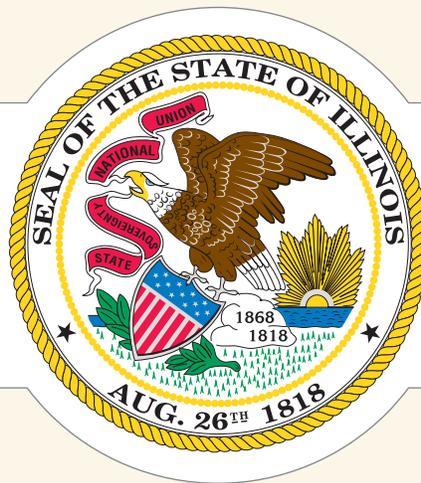# Adult Literacy Program Administrative Manual

Secretary of State/Illinois State Library Literacy Office

Jesse White
Secretary of State and State Librarian

Dear Literacy Practitioner,

The Secretary of State/Illinois State Library Literacy Office has designed this manual to help you understand the requirements of the state's Adult Literacy Grant Program. This manual will help you manage your grant project.

It is our desire to provide consistent understanding of the requirements across the state and to assist you in obtaining the resources needed to effectively provide literacy services to adult learners in your community. As always, please feel free to contact the Literacy Office staff with any questions you may have.

My office is pleased to work in cooperation with you in serving the people of Illinois with their adult literacy needs. We look forward to working with you.

Jesse White

Jesse White
Secretary of State
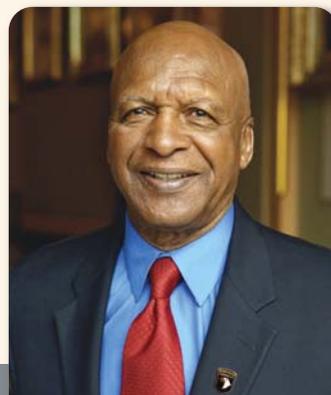
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The Illinois Adult Learning Hotline links potential volunteers
and students with programs. Call 800-321-9511 or complete the form
at www.thecenterweb.org/alrc (click Illinois Adult Learning Hotline).

Table of Contents

Adult Literacy Program Overview

	Adult Volunteer Literacy	Penny Severns Family Literacy	Workplace Skills Enhancement
Purpose	Improve the adult's literacy.	Improve the family's literacy. Improve parenting knowledge.	Improve the employee's literacy. Increase work skills.
Audience	Adults	Adults and their children	Employees who are adults.
Teaching Method	Volunteer tutoring	Classroom teaching	Classroom teaching
Program Components	One: Adult Basic Education (ABE) or English as a Second Language (ESL)	Five: ABE or ESL; child education; parenting education; library education; parent-child interaction	One: ABE or ESL
Agencies Involved	One: Adult education agency	Three: Adult education agency; library; child education agency	Two: Adult education agency; business
Location of Service	Anywhere	Anywhere	At the workplace

The statutory authority for this program is 23 Illinois Administrative Code 3035, Subpart B, Literacy Grant Program.

Adult Volunteer Literacy Projects

Secretary of State/Illinois State Library Adult Volunteer Literacy (AVL) projects consist of tutoring sessions provided by trained, unpaid volunteer literacy tutors to eligible adult learners in Adult Basic Education (ABE) or English as a Second Language (ESL) instruction. High School Equivalency (HSE) instruction is not provided. AVL projects improve the basic skills of eligible Illinois adults in reading, writing, math, computation or comprehension for native language speakers, or in reading, writing, comprehension, computation and speaking for English language learners.

Adult Learner Eligibility
Eligible participants must be adults age 17 or older not currently enrolled in school, and must read, write, compute or comprehend below the ninth-grade level on an accepted test, or score below SPL 7 on an accepted test for speakers of foreign languages.

Implementing and Documenting an AVL Project
The following implementation and documentation activities are required by the administrative rules [23 ILL. Adm. Code, Subpart B] governing this state-funded grant project. Literacy grant files at the Illinois State Library are audited annually. From July 1 to June 30, projects must:

Read and become familiar with the AVL Grant Application
Upon approval, an agency's AVL Grant Application becomes a contract between the agency and the Secretary of State/Illinois State Library that shows what specific services the agency will provide during the grant year.

Required documentation: A program file should contain the grant application, the contract, copies of report forms, and other correspondence from the State Library Literacy Office. Files must be kept for the number of years specified in your contract.

Recruit volunteer literacy tutors
• Recruit the number of tutors proposed in the grant application.
• At least 25 volunteer literacy tutors must instruct adult learners over the full year's time.
• Each volunteer literacy tutor must complete 12 hours of literacy tutor training before tutoring (see Volunteer Tutor Training on pages 6-8).
• Carefully match the tutors with adult students.
• Communicate with the volunteer tutors on a regular basis.

Required documentation: Volunteer tutor files must be kept on each tutor documenting when, where and how much time was spent in pre-service and in-service training; who the adult tutors are matched with; the amount of instruction (dates met and number of hours) provided to each learner, and reports submitted by the tutor.

Recruit adult literacy students
• Recruit the number of adult literacy students proposed in the grant application — at least 50 adult literacy students over the full year's time must be recruited.
• To qualify for literacy services, adult learners must be age 17 or older, not currently attending school, and score below 9.0 on the SORT, TABE Reading (English speaking learners), TABE Math or below SPL 7 on the BEST, ESLOA, CASAS, CELSA or CLAS-E (non-English language speakers). (See Adult Learner Assessment on pages 9-10 for more information.)
• Other professionally accepted educational assessments approved by the State Library may be used that provide accurate measurements of an adult student's literacy or English language skill level.

Required documentation: Adult learner files must be kept on each adult learner, which include a registration/ intake form; a record of which volunteer tutor the learner is matched with; a copy of the pre- and post-tests with dates; other assessment information; and the amount of instruction (dates met and number of hours) attended by each learner with the tutor. Files must be kept for the number of years specified in your contract.

Provide free volunteer tutoring services to low-literate and limited English-proficient adult learners
- Complete an intake interview with the prospective adult learner, gathering information for the statistical report and information to make a good tutor match.
- Pre-test the learner's literacy skills (see eligible tests on page 10).
- Carefully match the learner with a trained literacy tutor.
- Supervise and assist the instruction and progress of the learner-tutor relationship.
- Appropriate instructional content is ABE (including reading and math) or ESL.
   a. Computer instruction is not a content area for adult learners, although computers may be used to deliver adult literacy instruction.
   b. HSE preparation is inappropriate because eligible adult learners are functioning below the ninth-grade reading level, which is too low for successful HSE completion.
- Track the instructional hours of the learners and the tutors (see Tutor Instructional Settings and Reporting Service Hours on page 8).
- Post-test adult learners at least annually with the same test used for the pre-test. When a learner informs the program that they are leaving, post-test that learner (see page 10).

Understand and provide pre- and post-testing for adult learners
The purpose of the pre-test is to inform the tutor about the needed topics for instruction and instructional level, help the tutor and learner pair measure progress, and guarantee grant eligibility and reporting compliance.
- Administer acceptable tests for ABE and ESL (see page 10).
- Pre- and post-tests are used to calculate a learner's skill gain within one grant year's time. Therefore, you may go back 120 days (or four months) into the previous fiscal year. A pre- or post-test dated March 1 of the previous year or later is eligible.
- When there are many months of untutored time between the pre-test and tutoring, the program fulfills its eligibility and compliance responsibility but falls short of giving the tutor and learner an accurate measurement with which to start instruction.
- Use the same pre- and post-test to accurately measure a learner's skill gain.

