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Executive Summary

The VOCAL program assists community and faith-based agencies provide increased services to low literate adults and incarcerated teens through: 1.) One-to-one and small group tutoring by AmeriCorps members; 2.) Recruitment of volunteers to serve as tutors; and, 3.) Development activities that instill in members an ethic of service and provides the training needed for them to be successful in their assignments and hands-on experience to pursue post-service positions in the adult education field.

Rationale and Approach

Community Need

What is literacy? According to the National Center for Education Statistics (NCES) it is being able to use printed and written information to function in society, achieve one's goals, and develop one's knowledge and potential.

Seems simple enough for most adults to meet, but in the NCES April 2007 publication "Literacy in Everyday Life -- Results From the 2003 National Assessment of Adult Literacy" (NAAL), commissioned by the U.S. Department of Education, it was found that of our country's adult population (16 and over): 55% did not meet this standard in the Quantitative category (math) with 33% having "Basic" skills, and 22% having "Below Basic" skills; 34% did not meet this standard in the Documents category (maps, charts, graphs), with 22% having "Basic" skills, and 12% having "Below Basic" skills; and, 43% did not meet this standard in the Prose category (reading and comprehending), with 29% having "Basic" skills, and 14% (30 million) having "Below Basic" skills. A follow-up 2009 publication - "Basic Reading Skills and the Literacy of America's Least Literate Adults" - reported that of the 30 million adults with "below basic" prose skills, 11 million of them or 3% of our full adult population are non-literate in English.

Individuals with "Below Basic" skills the two publications reported, were usually able to total a few entries on a deposit slip and identify a piece of specific information in a brief news article, but could not compare the ticket prices for two events or use a television guide to find out what programs are on at a specific time.

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Individuals with "Basic" skills, while being able to do the above, generally could not compare viewpoints in two editorials, interpret a table about blood pressure, age, and physical activity, or perform math tasks that required two or more sequential operations. The NAAL study was a follow-up to the landmark 1992 National Adult Literacy Survey which, for the first time, gauged skill levels in adults as opposed to high school completion rates or reading grade levels.

Low literacy is a costly proposition that contributes to a host of problems plaguing our communities including: Poverty - 43% of people with the lowest literacy skills live in poverty (NAAL 2003); Joblessness - 70% of people with the lowest literacy skills have either no or a part time job (NAAL 2003); Teen Pregnancy - 75% of middle school students in a University of Michigan survey either did not know the meaning of the term 'abstinence' or were unsure what it meant; Juvenile Delinquency -- US Department of Juvenile Justice reports note that children with low academic performance, low commitment to school and low educational aspirations during the elementary and middle school grades are at higher risk for delinquency than other children (2001); Crime -- 70% of prisoners fall into the lowest two levels of reading proficiency (National Institute for Literacy, 1999), and low Civic and Community Participation -- Only 55% of adults with low literacy levels voted in the past five years, compared to 89% of the most literate (NAAL, 2003).

There are costly economic consequences also, including over \$60 billion lost in productivity each year by American businesses (National Institute for Literacy); \$73 billion placed each year on the national health care system (American Medical Association); \$5 billion a year in taxes to support public assistance recipients who are unemployable due to their low literacy (ProLiteracy, 2003); and, an average \$22,500 a year to house each prison inmate, 68% of whom do not have a high school diploma or GED (Bureau of Justice Statistics 2007).

More surprising yet is that the United States, generally thought to be one of the most advanced and powerful countries in the world, ranks 49th among the 156 United Nation member countries in its rate of literacy (UNESCO 2005).

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The causes of low literacy vary and are inter-related. They include poor education systems, undiagnosed learning disabilities, high mobility, immigration, lack of parental involvement in the academic growth and development of their children, and living conditions in urban and rural areas which sometimes make literacy a luxury.

