Year 4 Continuation Proposal
Literacy and Learning Disabilities Special Collection
http://ldlink.coe.utk.edu/
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PART 1 - PAST ACCOMPLISHMENTS
The purpose of the Literacy and Learning Disabilities Special Collection is to provide a single access point to high quality resources on literacy and learning Disabilities for adult education audiences (teachers, tutors, learners, administrators) and related audiences (service providers, employers). Throughout Years 1-3 we have worked to make the collection a user-friendly gateway to online materials that are current, reflective of research, and that cover the wide range of topics related to the literacy and learning disabilities fields.

A. GOALS AND OBJECTIVES AND MEASURABLE OUTCOMES
During the course of this grant, we have redesigned and developed the Literacy and Learning Disabilities Special Collection with the following goals in mind:

**Goal 1:** Maintain an accessible, one-stop electronic gateway of high-quality literacy and learning disabilities resources consistent with NIFL’s LINCS.

**Goal 2:** Establish a Core Knowledge Group (CKG) of content experts to guide the development of the collection

**Goal 3:** Enhance the collection with high quality, research-based materials on a wide range of issues relating to learning disabilities (LD).

**Goal 4:** Use training events and marketing strategies to increase awareness of and expand use of the collection.

**Goal 5:** Build the knowledge base about use of this collection and assess the utility of the site for the field.

**Goal 6:** Manage development of Literacy & Learning Disabilities collection effectively.

1. Significant Accomplishments Goals 1 and 3:

**Accessibility of the Collection:** To make this collection as accessible as possible to all users, we have attempted to provide multiple ways to access the same information: a traditional linear navigation bar on the left, a graphic organizer leading to major topic areas, clear language introductions to major sections of the site, and a clear and simple glossary. Recently we started layout redesign to increase navigation ease for users, as described in Part 2: A-4. As yet, we do not have the interactive and multi-media features we had hoped to provide by now, but we are in the process of providing an audio ‘guide to the site’ and audio accessibility for other portions of the site that we have created.

**Organization of Content:** During Years 1-3 we have written text for the main graphic organizer topic areas, organized into the same categories as Bridges to Practice.

**Main Topic Areas of Graphic Organizer:**
- **Understanding Learning Disabilities:** Definitions, Characteristics, Legal Issues, and Living with LD
- **Assessment:** Screening, Diagnosis, Understanding the Diagnostic Report, Disclosure and Confidentiality
- **Planning for Success:** Gathering Information, Making Choices about Learning & Work, Finding what works for you, Becoming a self-advocate
- **Teaching/ Learning:** Learner Independence, A Learning Team, LD Appropriate Instruction, Adaptations – Accommodations – Technology
- **Training:** The Bridges to Practice Project
Features:
- About this Site
- Calendar of Events
- Online Discussion
- News about LD
- Research about LD
- ESL/LD

Resources by Audience:
- Teacher/Tutor
- Student/Learner
- Administrator/Manager
- Service Provider
- Job Seeker/Employer

Quick Reference:
- Facts & Statistics
- Policy & Legislation
- Organizations/Associations
- Glossary
- User Survey
- Web tools

Review and Selection of Resources: Numbers for Years 1-3 are shown below.

<table>
<thead>
<tr>
<th>Materials</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3 (Qtrs) 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Identified</td>
<td>98</td>
<td>108</td>
<td>78</td>
</tr>
<tr>
<td>Materials Selected for inclusion in collection</td>
<td>41</td>
<td>68</td>
<td>54</td>
</tr>
<tr>
<td>Materials Cataloged*</td>
<td>6</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Materials Created/Published</td>
<td>1</td>
<td>7</td>
<td>3</td>
</tr>
</tbody>
</table>

*In many cases materials selected for inclusion in the collection (highlighted on the site) had already been catalogued into LINCS database.

Features / Audiences added to the Collection. During Years 1-3 we Identified and addressed areas in need of greater focus. Some examples follow:

Feature: Research—As research reveals more and more about the nature of learning disabilities, users are eager for that up to date information. The Research feature is an attempt to provide access to summaries of current research with citations for those who want to locate the original studies for greater detail.