Complete reporting requirements
Forms are available at www.cyberdriveillinois.com (click Departments, Illinois State Library, Literacy).
- Statistical Report (numerical data about adult learners and tutors) — Due Jan. 15 and July 15. If you have an approved contract extension, the report will be due Aug. 15 instead of July 15.
- First Quarter Narrative Report (progress in the first quarter of the grant year) — Due Oct. 15.
- Midterm Narrative Report (progress half way through the grant year) — Due Jan. 15.
- Third Quarter Narrative Report (progress for the first three quarters of the grant year) — Due April 15.
- Final Narrative Report (progress for the full year) — Due the end of the grant year on July 15. If you have an approved contract extension, the report will be due Aug. 15.
- Financial Reports (quarterly expenditures) — Due Oct. 15, Jan. 15, April 15 and July 15. If you have an approved contract extension, final expenditures will be reported on the Quarterly Financial Report due Aug. 15.

Report to Literacy Office staff at a monitoring visit

Monitoring (onsite, electronic or phone) is conducted with each funded project at the discretion of the Literacy Office but not less than every other year. The following information will be collected and documented:

- actual operation of the grant program;
- grant program file;
- tutor files;
- adult learner files; and
- project financial files including payroll.

Publicity requirements

When referring in press releases or other public information to your agency's Adult Volunteer Literacy Grant project, include the phrase: "This project was made possible by a grant awarded by the Illinois State Library, a division of the Office of Secretary of State, using funds designated for literacy."

Key Components of a Successful AVL Project

- Accessible services — The project, embedded in the community, advertises adult literacy services and reduces barriers for the adult learners.
- Community-based and goal-oriented services — The project meets the adult literacy needs of the community and the adult learners, and meets the needs of the volunteer tutors for support.
- Constant recruitment — The project is regularly recruiting both volunteer tutors and adult learners.
- Appropriate services for learners and tutors — The project appropriately assesses adult learners and places learners with volunteer tutors whose training meets established guidelines.
- Well-supported tutoring services — The project's staff (i.e., volunteer tutor coordinator) contacts the tutor-student matches to ensure that the match is meeting the needs of both participants and they have the materials they need.
- Services are reviewed, evaluated and documented — The project periodically reviews adult learning gains, staff development and tutor training components to evaluate and improve program performance and outcomes. Accurate reports reflect the project, are completed and submitted on time, and document project performance and outcomes.
- Services are proven effective by positive results — The project results in measurable gains by adult learners and satisfaction expressed by volunteer tutors.

Volunteer Tutor Training

The success of the Adult Volunteer Literacy effort rests with the effectiveness of volunteer tutor training. Tutor training must be high quality, systematic and continual. Tutor training must prepare volunteer tutors to meet the reading, math, writing or English-language learning needs of the adult learners in the program. Local coordinators and trainers must develop strategies, methods, techniques and training delivery methods to fit the needs of local adult learners and volunteer tutors.

Volunteer tutor requirements

- Volunteer tutors receive no compensation in any form for their tutoring.
- Volunteer tutors must complete at least 12 hours of adult literacy tutor training before tutoring adult learners.
- Volunteer tutors must have a high school or a HSE diploma and be at least age 18.
- A college student may be a volunteer tutor; however, a local project must invest at least 12 hours of training in the college student tutor. A local project that uses college students as tutors will have to do more recruiting and training than a project that uses more mature and long-term adult tutors.
- Retired teachers are required to complete tutor training. Adult learners have different learning styles and needs than children and may not progress as fast as children do. Tutors must understand the challenges of tutoring low-level adult learners and be introduced to the materials appropriate for adult learning. They also need to be introduced to tutoring on a one-on-one basis rather than teaching in a classroom.

- A volunteer tutor who was trained at another project also must complete training through your organization. You must also verify and document any previous training, i.e., when and where it took place, how many hours were completed, and what topics were covered.

Tutor training requirements — pre-service
The Literacy Office requires a minimum 12 hours of initial (pre-service) volunteer adult literacy tutor training prior to placement with an adult learner. Tutor training may be delivered by any combination of lecture, home study, observation, mentoring or shadowing, and online methods. The trainer is responsible for verifying mastery of content and hours of training for any method. The following minimum topics must be covered in initial or pre-service volunteer tutor training:

- **Introduction** — An introduction of the problems and challenges facing adults with low-literacy skills and an orientation to the adult literacy efforts at the local, state and national levels.
- **The Adult Literacy Volunteer Tutor** — A description of the expectations, rights, responsibilities and roles of volunteer tutors to the local program and to the adult learners, as well as the responsibilities of the program to the tutors.
- **The Adult Learner** — An introduction of the needs, goals and characteristics of adult learners. Discussion of learning differences between adults and children, as well as methods to establish rapport, identify barriers and challenges, initiate goal-setting and build self-esteem. This section is essential for former schoolteachers.
- **The Adult English Language Learner** — A discussion of the language learning process and the process of learning reading, writing and speaking for speakers of other languages.
- **Assessment** — An introduction of the required assessment tools and other methods of evaluating and communicating learner progress. Introduce the topic of learning disabilities, including hearing, vision and other difficulties.
- **Instructional Techniques** — An introduction and practice using teaching tools and techniques for adult learners at beginning, middle and advanced literacy levels. For native English speakers, a description of methods to teach vocabulary and word analysis comprehension, writing and math. For English language learners, a description of methods to teach listening, comprehension, speaking, reading, writing and math.
- **Materials, Resources and Support** — A summary of commercial materials and a demonstration of how to use authentic materials such as newspapers or bus schedules. Also cover the services, resources and materials of the local public library and the local literacy project's library. Introduce the tutor to continuing education opportunities and support services provided.
- **Goal setting and Lesson Plans** — Provide guidelines on organizing instruction to meet adult learner needs and goals.

Tutor training requirements — in-service
Because the progress of adult learners rests upon the skills of the volunteer tutors, effective ongoing training is essential. Projects should provide regular in-service professional development opportunities seeking relevant topics from the volunteer tutors. Additional trainings may focus on instructional websites; family learning strategies and activities; workplace literacy adaptations; life skills such as financial or health literacy; testing and assessment skills; study skills; retention strategies; problem solving; and math strategies.

Tutor training options
Tutor training can be delivered by a grant recipient agency, another agency, or an individual trainer named as a contractual partner in the grant application. The grant is awarded to an agency to deliver tutoring to adult learners through trained, unpaid volunteers. The agency is responsible for recruiting, training and managing the volunteer tutors.

When using an outside entity as a tutor trainer, an additional one to two hours of training must be provided that orients tutors to the local project's agency and their responsibilities to that agency. In addition, in the tutor file, confirm and certify the length in hours of training and that the training contains the required components.

Literacy Office ALVTT tutor training

The Literacy Office offers the online Adult Literacy Volunteer Tutor Training (ALVTT) program designed to supplement local tutor training; it does not replace on-site, face-to-face adult literacy volunteer tutor training. The program's 13 lessons provide, at most, 10 of the 12 required hours of adult literacy volunteer tutor training. The ALVTT may be used to train adult volunteer tutors who have distance or scheduling difficulties. You may use the entire training or only certain lessons. You may adapt the ALVTT to meet your agency's particular needs. For instance, if the Reflective Activity for a particular lesson does not work for you, feel free to adapt it. If an exercise is not appropriate to your audience, omit it. The ALVTT is basic, not comprehensive. You may provide additional information to your trainee to expand the training.

The ALVTT is open to all programs working with prospective adult volunteer tutors. For more information, call 217-785-6921. Tutor trainers must register with the State Library Literacy Office. Registration and other information is available at www.cyberdriveillinois.com/departments/library/literacy/oltt/home.html. Trainers will be sent an informational memo, a link to the Trainer's Notes and a tracking chart. Adult volunteer tutors do not need to register with the State Library Literacy Office. The tutor training curriculum is also available in a printable format at the link above.

