship Program Reports: Vol. 4, 1.**

Many adult educators feel frustrated because they don't have the time to read academic journals on recent research in adult education. At the same time professors in many universities feel frustrated because teachers do not read their papers and new methods are not used in classrooms. This report bridges the gap between research and practice in adult education. The author summarized the research in lay terms and wrote this report specifically for adult education practitioners.

http://www.reading.org/publication/books/brochures.htm

The International Reading Association (IRA) has published parent brochures on their website. Family literacy and Even Start programs can use these brochures as a part of their programming. Each brochure meets the reading level of the child in the family. For example, one brochure offers tips for parents of young children and another brochure has tips for parents of beginning readers.

King, E. & Elliott, M. (2000). *Relative Strength: A Report on the Family's Place in Workforce Development Initiatives.* **Public/Private Ventures.**

Brief overviews of the economy in different socioeconomic statuses and the history of earning since 1970 are provided to explain the effects of family structure on workforce employment programs. Currently, many families only have one head and "breadwinner," which results in a life of poverty.

This report describes four employment programs that focus on families: transitional employment, refugee resettlement, youth employment, and faith-based programs. The author discusses the keys to success that allowed the programs to provide services effectively and suggests ways to apply the key successes to other situations. This can be downloaded from http://www.ppv.org.

Langenberg, D. N., et al. (2000). *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications For Reading Instruction.* **Washington, DC: National Institutes of Health.**

The National Reading Panel collected research on various aspects of reading, such as phonemic awareness, fluency, comprehension, teacher education and use of technology. The panel outlined and described research results and topics that still need to be studied.

NCAL. (2000). *Captured Wisdom.* **North Central Regional Educational Library. [videos and CD-ROMs]**

The *Captured Wisdom* videos highlight seven project-based classroom activities that use technology as a tool to work through the project and solve problems. There are two science-related projects, "The Antarctica Project" and the "Mars Project"; two ESOL projects, "Home Countries" and "Creating Family Histories," and several others that present unique problems such as a business scenario, "The Restaurant Problem", writing and publishing "Intrepid Tales", and a job interview using an electronic slide show of professional portfolios.

Each of the videos presents the project and shows the class at work. The CD-ROM library contains mini-movies of portions of the project as well as all kinds of supporting instructional strategies and materials.

The videos and CD-ROM library are excellent for programs interested in and capable of delivering classroom lessons integrating technology. It might also provide the impetus for others to attempt to use technology for the first time.

Tuijnman, A. (2000). *International Adult Literacy Survey: Benchmarking Adult Literacy in America: An International Comparative Study.* **Jessup, MD: U.S. Department of Education.**

This is the first report to compare the literacy rates among 22 countries. The research was conducted from 1994 to 1998. The results show how important literacy is to employment and describes other activities that nurture literacy. Also described are different strategies that schools and workplaces use in other countries. This report can be downloaded from: http://www.ed.gov/offices/ovae/publicat.html

Eff Update

The Foundation of EFF: Purposes for Learning

The goals of EFF have been ambitious – to shape an education system that does not remedy deficiencies from past educational experiences, but prepares adults for the future by building on what adults already know and by giving them tools to continue learning for a lifetime. EFF's most significant accomplishment to date has been shifting the thinking about the purpose of adult education to an integrated approach of what adults need to know and be able to do. EFF began when Congress charged NIFL to measure and track Goal 6 of the National Education Goals. The first EFF stage (1994-1996) was accomplished by consulting learners to describe what it means to be literate, to compete in a global economy, and to exercise the rights and responsibilities of citizenship and then beginning to construct a framework for standards-based system reform. The second stage (1996-1998) was developing the content standards – identifying activities, skills and knowledge that are common elements across the roles. In the third and current stage of work (1998-2001), EFF is developing a performance continuum for these standards. NIFL recognized that system change had to involve the whole system. EFF needed to work at the national level with partners on policy issues, but it also had to work at the local level with program administrators, teachers, and students to ensure that reform was practical and applicable. Ohio has 30 programs that have been part of this development of grounded theory and has helped create the "big picture" that has linked teaching and learning with these broad social purposes for education.