Feature: ESL/LD - Because ESL is such a rapidly growing part of adult education, there is a corresponding need to understand assessment and instruction for ESL learners who may also have learning disabilities. To address this need, we have added an ESL/LD feature.

Feature: Living with LD - Because learning disabilities affect all aspects of a person’s life, we added a feature, Living with LD, where adults can find helpful information and guidance on work issues, relationships, and navigating higher education. In addition, they find ways to share with other adults who have struggled with LD.

New Audiences: Service Provider and Job Seeker/Employer. Increasingly, workers, employers, and various service providers need – and want – to understand LD and its implications for the work place and education. We added these two new audiences to the site and are populating them with resources.
Significant Accomplishments: Goal 2

- Selected Core Knowledge Group for their expertise in literacy and learning disabilities. (See Appendix A for names, areas of expertise, and resumes.)
- Met with CKG in Jan. 2001 to evaluate the collection, consider issues related to the content, and make recommendations for the redesign and further development of the collection.
- CKG and Project Director and Coordinator adopted the following site selection criteria:
  #1: Quality: The site/material must be relevant to the Special Collection and reflective of current research.
  #2: Accessibility: The site/material must be readily understandable and useful to the intended audiences.
  #3: Longevity: The site/material should have lasting value. Seminal materials in the field of Literacy and Learning Disabilities education will be included.
- CKG recommended that everything possible be done to increase the accessibility of the site to all users. Issues of readability, design and organization were considered. Much of this was done (see ‘Accessibility’ under Goals 1 & 3 above.)
- In Year 3 the CKG has continued to consult with us (CDP) on a regular basis and in a variety of ways. They give feedback and make recommendations on content, web design, and accessibility issues. We consult with them through quarterly conference calls and individual calls / email regarding matters on which they have special expertise. Some examples are:
  o When the need became apparent for information on ESL/LD, Robin Schwarz agreed to write an introductory piece for the collection.
  o We consulted with Christopher Lee on assistive technology and accessibility issues.
  o Currently, we are discussing resources for college students with LD with Susan Vogel.
- The advisory role of the CKG continues to be invaluable.

Significant Accomplishments-Goal 3: See section above on Enhancing the Collection

Significant Accomplishments-Goal 4:
We have used training events at adult education conferences and academies to promote awareness and use of the special collection. Numbers over the three years are shown below. While there were more training events in Year 2, there were actually more contacts and marketing materials distributed in Year 3. In June 2003 Archie Willard (CKG member) and the Collection Coordinator were co-presenters of the collection at the VALUE conference. This worked very well and is a model for future training events.

<table>
<thead>
<tr>
<th>Trainings</th>
<th>Numbers per Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training sessions</td>
<td></td>
<td>1 -COABE</td>
<td>10 – TN local, regional, &amp; state NAASLN, COABE</td>
<td>4 – LDA, NAASLN, COABE, VALUE</td>
</tr>
<tr>
<td>Participants</td>
<td></td>
<td>11</td>
<td>189 (plus 50+ at NAASLN open lab)</td>
<td>40 (plus 80-90 at NAASLN open lab)</td>
</tr>
<tr>
<td>Marketing materials</td>
<td></td>
<td>19</td>
<td>189 fliers</td>
<td>100+ at NIFL booth at LDA Conf.</td>
</tr>
<tr>
<td>distributed</td>
<td></td>
<td></td>
<td>50+ fliers &amp; LINCS paper holders at NAASLN</td>
<td>200+ fliers and LINCS CDs at NAASLN, VALUE, &amp; COABE</td>
</tr>
</tbody>
</table>
500 fliers via Rochelle Kenyon to distribute at her Bridges trainings

| Marketing materials created | 1 | 2 | 2 |

**Significant Accomplishments – Goal 5:**

Collection’s Use. From our Web-Trends data collection, we are delighted to see that the number of visits a day to this Collection has almost doubled from Year 2 to Year 3. The number of unique visitors per year has more than doubled from Year 2 to Year 3.