Tutor Resources on the Internet

- Pro Literacy Network (www.proliteracyednet.org) — Free online courses guide educators, program managers, students and volunteers in the best literacy instruction and lifelong learning habits.
- Online Adult Basic Literacy Tutor Training Workshop (adultliteracytutor.blogspot.com) — A comprehensive 14-hour tutor-training workshop developed by the Virginia Adult Learning Resource Center.
- Community Literacy of Ontario (http://literacybasics.ca/) — Designed to help busy literacy practitioners and volunteers access free self-directed and needed training at convenient times and locations, choosing content and tools appropriate to their interests, needs and skill levels.
- Media Library of Teaching Skills (www.mlots.org) — A free, online digital library of short videos of adult education teachers and their classes or tutorials for use in professional development. Each video is an example of a state-approved (for various states) content standard, research-based practice, preferred approach, or specific teaching method or skill.

Tutor Instructional Settings and Reporting Service Hours

All AVL projects are required to provide one-on-one volunteer tutoring. Tutors also may work in a classroom or a small group setting. A class consists of more than 10 adult learners; small groups have two to 10 adult learners. Situations vary widely with regard to reporting volunteer service hours. The following scenarios illustrate allowable uses of tutors in group tutoring situations and how to calculate hours for each.

Scenario 1: A group of less than 10 adult learners uses an unpaid volunteer tutor as the only instructor in the room. This is a small group. For adult learner instructional hours, count the actual instructional hours for each adult learner. For volunteer tutor instructional hours, count actual instructional hours the volunteer tutor provides to just one adult learner. Do not multiply by the number of adult learners in the group. (The volunteer tutor does not spend six hours in the class although he or she might work with six adult learners during his or her one hour of tutoring.) Therefore, the number of hours counted for one learner will NOT match the number of hours counted for one tutor.

Scenario 2: A class of more than 10 adult learners with a teacher has a volunteer tutor who leaves the room with individual learners as needed during class time. This is a one-on-one tutoring setting. For adult learner instructional hours, count the actual instructional hours for each adult learner. For volunteer tutor instructional hours, count the actual instructional hours the volunteer tutor provides to the adult learner.

Scenario 3: A class of more than 10 adult learners with a teacher has a volunteer tutor who meets separately with various adult learners one at a time as the adult learner, volunteer tutor and teacher have previously scheduled. This is a one-on-one tutoring setting. For adult learner instructional hours, count the actual instructional hours of the adult learner with the volunteer tutor. For volunteer tutor instructional hours, count the actual instructional hours of the volunteer tutor.

Scenario 4: A class of more than 10 learners with a teacher has several volunteer tutors who stay in the room working directly with small groups (2-10) of adult learners who are assigned to work with one certain volunteer tutor during the class time. This is called supervised volunteer tutoring in a small group setting. The ratio is one volunteer tutor to several adult learners. For adult learner instructional hours, count the actual instructional hours for each adult learner. For volunteer tutor instructional hours, count actual instructional hours the volunteer tutor provides for just one adult learner. (Do not multiply by the number of adult learners in the group.)

Scenario 5: A class (more than 10 learners) with a paid instructor has a volunteer tutor who does not leave the room but acts as a teacher's aide and assists various adult learners as needed during class time. This is not a preferred use of volunteer tutors and, therefore, is not counted in the Statistical Report. This is not a small group or one-to-one; it is a class. Do not count the instructional hours of these adult learners or the volunteer tutor because a paid teacher is providing the primary instruction. The AVL grant counts instruction provided by unpaid volunteer tutors only.

Coordinating with other funders

If an adult learner is participating in a tutoring situation as outlined above and is in classroom instruction funded by the Illinois Community College Board (ICCB), the adult learner should be counted in both the ISL Literacy Statistical Report and in the ICCB statistical reports. In that case, the program is capturing all the instructional hours in which the learner participates. The differences between adult learners served through Secretary of State-funded literacy programs and those served through ICCB funding are outlined on the graph below:

Adult Learner Assessment

	SOS	ICCB
Adult learners — ABE eligibility	Below 9.0 grade level (ABE 0-8.9)	Up to 12.9 grade level (ABE 0-8.9) (ASE 9.0-12.9)
Adult learners — ESL eligibility	Below SPL 7 (SPL 0-6.9)	Up to NRS SPL 7
Adult learners — Age eligibility	Age 17 or older, must be separated from high school	Over age 17, must be separated from high school
Adult learners — HS diploma eligibility	Diploma OK, focus on test score not high school documentation	Primary focus is students who do NOT have a high school diploma. May serve those with diploma but must document receipt of high school diploma at intake.
Adult learners — Instruction provided by	Unpaid volunteer tutors	Paid instructors to claim students/units for generation
Reporting system	Statistical Reports submitted by email	DAISI

The initial assessment, or pre-test, fulfills eligibility requirements and identifies the knowledge and skills that adult learners bring to the learning situation. Results should be shared with both adult learners and volunteer tutors so they can identify the competencies they need to master to achieve their goals. Commercial pre- and post-tests cost money to purchase or to pay for the required test administration. Grant funds may be used to cover pre- and post-test costs if it is documented in the grant budget.

Pre-test
To be eligible for tutoring, adult learners are required to take a pre-test. Acceptable tests for native English speakers are the SORT, TABE Reading and TABE Math. For those with limited English proficiency or non-English speakers, the ESLOA, CELSA, CASAS, CLAS-E and any version of BEST (BEST Plus, BEST Literacy, BEST Oral) are acceptable. Other professionally accepted educational assessments approved by the State Library may be used that provide accurate measurements of an adult student's literacy or English language skill level. English language speakers must score below a 9.0 grade level equivalent to be eligible for tutoring. Limited English proficient or non-English speakers must score below Student Performance Level Seven (SPL 7) to be eligible for tutoring.

For returning learners, a program must decide whether another pre-test is needed based on how much time away from instruction the learner has spent. A general guideline is if a learner has not been involved in tutoring in the last four months (120 days), a new pre-test should be administered.

Post-test
A post-test measures an adult learner's literacy knowledge or literacy skills gained after tutoring instruction. Post-tests are highly encouraged, but not always possible to get. Without a post-test, no achievement can be measured.

Gains must be measured within one fiscal year; therefore, a minimum of one pre-test and one post-test must take place within one fiscal year. A continuing adult learner may use the last test taken during the previous fiscal year, going back to March 1 of the previous year. The last post-test becomes the pre-test for a continuing adult learner. Use the same pre- and post-test to accurately calculate a learner's skill gain.

A program must decide on a certain interval between the pre- and the post-test according to the needs of the adult learner and the program. Too short of an interval may not show any learning gain, while if too long of an interval is set, an adult learner may leave the project without receiving any post-test.

If an adult learner who begins the fiscal year with an eligible score of below 9.0 or SPL 7 and achieves a greater score during the grant year, the adult learner may continue to be served by the program until the end of that fiscal year (June 30). Assessment data must be reported to the Literacy Office on the Statistical Report.

MELT Student Performance Levels Correlations Chart

The MELT (Mainstream English Language Training) Chart shows those correlations between the ESL test score and the student performance level. The chart was developed by the Office of Refugee Resettlement of the U.S. Department of Health and Human Services. Secretary of State literacy grants fund programming that addresses the educational needs of individuals functioning below the 7 MELT Student Performance Level (SPL).

MELT SPL	BEST Literacy*	BEST Oral*	BEST Plus*	CELSA	CASAS	CLAS-E	ESLOA	Level
0	0	0-8	329 and below	–	0-150	249 and below	1.75-17.54	Pre-Literacy
1	1-12	9-15	330-400	–	151-179	250-392	17.55-54.37	Literacy
2	13-30	16-28	401-417	0-12	180-190	393-436	54.38-78.94	Low Beginning
3	31-53	29-41	418-438	13-19	191-200	437-476	78.95-100	Beginning
4	54-66	42-50	439-472	20-23	201-210	477-508	–	High Beginning
5	67-71	51-57	473-506	24-29	211-220	509-557	–	Low Intermediate
6	72-74	58-64	507-540	30-41	221-235	558+	–	Intermediate (SOS Eligibility Limit)
7	75-77	65+	541-598	42-53	236-245	–	–	High Intermediate
8	78+	–	599-706	54-64	246+	–	–	Low advance
9	–	–	707-795	65+	–	–	–	Advanced
10	–	–	796+	–	–	–	–	–

* scale scores

Penny Severns Family Literacy Projects

Secretary of State Penny Severns Family Literacy projects consist of integrated, intensive services for at-risk families that must include adult education; child education; parenting education; literacy-based, interactive parent and child (PACT) activities; and library services to improve the literacy skills of families. The inclusion of library services is the distinguishing feature of Penny Severns Family Literacy projects. Family literacy projects increase the literacy level of family members, strengthen the intergenerational ties that foster educational achievement and increase the family's ability to use the resources and services of the public library. Both adults and children must participate in all the required program components: adults in Adult Basic Education (ABE) or English as a Second Language (ESL), parenting education, PACT activities and library services; children in children's education, PACT activities and library services.

