

Secretary of State Jesse White
Illinois State Library Literacy Office
Gwendolyn Brooks Building
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Adult Literacy Grant Program

GENERAL INSTRUCTIONS:

DEADLINE: All applications must be postmarked on or before April 15, 2008. Applications sent after that date will NOT BE CONSIDERED.

- All applicants MUST use the approved application form.
- All applicants complete pages 1 through 5, at least one additional section designating a category of service and page 43.
- On page 5, applicants must indicate the categories of service that their proposal contains and complete all the pages indicated for each category proposed. The categories of service are Adult Volunteer Literacy (p. 6-15), Family Literacy (p. 16-31), and/or Workplace Skills Enhancement (p. 32-43).
- Applicants who are not applying for a category may delete the pages that do not apply from their submitted application.
- One original application must be submitted with seven copies (total 8, all hard copy).
- DO NOT prepare other cover pages, use colored paper, use print less than font 11, or reduce the margins on the page.
- Limit answers to the space(s) provided, unless otherwise instructed.
- Attachments not specifically required and letters of support are strongly discouraged.
- Carefully collate and staple all pages of each copy of the application.
- Identify and place the original application on top.
- PROOFREAD. Typing and grammatical errors distract the reviewer.
- All applications must attach job descriptions and resumes for personnel PAID by SOS funding. Attach after the budget pages pertaining to the relevant grant project category from which the person will be paid.
- The project year begins on July 1, 2008 and ends on June 30, 2009.
- Award notification will be released when legislative and gubernatorial approval of an FY2009 appropriation is made.
- The Federal Taxpayer Identification Number (FEIN) must be included on the cover page.
- The maximum grant request cannot exceed \$180,000 for applications that include the maximum amount of service. Total grant request listed on the cover page should equal the amount stated on page 43.
- The members of the Literacy Advisory Board review all the applications and recommend those considered worthy of funding to the Secretary of State for his approval. The selection criteria (score sheets) used by this committee is available at the end of this document.

Adult Literacy Grant Program, Instructions

SECTION 2 -- ADULT VOLUNTEER LITERACY TUTORING PROJECTS:

Definition:

Secretary of State Adult Volunteer Literacy projects consist of adult basic education in English or English as a Second Language instruction provided by trained, unpaid volunteer literacy tutors to eligible adult learners.

Purpose:

Adult volunteer literacy projects are intended to improve the basic skills of Illinois adults over the age of 16 who read, write, compute or read English below the 9th grade reading level or below the 7th SPL level for ESL.

Eligible Adult Learners:

Adults are eligible who read, write, compute or comprehend below the 9th grade level in English or below the 7th student performance level (SPL) for ESL, using an acceptable test as outlined in the published rules and regulations and who are over the age of 16 and are not currently enrolled in school.

Eligible Applicant Agencies:

Any agency is eligible to apply that can demonstrate that they have offered adult basic education or English as a Second Language services for the past three years. ALL proposals must include the use of volunteer adult literacy tutoring. For minimum funding, applications must propose to provide direct literacy service to at least 50 students while recruiting and training at least 25 volunteers.

Participating Educational Agency Partner's Information:

This section MUST be completed by the submitting agency described on page 4 detailing their proposed literacy services to this grant. The definition of a participating agency is on the page. Additional agency partners are highly encouraged.

Plan of Operation:

The following is an example of two outcomes that could be used in this section. Note the explanation of the difference between outcomes, activities and evaluation listed on the page in the application.

SAMPLE

<i>OUTCOMES</i>	<i>ACTIVITIES</i>	<i>EVALUATION</i>
<i>80% of the 30 adults (24 individuals) who enter with a reading level of 7th grade or higher and who complete 100 hours of one to one tutoring instruction will demonstrate a reading gain of one grade level.</i>	<i>Adult learners will be tested on intake with SORT or TABE. Adult learners will be matched with an appropriate tutor. Instruction will be provided for three hours per week. Curricula will be tailored to adult learning needs and goals. Post tests will be given after each 50 hours of instruction.</i>	<i>Test of Adult Basic Education (TABE) Slosson Oral Reading Test (SORT)</i>
<i>100% of the adult learners matched with a volunteer tutor will be satisfied with the match.</i>	<i>Adult learners and tutors will be matched by interests and learning styles. Monthly surveys will assess satisfaction. Support will be provided to maintain satisfaction.</i>	<i>Monthly satisfaction surveys. Exit interviews of students.</i>

Adult Literacy Grant Program, Instructions

SECTION 2 -- ADULT VOLUNTEER LITERACY TUTORING PROJECTS (cont.):

Awards Possible

A maximum of one (1) Adult Volunteer Literacy project proposals is acceptable with a maximum award of \$75,000. The average award is significantly less. First year awards do not exceed \$25,000. A combined grant award to any one grantee will not exceed \$180,000.