### Web Statistics

<table>
<thead>
<tr>
<th>Numbers by Year</th>
<th>Year 1</th>
<th>Year 2 *</th>
<th>Year 3 **</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Number of Successful Hits per day</td>
<td>Not Available</td>
<td>735</td>
<td>1,135</td>
</tr>
<tr>
<td>Average Number of Visitors per day</td>
<td>Not Available</td>
<td>80</td>
<td>150</td>
</tr>
<tr>
<td>Average Length of Visits</td>
<td>Not Available</td>
<td>00:07:31</td>
<td>00:09:34</td>
</tr>
<tr>
<td>Total Number of Unique Visitors per year</td>
<td>Not Available</td>
<td>6,039</td>
<td>13,589</td>
</tr>
</tbody>
</table>

* *Begins as of Feb. 19, 2002
** Ends as of June 30, 2003

**Impact of Collection’s Use.** At all training events described above, we actively solicited feedback on the site, both in terms of content and ease of navigation. In Years 1 – 2 we received some feedback at the session, but – for most participants – the training session was an introduction to the Collection and their feedback was based on very little real use of the site. In Year 3 we have started to get better information on the use of the site through follow up questionnaires sent to training event attendees who agreed to participate in follow up. To date, feedback from responses shows the following:

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
</table>
| Have you visited the site since the lab session at ______? | Yes- 66 2/3 %  
No – 33 1/3% |
| If yes, how many times? | Answered range from 4 to more than 10 |
When you visited the site, what topics did you look for?

The nature of LD, Facts & Stats about LD, legal issues related to LD, LD Screening & Assessment, curricular options for adults with LD, instructional strategies for adults with LD, adaptations and accommodations, assistive technology, accommodation for the GED, LD on the Job.

How did you use the information?

To help understand a student’s struggle, to help screen a student for possible LD, to find effective instructional strategies, to find information to share with someone else.

If you haven’t visited the site since the conference, what prevented you?

I haven’t had time to explore websites lately.

**Significant Accomplishments: Goal 6**

- Developed a workable system for following a resource from identification to placement on site
- Met regularly with Center for Literacy LINCS staff and by conference calls with NIFL staff.
- Kept log of daily activities.
- Reported to NIFL on quarterly basis.

**2. Significant Products Developed by the Project**

- The graphic organizer on the front page of the collection was designed by CDP staff in consultation with the CKG and NIFL staff.
- The plain language introductions were written by CDP staff.
- A Short LD Glossary was developed by CDP staff in consultation with the CKG.
- *Keys to Effective LD Teaching Practice* was developed under a Tennessee DHS grant, but with the plan to place it on the LD Special Collection as well.
- The ESL / LD feature was written for publication on the site by a CKG member, Robin Schwarz.
- PR fliers with attached ‘URL bookmarks’ were created and customized for particular audiences (e.g., practitioner, learner) at various conferences and workshops.
- The work log and folder system were produced to document the coordinator’s work tasks and to track resources from identification to placement in collection.
- Feedback form was developed to send to conference participants.

**3. Degree and Nature of CKG Involvement:** See Accomplishments: Goal 2 – Above
4. Why Planned Objectives Were Not Met / 5. Significant Challenges and Barriers

Goal 1: Accessible Electronic Gateway of High Quality Resources. The challenge of accessibility is ongoing for any special collection, but for this collection it is even more critical. In addition to the features described above under “Accomplishments”, a ‘background color’ choice feature was provided. Changes that support ease of use are under consideration at this time, prompted by the study, *Unweaving the Web*, that analyzes navigation obstacles. (See Part 2, A-4)

Another ongoing challenge is providing information in accessible forms for quite diverse audiences (learner, researcher, practitioner, administrator, employer, etc.) without having a site with so many options or layers that it becomes confusing to the user.

Goal 3: Enhance collection with high quality materials. The development of interactive learner activities - a priority for this third year - has been more difficult than anticipated. Part of the challenge is the CDP coordinator’s lack of technical expertise about what is or isn’t possible to do on a website. Web designers on this grant are very helpful in this regard.