Penny Severns Family Literacy Learner Eligibility
Eligible families include adults age 17 or older not currently enrolled in school, and must read, write, compute or comprehend below the ninth-grade level on an accepted test, or score below SPL 7 on an accepted test for speakers of foreign languages. Eligible families include children under age 16 who live in the same household as the adult. Three provider agencies are required to work together on this program:
1. Illinois public library (ideally, a local library that families will use regularly in the future);
2. Adult educational provider agency; and
3. Organization serving children at risk.

Agencies eligible for Penny Severns Family Literacy grant funds must partner with additional agencies to provide services not in the expertise of the submitting agency. Partner agencies are considered equal partners in the project. One agency may be both the adult literacy provider and the agency 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.

Implementing and Documenting a Penny Severns Family Literacy Project

The following implementation and documentation activities are required by the administrative rules [23 ILL. Adm. Code, Subpart B] governing this state-funded grant project. Literacy grant files at the Illinois State Library are audited annually. From July 1 to June 30, projects must:

Read and be familiar with the Penny Severns Family Literacy Grant Application
Upon approval, a Penny Severns Family Literacy Grant Application becomes a contract between the submitting agency and the Secretary of State/Illinois State Library that shows what specific services the agency will provide during the grant year.

Required Documentation: A program file should contain the grant application, the contract, copies of report forms and other correspondence from the State Library Literacy Office. Files must be kept for the number of years specified in your contract.

Recruit adult literacy learners and their children
- Recruit the number of adults and children proposed in the grant application over the full year's time.
- To qualify for Penny Severns Family Literacy services, adults must be age 17 or older, be caregivers of children, not currently attending school, and score below 9.0 on the SORT, TABE Reading or TABE Math test (English speaking learners), or below SPL 7 on the BEST, ESLOA, CASAS, CELSA or CLAS-E (non-English language speaking).
- Other professionally accepted educational assessments approved by the State Library may be used that provide accurate measurements of an adult student's literacy or English language skill level.

- To qualify for Penny Severns Family Literacy services children must be enrolled in a childhood program and living with the caregiver who is enrolled.

Required Documentation: Adult learner files must be kept on each adult learner, which include a registration/intake form listing the names of their enrolled children; a copy of the pre- and post-test with dates; any other assessment information; and the amount of instruction (dates met and number of hours) attended by each learner in each of the four adult components: adult education, parent education, PACT activities and library activities. The file should also contain assessment and progress documentation on the enrolled children and attendance (dates met and number of hours) for each child in each of the three child components: child education, PACT and library activities.

Provide free Penny Severns Family Literacy services to adult learners and their children
- Complete an intake interview with the prospective adult learner and their eligible children, gathering information for the statistical report.
- Pre-test the adult learner's literacy skills (see eligible tests on page 10).
- Provide the five components of service to the appropriate family members:
  1. Adult education — Appropriate instruction during which the learners study reading, writing, math or English proficiency.
     - Provided by a grant partner agency experienced in adult education.
     - HSE instruction is not appropriate.
     - Development of learner support systems are encouraged.
  2. Children's education services — Developmentally appropriate instruction during which the children are prepared to reach their full educational potential. Provided by a grant partner agency experienced in child education.
  3. Parenting education — Information related to their role as a parent, including topics such as child development, discipline and/or how to support their child's academic achievement.
  4. Parent-child together (PACT) — Activities during which parents and children participate in frequent, reciprocal and interactive teaching and learning.
     - PACT activities differentiate family literacy from other literacy programs.
     - PACT activities require planning, preparation of adults for participation, implementation with parents and children together, and evaluation of the activity by staff and the adult-child participants.
  5. Library services — Instruction about library materials, resources, programs and services that will increase the family member's ability to use the library.
     - Provided by a grant partner agency that is a library.
     - Takes place at the library as often as possible.
- Coordinate the five service components across the three or more participating agencies.

Understand and provide pre- and post-testing for adult learners
The purpose of the pre-test is to inform the instructor about the needed topics for instruction and instructional level to measure progress, and to guarantee grant eligibility and reporting compliance.
- Administer acceptable tests for ABE and ESL (see eligible tests on page 10).
- Pre- and post-tests are used to calculate a learner's skill gain within one grant year's time. Therefore, you may go back 120 days (or four months) into the previous fiscal year. A pre- or post-test dated March 1 of the previous year or later is eligible.
- Use the same pre- and post-test to accurately measure a learner's skill gain.
- When a learner informs the program that they are leaving, post-test the learner.
- It is not a requirement of the program for children to be assessed.

Complete reporting requirements

Forms are available at www.cyberdriveillinois.com (click Departments, Illinois State Library, Literacy).

- Statistical Report (numerical data about the adults and children) — Due Jan. 15 and July 15. If you have an approved contract extension, the report will be due Aug. 15 instead of July 15.
- First Quarter Narrative Report (progress in the first quarter of the grant year) — Due Oct. 15.
- Midterm Narrative Report (progress half way through the grant year) — Due Jan. 15.
- Third Quarter Narrative Report (progress for the first three quarters of the grant year) — Due April 15.
- Final Narrative Report (progress for the full year) — Due the end of the grant year on July 15. If you have an approved contract extension, the report will be due Aug. 15.
- Financial Reports (quarterly expenditures) — Due Oct. 15, Jan. 15, April 15 and July 15. If you have an approved contract extension, final expenditures will be reported on the Quarterly Financial Report due Aug. 15.

Report to Literacy Office staff at a monitoring visit

Monitoring (onsite, electronic or phone) is conducted with each funded project at the discretion of the Literacy Office but not less than every other year. The following information will be collected and documented:

- actual operation of the grant program;
- grant program file;
- adult learner files;
- children's files; and
- project financial files including payroll.

Publicity requirements

When referring in press releases or other public information to your agency's Penny Severns Family Literacy Grant project, include the phrase: "This project was made possible by a grant awarded by the Illinois State Library, a division of the Office of Secretary of State, using funds designated for literacy."

Key Components of a Successful Penny Severns Family Literacy Project

- Five components — The project ensures all families attend all five components of a Penny Severns Family Literacy project:
  1. Adult education — Literacy instruction for the adult participant is provided by an organization experienced in adult education and literacy. Parents may attend individually or as a group. A minimum of 100 hours of adult education should be provided in a program year.
  2. Children's education — Children's instruction is developmentally appropriate for the children's age group and is provided by one or more organizations experienced in children's education. Ideally, services for adults and children occur at the same location at the same time. A minimum of 50 hours of child education should be provided in a program year.
  3. Parent and child together (PACT) activities — PACT activities take place at every meeting of the family project. Activities are interactive between parent and child. PACT activities are planned and implemented by one or more of the participating organizations as a team. A minimum of 36 hours of PACT activities should be provided in a program year.
  4. Parenting education — The focus of this component is based on the adult's role as a parent and covers topics such as child development, discipline and/or how to support their child's academic achievement. Parent education can be taught by any of the partners and coordinated with adult education, library and/or PACT activities. A minimum of 30 hours of parenting education should be provided in a program year.
  5. Library services — Library staff teach families about library services, resources, materials and the library facility. The library services component is unique to the Illinois State Library's Penny Severns Family Literacy projects. This component ensures that families are aware of the services available through the library and

are comfortable using their local library. A minimum of 30 hours of library service should be provided in a program year.

