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(click on Departments, Illinois State Library, Who We Are, ISL Departments, then Literacy)

## NETWORK NOTES for SOS Literacy Grantees: JUNE 2009

### FY2010 GRANT APPLICATION PROCESS

All grant applications submitted to our office have been reviewed. We are waiting on final legislative and gubernatorial approval of the FY2010 state budget. As soon as we are notified, we will be in touch with you.

### FY09 GRANTEE INFORMATION

**THREE FINAL REPORTS DUE JULY 15.** THE FINAL NARRATIVE REPORT, THE FINAL STATISTICAL REPORT AND THE FINAL FINANCIAL REPORT ARE ALL DUE ON JULY 15, 2009. We read each of the reports you submit as a package that paints a picture of your program. We look at the statistical to see how many learners, tutors, workers and/or families you have served compared to the goals set in your application. We look at the funds you have spent and what you used the SOS dollars to fund. We read your narratives; the progress and/or accomplishment of outcomes, the stories of learners and of your program, and the libraries and correctional centers with which you work. Submit these reports on time and with complete and accurate information. If you have any questions, please contact us.

Forms are available at <http://literacy.kent.edu/illinois/grantinfo.htm>

### HOW TO COMPLETE THE FINAL STATISTICAL REPORT:

**Be aware that these numbers are cumulative. You should have begun counting last year on July 1, 2008 and you will end your count on June 30, 2009. "Active" means any tutor or student teaching or learning during that entire time, not just current at this time.**

### HOW TO COMPLETE THE FINAL FINANCIAL REPORT:

All of the columns for each quarter will now have been completed. You will complete the "Expended Fourth Quarter Column." Enter your actual final expenditures on each appropriate line. Add each of the line item expenditures and place that total in the column on the far right "Total to Date." If any one line item shows expenditures that exceed 10% of the budget amount, the project will incur a penalty that must be paid to the Secretary of State's office. This report should show that your project's total grant funds have been fully expended or are obligated to be expended by August 31. Any grant funds shown as unexpended must be returned to the Secretary of State. Unexpended funds will jeopardize future grant awards.

**Encumbered, PSC Period (Column 6):** A grant project has the option to continue to expend grant monies that are obligated by June 30 to extend services until August 31. Funds obligated to be expended during this period are reported in this column. Add the **Encumbered PSC Period (Column 6)** amount to the quarterly amounts for the **Total to Date (Column 7)**. **All encumbered amounts must be expended no later than August 31<sup>st</sup>.** Funds may be obligated in two ways as follows.

To Encumber Supplies and Instructional Materials: Goods which have been ordered on or before June 30, but which have not yet been paid, may be encumbered. Indicate these amounts on the appropriate budget line in the **Encumbered PSC Period (Column 6)**.

To Encumber Personnel and Fringe Benefits: Use a **PERSONAL SERVICES CONTRACT (PSC)**, available at the web site - <http://literacy.kent.edu/illinois/grantinfo.htm> to obligate personnel and fringe benefits. The PSC outlines services to be performed and expenses to be incurred in salaries and benefits for staff working on the literacy project during the period of July 1 to August 31. **Each staff person affected must sign a PSC by June 30. The PSC's should be attached to the final Quarterly Financial Report submitted July 15.** A totaling of all the attached PSC's should equal the amount on the Personnel and Fringe Benefits line items in **Encumbered PSC Period (Column 6)**.

#### **ENCUMBRANCE REPORT:**

If your final **Quarterly Financial Report**, submitted on July 15, shows amounts in the **Encumbered PSC Period (Column 6)** then you will complete this report for submittal in Sept. If you did not incur expenses after June 30, you do not have to complete this report. Due September 15, this report will indicate that full expenditure of all grant funds occurred prior to August 31. Any grant funds shown as unexpended must be returned to the Secretary of State.

#### **FINAL NARRATIVE REPORT**

As you complete the section describing how your project has made a difference in a student's life or a difference in your community, remember that we use the stories you send us for various purposes. We look for stories we can publish in the ISL e-newsletter or in Illinois Literacy. Your literacy programs have great human interest that can be used to illustrate what you do to the people who dedicate state funding to this purpose.

If you have any questions about completing your project's final reports, please call the Literacy Office, 217-785-6921 or email any of us. Our contact information is online at <http://literacy.kent.edu/illinois/grantinfo.htm>, in the Report Schedule.