The construction of EFF reflects cutting edge theory on learning and teaching and has involved thousands of people across the U.S. There has been constant interaction between practice and theory and between data and analysis. These four conceptual threads have shaped the framework:

- a purposeful, constructivist approach to learning
- rooting education in the context of people's lives
- an emphasis on application, not just possession of skills
- a view of adult development as transformative rather than additive

Consulting learners about Goal 6 has been the foundation for all subsequent EFF work and the first step toward measuring progress. Sondra Stein (1995) says, "We understood that without a consensus on what skills and knowledge adults actually need to be able to participate fully and successfully in civic and economic life, we could not determine how far we are from Goal 6, or gauge our progress toward achieving it." Analysis of learner responses focused on discovering patterns and relationships and testing these against each other and against expectations from prior research and theory. The EFF data synthesis describes learners' specific goals, but goes beyond them to identify four underlying purposes for adult learning. These were conceived as "fundamental purposes that express the social and cultural meaning or significance" (Stein 1995) of more specific individual goals. They are consistent with the theories of learning and adult development with emphasis on social context, meaning and action.

Four Purposes for Learning

In order to compete in the global economy and exercise the rights and responsibilities of citizenship, adults need the skills and knowledge:

- To have access to information and orient themselves in the world
- To give voice to their ideas and opinions and to have the confidence that their voices will be heard and taken into account
- To solve problems and make decisions on their own, acting independently as parents, citizens, and workers for the good of their families, their communities, and their nation
- To be able to keep on learning in order to keep up with a rapidly changing world   [Source: Stein, 1995:4]

More information is available at the EFF Special Collection http://www.nifl.gov/lincs/collections/eff/eff.html. *Equipped for the Future: A Customer-Driven Vision for Adult Literacy and Lifelong Learning* (July, 1995) is under Publications and can be ordered from ED Pubs at http://www.ed.gov/pubs/edpubs.html.
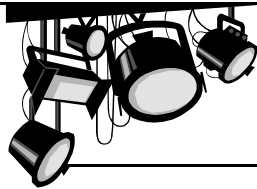
EFF Highlights
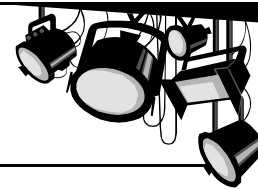
Research Teams

Five Ohio programs out of 25 national adult literacy programs from Maine, Ohio, Oregon, Tennessee, and Washington were honored in Washington, D.C. on February 5th for their contributions to create a stronger national accountability system.

NIFL Director Andrew Hartman told the honorees, "I am excited about the progress of this work and about the commitment of our state and program partners. We could not be making this contribution to the field without your willingness to invest time and resources in helping us understand what performance looks like for adult learners at every point along the continuum — novice to expert." This current work focuses on developing a picture of what adult performance looks like as a whole - from reading to problem solving to using technology.

To view Ohio's Research Teams, go to http://literacy.kent.edu/EFF/ohteam2000.html. These 5 programs include Canton City Schools, Maplewood Career Center, Columbiana County Career Center, South-Western City Schools, and Hamilton City Schools ABLE. For more information about the national EFF-NRS project, go to http://www.nifl.gov/lincs/collections/eff/eff_voice/vol_2no_1.pdf for the latest version of the *EFF Voice.* Watch for a copy in the mail!

Focus Groups on Reading, Writing, and Math

The Evaluation Design Project at Ohio State University has completed plans for creating three task forces. The purpose of each task force is to blend EFF Standards and Components of Performance with the O-PAS competencies. The expected outcome is a stronger and more valid set of standards and competencies for use by local adult education programs in Ohio. Experts with content knowledge, adult education experience, and familiarity with competencies have been identified and have agreed to serve on the task forces.

The Math task force was to be chaired by Mary Jane Schmitt who worked on the Math competencies for Massachusetts, and Donna Curry who worked in Maine assisting in developing competencies and is currently the EFF Publication Coordinator. The Math task force took place May 14, 15. The Reading task force with Nancy Padak and Ronna Spacone as chairs took place June 5, 6. Nancy is the OLRC Project Administrator and Ronna is a curriculum development specialist and EFF consultant. The task force on Writing competencies takes place June 19, 20. Marilyn Gillespie, the chair for this meeting, has worked with Florida in developing competencies and worked on several national initiatives.