- Component integration — The project integrates the five components to provide a seamless design of services and contribute to achievement of family outcomes. Example: The topic of nutrition begins with reading and teaching in adult education; includes the sharing of family and cultural eating habits in the parenting education component; continues with topical children's books in children's education; is supported with cookbooks from the library; and followed by a food-related activity in PACT activities.
- Appropriate services for adults and the children — The project appropriately assesses the adults to determine their eligibility and places them in appropriate instruction. The project provides developmentally appropriate services for the children.
- Partner agencies work together closely in providing family literacy services — Staff and partner agencies communicate effectively to plan services that support all agencies and components. Staff members from one discipline/agency cooperate in activities for other disciplines.
- Well-trained and cross-trained staff provides services — Staff members of the partner agencies participate in staff development workshops and meetings that contribute to the excellence of the project and the knowledge of the staff, both in their own discipline as well as that of related services.
- Services are reviewed, evaluated and documented — Families provide feedback to project management as to effectiveness of program. The project conducts program evaluations and uses the results to make changes to improve performance and outcomes.
- Services are proven effective by positive results — The project results in measurable gains by both the adult and child participants.

Family Literacy Components and Calculating Service Hours for Each Component

In Family Literacy, there are five required components: adult education; child education; parenting education; library services; and parent and child together activities. To count families on the statistical report, all adults must have been pre-tested and the family must be attending all five components.

Over the course of the fiscal year, each participant should participate in an average number of hours of instruction in each of the five required components. More hours of instruction must be provided in order for all these minimum hours to be achieved by each enrolled individual.

Minimum hours of instruction offered:
Adult Education: 100 hours
Children's Education: 50 hours
Parenting Education: 30 hours
Parent and Child Together Activities: 36 hours
Library Services: 30 hours

The statistical report requires reporting the number of instructional hours participants actually attend in each of the components. The narrative report requires reporting the number of hours of instruction offered.

To calculate the hours as required, please read the scenarios below.

Adult Instructional hours represent the time an adult learner actually spends learning adult education content with a teacher or tutor.

Scenario 1: 15 adults/parents are enrolled in a 30-hour ABE class that meets twice a week for 2.5 hours each session. Fifteen parents do not miss a single class (30 hours of instruction x 15 parents = 450 instructional hours). The other five parents miss one session each (27.5 hours x 5 parents = 137.5 instructional hours). 450+137.5=587.5 **Report 587.5 adult instructional hours.**

Scenario 2: 15 adults/parents are enrolled in a 30-hour ESL class that meets twice a week for 2.5 hours each session; additionally, eight of the parents work with a tutor for a half hour each week for six weeks. All 15 parents have perfect attendance in the class (30 hours of instruction x 15 parents = 450 instructional hours). Plus the time spent in one-on-one tutoring (.5 hours x 8 parents x 6 weeks = 24 instructional hours). 450+24=474 **Report 474 adult instructional hours.**

Children's Instructional hours are comprised of the actual instructional time spent by the child in formal instruction, including time directly paid for by the grant and donated in-kind to the project by a partner agency. Please include school instruction for school-aged children enrolled in the family literacy program. Children attend programming while parents are in adult education (2.5 hours x twice a week = 5 hours) + the time children attend school (6 hours/day x 5 days/week = 30 hours). 5 + 30 = 35 hours of child instruction per week x 6 weeks x 20 children = 4200 **Report 4200 children's instructional hours.**

Parenting hours are the instructional hours spent studying issues related to the parental role of adults. Hours are calculated by multiplying by the number of individuals that attend each parenting session. (Session 1: 15 parents attend a 2-hour parenting workshop for a total of 30 hours of parenting; Session 2: 8 parents attend a 2-hour parenting workshop for a total of 16 hours of parenting; Session 3: 10 parents attend a one-hour PTA meeting = 10 hours.) 30+16+10=56 **Report 56 parenting hours.**

PACT hours represent the interactive time parents spent with their child teaching and learning together. Hours are calculated by multiplying by the number of adults that attended each PACT session. (PACT activity 1: 10 parents attend a 2-hour PACT activity for a total of 20 hours of PACT; Session 2: 8 parents attend a 2-hour PACT activity for a total of 16 hours of PACT; PACT activity 3: 12 parents attend a 1.5-hour Family Fun Night for a total of 18 hours.) 20+16+18=54 **Report 54 PACT hours.**

For library services, include the number of hours spent at the library AS A GROUP.

Library hours are the program hours spent in the library or in the presence of a librarian employed by the library partner agency. This does not include independent library use. Hours are **NOT** multiplied by each person attending. The group goes to the library twice a month for 1.5 hours on Fridays for a tour, instruction and storytime. The other two Fridays of the month, the librarian visits the program for storytime and a related activity. So, for any given month, 4 Fridays x 1.5 hours = 6 hours of library time per month.

Scenario: A PACT activity is held at the library and conducted by the librarian. Should this time be counted as PACT or library time? Either way is acceptable; however, do not count the time in both PACT and library as double counting is prohibited.

The statistical report is due at midterm on Jan. 15 and at final on July 15, or Aug. 15 with an approved contract extension. The statistical report is cumulative; therefore, add all activities from the first reporting period to the second reporting period to show activity for the entire grant year.

Workplace Skills Enhancement Projects

Secretary of State/Illinois State Library Workplace Skills Enhancement (WSE) projects consist of instruction in Adult Basic Education (ABE) or English as a Second Language (ESL) conducted at the workplace for current or prospective employees. WSE projects improve the basic skills of current or prospective Illinois employees in reading, writing, math, computation or comprehension for native language speakers, or in reading, writing, comprehension, computation and speaking for English language learners.

WSE Grant Learner Eligibility
Eligible participants are adults age 17 or older not currently enrolled in school, and must read, write, compute or comprehend below the ninth-grade level on an accepted test, or score below SPL 7 on an accepted test for speakers of foreign languages. Two provider entities are required to work together on this program:
1. Educational agency
2. Public or private employer who matches the public funds.

Implementing and Documenting a WSE Project

The following implementation and documentation activities are required by the administrative rules [23 ILL. Adm. Code, Subpart B] governing this state-funded grant project. Literacy grant files at the Illinois State Library are audited annually. From July 1 to June 30, projects must:

Read and be familiar with the WSE Grant Application
Upon approval, the grant application becomes a contract between the submitting agency and the Secretary of State/Illinois State Library that shows what specific services the employer and educational provider will provide during the grant year.

Required Documentation: A program file should contain the grant application, the contract, copies of report forms, and other correspondence from the State Library Literacy Office. Files must be kept for the number of years specified in your contract.

Recruit current or prospective employees
• Recruit the number of employees proposed in the grant application over the full year's time.
• To qualify for services, employees must be age 17 or older, not currently attending school, and score below 9.0 on the SORT, TABE Reading or TABE Math test (English speaking learners) or below SPL 7 on the BEST, ESLOA, CASAS, CELSA, CLAS-E or a customized test specific to the workplace (non-English language speaking).
• Other professionally accepted educational assessments approved by the State Library may be used that provide accurate measurements of an adult student's literacy or English language skill level.

Required Documentation: Files should be kept on each current or prospective employee, which include a registration/intake form; a copy of the pre- and post-test with dates; any other assessment information; and the amount of instruction (dates met and number of hours) attended by each learner. Files must be kept for the number of years specified in your contract.

Provide job-specific basic skills training to low-literate employees
• Complete an intake interview with the prospective or current employee, gathering information for the statistical report.
• Pre-test the employee's literacy skills.
• Place employee in an appropriate class based on needs.
• Track the instructional hours of the learners and the instructors.
• Post-test adult learners annually with the same test used for the pre-test. When a learner informs the program that they are leaving, post-test that learner.