The other part of this challenge is in finding out what learners need and want. An earlier attempt to get learner feedback was enlightening, but discouraging. Most of the learners there had such limited English and/or computer skills that they could read almost nothing on the site, including the ‘plain language’ introductions. Finally, after doing a workshop with learners at the *Voices for Adult Literacy United for Education* (VALUE) conference in June, we believe we have a group of learners who will advise and give feedback as these activities are developed.

Goal 4: Training & Marketing. The Guide to LINCS Literacy & Learning Disabilities Special Collection as a written document / brochure was postponed due to the length of time it took to make major design changes. After doing several training sessions in Year 2, it seemed less of a priority than other objectives and has not yet been done.

Goal 5: Use & Impact of Site. Plans for feedback sessions and focus groups fell through in several cases, e.g., the Sept. 2001 meeting of NAASLN was cancelled due to the 9-11 attacks. Although NAASLN was rescheduled for spring 2002 and we conducted training, we were unable to reschedule the focus group. Other glitches were less dramatic, but real. (The feedback portion of the VALUE session was quite helpful. We have another student session planned for early fall with learners in TN.)

Goal 6: Managing the Development of the Collection. The greatest ongoing challenge throughout the three years has been finding enough time to do everything that needs to be done. The field is complex and there are more possibilities for development of this collection than are feasible to address in the time available.

In Year 1 we formed and consulted with the CKG in a full examination of the existing collection: content, design, needs, research issues, accessibility issues. We identified a number of resources to add to the site and started to publicize the collection, *but that left little time for marketing the collection and training practitioners on its use.*

In Year 2 we consulted with NIFL staff, trying to bring the graphic organizer design into consistency with Bridges to Practice while, in consultation with the CKG, we attempted to arrive at language that was clear and simple enough for most users. In that year training, marketing and resource collection received more emphasis, *but very little was done to reach out to partners in our region and throughout the country.*
In Year 3, also, we have done quite a lot of training and PR for the site as well as enriched the collection with good resources. The Web statistics reflect a steady increase in usage of the site, more than doubling from Year 2 to Year 3. We have not, however, developed the interactive student activities we had hoped to do by this time in Year 3.

6. Reasons for Continuing the Literacy and Learning Disabilities Special Collection
Since there are a number of excellent websites on learning disabilities, why continue this particular one?
Unlike most websites on learning disabilities, this one focuses on adults with LD, particularly those who reach adulthood undiagnosed, uninformed as to the nature of LD, and hoping to succeed in adult education programs. The LD Special Collection addresses the particular needs of adult learners, teachers, and administrators in these settings.

Professional development in the field of learning disabilities is a necessity for adult educators and this Special Collection plays a critical role in this effort, at minimal cost. Improving services to adults with Learning Disabilities is critical to the success of adults in literacy programs. Although figures vary, the percentage of adults in literacy programs who have learning disabilities is quite high, increasing to between 50-80% of those reading below 7th grade level, according to the U.S. Department of Labor, 1991. Professional development is a must if these services are to be improved. In the under funded field of adult education, it is an ongoing, difficult task to provide up to date, researched based training for adult educators. Web-based professional development - through regularly updated websites and online courses - is one of the ways to maximize resources and reach a teacher workforce that is part time and scattered across distance.

The Literacy and Learning Disabilities Special Collection provides access to resources about a field of study in the midst of a knowledge explosion.
This explosion is fueled by research using functional magnetic resonance imaging (fMRI) to explore the neurological and neuro-chemical aspects of brain development and function regarding learning and disabilities.

Likewise, new research in the areas of genetics and the impact of environmental toxins are rapidly expanding knowledge with the potential for new approaches to both prevention and remediation.

Research from around the globe on the way LD is manifested in other languages and interferes with language acquisition is shedding much-needed light on how LD can be identified and remediated in ESOL learners, who make up almost half of the adult education population in the US.

There is a critical need for an on-line collection that keeps pace with new research in these areas and addresses the implications for best practice in serving adults with learning disabilities.