Solutions to the problem of adult low literacy are complex and the public dollars devoted to it are minimal with approximately \$310 per adult education enrollee being expended in federal money as compared to \$7,500 per enrollee in the K-12 system and \$16,000 per enrollee in higher education (ProLiteracy 2003).

But, while there has been a lack of public funding for adult education and literacy, strategies undertaken at the community level have proven to be effective in helping to address the problem. Since the late 1980's one of the strategies has been the use of volunteers to serve as tutors in community-based programs. While volunteer tutors can not take the place of trained educators, they can fill in the gap and their ability to provide individual attention help many learners succeed where classroom instruction has failed.

In Illinois there were 8,797 volunteers in FY '09 who were involved with 84 programs that received \$4.1 million in funding from the Illinois State Library Literacy Office. These are the only Illinois funds devoted to adult volunteer literacy programs. Through them, 22,725 basic literacy and English as a Second Language (ESL) students were served (Secretary of State web site - www.cyberdriveillinois.com). While these figures are substantial, Literacy Office staff estimate that there are 10,000 adults on program waiting lists throughout the state. What's more, according to 2009 NCES state estimates there are over 1.2 millions adults in Illinois who have Below Basic literacy skills and are in need of literacy services.

Low literacy in adults is a hidden problem, with those affected often not even being aware of it. When individuals who scored in the lowest level of literacy in the 1992 survey were asked how well they read, over 90% responded "well" or "very well". At the same time two-thirds of these individuals reported

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receiving "some" or "lot of" assistance in completing relatively easy literacy tasks in their daily lives. (2003 findings not available in these categories.)

While many low literate adults have learning disabilities, which cut across social, economic and geographic lines, there are areas in Illinois where there are high concentrations of low literate adults who generally are high school drop-outs, immigrants and/or refugees. These areas include the west, south, southeast, northeast and near northwest sides of Chicago; the near west and south suburbs; and, various communities in central and southern Illinois (NCES, 2009).

There is also a high incidence of low literacy among incarcerated teens with School District #428 of the Illinois Department of Juvenile Justice reporting that over half of the juveniles age 16 and over in their system test below an 8th grade level, and that 60% of their population are classified as "special education" students in their home school. Studies show that youth who are labeled "special ed" or "learning disabled" are likely to drop out of school, as in their eyes it may be better to be a "delinquent" than a "class dummy".

Though volunteer programs throughout the state and LVI's Jump Start program in the Illinois Youth Centers, have made strides in serving those in need still the agencies lack the financial and human resources to recruit, train and support additional tutors to more fully fill the communities' needs. This is where the statewide VOCAL - Volunteer Outreach for Community Action in Literacy -- AmeriCorps program developed by LVI in 2003 has been most valuable.

DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

The goal of the VOCAL program is to assist community and faith-based agencies in providing increased services to low literate adults in their communities and teens in the Illinois Youth Centers through a three-pronged approach that consists of: 1.) One-to-one and small group tutoring by AmeriCorps members; 2.) Recruitment of volunteers to serve as one-to-one and small group tutors; and, 3.) A member training and development program that instills in its participants a lifelong ethic of service, as well as provides them with the training they need to be successful in their assignments and

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the experience required for them to pursue positions in the adult education field, after their AmeriCorps assignment.

LVI is seeking funding for 25 FTEs to be a part of its VOCAL Corps: Eighteen full-time members, ten half-time members, and ten minimum time members. The full-time members will serve at a variety of volunteer literacy programs throughout the state, with three-fourths serving as single placements in agencies in the greater Chicago area. Six of the part-time members and five of the minimum-time members will serve in the Illinois Youth Centers (IYC) where LVI operates its Jump Start program. LVI has found greater success in using part and minimum time members in the IYCs rather than full-time members, due to the time it takes for members to go through the background checks, finger-printing, drug screening and TB tests required (10-12 weeks). The remaining four part-time members and five minimum time members will serve in volunteer literacy programs in community colleges, where the colleges draw from their student population and find part and minimum time members a better match for their needs.