4th Annual Statewide Math Conference

On May 18th, fifty educators joined Susan Cowles of Oregon and the OLRC's Nancy Markus for a day of Math/Science exploration. Proven resources from the National Institute for Literacy's *Science and Numeracy Special Collection* were focused on in the morning session. Participants explored some interactive Internet sites for teachers and students, discussed the websites' potential for adult learners, and developed strategies for immediate use in teaching and learning.

Due to the overwhelming response, the OLRC is offering a second conference on Monday, June 18th for those closed out of the first session.

NCTM Regional Conference

The National Council of Teacher of Mathematics will be in Columbus on September 20-22, 2001. Don't miss this this chance to experience a national conference. More information can be obtained from the NCTM website (www.nctm.org) or contact Nancy Markus at nmarkus@literacy.kent.edu. Note: Teachers may be eligible for conference funds through their regional resource centers.

Humanities on the Web

The National Endowment for the Humanities's EDSITEment, http://edsitement.neh.gov/index.html developed on-line lesson plans for teachers in these following four content areas: literature and language arts, foreign language, art and culture, and history and social studies. Web sites on humanities are incorporated into these lesson plans. At-home activities and additional learning activities are provided for teachers to use. Lesson plans are for K-12, but can be used in the adult education classrooms with slight modifications. For example, they have a lesson plan on letter writing, where students can read a variety of online letters written by famous people and use these letters as the starting point for discussions on conventions for letter writing. They also have funding opportunities for teachers and local schools. Tips on classroom Internet integration include better browsing strategies, evaluation of web sites, Internet glossary and more.
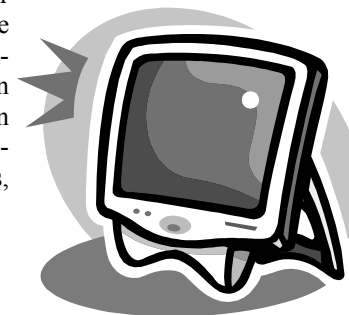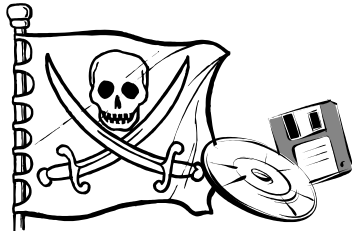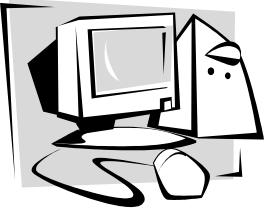
What is Software Piracy ?

Whatis.com defines software piracy as "the illegal copying, distribution, or use of software." Piracy includes casual copying of particular software by an individual or business. With the advancement of technological tools software piracy has increased worldwide. You may be thinking, what does this have to do with me? Unfortunately, software piracy affects all of us in more ways than one. For instance, software piracy hurts the economy because revenue is lost. Second, the software industry is affected because limited numbers of jobs are available. Lastly, consumers end up paying higher prices for software programs. Not being educated about software piracy will not exempt you of civil and/or criminal penalties if found guilty. Fines could include up to $250,000 and/or 5 years in jail.

The Facts
The Business Software Alliance (BSA) available at www.bsa.org has stated the following…
♦ One in every four software programs in use in the United States is illegally copied
♦ In the United States, nearly 25 percent of all business software is obtained illegally
♦ In 1999, the United States suffered a staggering 107,000 job losses, $5.3 billion in lost wages and $1.8 million in lost tax revenue due to pirated software
♦ Software makers lost nearly $3.2 billion to piracy in 1999
♦ In 1998, piracy cost 109,000 jobs, $4.5 billion in lost wages and almost $1 billion in tax revenue.

Did You Know?
Did you know that software piracy is considered stealing? It is the same as shoplifting or burglary. The software user also runs a higher risk of viruses and fatal system crashes because of corrupted diskettes or defective software. Consumers also lose because they don't enjoy the full benefits of technical support, warranty protection, or product upgrade information.

Software Licensure Agreement
When installing software via Internet or CD-ROM, users agree to a licensure agreement before they are able to test out the software. If this agreement is broken or violated, then the user is guilty of software piracy. The software licensure agreement is a contract between the software user and the software developer. Usually, this agreement has certain terms and conditions the software user must follow. When the user doesn't follow the rules and regulations, they are guilty of software piracy. Some of these terms and conditions prohibit:

1. Using multiple copies of a single software package on several computers
2. Passing out copies of software to others without the proper documentation (Not having a multiple site license for more than one computer)
3. Downloading or uploading pieces of software via bulletin boards for others to copy
4. Downloading and installing shareware without paying for it

Unless otherwise stated, most software licensure agreements allow you to place one copy on a single computer and make a second copy for backup purposes. Software piracy comes in many different forms. The three most common type are End-User Piracy, Internet Piracy and Reseller Piracy.