This collection strives to address those areas in which LD intersects other learning issues, e.g., LD in the workplace, LD in ESOL populations (another area in which there is a recent knowledge explosion). In addition, it serves as a resource not only for adult literacy, but for several related fields as well. Learning disabilities are a matter of great concern to departments such as Health and Human Services (HHS), Rehabilitation Services, Labor, and those involved in other disability areas. The addition of two new audiences (Service Providers and Job Seekers/Employers) to the Collection is a result of their need for information on learning disabilities.

This collection is an important part of the NIFL’s LINCS system, a critical communication system for adult educators and learners. For years the adult literacy / adult education field
suffered for lack of an infrastructure to share current research findings and promising practices. In a few short years LINCS has become that much needed communication vehicle for adult educators across the country. The Special Collections as gateways to current research and professional development play an important role in the LINCS system.

7. In Kind Contributions Made to the Project by Other Agencies
CKG members serve voluntarily on this advisory group, making in kind contributions of consulting time for the special collection. There have been eight CKG members throughout the grant, although there have been changes: John Struker stepped down because of work responsibilities after Year 2, and Christopher Lee agreed to serve starting in Year 3. We estimate that the eight CKG members have spent approximately 35 hours yearly in support of this Collection. The estimated value of their contribution over the three years of the grant, based upon an average consulting rate of $50 / hour, is $42,000.

Robin Schwarz, CKG member, contributed many, many hours of her time to put together the new ESL/LD section of the collection. The token stipend paid to her from grant funds did not begin to cover the cost of her time and expertise. Her estimated in-kind contribution is an additional $6000.

Keys to Effective LD Teaching Practice, (based on Bridges to Practice concepts) was developed under a Tennessee Department of Human Services grant at an estimated cost of more than $12,000. It was shared with the collection in online form immediately upon publication.

Amanda Keller, another CKG member, was paid from the DHS grant to write large sections of this publication. In addition, she contributed many hours of her own time. Her in-kind contribution is estimated at $2500.

B. PLANS FOR OVERCOMING CHALLENGES AND CORRECTING PROBLEMS
These are incorporated in Part 2: Year 4 plan.

C. CONTRIBUTIONS EXCEEDING ORIGINAL PROPOSAL/COOPERATIVE AGREEMENT
- Coordinated design of Special Collection with NIFL Bridges to Practice staff and continue to coordinate the development of the Collection with NIFL’s larger LD initiatives.
- Participated in ‘Bridges to Practice, Bridges to Policy” session at COABE, spring 2002.
- Participated in LINCS ‘think tank’ meeting on NIFL’s LD initiative, Nov. 2002.
PART 2: YEAR 4 PLAN

A. IMPLEMENTING THE LINCS VISION
1. We will maintain the high quality of the Literacy & Learning Disabilities Special Collection site by implementing a more rigorous selection process involving a pre-screening of materials followed by a rating system using a rubric composed of general selection criteria for special collections plus specific criteria for this particular collection. (See E – b for details.)

2. We will implement NIFL’s focus on providing instructional and research-based materials by making it our top priority. To find and access such materials we will draw more heavily upon the expertise and connections of our CKG.

3. We will provide a well-balanced collection that meets the needs of the major audiences by focusing on one audience per month and rotating through the grant year. Instructional materials for Teacher/Tutor will be the focus in October, Student / Learner activities in November, etc.

4. To maintain design recommendations and guidelines we will continue to evaluate ways in which design supports accessibility by all users. In Unweaving the Web, 2002, Zarcadoolas, Blanco, and Boyer revealed navigation obstacles of which we were not previously aware. This has prompted a lot of thinking and upcoming design changes for Year 4. Some changes are already in the works (‘click here’ prompts for the graphic organizer, a wider screen so users will not have to scroll down as frequently); others are being considered.

5. We will recruit additional members for the CKG as needed. At the present time, the CKG is highly qualified and balanced, with diverse areas of expertise and background. (See Appendix for resumes.)

6. We have collaborated with CKG members, Regional Technology Center staff, and NIFL staff. We are delighted to hear that the NIFL LD Discussion List will soon have a moderator and we look forward to interaction between the Discussion List and the Special Collection. We view these two projects as natural partners, providing content for discussion in the adult literacy field and a venue in which practitioners can respond to the content.

