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

NETWORK NOTES for SOS Literacy Grantees: MAY 2009

FY09 GRANTEE INFORMATION

Do you need to do a Personal Services Contract to extend services through the summer? For directions, see the Financial Management and Report Instructions on the web at <http://literacy.kent.edu/illinois/grantinfo.htm> for more information. Consider your needs now and be prepared at the June 30 deadline.

FY2010 GRANT APPLICATION INFORMATION:

For FY2010 the Adult Literacy Grant Program has received requests for more than \$7,785,761 to fund 191 projects at 113 agencies and libraries. This year's applications include:

98 Adult Volunteer Literacy project applications requesting a total of \$5,372,963

55 Family Literacy project applications requesting a total of \$1,915,478

38 Workplace Skills Enhancement project applications requesting a total of \$497,320

These grant applications are currently being reviewed.

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

The calendar is available on line 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 of meetings or events you want included on this calendar.

ILLINOIS LITERACY - THE QUARTERLY NEWSLETTER OF THE LITERACY OFFICE

Illinois Literacy, Spring 2009, is available online at

http://www.cyberdriveillinois.com/publications/pdf_publications/illiteracy_spring2009.pdf This issue highlights the Workplace project at Herff Jones in Urbana and Family Reading Night activities throughout the state.

2009 REPORTS ON POVERTY BY HEARTLAND ALLIANCE AVAILABLE

Heartland Alliance for Human Needs and Human Rights has released their four 2009 Reports on Poverty which include the "Report on Illinois Poverty," the "Report on Chicago Region Poverty," the "Data and Definitions Supplement," (which contains a County Well-Being Index among other items) and the "State Policy Opportunities." These reports can be accessed at -- <http://www.heartlandalliance.org/whatwedo/advocacy/reports/2009->

[reports-on-poverty.html](#) The information provided in these reports provides solid credible data for preparing Needs Statements in grant applications.

NEW REPORT - *BASIC READING SKILLS AND THE LITERACY OF AMERICA'S LEAST LITERATE ADULTS: RESULTS FROM THE 2003 NATIONAL ASSESSMENT OF ADULT LITERACY (NAAL)*

In May, the National Center for Education Statistics (NCES) released a new report, *Basic Reading Skills and the Literacy of America's Least Literate Adults: Results from the 2003 National Assessment of Adult Literacy (NAAL)*. This report details two distinct components of the NAAL— the Adult Literacy Supplemental Assessment (ALSA) and the Fluency Addition to NAAL (FAN). The report shows a significant literacy gap between those considered non-literate in English and those with basic literacy skills. The supplemental assessment - given to those who could not take the main assessment (i.e., those considered to be non-literate in English) - asked adults to perform simple tasks such as identifying and reading letters or words, to find out what adults with the lowest literacy skills can do. Common products, such as a box of cold medicine, were used in the ALSA. The FAN - an oral reading assessment given to all participants - measured the ability of individuals to read printed text accurately and quickly by using laptop computers and an automated speech recognition system. Speed and accuracy were assessed and used to reflect basic reading skills, such as decoding and word reading. Access the report at <http://www.nces.ed.gov/naal>, look at the right hand menu to see the report under "What's New?"

Key Findings:

- Seven million adults, or about 3% of the adult population, could not complete even the most basic literacy tasks in the main assessment and were given the supplemental assessment.
- Nearly 1 in 5 adults in the non-literate in English group had a high school diploma or GED. Among them, more than half (representing roughly 600,000 adults) had earned their high school degree in the US.
- For those for whom Spanish is a first language, a delay in learning English is associated with low basic reading skills. Those who learned English before age 11 had basic reading scores similar to average native English speakers (97 words read correctly per minute); however, for those who learned English after age 21, average scores were 35 points (or about one-third) lower. Due to the correlational nature of these data, it is impossible to make causal attributions, i.e., to say that a delay in learning English causes low basic reading skills.
- Adults who took the main literacy assessment were able to read, on average, 98 words correctly per minute (wpm), in comparison to 34 wpm by those in the supplemental assessment.