Understand and provide pre- and post-testing for adult learners
- The purpose of the pre-test is to inform the instructor about the needed topics for instruction and instructional level, to measure progress, and to guarantee grant eligibility and reporting compliance.
- Be aware that the accepted tests for ABE and ESL are those listed on page 10, or a customized test specific to the workplace specified in the grant application.
- Pre- and post-tests are used to calculate a learner's skill gain within one grant year's time. Therefore, you may go back 120 days (or four months) into the previous fiscal year. A pre- or post-test dated March 1 of the previous year or later is eligible. Use the same pre- and post-test to accurately measure a learner's skill gain.

Complete the reporting requirements:
Forms are available at www.cyberdriveillinois.com (click Departments, Illinois State Library, Literacy).
- Statistical Report (numerical data about the employees) — Due Jan. 15 and July 15. If you have an approved contract extension, the report will be due Aug. 15 instead of July 15.
- First Quarter Narrative Report (progress in the first quarter of the grant year) — Due Oct. 15.
- Midterm Narrative Report (progress half way through the grant year) — Due Jan. 15.
- Third Quarter Narrative Report (progress for the first three quarters of the grant year) — Due April 15.
- Final Narrative Report (progress for the full year) — Due the end of the grant year on July 15. If you have an approved contract extension, the report will be due Aug. 15.
- Financial Reports (quarterly expenditures) — Due Oct. 15, Jan. 15, April 15 and July 15. If you have an approved contract extension, final expenditures will be reported on the Quarterly Financial Report due Aug. 15.

Report to Literacy Office staff at a monitoring visit
Monitoring (onsite, electronic, or phone) is conducted with each funded project at the discretion of the Literacy Office but not less often than every other year. The following information will be collected and documented:
- actual operation of the grant program;
- grant program file;
- adult learner files; and
- project financial files including payroll.

Publicity requirements
When referring in press releases or other public information to your agency's Workplace Skills Enhancement Grant project, include the phrase: "This project was made possible by a grant awarded by the Illinois State Library, a division of the Office of Secretary of State, using funds designated for literacy."

Key Components of a Successful WSE Project

- Project serves the needs of both the business and its employees — By improving job-specific literacy skills, adult participants increase their ability to maintain employment and to achieve promotion. By providing job-specific literacy instruction, businesses increase their productivity, safety and ability to retain productive employees.
- Appropriate services — The project conducts assessments that accurately describe both the needs of the business and the needs of the employees for literacy instruction.
- Job-related instruction — The project supplies instruction specifically designed to meet the job-related literacy needs of current or prospective employees. The measure of effectiveness is competency.
- The business is invested in the project — The business supports the employees' instruction by providing 100 percent release time for assessment and instruction. Partial release is preferred over no release time.

- **Adequate instructional hours** — The project provides enough hours of instruction to meet the project's goals. Adults supplement classroom instruction with tutoring and computer-based training. Competency-based training is used, as opposed to open-ended instruction or a set number of hours of instruction.
- **Services are reviewed, evaluated and documented** — Both the participants and the business provide feedback to project management as to the effectiveness of program. The project conducts program evaluations and uses results to make changes to improve performance and outcomes.
- **Services are proven effective by positive results** — The project results in measurable gains showing that employees have increased their literacy skills. The project results in positive outcomes for the business such as increased employee retention, increased productivity and improved employee safety.

Financial Management

Contractual Process and Payment Procedure
The grant application becomes a contract between your agency and the Secretary of State/Illinois State Library detailing the specific services your agency will provide during the grant year. Upon grant award notification, your agency will receive a letter requesting additional documentation and a blank budget page, "Attachment A." Complete and return all requested information and documents as soon as possible. Upon receipt of these budget documents, the Literacy Office will initiate contracts that are mailed to each agency for signatures. The contract must be signed and all copies returned to the Secretary of State/Illinois State Library contract administrator. When the internal signatures from the State Library are obtained, the contract will be considered executed. A copy of the executed contract will be sent to the agency for your files. Project activities are required to be implemented before payment is received.

A voucher for 100 percent payment of the contract amount is then released to the Illinois Comptroller's office. Grantees receive payment directly from the Comptroller's office; the timeframe for this varies depending on the workload and cash flow. To check on the status of your grant award payment, visit the Comptroller's website at www.illinoiscomptroller.gov/, click Vendors, Vendor Payments, enter your agency's FEIN and name and select the requested verification image. The screen will show your agency's contracts and payments. To search for payments, select the Payments Search icon. Enter the current Fiscal Year and Agency: 350 - Secretary of State. When a check has been issued to your agency, it will be shown on this website. It will not be shown as the contract is going through the system.

Quarterly Financial Reports
Financial reporting occurs quarterly during the term of the grant, due Oct. 15, Jan. 15, April 15 and July 15. If you have an approved contract extension, final expenditures will be reported on the Quarterly Financial Report due Aug. 15. Separate reports are filed for each grant project: Adult Volunteer Literacy, Penny Severns Family Literacy or Workplace Skills Enhancement. The financial report will calculate the totals. Monies expended on grant activities are reported whether or not those monies have been received from the state.
- Budget Amount (Column 1): These amounts are the approved budget amounts attached to your contract. Do not change these amounts on your own.
- Expended First Quarter, Expended Second Quarter, Expended Third Quarter, Expended Fourth Quarter (Columns 2 - 5): Enter actual project expenditures on appropriate budget lines. The form will calculate the totals across to the Total Expended to Date (Column 7) and down. Each quarter as you expend your grant, the total columns will automatically calculate. Keep a copy.
- Total Expended to Date (Column 7): The form will automatically calculate this column.
- Total Expended To Date (Column 7) following the Fourth Quarter: This column will show that the total grant funds awarded have been fully expended unless a contract extension has been approved for expenditures between July 1 and Aug. 15. At the end of the grant period if expenditures exceed 10 percent of the total budget amount, the project will incur a penalty that must be paid. Any grant funds shown as unexpended must be returned to the Secretary of State. **Unexpended funds will jeopardize future grant awards.**
- Contract Extension Period (Column 6): **If your project received an approved Contract Extension,** the monies expended between July 1 and Aug. 15 are reported in this column on Aug. 15. The **Contract Extension Period** (Column 6) amounts will automatically add to Total Expended to Date (Column 7). If your project received an approved Contract Extension, your project must have obligated all grant monies by June 30, expended all grant monies by Aug. 15 and return any unspent grant funds by Oct. 1. **If your project DID NOT receive an approved contract extension, do not complete this column.**

Budget Change Request
During the grant period, variances may occur between actual costs and the approved budget. If so, a budget change may or may not be required as follows. Budget change requests may be submitted any time during the contract term; however, all budget change requests must be submitted 60 days prior to the end of the contract term. No budget change requests will be granted after **April 30**.

■ No Budget Change Request required:
  • To manipulate 10 percent or less of the total project budget within existing line items, except if money is shifted into a line item that had zero funding.
  • Underexpenditures to any amount on any budget line item are acceptable as long as the entire grant is expended for the literacy project purposes outlined in your original application.
■ Budget Change Request required:
  • If a line item amount increases by more than 10 percent of the total project budget, or
  • If you wish to move money into a line item that previously had zero in it.
■ Procedure to request a Budget Change:
  1. Before completing this written request, contact the Literacy Office to discuss whether the proposed change is appropriate.
  2. Submit the Budget Change Request form. Include the current budget (showing all budget lines and amounts) as well as the requested budget changes. An explanation justifying the change must be provided on the Budget Change Request form.
■ If a Budget Change is approved:
  An approved budget change will initiate a contract amendment. The previous contract and budget continue to be in effect until the contract amendment is executed (signed by a representative of the Office of the Secretary of State) and returned to the grantee. The new budget amounts do not go into effect until the contract amendment has been approved and executed. Any grant funds unexpended and unobligated at the end of the grant period must be returned to the Illinois State Library no later than 45 days after the end of the original grant period (Aug. 15).