When our resources allow we welcome collaboration with other related groups and agencies: Rehab Services and other disability groups, HHS, Labor, employers, and others. We continue to respond to requests for help and information on LD from community groups and individuals across the country.

7. The LINCS content and web publishing standards will be used for any resources developed for this collection.

B. ENHANCING THE SPECIAL COLLECTION CONTENT (See G for Timeline.)
1. Reviewing and refining the collection based on the selection criteria. In Year 4 we will be conducting a complete review of all materials currently displayed on the website. We will be using the Special Collection General Criteria and the refined specific criteria.

2. Evaluating gaps and holes of collection in respect to content and type of resources. In the course of the review described in # 1, we will be evaluating the whole website for gaps, materials that are outdated or in any way less than the high quality we want.
3. Addressing the gaps, especially in enhancing the collections’ instructional and research based resources. Adding these resources is the top priority for Year 4. Instructional materials will be accompanied by explanatory notes as to their significance for improving instruction (See # 5).

4. Applying Special Collection General Criteria to this collection and working with CKG members to refine its specific criteria. See E 1-b for detailed description of the proposed materials review process. During 1st Qtr., Year 4 we will work with the CKG to refine the specific criteria for the Collection.

5. Highlighting selected research-based and instructional resources in the collection and, where applicable, providing information on the significance of how the resource improves instructional skills and literacy acquisition. With the instructional resources we will explain how the resource reflects ‘LD Appropriate Instruction’. To enhance the “Research” feature on the site, we will request more help from the CKG in gaining access to audio and/or print versions of research findings from conference proceedings and from journals.

6. Review and Revision of target audiences and organization of content. During Year 4, 2nd Quarter, the CDP staff will propose some reorganization of content to the CKG and ask for feedback and further suggestions.

7. Systematic Mechanism for Collection of Relevant Resources from various sources. CDP staff will consult with CKG members in designing a more systematic mechanism for collection of resources.

8. Populating LINCS databases and de-selecting materials, based on the new criteria. Resources that meet the selection criteria (general and specific) will be cataloged into the LINCS database. In the complete review of all materials presently on the site (See # 1), some resources may be identified as less desirable and will be deselected.

9. Keeping the site up-to-date on a regular basis. The coordinator for this collection will be working 22.5 hours per week on the collection and will work with the web site designer (based at the partner Regional Technology Center) to keep the site up-to-date and well organized. A broken link check is now done monthly and pages are updated on a regular basis. The CKG is consulted through e-mail and quarterly conference calls in regard to site quality and possible changes.
C. PROVIDING STUDENT / LEARNER RESOURCES AND ESPECIALLY LOW SKILL LEVELS LITERACY RESOURCES

1. Providing learner resources for low skill readers is a top priority for the Literacy and Learning Disabilities Special Collection. Since reading disability is the most prevalent learning disability, it is certain to be an obstacle for many potential users of this collection. We are working to address this in a couple of ways:
   - Intensively searching for existing high quality, research based learner materials that are already accessible in design.
   - Contacting website developers of high quality (but not sufficiently accessible) sites and inquiring about the possibility that they make them more accessible. TV411 is an example. http://www.tv411.org/index.shtml The collection coordinator told them about NIFL’s Literacy and Learning Disability Special Collection and made the case for the need for audio. We asked them if it would be possible for them to add an audio component to their site and their initial response is encouraging.

2. In addition to the search for existing materials, we are analyzing the usefulness of interactive and/or multi-media tools that provide access to quality, but otherwise inaccessible materials. For example, an audio guide to the website is part of Year 3’s work and, we hope, will be accomplished by September 30. In Year 4 other tools will be chosen for implementation on the site.

D. MARKETING AND EXPANDING LINCS USE.
   - The site coordinator will strive to more actively promote the collection via information releases to state directors, state and national discussion lists, newsletters, and through conference presentations.
   - The Project Director and Coordinator will design and produce a brochure for marketing purposes.
   - Training events and follow up are planned for: ProLiteracy Worldwide (Nov.), NAASLN (March), COABE (April), and the (TN) Academy for Instructional Excellence (July.) We also plan to promote the collection through the NIFL booth at the LDA conference in March.