READ KIDDO READ WEB SITE

The author James Patterson one day noticed that his son was "as likely to go to the shelf and pick up a book as he was to pull out a notebook and solve quantum physics problems." So he and his wife decided to fix that problem. Starting that summer, they went out and found books that he was pretty sure his son would not only read, but would love to read. That was a big part of the inspiration for Readkiddoread.com, a web site dedicated to making kids readers for life. Access titles, reviews and lesson plans at <http://www.readkiddoread.com>

ONLINE FAMILY LITERACY CURRICULUM

A Family Literacy curriculum called Upgrading for Parents with Preschoolers is online at the URL below. It includes a children's program curriculum that mirrors the parents program. Developed by Kingston Literacy in Canada, the package is available for free on-line at <http://www.familyliteracyexpertise.org/Training/upp/upwelcome.htm>

GRANT PROGRAM TO HELP RURAL LIBRARIES GET BOOKS

The Libri Foundation was established in 1989 for the sole purpose of helping rural libraries acquire new, quality, hardcover children's books they could not otherwise afford to buy. Since October 1990, the Foundation has donated over \$2,800,000 worth of new children's books to more than 2,200 libraries in 48 states. The Foundation supports the concept that children who learn to enjoy reading at an early age continue to read throughout their lives. In order to develop a love of reading, children must have access to books, which stretch their imaginations, touch their emotions, and expand their horizons. For many children in rural areas, the local public library is often their primary source of reading material. Many rural schools either have no library or the library is inadequate to meet the needs of the students. At a time when more and more children and their parents and teachers are using the public library, these same libraries are facing increasing financial hardships and are unable to buy the books their young readers need. The Foundation works with the library's Friends of the Library or other local organizations because they believe in community involvement and want to encourage and reward local support of libraries. The Friends, or other local sponsors, can contribute from \$50 to \$350 that the Foundation matches on a 2-to-1 ratio. Thus, a library can receive up to \$1,050 worth of new, quality, hardcover children's books through the Foundation's Books for Children program. The local librarian, familiar with the needs of the library and the community, selects the books the library will receive from the Foundation's 700-title booklist, which has been highly praised by participating librarians for the quality and variety of fiction and nonfiction titles offered. The majority of books have been published within the last three years, but old favorites are also offered. All of the books have been highly recommended by recognized authorities in the library and education fields. The books donated through the Books for Children program are used for storytelling; toddler, preschool, and after-school programs; summer reading programs; "book buddy" programs in which older children read to younger children; holiday programs; teacher check-out and curriculum support; early childhood development programs; school projects and to just provide children with a "good read." The Foundation awards grants three times a year. Application deadlines are: (postmarked by) January 15th, April 15th, and August 15th at www. Access : <http://www.librifoundation.org>

BOOKS FOR BABIES MATCHING GRANTS

In partnership with Nordstrom, Association of Library Trustees, Advocates, Friends and Foundations (ALTAFF) will be granting 20 grants for \$500 each to match \$1,000 raised by selected Friends groups, women's groups, libraries, and other non-profit organizations for purchasing Books for Babies kits from ALTAFF. Grant recipients do not need to be members of ALTAFF. Applicants agree to order a minimum of \$1,500 worth of Books for Babies kits, of which ALTAFF will pay \$500. Therefore, the minimum commitment from applicants is \$1,000. Grants will be awarded to organizations that currently have a Books for Babies program in place as well as organizations starting a new Books for Babies program. Grant applications will be considered based on the following criteria: effective kit distribution plan; effective use of the kits to connect new parents with their local library; involvement of the local library; and effective publicity plan for their Books for Babies program. Applications are due October 1, 2009. Recipients will be notified by October 15, and kits must be ordered by December 1, 2009. Access:

<http://www.ala.org/ala/mgrps/divs/altaff/outreach/booksforbabies/matchinggrants.cfm>