End-User Piracy
End-User Piracy, sometimes referred to as soft-lifting copying, is prevalent in the workplace. To illustrate, one copy of software has been purchased for a particular machine and that same piece of software is installed on several different computers without the proper documentation (multiple site licensure). In some cases, employees will also install that same piece of software on their home computers. In addition to installing one software application on several different computer systems, some organizations/businesses are also guilty of not reporting the proper number of stations that will actually be using a particular software application. End-user

piracy also deals with individuals swapping copies of software programs with friends or family members.

Internet Piracy
Internet piracy is rapidly becoming the fastest and easiest way to receive pirated software. Many companies allow consumers to download software from the Internet. This eliminates the need to make several trips to the store or sending out copies of software on CD-ROM or floppy disk. However, these simple and time saving techniques have also increased Internet piracy. Internet piracy can occur in many different forms such as downloading or uploading software from/to a bulletin board, attaching a copy of software via email and/or transmitting software programs via file transfer protocol (FTP).

Reseller Piracy
Reseller piracy, also known as counterfeiting and hard disk loading, happens when a legal copy of software is duplicated and distributed on a massive amount of personal computers and/or to consumers as a legal software application. This type of piracy can be very difficult to identify due to the very sophisticated manner in which the software is duplicated and presented to the individual and/or organization.

What Can You Do?
If you are aware of an individual and/or organization who is using pirated software you can…

- Confidentially report suspected piracy use by contacting Business Software Alliance (BSA) via phone (888) NOPIRACY, online at www.bsa.org or email software@bsa.org
- Implement some type of software management tool. The BSA offers a free publication entitled "The Guide to Software Management," which can assist you and/or the organization in establishing guidelines for proper software installation in your environment. This guide can be ordered or downloaded via Internet at www.bsa.org
- Download a free copy of the BSA software management tool titled SoftScan and MacScan available at www.bsa.org. The software program can help businesses/organizations to detect licensed and unlicensed software applications on their machines.
- Contact The Software & Information Industry Association (SIIA) to report violations via phone (800)388-7478 or via e-mail piracy@spa.org or online via their online piracy intake report located at www.siia.net
- Download a free software management tool provided by SIIA. SIIA provides a self-audit kit that deals with appropriate procedures to assist an organization/business with software issues. SIIA has a self-audit kit for Windows and Macintosh users. The Windows program is WRQ Express Meter; KeyAudit is for Macintosh users.
- Be careful when purchasing software via Internet auction sites. According to a recent study conducted by the BSA, most of the business software available on many Internet auction sites is counterfeit.
- When in doubt, contact the software publisher/manufacturer. They will be able to tell you the proper documentation and price range for that particular software.

- Download freeware and/or shareware applications from the Internet. Freeware applications are software programs that are free, uncopyrighted programs that are considered to be in the public domain. Shareware applications are software programs that are available online for a certain number of days on a trial basis. Days vary on the developer of the software. After the trial period, the user is supposed to send in the amount asked by the developer. Sometimes after the trial period, some of the options will be revoked or automatically disabled. Some common shareware application prices range from $10 to $35 dollars or higher. Freeware and shareware applications are available at www.shareware.com and www.tucows.com.
- Stay away from "warez" sites. Whatis.com defines warez "as a term used by software 'pirates' to describe software that has been stripped of its copy-protection and made available on the Internet for downloading."
- Avoid purchasing software that is loose (no shrink-wrap) and has hand labeled disks. Make sure you receive the proper documentation and license information.
- Last but not least — remember, if it sounds too good to be true, it probably is!

The BSA states, "It is much safer to purchase software from known, reliable, authorized sellers, either online or in retail settings."