Programs seeking to be a host site complete a Request for Member application that describes the VOCAL program and seeks information on their agency and needs. While exact locations of host sites are generally not known until member placement occurs, LVI has requests from the following community and faith-based agencies in Chicago: Albany Park Community Center, Alpha Temple M.B. Literacy Program, Anixter Center, Aquinas Literacy Center, Centro Romero, Christopher House, Corazon y Corazon, Howard Area Community Center, Instituto del Progreso Latino, Jane Addams Hull House - Uptown and Parkway Community Centers, Mercy Housing, Midwest Asian American Center, the Pui Tak Center and World Relief in Chicago; the Lake County Literacy Program in northern Illinois; the Literacy Connection and District 214's "Read to Learn" program in northwest suburban Chicago; and the following community colleges with volunteer literacy programs: Lewis and Clark Community College in southwestern Illinois, Kaskaskia College in south central Illinois, Morton College in the west suburbs and Prairie State College in the far south suburbs.

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ONE-TO-ONE TUTORING BY AMERICORPS MEMBERS

All of the programs seeking to be a host site report waiting lists for students to be assigned a tutor. In keeping with the AmeriCorps spirit of Getting Things Done, VOCAL members' main assignment is to serve as one-to-one and small group tutors. To prepare them, all members within their first month of service go through twelve hours of tutor training and by the second month are tutoring at least one learner per day. Each full-time member tutors at least ten individuals during his/her year of service, each half-time member tutors at least eight, and minimum time members tutor four, for a total of 300 individuals tutored by VOCAL members.

VOLUNTEER RECRUITMENT AND SUPPORT

In addition to providing direct instruction, members are also involved with tutor recruitment, orientation, and training. In the 2006-2009 cycle of the VOCAL program, sites reported recruiting 1,704 volunteer tutors. Activities with which members are engaged include developing and implementing community outreach and volunteer recruitment plans that identify recruitment sources (churches, social/service clubs, work study/intern programs), methods (fairs, collaboration with social service agencies, public speaking) and timelines for accomplishment; organizing orientations for potential volunteers; assisting with in-service tutor training; writing and designing volunteer newsletters and other public information pieces; developing and distributing tutor needs and interest surveys and; organizing and conducting events to celebrate the service and accomplishments of volunteer tutors and their students.

LVI anticipates that in the next three year cycle VOCAL members will recruit 500 volunteers a year who will provide services annually to at least 1,200 adults and incarcerated teens.

ENSURING MEMBER COMPLIANCE WITH PROHIBITED ACTIVITIES RULES

A priority of the VOCAL program is ensuring that members and host sites are well informed about and committed to complying with rules on prohibited service activities as promulgated by the CNCS, which includes complementing and not duplicating staff efforts. Members are introduced to the rules at

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their initial orientation conducted by LVI. Prohibited activities are also included in the LVI Member Manual and Member Contract, for their continued reference.

Potential service sites are informed of prohibited activities within the Host Site Application, which each interested site completes and in the contract that is signed upon becoming a host site. Prohibited activities and non-duplication of staff positions are also reiterated at site orientations and in periodic supervisor calls.

Monitoring compliance is accomplished in two ways. First, through written and verbal member reports, which we have found to be effective means of identifying potential violations; and, second through regular visits to sites which includes observations of members' activities. LVI has found that members and sites, if well informed and knowledgeable about program requirements, do their best to follow them. In all of its years of being an AmeriCorps sponsor LVI has had no instances of members engaging in prohibited activities.

MEASURABLE OUTPUTS AND OUTCOMES

The VOCAL Program specializes in providing one-to-one and small group tutoring to low literate adults and incarcerated teens and recruiting volunteers to provide those services. Our output for recruitment is to recruit 500 tutors, our intermediate outcome is for 80% of them to report in a six-month period that they had a positive experience, and our end outcome is for 75% to maintain their commitment to tutoring by serving another year. This performance measure will be tracked through volunteer applications, as well as through tutor satisfaction surveys, and an end-of-the-year tutor survey.