**NETWORK NOTES CALENDAR:** <http://literacy.kent.edu/illinois/calend.htm>

The calendar is available online at the URL listed above. Please review the calendar carefully for events, due dates and local meeting information of interest to SOS adult literacy grantees. Please inform Diane Manning at [dmanning@ilsos.net](mailto:dmanning@ilsos.net) of meetings or events you want included on this calendar.

### **EZRA JACK KEATS MINI GRANTS AVAILABLE**

The Ezra Jack Keats Mini-grant Program for Public Schools and Public Libraries supports educators, parents and children in their efforts to spread literacy and love of learning. Maximum Award: \$500. Eligibility: public schools and libraries Deadline: September 15, 2009. Access more information at <http://www.ezra-jack-keats.org/programs/minigrant.html>

### **BARNES AND NOBLE GRANTS AVAILABLE**

Barnes and Noble booksellers is considering requests for grants from nonprofit organizations that focus on art, literacy, or education (K-12). Applicants must have a plan for promoting the grants program with Barnes and Noble and must be willing to work with the local stores on in-store programming. Maximum Award: varies. Eligibility: nonprofits  
Access more information at [http://www.barnesandnobleinc.com/our\\_company/sponsorship/Sponsorship\\_main.html](http://www.barnesandnobleinc.com/our_company/sponsorship/Sponsorship_main.html)

### **ON-LINE ADULT BASIC LITERACY TUTOR TRAINING WORKSHOP**

Yet another resource for training tutors online. The Virginia Adult Learning Resource Center has a 14-hour tutor training workshop available online. The content was designed with the advice from fourteen of Virginia's best volunteer trainers. Check it out at <http://adulteracytutor.blogspot.com/>

### **MULTI CULTURAL INFORMATION ONLINE**

CultureCrossing.net (<http://www.culturecrossing.net>) is an evolving online database of cross-cultural information about every country in the world. This user-built guide allows people from all walks of life to share essential tips with each other about cultural information on countries and ethnic groups across the world. Easy to navigate and free to use, CultureCrossing.net provides an opportunity to find cultural information on over 200 nations, ask specific questions of experts and access global information.

### **FREE FAMILY LITERACY ACTIVITY MATERIALS**

Washington Learning System's free parent-child literacy activity materials have a new location on their updated website. *Supporting Literacy in Natural Environments: Activities for Caregivers and Young Children* is at [www.wlearning.com](http://www.wlearning.com). On that page, you will find a button on the right, labeled "Download Free Parent Tools." You can select among materials for preschoolers, infants, and On-the-Go activities. There are free parent handouts in English, Spanish, Somali, and Russian.

### **HEALTH LITERACY INFORMATION SHARING**

October is Health Literacy Month. The fall issue of our quarterly publication, Illinois Literacy, will focus on this topic. We would like to know which of our programs are incorporating health literacy into their curriculum and what resources are most useful. We are also interested in highlighting a student or a student/tutor pair whose lives have been affected by health literacy. Please share your expertise and stories by emailing Beth Paoli at [bpaoli@ilsos.net](mailto:bpaoli@ilsos.net); submissions must be received by noon on Monday, July 20. We will include as many resources and stories as possible in Illinois Literacy.

## **FAMILY LITERACY RESOURCE SHARING**

A big thank you to the family literacy practitioners who submitted parenting and library assessment tools to share. The assessments are now available at:

<http://literacy.kent.edu/illinois/assessments.htm>. Please review these tools and see how you might incorporate them into your family literacy program!

## **FAMILY STORY KITS**

Programs that are running summer family literacy projects should remember that we have the hugely popular Family Story Kits available to borrow **for free**. There are 17 different kits that include multiple copies (20-30) of a children's literature title such as The Day Jimmy's Boa Ate the Wash, The Very Hungry Caterpillar, Amanda and the Mysterious Carpet and Grandfather Tang's Story as well as all of the materials to complete an activity related to the story and a Facilitator's Guide explaining how to do the activity. It is a pre-packaged PACT activity. Some Story Kits even contain books in English and Spanish. For more information about the Story Kits, visit

<http://literacy.kent.edu/illinois/illstorykits.htm>. To reserve a kit, contact Jo Anne Hughes at [jhughes@ilsos.net](mailto:jhughes@ilsos.net).