Additional Software Piracy Resources

Anti-Piracy
new.bsa.org/usa/antipiracy

Microsoft Software Piracy
www.microsoft.com/piracy

SPA Anti-Piracy
www.spa.org/piracy

No Piracy Network
www.theuspits.com/pirate.html
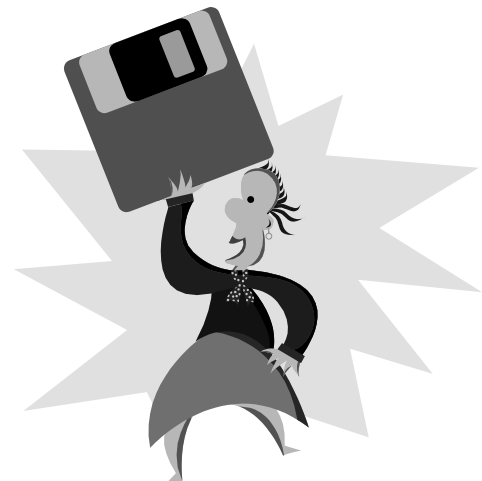
Systems Supply, Inc.
www.s-s-i.com/piracy.htm

Notepage, Inc.
www.notepage.com/nppiracy.htm

Software Piracy: What You Should Know
www.benetly.com/help

Technical Assistance Training Network

ABLE-funded programs are eligible for free technology training and support. The Technical Assistance Training Network, a service of the Ohio Literacy Resource Center, provides technology training and/or technical assistance at no charge to ABLE-funded programs. The Ohio Literacy Resource Center coordinates the network and currently has 20 consultants from around the state who are available for 2, 4, 6, or 8 hour training seminars/sessions at your program site, or alternate location of your choice. The project is supported with state leadership funds from the Ohio Department of Education.

Since the start of the program in 1996, The Technical Assistance Training Network has provided 936 hours of training/ workshops and 209 sessions throughout the state. Based on past requests and feedback, topics may include, but aren't limited to, beginning, intermediate, and advanced Internet; office programs (Microsoft Office, Microsoft Works); web page design (HTML, site design and layout); desktop publishing; hardware/software upgrades; and ABLELink topics such as updates to the program, file transfer protocol (FTP) and creating reports and queries.

For additional information about the program, or to request a program request form, contact Kimberly S. McCoy via E-mail at kmccoy@literacy.kent.edu, Fax 330.672.4841, or phone 800.765.2897 ext. 20757. You can also go to our web page at http://literacy.kent.edu/oasis/resc/tatn.html and complete a program request form on-line. We request that the programs allow at least three weeks for a consultant to be scheduled. A limited number of training hours are available for each region of the state (Northeast, Southwest, Northwest and Central/Southeast). Consultants will be scheduled on a first come, first served basis.

Golden Joins OLRC Staff

Sandra Golden has been with Cleveland Adult and Continuing Education for three years as an ABLE teacher and held the position of coordinator at the Cleveland Skills and Career Center for 1½ years. Prior to joining the Cleveland ABLE program, she worked at Case Western Reserve University for 10 years in various administrative positions. Ms. Golden has experience in job development/job placement, career counseling, and teaching high school and college level students. In addition, she has designed and facilitated workshops on resume/interviewing skills and diversity awareness for the adult population. She has a M.Ed with specialization in Adult Learning and Development and a M.A. in Psychology with certification in Diversity Management, both from Cleveland State University and joint certification from the National Training Lab. As part of her work in the M.A. program she conducted focus groups and research on welfare reform and women.

After just two weeks of working at the OLRC, Sandra realizes that her knowledge base in the field of adult education will evolve and heighten through on-going research in the field. Her goal is to work collaboratively with the staff of OLRC, regional resource staff, ODE, teachers, and other stakeholders in their continuous efforts to support our client base in the areas of adult basic and family literacy, LINCS, EFF, and other projects of the OLRC.

Did You Know ?

**Did you know the
Ohio Literacy Resource Center:**

- Has presented in over 26 states and 5 countries?
- Has sent a copy of the *Family Literacy Resource Notebook* to Israel?
- Is currently publishing *History Untold: Celebrating Ohio History through ABLE Students?*
- Has had over 114,000 unique visitors to the OLRC web site and averages over 2,000 page views per day?

Funding Opportunities for Direct Service Providers

Strapped for money in your program? Have a great idea, but no money to fund it? Don't fret. There is money out there. Here are some possibilities that I have found through grant research.