For tutoring, our output is for AmeriCorps members, and the tutors they recruit, to serve a minimum of 1,500 individuals in one to one and small group sessions; our end outcome is that 60% of those enrolled will receive at least 30 hours of instruction and will increase their reading level by at least one grade level as measured by the Slosson Oral Reading Test or the Test of Adult Basic Education for basic literacy students, or the Basic English Skills Test for English as a Second Language students. The activity will be tracked through student intake and enrollment records, tutor reports, weekly attendance

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records and test scores.

PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

Self-assessment is an ongoing process with LVI and host sites. An initial assessment of each site's capabilities is gained while meeting with the members and staff, on-site, shortly after the program has begun. A structured interview on services provided, clients served, and resources available to members, tutors and clients guides the observation. The goal of the meeting is to identify early on whether there are any factors that may interfere with program implementation, and determine if there are technical assistance needs of staff or the member.

At the three month mark, supervisors are encouraged to provide members with a formal review that is forwarded to LVI. This offers members and supervisors opportunities to identify strengths, weaknesses and areas for improvement. This early review is essential to identifying any difficulties that may impede program success or interfere with their member completing a full year of service. It also provides LVI with another indication as to whether intervention or technical assistance is needed. At mid-year, sites are required to provide a follow-up to the three month review, which is also forwarded to LVI for review. Both reviews form the basis of the members' work plans for the coming period.

Formal feedback on training is obtained through an evaluation form provided at the end of all sessions. The forms are summarized and reviewed by LVI, the host sites and the session trainer. These forms allow members to not only identify the strengths of the training and reflect on how it supports their daily work, but to identify additional areas where support is needed. Feedback is also received at the member meetings held in December, March, and June, as well as through the team leader structure that was set up for this purpose.

While this member feedback is important, a major point in time in determining program progress is at mid year, when site reports on program outputs and outcomes, which includes feedback they received from their clients are submitted. Reviewing the mid-year data, which occurs at the staff and board level of LVI, provides a good indication of progress made and whether adjustments may be needed.

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COMMUNITY INVOLVEMENT

In developing this application, LVI consulted with staff of its two statewide partners - the Illinois State Library Literacy Office and School District #428 of the Illinois Department of Juvenile Justice - as well as the staffs' of a broad number of adult literacy programs, the VOCAL program's main stakeholders, to learn what they and their clients perceived to be their greatest needs and how AmeriCorps programming could help. Various consultative methods were used including a written survey, teleconferences, discussion at coalition and council meetings in Chicago and other parts of Illinois, and individual meetings with staff and clients of program providers. LVI also consulted with current and past members to gain insight as to how they felt their work contributed to their host sites' goals. While specific needs among agencies varied, all cited increased service demands, but fewer resources to respond to them as a major challenge. The staff of the State Library Literacy Office confirmed this lack of resources to be the case, noting that due to budgetary problems there has been a steady decline of funding for community literacy programs from \$7 million in 2003 to \$4 million in 2009. This forced them, they said, to fund eighteen fewer programs in the last six years and reduce grant amounts of others. School District #428 staff stated similar concerns regarding funding cuts, and also noted that for the last several years there have been greater numbers of lower level youth being confined.

Since the literacy field is used to doing more with less, "more volunteer tutors" was cited as a number one need. Beyond a need for more tutors, programs also cited a need for more "bodies" to supplement their efforts and a pool of experienced candidates to draw from when hiring opportunities arise.

While many programs cited a need for more "bodies" the reality is that most adult literacy programs, since they are community and faith-based, only have a few staff members. This precludes them from applying for AmeriCorps funding, since the minimum number of members required for proposal consideration is beyond their means. It also excludes them from receiving other federal funding, since most do not have the infrastructure to support the grant application, management and monitoring

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process. It was with these programs and their needs in mind that LVI developed VOCAL, and it is with these and those not able to participate in the past that LVI seeks to continue it.

RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS

As a result of LVI's executive director having served on the Serve Illinois Commission and America Service Commission's Board of Directors there is a heavy emphasis placed on members and host sites being aware of and involved with other national service programs. LVI is an active participant in Serve Illinois' Volunteer Management Network and has encouraged the participation of host site staff. LVI is also listed as a host site with various Retired and Senior Volunteer Programs (RSVP) and has encouraged sites to tap into the rich source of volunteers.

LVI also partners with other AmeriCorps programs in providing training and member activities, especially with the Project MORE program at the University of Illinois, the past AmeriCorps program at the University of Chicago, and the recently funded Schuler Scholar Program. Since its inception VOCAL members have been involved with Serve Illinois' Leader Corps and LVI strongly encourages its members to be involved with AmeriCorps Alums.

LVI and host site staff have also served as grant reviewers for the Illinois State Board of Education's Learn and Serve grant competition, and LVI is a past sponsor of three VISTA programs -- the VISTA Literacy Corps, which contributed greatly to the development of the adult literacy network in Illinois; Project HEART, which was a 1999 Summer Associates program that was a joint effort of the CNCS and the US Departments of Veteran Affairs and Education, which LVI managed at the request of the Illinois CNCS office; and Project I-CARE, which was a joint program with the UIC Center for Literacy and the Chicago Department of Human Services, which recruited Head Start parents to be VISTA volunteers in programs in their communities.

LVI is also a past sponsor of Project UPLIFT (Urging Partnership in Literacy Initiatives for Families and Teens), which was an AmeriCorps program that was funded first as a state formula program, and in its second cycle, received competitive funds.

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POTENTIAL FOR REPLICATION

LVI has played a major role in serving as an incubator for new programs and helping existing programs expand their reach in their communities. LVI worked closely with the UIC Center for Literacy at first providing members to them through its Project UPLIFT program in much the same way as VOCAL now provides members to local organizations. This relationship grew in strength and number to the point where UIC applied for and was granted funding for its own AmeriCorps program.

In a similar manner, LVI provided a VISTA member to the University of Chicago and this relationship, too, resulted in the development of full scale AmeriCorps and VISTA programs.

Most recently, LVI played this role with the Schuler Foundation which provides tutoring to at-risk youth in the far north suburban Chicago-area. After serving two years as a VOCAL host site, the Foundation applied for and received its own AmeriCorps grant. With LVI guidance, a community volunteer component, which the program previously did not have, was developed.

The program is also being replicated with each new host site that is brought on board. That is one of the strengths of programs sponsored by intermediary organizations - there is a plan in place to follow with new sites coming in each year, as others leave.

The VOCAL program also has replication potential by intermediary organizations serving other areas of need in Illinois as well as its literacy counterparts in other states. To advance this LVI has conducted "How To" workshops at conferences sponsored by the White House Conference on Community and Faith-Based Initiatives, the Literacy Volunteers of America, the National Center for Family Literacy, and the Illinois Head Start Association.

Organizational Capability

ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT

The Literacy Volunteers of Illinois (LVI) was incorporated in 1979 as an independent, self-supporting tax-exempt Illinois corporation. LVI was founded by the national Literacy Volunteers of America organization to serve as a mid-level support system for affiliated programs, but as new programs came

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into being, many of whom did not qualify for LVA affiliation, LVI evolved into a resource and training center for all volunteer literacy programs. Our mission statement, revised in 1999, reflects this broader audience and goal - "Literacy Volunteers of Illinois is a statewide organization committed to developing and supporting volunteer literacy programs that help families, adults and out-of-school teens increase their literacy skills".