SECTION 3, FAMILY LITERACY PROJECTS:

Definition:

Secretary of State Family Literacy projects consist of integrated, intensive services for at-risk families that must include adult education, child education, parenting education and literacy-based, interactive, parent-child activity services and library services in order to improve the literacy skills of families. The inclusion of library services is the distinguishing feature of Illinois State Library Family Literacy projects.

Purpose:

Family literacy projects provide services that (1) increase the literacy level of family members, (2) strengthen the intergenerational ties which foster educational achievement and (3) increase the family's ability to use the resources and services of the public library.

Eligibility and enrollment requirements:

An enrolled family consists of:

- Adult(s) over the age of 16, who read, write, compute or comprehend below the 9th grade level in English or who test below student performance level (SPL) 7 in ESL. Testing of the adult is required.
- Child(ren)-at-risk between the ages of 0 and 16 who live in the same household as the adult participant. The children qualify for service by enrollment in a child at risk program.
- Both adults and children must participate in the required program components.
 - Adults in adult education or ESL, parenting education, parent-child together activities and library services.
 - Children in children's education, parent-child together activities and library services.

Provider Agencies:

Agencies submitting this portion of the application must add additional agencies to provide services that are not in the expertise of the submitting agency. Three provider agencies are required:

- an Illinois library which is a member of a library system,
- an adult educational provider agency such as a community college or a community based organization,
- an organization serving children at risk of educational failure such as a Head Start agency, an Even Start program, a school receiving Title I funds or a Pre-K program.

Partner agencies are considered equal partners in the project. One agency may be both the adult literacy provider and the organization serving children at risk if there are separate departments providing each of these services within that agency. In that case, separate services for each providing department must be clearly delineated.

Adult Literacy Grant Program, Instructions

SECTION 3, FAMILY LITERACY PROJECTS (cont.):

Library Partner:

Applications must list a library partner that will offer library services to the enrolled families for the grant period. Ideally, this is the local library which families will use regularly in the future. All other information on that page must be completed.

Agencies cooperating with the Chicago Public Library must follow the directions in Section 3, page 17 of the Application.

Plan of Operation:

Project Components:

Family literacy grant applications require a framework of five project components in the Plan of Operation: library services, adult education, parenting education, children’s education, and parent-child together activities. The Plan of Operation must outline the outcomes, project activities, and evaluation tools that will be used to implement the family literacy project. Outcomes describe a single accomplishment in terms of the benefits for the participants. Project activities outline the procedures that will enable the participants to achieve the desired outcome. Evaluation describes the means the project will use to measure whether and to what extent the expected outcome has been achieved.

- **Library services:** The knowledge of library resources and services and the ability to use the library are content areas that can be taught. Library services programming for the family literacy project will increase the family’s ability to use the library and their knowledge of library resources. Successful proposals will include library goals, outcomes, activities and tools designed for adults, children and for parents and children together.

SAMPLE

<i>OUTCOMES</i>	<i>ACTIVITIES</i>	<i>EVALUATION</i>
<i>100% of the enrolled adults and children will demonstrate increased knowledge of required library practices after attending 3 of 5 workshops</i>	<i>During five workshops: a. teach families library rules b. practice following book borrowing procedures c. introduce sections of library materials</i>	<i>pre and post tests measuring knowledge of library</i>

- **Adult education:** Adult education is the hours the adults spend studying literacy and language to increase their own reading and writing skill level or their ability to speak English.

SAMPLE

<i>OUTCOMES</i>	<i>ACTIVITIES</i>	<i>EVALUATION</i>
<i>80% of the enrolled adults will demonstrate a reading gain of one grade level after participating in 70 hours of adult education</i>	<i>Reading instruction will be provided for six hours per week. Curricula will be tailored to individual needs.</i>	<i>Test of Adult Basic Education (TABE) Slosson Oral Reading Test (SORT)</i>

Adult Literacy Grant Program, Instructions

SECTION 3, FAMILY LITERACY PROJECTS (cont.):

- **Parenting education:** Parenting education is the hours the adults spend studying curriculum related to their role as a parent, topics such as child development, discipline and/or how to support their child’s academic achievement.