Contract Extension Request

If a grantee will need additional time beyond the June 30 ending date to allow for full expenditure of grant funds and the completion of the original grant project activities, a grantee may apply to the Literacy Office for an extension to the grant period of the original contract. Approval is not automatic because extentions should be used as an exception. Contract extensions allow grant projects to expend grant funds during the period of July 1 until Aug. 15. Contract extensions may be submitted any time during the contract term; however, all contract extensions must be submitted 60 days prior to the end of the contract term or no later than **April 30**. No contract extensions will be granted after April 30.

■ No Contract Extension required:
  • If all grant activities will be completed and all grant funds will be expended by June 30.
■ Contract Extension required:
  • If grant funds will be expended on grant activities during the period of July 1 through Aug. 15.
■ Procedure to request a Contract Extension:
  1. Before completing this written request, contact the Literacy Office to discuss whether the proposed change is appropriate.
  2. Submit the Contract Extension Request form.

■ If a Contract Extension is approved:
  An approved contract extension will initiate a contract amendment. The previous contract and budget continue to be in effect until the contract amendment is executed (signed by a representative of the Office of the Secretary of State) and returned to the grantee. The contract extension does not go into effect until the contract amendment has been approved and executed. A contract extension will simply amend the ending date of the original contract. It will not provide any increase in funding for the project. Any grant funds unexpended and unobligated at the end of the grant period must be returned to the Illinois State Library no later than 45 days after the end of the extended grant period (Oct. 1). A grantee with a contract extension must complete the Contract Extension Period column on the Quarterly Financial Report indicating the funds expended during the Contract Extension Period (07-01 to 08-15) and submit the report by Aug. 15.

Unallowable Grant Expenditures

Grant funds are designated for direct service to adult learners. To help focus expenditures on direct service, a list of unallowable expenses is outlined below. Unallowable expenses may vary across different grant years and different grant categories. For questions, please contact the Literacy Office.

- **Equipment** — Equipment, including computer equipment and photocopy machines, and furniture of any kind is not allowed to be purchased with grant funds.
- **Promotional items** — The purchase of items such as pens, pencils, notepads, magnets or bookmarks that advertise anything is not allowed. Prizes such as gift cards to restaurants, movies, etc. are also unacceptable. Incentives that are educational in nature, such as books and puzzles, are allowable.
- **Instructor wages** — Grant funds may not be used for instructor wages in the Adult Volunteer Literacy program. Instructor wages **are allowable** in Penny Severns Family Literacy and Workplace Skills Enhancement.
- **Entertainment** — All grant activities must be educational in nature. Admission fees to sporting events, water parks, amusement parks, etc. are not allowable expenses.
- **Volunteer or student transportation** — Transportation to literacy programming is not an allowable expense. Transportation to field trips for Penny Severns Family Literacy is acceptable.
- **Out-of-state travel** — Only in-state travel is allowed with grant funds.
- **Food** — Allowable for volunteer tutor training and recognition events in Adult Volunteer Literacy. Not allowed in Penny Severns Family Literacy or Workplace Skills Enhancement.
- **Background checks** — Not allowed to be purchased with grant funds.

Program Management

Communication

Network Notes is a monthly correspondence emailed to all grant recipients, which contains essential information about how to operate the grant, including the announcement of the annual grant offering. *Network Notes* provides reminders about the due dates of reports and upcoming opportunities for professional development such as conferences, events and meetings. *Network Notes* includes recently published reports and statistics relevant to the adult literacy field. Keep your email current with the State Library Literacy Office and examine this correspondence carefully each month.

Staff Changes

Please contact the Literacy Office by email or in writing on your agency's letterhead when any changes occur such as staff, address, telephone numbers or email. All staff members working on this grant-funded program should be familiar with the application submitted by your agency and the information contained in the Administrative Manual.

Program Changes

You must contact the Literacy Office for approval of any deviation from the program activity approved in your original grant application. Changes may be acceptable if they remain in the scope of the approved application, are justified and are approved by the Literacy Office. Programmatic changes must be submitted in writing, preferably via email. Literacy Office staff will respond in writing with approval or disapproval, and the correspondence will be placed in the program file.

Reporting Schedule

DUE DATES:

October 15
- Quarterly Financial Report (07-01 to 09-30)
- First Quarter Narrative Report (07-01 to 09-30)

January 15
- Quarterly Financial Report (10-01 to 12-31)
- Statistical Report (07-01 to 12-31)
- Midterm Narrative Report (07-01 to 12-31)

April 15
- Quarterly Financial Report (01-01 to 03-31)
- Re-evaluate the project budget for possible budget change or contract extension by April 30
- Third Quarter Narrative Report (07-01 to 03-31)

April 30
- Last date to submit a budget change request
- Last date to submit a request for a contract extension

June 30
- Last date for obligation of FISCAL YEAR funds

July 15
- Quarterly Financial Report (04-01 to 06-30)
- Statistical Report (cumulative 07-01 to 06-30)
- Final Narrative Report (cumulative 07-01 to 06-30)

August 15
- Any unexpended grant funds indicated on the Quarterly Financial Report submitted on July 15 must be returned to the Secretary of State's office.

DUE DATES FOR PROJECTS WITH AN APPROVED CONTRACT EXTENSION:

August 15
- All grant funds must be expended.
- Quarterly Financial Report. The Contract Extension Period column will show funds expended 7/01 to 8/15.
- Final Narrative Report
- Final Statistical Report

October 1
- Any unexpended grant funds indicated on the Quarterly Financial Report must be returned to the Secretary of State's office.

Report Submission:
- All reports must be **received in the Springfield office** by the due dates above. Failure to meet deadlines will jeopardize future funding.
- **All forms must be emailed** to literacy@ilsos.net.
- Reports are available at www.cyberdriveillinois.com (click Departments, Illinois State Library, Literacy).

If a deadline falls on a weekend or state holiday, the deadline will be extended to the next business day.

Literacy Resources

- Illinois Literacy Newsletter — An online quarterly newsletter produced by the Secretary of State's office available at www.cyberdriveillinois.com (click Departments, Illinois State Library, Literacy). Includes information about literacy grant programs, current events and highlights of the Secretary of State Literacy Program.

- Literacy Grant Program Statistical Summary Reports — An overview of the impact and achievements the funded literacy projects accomplished. http://www.cyberdriveillinois.com/departments/library/literacy/adultlit-grants-overview.html#Impact

- How to Start an Adult Volunteer Literacy Program — A manual with detailed information on training and recruiting volunteers, determining need in your community, finance and budgeting, staffing and more is available at www.cyberdriveillinois.com (click Publications, Library/Literacy).

- Story Kits — A packaged, participatory program activity for parents and children to do together. The Story Kits are based on children's literature and focused on reading strategies. One Story Kit provides multiple copies of one children's book and most of the needed materials to implement a facilitated, literature-based literacy activity for the family groups. Story Kits also contain a Facilitator's Guide that describes how to plan for and implement the family activity step-by-step. Programs may borrow Story Kits based on availability. To borrow, contact your local library and ask permission to ship the materials to that library at no cost. Then contact the Literacy Office at 217-785-6921or 800-665-5576, ext. 3, or literacy@ilsos.net and request the Story Kit you would like to borrow. Story Kits may be borrowed up to one month. A list of all 25 Story Kit titles is available at www.cyberdriveillinois.com (click Departments, Illinois State Library, Literacy, Family Literacy Program).

- Adult New Reader Book Club Collections — The Illinois State Library Literacy Office offers 22 book collections to grantees to conduct book clubs with enrolled learners. Each book collection contains 20 copies of a book title and a Discussion Leader Guide containing background information about the author and book as well as discussion questions. Most titles also have an unabridged audio CD of the book. The book collections may be borrowed from the Illinois State Library for a period of time as requested by program staff. To borrow, contact your local library and ask permission to ship the materials to that library at no cost. Then contact the Literacy Office at 217-785-6921 or 800-665-5576, ext. 3, or literacy@ilsos.net and request the book club collection you would like to borrow.