## **ATTRACTING GEN-Xers TO TUTOR AT YOUR AGENCY**

Information shared in a 2006 newsletter put out by the Commonwealth of Pennsylvania is worth revisiting. As you make plans to embark on another year of literacy programming, check out this interesting approach to recruiting the Generation X population into your pool of tutors.

<http://www.statelibrary.state.pa.us/able/lib/able/fieldnotes06/fn06tutorgenx.pdf>

If one sentence can summarize the point of the article, it is: "To recruit and retain younger tutors, literacy councils will need to play the game, and the game is online." Many technologically savvy approaches are provided here. Take a minute to check it out now.

## **LITERACY WORKS' FAMILY LITERACY OPPORTUNITIES (FLO) TRAINING**

On Monday, July 20, from 2- 4 P.M., Literacy Works will host a training titled "**Healthy Eating, Hands-On Learning: Helping Families Learn About Nutrition**". The training will be held at Chicago Center for Early Education at Malcolm X College, 1900 West Van Buren, Room 2611. This training is free to Literacy Works' member agencies or \$25 per person for non-members. For more information or to register, contact Betsy Rubin, Literacy Works, [betsy@litworks.org](mailto:betsy@litworks.org) or 773.860.5735.

## **FAMILY LITERACY: A CATALOG OF LITERATURE 1999-2007**

The National Center for Family Literacy has a catalog 227 of family literacy publications and provides a description and summary for each item. The catalog can be downloaded free from NCFL's website, <http://www.familit.org/pdf/ncfl-lit-review-screen.pdf>.

## **DEVELOPING A NEW GENERATION OF LITERATE MEN**

At this web site, Boysread -- <http://boysread.org/index.html> they lead with that great goal. They include the facts that "50% of minority male students drop out of school, 87% of boys play explicitly violent video games and 92% of convicted felons are male. Male literacy is part of the solution." The decline in "boys literacy has emerged over the past 15 years as

one of the most intractable issues in education." At this site, you can win a free book, read about a great author, and see book lists and articles about male literacy. If you have boys in your family literacy project, this site is for you. Other websites on this issue:

How Can We Make Boys Love Reading? Some Answers From Literate Men. --

<http://www.leeandlow.com/p/boys.mhtml>

Making Minds Matter -- <http://www.makingmindsmatter.com/>

Guys Read -- <http://www.guysread.com>

Books for Boys by Michael Sullivan -- <http://www.talestoldtall.com/BooksforBoys.html>

Books for boys by age and genre -- <http://www.booksforboys.com/>

Read, Kiddo, Read (from last month's NN) -- <http://readkiddoread.com/>

Getting Boys To Read: -- This web site is a community blog for parents, librarians, and teachers, providing information and support through articles, videos, interviews, and the forum. <http://www.gettingboystoread.com/>

### **ILLINOIS LEGAL AID ONLINE**

The website, [www.IllinoisLegalAid.org](http://www.IllinoisLegalAid.org) provides free legal information in areas of civil law and is designed for lower-income and lower-literacy Illinois residents. They also furnish trainings that might be useful for the staff whom deal directly with the public and/or offer public access to computers.

### **NIFL SURVEY**

Thank you to all who completed the National Institute for Literacy (NIFL) Services Survey conducted by the National Coalition for Literacy (NCL) that we emailed to our grantees. Illinois had one of the highest response rates. In this survey, nearly 800 adult educators, learner leaders, and others, identified services they would like to see maintained should the Institute be eliminated from the FY2010 budget. The final report contains the services as ranked by the field overall and within major service categories, a summary of comments per service, and the complete survey results. Please see this web site for the final report -- [http://www.national-coalition-literacy.org/NCL\\_NIFLReport061209.pdf](http://www.national-coalition-literacy.org/NCL_NIFLReport061209.pdf)

### **ONGOING TUTOR TRAINING IDEA**

Tutor training needs to continue throughout the year. Here is an online professional training idea that could be used with your experienced tutors to advance their skills. MLoTS stands for the Media Library of Teaching skills. David Rosen has posted this collection of video trainings on the web.

1. Go to the MLoTS web site <http://www.mlots.org> and choose one of the 50+ short videos. You can click on Other at the bottom of that web page for more options. These videos include classroom or tutorial videos on: reading/basic literacy, writing, numeracy, ESOL/ESL, family literacy, and other topics. The videos range from 3 minutes to 9 minutes. Some are stand-alone; some are part of a series.
2. Using the Lesson Plan, Video Discussion Questions, and post-video Notes (for example on <http://mlots.org/Chelsea/chelsea.html>) introduce the video.
3. Get a small group of tutor to discuss their own approaches to and questions about the lesson they are about to view.
4. Have them look at the video together and using the post-video Notes questions, discuss the video.