SAMPLE

<i>OUTCOMES</i>	<i>ACTIVITIES</i>	<i>EVALUATION</i>
<i>80% of the enrolled adults will demonstrate their ability to appropriately interact with their child’s school after participating in 4 hours of parenting instruction</i>	<i>Parenting instruction will be provided two hours per week. Parenting instruction will introduce expected parent-school interactions like parent-teacher conferences, calling in sick for a child, etc.</i>	<i>Parents will share experiences with school interactions with class Feedback from schools on family participation in school open houses, parent-teacher conferences etc. will be documented for each family.</i>

- **Children’s education services:** Children’s education services are the hours spent preparing the child to reach his or her full educational potential.

SAMPLE

<i>OUTCOMES</i>	<i>ACTIVITIES</i>	<i>EVALUATION</i>
<i>75% of the targeted children aged 3 – 5 will increase their ability to recognize and name concepts like shapes and colors.</i>	<i>Provide 6 developmental activity sessions that introduce and teach these concepts.</i>	<i>Teacher observations Portfolio assessment</i>

- **Parent-child together activities (PACT):** Parent-child together activities are the hours spent in programming during which parents and children regularly participate in reciprocal and interactive teaching and learning. PACT activities differentiate family literacy from other literacy programs. Parent-child activities require planning, preparation of adults for participation, implementation of PACT with parents and children together, and evaluation of the activity by staff and by the adult-child participants. PACT activities are scored on frequency and level of reciprocal interaction, as well as programming.

SAMPLE

<i>OUTCOMES</i>	<i>ACTIVITIES</i>	<i>EVALUATION</i>
<i>After attending 3 1.5-hour PACT sessions, 80% of the parents will increase the reading and/or writing they do with their children at home.</i>	<i>Instruction will be provided on:</i> <ol style="list-style-type: none"> <i>a. reading and writing activities that can be done with children at home</i> <i>b. how to read to your child</i> <i>c. how to choose appropriate books</i> <i>d. borrowing books from the library</i> 	<i>Checklists developed to assess the amount of reading/writing in the home Self-assessment forms completed by participating adults</i>

Awards Possible

A maximum of five (5) Family Literacy project proposals are acceptable with a maximum award of \$35,000 each. A combined grant award to any one grantee will not exceed \$180,000.

Adult Literacy Grant Program, Instructions

SECTION 4, WORKPLACE SKILLS ENHANCEMENT PROJECT:

Definition:

The purpose of the Secretary of State Workplace Skills Enhancement Grant Program is to provide adult basic education or English as a Second Language instruction at the workplace to adults over the age of 16 who read, write, compute or read English below the 9th grade reading level or language learners who score below student performance level 7.

Purpose:

Workplace Skills Enhancement projects are intended to improve the basic skills of Illinois employees over the age of 16 who read, write or compute below the 9th grade level or the 7th SPL level for ESL.

Eligible Applicant Agencies:

Any educational agency or public or private employer may apply. The educational agency must have provided adult basic education or English as a Second Language services for the past three years. The business partner and the educational agency must cooperate on any grant project. Public funds awarded under this grant program must be matched by the business partner with funds at least equal to the amount of public funds awarded.

Participating Business Partner's Information:

Each public or private employer participating in this grant application must complete this page whether or not they are the submitting agency described on page 4. When multiple business partners are participating, a business partner page must be completed for each business.

Participating Educational Agency Partner's Information:

Each educational agency participating in this grant application must complete this page whether or not they are the submitting agency described on page 4.

Plan of Operation:

The following is an example of two outcomes that could be used in this section. Note the explanation of the difference between outcomes, activities and evaluation listed on the page in the application.

SAMPLE

<i>OUTCOMES</i>	<i>ACTIVITIES</i>	<i>EVALUATION</i>
<i>80% of the 30 adults (24 individuals) who enter with a reading level of 7th grade or higher and who complete 60 hours of instruction will demonstrate a reading gain of one grade level.</i>	<i>Instruction will be provided six hours per week for 10 wks. Curricula will be tailored to job-related learning needs and individual learner goals.</i>	<i>Test of Adult Basic Education (TABE) Pre-test at enrollment, post test following 60 hours of attendance.</i>
<i>100% of the adult learners enrolled will show increased ability to follow safety procedures in the factory.</i>	<i>Adult learners will be taught using materials directly related to each safety procedure needed at their workstation.</i>	<i>Improvement will be assessed by the observation of the line supervisor of the learner's use of appropriate safety procedures.</i>

Awards Possible

A maximum of twelve (12) Workplace Skills Enhancement project proposals are acceptable with a maximum award of \$15,000 each. A combined grant award to any one grantee will not exceed \$180,000.