Literacy Coalitions and Councils

Literacy practitioners can learn from each other by meeting and discussing relevant issues. The following is a list of literacy coalitions and councils in the state.

Chicago:

Citywide
Becky Raymond, 312-690-4253

Northside
Debbie Kapustka, 312-659-1520

Southside
Jazmine Salas, 312-259-3023

Westside
Kathy Allison, 773-261-3309

Hispanic
Byron Sigcho, 312-747-2354

Downstate:

Metro East Literacy Council
Sheila Vaughn, 618-468-4153

Professional Development Opportunities

- Adult Learning Resource Center (ALRC) — Provides expert professional development for adult and family educators in Northern Illinois. Presents an annual regional conference (www.thecenterweb.org/alrc).
- Central Illinois Adult Education Service Center (CIAESC) — CIAESC's mission is to be an ongoing resource and provide for staff development that is results-driven, systems thinking and constructive in approach (www.wiu.edu/coehs/ciaesc).
- Southern Illinois Professional Development Center (SIPDC) — Provides professional/staff development services to enhance the effectiveness of those serving adult learners. Presents an annual regional conference in cooperation with CIAESC (www.siue.edu/SIPDC).
- Illinois Adult & Continuing Educators Association (IACEA) — Provides leadership, representation and advocacy for adult education and literacy practitioners in order to advance, unify and professionalize the field. Presents an annual statewide conference (www.iacea.net).
- Literacy Volunteers of Illinois (LVI) — Develops and supports volunteer literacy programs that help families, adults and out-of-school teens increase their literacy skills. Presents an annual conference in Chicago (www.lvillinois.org).
- Illinois Conference on Volunteer Administration (ICOVA) — An annual high-quality program designed for those who lead, supervise or manage volunteers. Located in the Chicagoland area, ICOVA offers education and support to Volunteer Administrators in the Midwest. The ICOVA conference provides valuable learning and networking (www.icova.info).

Frequently Asked Questions

How many people in Illinois have difficulty reading?
The American Community Survey indicates that 455,000 Illinois residents over age 25 have less than a ninth-grade education. Another 554,000 residents have between a ninth- and 12th-grade education but have no high school diploma. That means there are more than one million people who do not have a high school diploma. In addition, 1.1 million residents speak a language other than English and report that they speak English less than very well. Conservatively, roughly 2.1 million residents in Illinois (17 percent) have difficulty performing reading or math tasks or using printed or verbal information in English.

(Source: U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates)

How do I become a volunteer?
The Illinois Adult Learning Hotline, a program of the Illinois State Library Literacy Office, links volunteers and potential students with programs. Call 800-321-9511 or complete the form at www.thecenterweb.org/alrc/hotline.

Where are the grant programs located in my area?
Annually, the Literacy Office produces a *Guide to the Secretary of State Literacy Effort*, which lists funded programs. To obtain printed copies, email literacy@ilsos.net or visit www.cyberdriveillinois.com (click Departments, Illinois State Library, Literacy).

How do I obtain a grant application?
Applications are available each year for agencies within Illinois. Grant applications are available at www.cyberdriveillinois.com (click Departments, Illinois State Library, Literacy).

How do I start a volunteer literacy program?
The Literacy Office publishes the *How to Start an Adult Volunteer Literacy Program* booklet, which contains information on training and recruiting volunteers, determining need in your community, finance and budget, staffing and many more topics. The manual is available at www.cyberdriveillinois.com (click Publications, Library/Literacy). For more information, please contact the Literacy Office.

What is Family Reading Night?
Family Reading Night is a statewide initiative sponsored by Secretary of State Jesse White at the Illinois State Library and the Illinois Center for the Book to encourage families to spend an evening reading together. The annual event is held the third Thursday of November. For more information or to request materials, please call 217-558-2065 or email bmatheis@ilsos.net. Order forms and information are available at www.cyberdriveillinois.com (click Departments, Illinois State Library, Illinois Center for the Book).

How can I or my company support literacy programs?
Local literacy programs need both financial and in-kind support from individuals and corporations. Programs may have different needs. Call the Illinois Adult Learning Hotline at 800-321-9511 to locate a local program.

Adult Education and Literacy Acronyms

AAACE	American Association for Adult and Continuing Education
ABE	Adult Basic Education — Instruction in the basic skills below the 9th grade level (0-8.9).
ABLE	Adult Basic Learning Exam
AEA	Adult Education Act of 1966 — Established adult literacy as a distinct federal program.
AEFLA	Adult Education and Family Literacy Act of 1998 — Federal legislation replacing the AEA.
AELS	Adult Education and Literacy System
ATEPL	Adapted Test of English Proficiency Level
ALRC	Adult Learning Resource Center
ASE	Adult Secondary Education — Instruction in basic skills at or above the 9th grade level (9-12). Adult High School (AHS) and GED preparation are considered Adult Secondary Education.
AVL	Adult Volunteer Literacy
BEST	Basic English Skills Test — An assessment designed to test the listening, comprehension, speaking, reading, and writing skills of limited English proficient adults.
BEST Plus	An adaptation of the BEST oral interview. Available in two versions: a computer-adaptive assessment on CD or a semi-adaptive print-based version.
CAELA	Center for Adult English Language Acquisition
CASAS	Comprehensive Adult Student Assessment System — A standardized assessment instrument for assessing adult basic skills within a functional context.
CBO	Community Based Organization
CDBG	Community Development Block Grant
CELSA	Combined English Language Skills Assessment
CIAESC	Central Illinois Adult Education Service Center
CFP	Call For Proposal
CLAS-E	TABE Complete Language Assessment System-English
COABE	Commission on Adult Basic Education
DAEL	Division of Adult Education and Literacy in the U.S. Department of Education
DAISI	Data and Information System Illinois
EDP	External Diploma Program
EFF	Equipped for the Future
EFL	Educational Functioning Level
EL Civics	English Literacy and Civics Education
ELL	English Language Learner
ESL	English as a Second Language
ESLOA	English as a Second Language Oral Assessment
ESOL	English for Speakers of Other Languages
FILA	Family Interactive Literacy Activities
FAM	Penny Severns Family Literacy
FLL	First Language Literacy
FSI	Foreign Service Institute
FTE	Full-time equivalent
FY	Fiscal Year

GED®	General Education Development
HiSET®	High School Equivalency Test
HS	Head Start
HSE	High School Equivalency
IACEA	Illinois Adult and Continuing Educator's Association
ICCB	Illinois Community College Board
IRA	International Reading Association
ISBE	Illinois State Board of Education
ISL	Illinois State Library
LD	Learning Disabled
LEA	Local Educational Agency
LEP	Limited English Proficient
LINCS	Literacy Information and Communication System
MELT	Mainstream English Literacy Training
NAASLN	National Association for Adults with Special Learning Needs
NAEPDC	National Adult Education Professional Development Consortium
NAEP	National Assessment of Educational Progress
NAAL	National Assessment of Adult Literacy
NALS	National Adult Literacy Survey
NCAL	National Center on Adult Literacy
NCFL	National Center for Family Literacy
NCSALL	National Center for the Study of Adult Learning and Literacy
NCTE	National Council of Teachers of English
NIFL	National Institute for Literacy
NLL	Native Language Literacy
NRS	National Reporting System
OERI	Office of Educational Research and Improvement of U.S. Department of Education
OCTAE	Office of Career, Technical and Adult Education (formerly OVAE)
RFP	Request For Proposal
SIPDC	Southern Illinois Professional Development Center
SORT	Slosson Oral Reading Test
SOS	Secretary of State
SPL	Student Performance Level
TABE	Test of Adult Basic Education
TANF	Temporary Assistance to Needy Families
TASC™	Test Assessing Secondary Completion
TESOL	Teachers of English to Speakers of Other Languages
USCIS	U.S. Citizenship & Immigration Services
VESL	Vocational English as a Second Language
WIOA	Workforce Innovation and Opportunity Act; Title II contains the AEFLA
WIB	Workforce Investment Board
WSE	Workplace Skills Enhancement