Barbara Bush Foundation for Family Literacy applications will be available in July 2001 for the fiscal year 2002 cycle. Their national grant program is to "develop and expand family literacy efforts nationwide, and to support the development of literacy programs that build families of readers." The family literacy programs must include these following parts: reading instruction for parents or primary caregivers such as GED, ABLE, and ESOL; literacy instruction for children; and intergenerational literacy activities. To find out more about the grant program, check out the Web site: http://www.barbarabushfoundation.com.

The Public Welfare Foundation in Washington, D.C. has a grant program to provide general support for direct service providers. Their focus on disadvantaged youth includes ABLE/GED program and job training, services and programs for teen parents, and education programs at correctional facilities. Typical grants range from $25,000 to $50,000. To learn more about this program, look at their Web site, http://www.publicwelfare.org.

Rite Aid Corporation supports local programs and tax-exempt especially where the Rite Aid presence is strong. One of their funding interests is education that "benefits women, minorities and senior citizens." For more information, see http://www.riteaid.com/donate.htm.

Laubach Literacy, http://www.laubach.org/Grants/indexgrants.html, provides book grants to family literacy and ESOL programs. They also have another grant program to support organizations that provide literacy services specifically for women.

For Northeast Ohio programs, *Nord Family Foundation* seeks to strengthen families and improve public services. Their priority is to address the needs of economically or socially disadvantaged families. Their Web site is at http://www.nordff.org. *Nordson Corporation Foundation*, http://www.nordson.com/corporate/grants.html, supports programs that provide equal access to quality education and provide opportunities for disadvantaged students. They only support tax-exempt organizations located in Lorain and Cuyahoga counties.

To find other grant possibilities, check out the Foundation Center at http://www.fdcenter.org and the OLRC Web site in the LINCS section under "Grants and Funding."

Homeownership Education from Fannie Mae Foundation

Fannie Mae Foundation has developed two curricula for ESOL and ABLE/GED programs, *How to Buy a Home in the United States*, and *How to Buy Your Own Home* respectively. The ESOL curriculum focuses on the home-buying process while still meeting the needs of varying language skills of the students. To order ESOL curriculum, call 1-800-544-9224. The ABLE self-contained curriculum includes the necessary information for classroom discussions on home-buying issues, while promoting basic literacy and math skills. To order ABLE curriculum, call 1-800-539-4051. To learn more about this program, check it out at http://www.fanniemaefoundation.org/programs/homeownership_education.shtml.

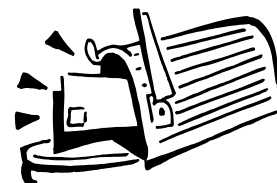## Are You On Our Database? Do We Have Your Correct Address?

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

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Please Select: Program Director/Coordinator   Instructor   Support Staff   Other

Please send information to my home address

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I would like to see more publications and information on:

Program Types	Topic Areas
ESOL	Recruitment/Client Intake
Family Literacy	Motivation/Retention
ABLE/GED	Evaluation/Assessment
Correctional Education	Professional Development
Volunteer-Based Organizations	Program Planning/Improvement
Workplace	Curriculum Development/Instruction
EFF	Community Relations
Even Start	Interagency Collaboration
Community-Based Organizations	Funding
Learning Disabilities	Policy
Numeracy	Technology
Other _____	Other _____

Ohio Literacy Resource Center
Enhancing Adult Literacy in Ohio

Research 1—1100 Summit St.—Kent State University, PO Box 5190—Kent, OH 44224-0001
Phone: (330) 672-2007 or (800) 765-2897 Fax: (330) 672-4841
http://literacy.kent.edu

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We're on the Web
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Please fill out the order form below (put an X by the items you would like to borrow) and FAX it to the OLRC at (330) 672-4841

For 2-week loan (copies limited; there may be a wait):

—— *Getting Back to Work: Employment Programs for Ex-Offenders*

—— *Learning to Think, Learning to Learn: What the Science of Thinking and Learning Has to Offer Adult Education*

—— *Relative Strength: A Report on the Family's Place in Workforce Development Initiatives*

—— *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature On Reading and Its Implications for Reading Instruction.*

—— *Captured Wisdom (tape and CD Rom)*

—— *International Adult Literacy Survey: Benchmarking Adult Literacy in America: An International Comparative Study*

Your Name_____ **Program Name**_____

Your Complete Address_____

Program Address_____

Your Email_____ **Program Email**_____

Your Phone_____ **Program Phone**_____