ADULT VOLUNTEER LITERACY TUTORING PROJECT SCORE SHEET

Applicant: City: Funding: Y N # pts.
 Team #: Justify a "No" vote with comments
 09 \$ Request: Project #: Reader:

PARTICIPATING ED. AGENCY PARTNER INFO: (10 possible) Points
 ___ Required information missing
 ___ Services to be provided: minimal – adequate - excellent
 ___ Support from community partners: minimal – adequate – excellent

NEED STATEMENT: (10 possible) Points
 ___ Identification of literacy needs in target population: minimal – adequate - excellent

PROJECT DESCRIPTORS: (10 possible) Points
 ___ Numbers of Adult learners «**ProposedLearnersComm**» and Volunteers
 «**ProposedVolunteersComm**»: min. – adeq. – exc.
 ___ Training of Tutors: minimal – adequate – excellent

PROJECT SUMMARY – ALL (30 possible) Points
 ___ Student recruitment and retention plans: minimal – adequate – excellent
 ___ Instructional curricula design for ABE and/or ESL: minimal – adequate – excellent
 ___ Student assessment, evaluation and reporting procedures: minimal – adequate – excellent
 ___ Services to special populations: adequate – not applicable
 ___ Volunteer Tutors - recruitment, retention, and management plans: min.– adeq. – exc.
 ___ Tutor training schedule and curriculum: minimal – adequate – excellent
 ___ Community coordination: minimal – adequate – excellent
 ___ Community involvement and support: minimal – adequate – excellent
 ___ Professional development for staff members: minimal – adequate – excellent

PROJECT SUMMARY – FUNDED IN FY08
 ___ Summary of program and participant outcomes: minimal – adequate – excellent – n/a
 ___ Plans for change: minimal – adequate – excellent – not applicable

PROJECT TIME FRAME AND LOCATIONS
 ___ Operation is minimal -- adequate – excellent

PLAN OF OPERATION: (30 possible) Points
 ___ Overall project outline: minimal – adequate – excellent
 ___ Outcomes: minimal – adequate – excellent
 ___ Activities: minimal – adequate – excellent
 ___ Evaluation measures: minimal – adequate – excellent

PROJECT BUDGET & PERSONNEL: (10 possible) Points
 ___ Budget Narrative: minimal – adequate – excellent
 ___ Request: exceeds stipulated amount -- not justified by services to be provided -- includes unallowable costs
 ___ Personnel: weak qualifications – inadeqt. time commitment – inappropriate job descript. -- required resumes missing

FAMILY LITERACY PROJECT SCORE SHEET

Applicant: _____ City: _____ Funding: Y N # pts.
 Team #: _____ Project #: _____ *Justify a "No" vote with comments*
 09 \$ Request: _____ Reader: _____
 Partners: _____
 Service Location – City: _____

PARTICIPATING LIB. PARTNER INFO: (5 possible) Points
 Required information missing
 Services to be provided: minimal – adequate - excellent

PARTICIPATING ADULT LIT. PROVIDER AGENCY PARTNER INFO: (5 possible) Points
 Required information missing
 Services to be provided: minimal – adequate - excellent

PARTICIPATING CHILD AT RISK AGENCY PARTNER INFORMATION: (5 possible) Points
 Required information missing
 Services to be provided: minimal – adequate - excellent

NEED STATEMENT: (10 possible) Points
 Identification of literacy needs of ADULT target population: minimal – adequate – excellent
 Identification of CHILDREN-AT-RISK target population: minimal – adequate – excellent
 Library statistics show need for project participation: minimal – adequate – excellent

PROJECT DESCRIPTORS: (5 possible) Points
 Numbers of Adult learners: «TotalAdultsServed»/ Children: «TotalChildrenServed»: minimal – adequate – excellent

PROJECT SUMMARY – ALL (10 possible) Points
 Student recruitment and retention plans: minimal – adequate – excellent
 Instructional curricula design for ABE and/or ESL: minimal – adequate – excellent
 Student assessment, evaluation and reporting procedures: minimal – adequate – excellent
 Library Services integration into project: minimal – adequate – excellent
 Community coordination: minimal – adequate – excellent
 Community involvement and support: minimal – adequate – excellent
 Professional development for staff members: minimal – adequate – excellent

PROJECT SUMMARY – FUNDED IN FY08
 Summary of program and participant outcomes: minimal – adequate – excellent – n/a
 Plans for change: minimal – adequate – excellent – not applicable