E. MANAGEMENT AND COLLABORATION

1. Ensuring the Active Involvement of the CKG in enhancing the Collection.
   a. Changes and Criteria for Selection: The criteria for selection are the need for particular expertise on the CKG related to literacy and learning disabilities and the identification of a person with those credentials. At this time we have a highly qualified, balanced group. If we find we need to add other members, we will do so.

   b. Description of the Selection and Review of Materials

   Pre-screening by Coordinator The Coordinator will pre-screen materials/websites using a checklist, which includes the LINCS Special Collection General Criteria. These criteria, reflecting Year 4 priorities of instructional and research based resources, will serve as the first gateway for consideration in the collection. When the coordinator finds a material/website meeting these criteria, s/he will send it to a team of CKG reviewers. If the Coordinator does not recommend a material/website for further review, s/he will note the rationale for the decision. The Coordinator will keep a record of all materials that have been pre-screened for the review process.

   CKG Review CKG reviewers will be divided into teams of 2. Each material/website that has been suggested for review will be sent to one team to be rated. Once the reviewer receives
the material, s/he will rate it using the Literacy and Learning Disabilities Special Collection Selection Rubric, which will be developed to include additional criteria related to this particular collection. The reviewer will complete the rating and then forward the Review Checklist to the Coordinator, who will then determine whether it has been approved for the collection (based on the two ratings). If the reviewers differ by more than one overall point in the rating, the Coordinator will send the document to a third reviewer. The third reviewer will rate it and then send the Review Checklist to the Coordinator. In this case, the third reviewer acts as a “tie breaker” and the Coordinator will make determinations accordingly.

**Review Checklist** The Review Checklist will be filled out by the reviewer and sent back to the Coordinator after the review is completed. The checklist will include: target audience, overall rating (from rubric), recommendation (or not) for the collection, and comments

c. Roles and Responsibilities of the CKG (See Appendix A for CKG Job Description)
   1. Recommend materials/websites to be reviewed for inclusion in Collection.
   2. Review materials/websites for inclusion in the Collection
   3. Review the collection on a regular basis to identify gaps in content or audience
   4. Participate in quarterly conference calls during which topics of concern are discussed
   5. Respond via email or phone to specific issues or questions needing immediate feedback
   6. Suggest ways to promote the collection and evaluate its impact.
   7. Suggest ways to make the Collection more accessible to all users
   8. Participate in training sessions

d. Actual degree of involvement and methods of communication. The CKG will meet quarterly via conference call and via phone and email as needed to carry out their work. In Year 4 they will be more actively involved in the material selection process than in Years 1-3.

e. Expectations of CKG. See C above.

f. Support / recognition to be provided for CKG members. CKG members are featured in the ‘About this Site’ section on the website. In September of this grant year, they will receive a certificate of appreciation for their work during the three years. Accompanying that will be an invitation to serve in Year 4.

2. **Leveraging resources and tools available through National LINCS and Regional Technology Centers.** This special collection is funded as part of the Southern LINCS Regional Technology Center. This close connection allows the use of both financial resources and information sharing from the regional center to supplement the work of this collection.

3. **Collaborating with other Content Development Partners.** The collection Director and Coordinator participate in bi-monthly conference calls with other CDPs and NIFL staff. Upon occasion, we also attend national meetings with other LINCS staff. In Year 4, the Literacy and Learning Disabilities Special Collection will more actively collaborate with other collections to develop or find resources that cut across the collection topics, e.g., learning disabilities in correction populations or dealing with learning disabilities in the workplace.

4. **Fostering plan for establishing close collaboration with agencies working with LD issues.** The collection coordinator will consult with state staff and with CKG members in regard to strengthening collaboration and establishing new relationships with related departments and
agencies e.g., Health and Human Services (HHS), Rehabilitation Services, Labor, and those involved in other disability areas.

5. Strengthening Current Partnerships with other agencies. See E-4 above.

F. ASSESSMENT / EVALUATION OF PROGRAM EFFECTIVENESS
1. Assessing how collection is utilized by target audiences. This will be done by a continuation (and refinement) of the follow up questionnaire process.