LITERACY EMPOWERMENT FOUNDATION'S READING RESOURCE PROJECT

The Reading Resource Project is an ongoing program that runs throughout the year. The program distributes books FREE of charge for literacy programs. Recipients merely pay shipping, handling, and administrative costs, which is only \$0.65 per book (\$65 per set of 100 books). Reading Resource Project books come in sets of 100 books per set. There will not be more than four copies of the same book in any set. Reading levels are available for Pre-K through Second Grade. Book selection and quantity is dependent upon availability, so there is no guarantee of specific titles. Books are sorted and shipped as close to a project's needs as possible, with regard to reading level and topic. Reading Resource Project books are available in a limited quantity on a first come, first served basis. Requests for quantities of less than 30 sets can be shipped within 3 to 4 weeks; larger orders may require a longer time period to fill. Access: http://www.lefbooks.org/reading_resource_project/

READING MADE EZ-BREAKING DOWN BARRIERS TO ASSISTIVE TECHNOLOGY

As part of their ongoing commitment to education at all levels, each year, Premier Assistive Technology, Inc. awards a limited number of grants for technologies through their "Breaking Down Barriers to Assistive Technology" program. Since the summer of 2002, Premier Assistive Technology, Inc. has been offering its full suite of Accessibility software products to educational and not-for-profit organizations. They are committed to providing organizations with the most effective and affordable assistive technology products available in the world today. They established this grant program to help bridge the gap between education budgets and the need for educational organizations to deploy sufficient resources to serve the needs and requirements of not only special education programs, but broader based literacy initiatives across their organizations. They fully appreciate the significant budget pressures that all institutions experience and this grant program will help to act as a catalyst to solidify special education and assistive technology programs everywhere. Above all else, this program is meant to promote literacy EVERYWHERE in your organization, not just isolated groups or departments. In this spirit, the lowest level of grant awarded is at a district level. Grants to individuals, single departments or "for profit" companies are not awarded. Access: <http://www.readingmadeez.com/education/grant.html>

GRANT AVAILABLE TO ACCESS COMPUTER HARDWARE

If your nonprofit organization needs more computers but your budget is tight -- TechSoup Stock has a solution. Their pioneering Recycled Computer Initiative gives nonprofits nationwide a chance to get high-quality refurbished computer systems at a discount. The first nationwide refurbishing program geared strictly to nonprofits, RCI also provides an environmentally friendly alternative to used equipment disposal. TechSoup Stock offers only high-quality computers formerly used by large corporations. These are machines that are typically phased out after two to three years of use and are in very good condition. Each one is loaded with a new operating system and comes with a 90-day swap warranty. To qualify for the RCI program, an organization must be a 501(c)(3) U.S. nonprofit with an annual budget of less than \$20 million. Access:

<http://www.techsoup.org/stock/rci/default.asp>

NEW RESOURCE BIN - FINANCIAL LITERACY

By request, we have developed a financial literacy resource bin. We have found some great resources that we think will be very helpful in talking about financial issues with both your native English and non-native English speakers. This bin offers a computer based program titled "Money Smart" from the Federal Deposit Insurance Corporation; this program is designed specifically for adult education programs and the CDs included are in English, Korean, Chinese, Vietnamese, Hmong, Spanish and Russian. Also, in the bin is a great curriculum developed by the Virginia Adult Learning Resource Center called, "Money Talks - An ESOL Toolkit for Financial Literacy"; this curriculum offers reproducible worksheets and fun, useful activities. Finally, in the bin is a curriculum developed by the Illinois Secretary of State Securities Department titled "Financial Literacy 2010". It is written at a bit higher level, but has lots of valuable lessons that deal with topics many of our students are facing such as credit and terms and investment fraud. This Financial Literacy Bin is #12 in our collection. To request this bin or any of our other resource bins, please contact Jo Anne Hughes at jhughes@ilsos.net or 800.665.5576, #3. For a complete list of resource bins, please visit <http://literacy.kent.edu/illinois/litresource1.pdf>.