PROJECT SCHEDULE
 LIBRARY contact hours (rec. – 30/yr.): minimal -- adequate – excellent
 Adult education contact hours (rec. – 100/ yr.): minimal -- adequate – excellent
 Child education contact hours: minimal -- adequate – excellent
 Parenting education contact hours: minimal -- adequate – excellent
 PACT contact hours (rec. – 36/yr): minimal -- adequate – excellent

PLAN OF OPERATION: (50 possible)	<u>Points</u>
<u>Library Services:</u>	<u>Parenting Education Services:</u>
<input type="checkbox"/> Outcomes: minimal – adequate – excellent	<input type="checkbox"/> Outcomes: minimal – adequate – excellent
<input type="checkbox"/> Activities: minimal – adequate – excellent	<input type="checkbox"/> Activities: minimal – adequate – excellent
<input type="checkbox"/> Evaluation measures: minimal – adequate – excellent	<input type="checkbox"/> Evaluation measures: minimal – ade. – excel.
<u>Adult Education Services:</u>	<u>PACT:</u>
<input type="checkbox"/> Outcomes: minimal – adequate – excellent	<input type="checkbox"/> Outcomes: minimal – adequate – excellent
<input type="checkbox"/> Activities: minimal – adequate – excellent	<input type="checkbox"/> Activities: minimal – adequate – excellent
<input type="checkbox"/> Evaluation measures: minimal – adequate – excellent	<input type="checkbox"/> Evaluation measures: minimal – ade. – excel.
<u>Child Education Services:</u>	
<input type="checkbox"/> Outcomes: minimal – adequate – excellent	
<input type="checkbox"/> Activities: minimal – adequate – excellent	
<input type="checkbox"/> Evaluation measures: minimal – adequate – excellent	

PROJECT BUDGET & PERSONNEL: (10 possible) Points
 Budget Narrative: minimal – adequate – excellent
 Request: exceeds stipulated amount -- not justified by services to be provided -- includes unallowable costs
 Personnel: weak qualifications – inadeq. time commitment – inapprop. job descriptions -- required resumes missing

WORKPLACE SKILLS ENHANCEMENT PROJECT SCORE SHEET

Applicant: _____ City: _____ Funding: Y N # pts.
 Team #: _____ *Justify a "No" vote with comments*
 09 \$ Request: _____ Project # _____ Reader: _____
 Partners: _____
 Business Location - City: _____

PARTICIPATING BUSINESS PARTNER INFO: (5 possible) **Points** _____
 ___ Required information missing
 ___ Services to be provided: minimal – adequate – excellent

PARTICIPATING ED. AGENCY PARTNER INFO: (5 possible) **Points** _____
 ___ Required information missing
 ___ Services to be provided: minimal – adequate – excellent

NEED STATEMENT: (10 possible) **Points** _____
 ___ Identification of literacy needs at workplace: minimal – adequate - excellent
 ___ Identification of direct literacy services to meet need: minimal – adequate - excellent

PROJECT DESCRIPTORS: (10 possible) **Points** _____
 ___ Numbers of employees instructed «**EmployeesInstructed**»: minimal – adequate – excellent
 ___ Release time for instruction: paid company time – paid personal time - unpaid
 ___ Total hours of instruction proposed <<total hours instruction proposed>>

PROJECT SUMMARY – ALL (30 possible) **Points** _____
 ___ Project's overall goals: minimal – adequate – excellent
 ___ Student recruitment and retention plans: minimal – adequate – excellent
 ___ Instructional curricula design for ABE and/or ESL: minimal – adequate – excellent
 ___ Student assessment, evaluation and reporting procedures: minimal – adequate – excellent
 ___ Operating schedule of instruction: minimal – adequate – excellent
 ___ Coordination between business and ed. partner: minimal – adequate – excellent
 ___ Services to prospective employees: minimal – adequate – excellent – not applicable

PROJECT SUMMARY – FUNDED IN FY08
 ___ Summary of program and participant outcomes: minimal – adequate – excellent – n/a
 ___ Plans for change: minimal – adequate – excellent – not applicable

PLAN OF OPERATION: (30 possible) **Points** _____
 ___ Overall project outline: minimal – adequate – excellent
 ___ Outcomes: minimal – adequate – excellent
 ___ Activities: minimal – adequate – excellent
 ___ Evaluation measures: minimal – adequate – excellent

PROJECT BUDGET & PERSONNEL: (10 possible) **Points** _____
 ___ Budget Narrative: minimal – adequate – excellent
 ___ Request: exceeds stipulated amount -- not justified by services to be provided -- includes unallowable costs
 ___ Personnel: weak qualifications – inadequate time commitment – inappropriate job descript. -
 - required resumes missing
 ___ Business Match (required – 1:1): minimal – adequate – excellent