### **CHILDREN OF THE CODE WEB SITE - <http://www.childrenofthecode.org>**

Check out this web site loaded with interviews, videos and other information on the challenge of literacy. "Most children who struggle with reading experience the struggle as a reflection of something wrong with themselves - something to be ashamed of.

Unintentionally but pervasively, parents, schools, and society as a whole contribute to perpetuating this insidious myth. Children don't think that their reading troubles might be due to a normal difference in their genes and brains analogous to being tall or short - they don't think that maybe their parents, siblings, and other care-givers didn't engage them in enough conversation before they started school - they don't think that perhaps their teachers didn't teach them correctly - they don't think the confusion they experience is a consequence of an archaic and artificially complex 'code' that presents a completely unnatural processing challenge to their brains... no, they blame themselves - they feel ashamed of themselves - ashamed of their minds. Statements like: "I'm dumb", "I'm stupid", "I'm not smart", "I'm not good in school" are all strategies to protect themselves from the shame they feel. None of us like to engage in activities that cause us to feel ashamed of ourselves. So what happens to children who feel ashamed of themselves when learning to read? They are in serious danger. The shame they feel not only motivates them to avoid reading, it also fosters self-disesteem and *undermines the cognitive capacities they need to learn to read in the first place*. Millions of children are caught in this learning-disabling downward spiral. Not only are they in danger of not being proficient readers, which is learning disabling with respect to educational content access, they are also in danger of developing aversions to other learning situations that trigger similar shameful feelings. Such mind-shame is learning disabling and it can have a very powerful effect on how children learn their way into adulthood."

### **REPORT ON THE STATE OF LEARNING DISABILITIES - 2009**

The National Center for Learning Disabilities (NCLD) has released, [\*The State of Learning Disabilities \(2009\)\*](#), a new report on the status of children and adults with learning disabilities (LD) in America. The comprehensive report shatters common myths about LD and provides benchmark data to compare and contrast how people with LD are faring in school and work. Highlights from the report include:

- \* The identification rate of school-age students with LD has consistently declined for the past 10 years
- \* Learning disabilities disproportionately affect people living in poverty
- \* People of all races are identified with LD at about the same rate (except people of Asian descent), and,
- \* The cost of educating a student with LD is 1.6 times higher than a regular education student (compared with 1.9 for all students with disabilities).

You can access and print the actual report at:

<http://www.nclد.org/images/stories/OnCapitolHill/PolicyRelatedPublications/stateofld/stateofld2009.pdf>

## **OPEN BOOKS OFFERS SUPPORT TO CHICAGO PROGRAMS**

Open Books is a nonprofit social venture that operates an extraordinary bookstore, provides community programs, and mobilizes passionate volunteers to promote literacy in Chicago and beyond. Their mission is to enrich lives through reading, writing, and the power of used books. Click here <http://www.open-books.org/> to see how your agency and Open Books can work together.

## **ILLINOIS' RCSIG VIDEO TOOL KIT**

The Illinois State Board of Education, Department of Human Services, and Chicago Public Schools, with the Adult Learning Resource Center, developed a tool kit to assist refugee parents and students entering the American School System. The kit includes two videos and a companion study guide. *In Our Country: Educating Newcomers* is a 24-minute video with perspectives from refugee parents, students, and school staff (available in 6 languages with closed captions in English) and *Welcoming New Learners: A Professional Development Tool* is a 24-minute professional development and awareness tool for use in preparing school and social service staff in working with new refugees (available in English and Spanish, both with closed captions in English). These materials can be useful for school personnel, social service staff, refugee parents and students. Preview the videos in streaming video and the study guide at [www.isbe.net/bilingual/htmls/refugee\\_services.htm](http://www.isbe.net/bilingual/htmls/refugee_services.htm). **While supplies last, one RCSIG Video Tool Kit per program can be ordered free of charge.** To order, contact: Sherry Johnson, principal consultant, Illinois State Board of Education at [sjohnson@isbe.net](mailto:sjohnson@isbe.net). Please be prepared to give Ms. Johnson your name, program name, address and phone number.