SECRETARY OF STATE ON-LINE TUTOR TRAINING (SOS OLTT)

The SOS OLTT was launched four months ago. We are pleased to have received very positive feedback on many aspects of the training. We currently have 53 trainers and 137 prospective tutors registered. Certificates of completion have been given to 12 tutors. For more information about how the OLTT can be used in your program, please contact Beth Paoli bpaoli@ilsos.net, 217.785.6923 or Diane Manning dmanning@ilsos.net, 217.524.3005.

CIAESC TO HOST ON-LINE RECRUITMENT AND RETENTION DISCUSSION

The Central Illinois Adult Education Service Center will host an on-line discussion on how to find and retain excellent tutors. On Wednesday, June 3, from 3:30-4:30 p.m., join the discussion and share your thoughts and experience with peers. Please register at the Excellence website at <http://www.excellenceinadulthood.com/>

This session will be offered via Wimba. So, if you are new to Wimba and wish to participate in Wimba workshops and meetings, you will first need to attend a Wimba Walk-Through. The schedule for Walk-Throughs and all Wimba events are found at <http://www.excellenceinadulthood.com/>. Click on "Online Learning" at the bottom of the blue Main Menu list. Click on "Wimba Sessions" that now appears under "Online Learning." Find the Walk-through you want and click on the title. Enter your name, program, e-mail address, and phone number. Click on "Register." The 30-minute Walk-Through is a state requirement to acquaint you with Wimba tools and Wimba etiquette.

To participate in all Wimba sessions, you will need a headset for your computer. If you need a headset, please call 800/572-9033 and CIAESC will send a headset to you free of charge. You really need to be able to hear and talk during Wimba sessions. If you have any problems, questions or concerns, please call the CIAESC office at 800/572-9033.

LEARNING DISABILITY SCREENING TOOL

Cooper Screening of Information Processing (C-SIP) is a free screening tool developed by Dr. Richard Cooper in 1992. It is not meant to be a standardized test but rather a diagnostic teaching instrument. This screening is not designed to enable teachers to diagnose learning disabilities, but it may be the first stage of an evaluation process that ultimately results in such a diagnosis. A student who answers yes to the majority of the questions on the screening may have a learning disability. This student should be referred for further testing. The C-SIP is available at:

<http://www.learningdifferences.com/Main%20Page/C-SIP/C-SIP-CompleteShortForm.htm>

SHIFTING GEARS WEB SITE

The Center for Law and Social Policy (CLASP) recently launched a new web site - <http://www.clasp.org> designed to help states increase the number of low-income working adults who have the skills and credentials they need to compete for jobs in demand. Shifting Gears is a Joyce Foundation-sponsored initiative that aims to promote regional economic growth by aligning adult education, workforce development and postsecondary education in five states - Illinois, Indiana, Minnesota, Ohio and Wisconsin. The website is intended to highlight innovative approaches in these states and provide information about policies and practices that work across the nation.

FAMILY LITERACY RESOURCE SHARING

A big thank you to the family literacy practitioners who submitted parenting and library assessment tools to share. We are in the process of posting those submitted on our website; we anticipate that this will be available sometime in June. We will alert you to their availability via email or in the next edition of NN.

PHONEMIC AWARENESS FOR BEGINNING READERS

"One of the most compelling and well-established findings in the research on beginning reading is the important relationship between phonemic awareness and reading acquisition." (Kame'enui, et. al., 1997) This web site explains the topic ("Learn what this is." "Learn Why Its Important") and gives useful activities to use in tutoring ("Learn how to teach it.)

Access at <http://reading.uoregon.edu/pa/index.php>

PBS KIDS FOR SUMMER TIME ACTIVITIES AND READING

On PBS Kids (<http://www.pbs.org/parents/special/books-healthyeating.html>) you will find "Healthy Reading for Kids." This site gives book lists and descriptions that foster nutrition, organized by age group from toddler to third grade. This list is under the "Child Development" section. Look under the "Education" section and "Fun and Games" for more information and activities.