# 2 and 3 will be addressed together.
2. Evaluating the usefulness of LINCS and your collection for practitioners’ and adult learners’ skill in using LINCS resources in teaching and learning.
3. Assessing the benefits of the collection in enabling practitioners and learners towards reaching their educational goals. The collection’s Director and Coordinator in consultation with the LINCS team at CLS will adapt the SLINCS pilot project (2002-2003) Learner Evaluation of Web Resources to use in evaluating the usefulness and benefits of the Literacy and LD Special Collection for practitioners and learners. Due to budget constraints this will be done with two Tennessee adult education programs within a day’s drive from Knoxville.

4. Testing and evaluating the effectiveness of the special collections to provide feedback for refining LINCS sites’ vision, goals, and protocols. This will be done at the end of Year 4 through a survey of CKG members and Bridges to Practice trainers. Also, the LINCS team at the Center for Literacy Studies (CLS) informally evaluates all CLS LINCS work quarterly.

5. Evaluating the impact of your plan, activities, and management on all of the above activities. We understand that NIFL is planning to have an outside evaluator to conduct a comprehensive evaluation of LINCS. In addition to the measures outlined in # 3 and 4 above, we will gladly cooperate in

G. EXPENDITURES OF TIME AND FUNDS

<table>
<thead>
<tr>
<th>1st Quarter</th>
<th>2nd Quarter</th>
<th>3rd Quarter</th>
<th>4th Quarter</th>
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<tbody>
<tr>
<td>1: Accessibility &amp; Site Design</td>
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<td>1: Accessibility &amp; Site Design</td>
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<tr>
<td>layout &amp; navigation improvements</td>
<td>Reorganization of content</td>
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<tr>
<td>2: Work with CKG</td>
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<tr>
<td>*Refine specific criteria for this collection.</td>
<td>*Make decisions re: organization of content</td>
<td>*Check Materials Review Process</td>
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<td>*Brainstorm sources for research based materials</td>
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<tr>
<td>*Discuss new materials review process</td>
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### 3: Enhance Collection
*Search for instructional & research based materials*
*Start new ‘Materials Review/Selection’ process*
*Search for and/or develop learner materials*
*Refine Rev./Selection process as needed*
*Do comprehensive review of all materials on site. Deselect as necessary*

### 4 Training & Marketing
Present & Follow up: ProLiteracy Worldwide
Training event & Follow up: NAASLN
Training event & Follow up: COABE
Training event & Follow up: Academy for Instructional Excellence

### 5. Assess Utility of Site
Evaluation Visit Planning
Evaluation Visit Recruitment & Prep
Evaluation Visits #1 to Programs
Evaluation Visits #2 to Programs

### 6. Manage site effectively
Ongoing Management of the Collection

The coordinator spends 22.5 hours weekly and project director 2 hours weekly on the ongoing work of the collection, including regular consultation with SLINCS team, CKG, NIFL staff, and other CDPs.

### H. ITEMIZED BUDGET FOR YEARS 1, 2, and 3. PROJECTED BUDGET FOR Year 4.

1. The CKG will continue to make in-kind contributions of their time and expertise.

2. See Appendix C. The budget for the LD special collection is composed primarily of personnel costs. The high cost for this budget in this category is due to greatly increased benefit costs for the coordinator. To offset this cost, the Southern LINCS Regional Technology Center budget covers the cataloging expenses and the web design expenses for this collection.

Expenses budgeted for travel in this collection will send the coordinator to one annual meeting for all Content Development Partners and to 2-3 conferences to make presentations on the collection.

3. **Sustainability Plan**
To address the issue of sustainability we will take the following steps: 1) write a one-page concept paper regarding the Literacy and Learning Disabilities Special Collection and our funding needs and distribute to learning disability organizations nationally and conduct follow-up calls; 2) use the University of Tennessee’s Community of Science Funding Alert system to identify possible funders; 3) participate in efforts of the Southern Regional Technology Center to work with Southern partners on new funding sources.