To carry out that mission, LVI provides a range of services to staff and volunteers of community-based programs and advocates on their behalf before policy makers. LVI also works with local organizations to begin literacy initiatives in their communities, and has been successful in this through the past placement of VISTA volunteers and the current placement of AmeriCorps members. Other programs operated by LVI include its Resource and Referral Center, which is a clearinghouse for individuals interested in becoming tutors or accessing the services of a literacy program, and its Jump Start program, which serves incarcerated youth.

The Resource and Referral Center is a core program that conducts recruitment on behalf of, and provides referral to, local literacy programs. An up-to-date Volunteer Directory of literacy programs and their needs and services is maintained on the LVI web site, along with a map showing the locations of all programs. LVI also conducts through the Center, two annual conferences for tutors, students and staff in adult literacy programs, a spring Conference and Awards Presentation that is hosted by the University of Illinois at Chicago and a fall student-led conference that is hosted each year by a community college.

LVI's Jump Start program is a one-to-one tutoring and mentoring program that recruits and trains individuals, primarily retirees, to work with youth incarcerated in the Illinois Youth Centers (IYC). The program was founded by LVI and was originally funded through a three-year grant from the Retirement Research Foundation. Support for the program currently comes from School District #428 of the Illinois Department of Department of Juvenile Justice, the Literacy Office of the Illinois State Library and grants from local foundations. The Jump Start program has hosted VISTA and AmeriCorps members at

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the IYCs in Chicago, Harrisburg, Kewanee, Murphysboro, St. Charles and Warrenville, four of whom were hired by LVI to serve as staff at the IYC at which they served.

MULTI-SITE PROGRAM

All programs seeking to be a host site complete a Request for Member application, which describes the VOCAL program and seeks information on their agency and needs. The application is available at www.lvillinois.org. Upon receipt of an application the site is visited by the Executive Director of LVI who meets with the agency director and staff who will supervise the member. A tour of the agency is conducted, paying particular attention to work space, safety issues, the community served, the types and needs of the clients they serve, and the program's ability to provide sufficient supervision and resources to an AmeriCorps member placed with them. Preference is given to community and faith-based agencies, however, in downstate Illinois where there are few non-profit agencies LVI considers volunteer efforts in community colleges, especially those funded by the Illinois State Library Literacy office.

Oversight of host sites is conducted primarily by LVI's Executive Director with service to members being provided by the VOCAL program coordinator and LVI field staff who are part of its Jump Start program. LVI also coordinates site selection with the Illinois State Library Literacy Office, whose staff provides further information on the needs, capabilities, service records and staff of the agencies seeking to be host sites. The Literacy Office also recommends programs that they think can benefit from the services of an AmeriCorps member.

LVI seeks balance in the sites that host members and gives priority to programs in distressed areas. This includes low income communities in Chicago, especially those serving African-American, Hispanic and refugee populations. LVI also reaches out to faith-based organizations, and typically places members in 4-5 faith-based programs each year.

BOARD OF DIRECTORS, ADMINISTRATORS AND STAFF.

A ten-member Board of Directors, representing the public and private sector governs LVI. The day-to-day activities are overseen by an executive director and carried out by three full-time program staff,

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two part-time coordinators, and an administrative resources intern. We also have a full-time AmeriCorps member in our office that provides support for member communication activities and serves as the editor of the monthly member newsletter.

The VOCAL program is managed by LVI's executive director, who has a Masters in the Management of Public Services. She has been with the agency for eighteen years, during which time she has provided leadership and support to over 600 VISTA and AmeriCorps members through five different programs. She is also the founder of the Jump Start program.

The day-to-day activities of the program are handled by a program coordinator, who has a background in social services and served two years as AmeriCorps member, the second with the VOCAL program. She has a Bachelor's degree in Administration, and has been in her position for four years.

VOCAL is further supported in our downtown office by an administrative resources intern, who assists with organizing special events, such as our book drives and SCRABBLE tournament as well as member recognition activities.

LVI's Jump Start program coordinators, who are based at the IYC's in northern, central and southern Illinois, provide support to host sites in their areas, and serve as member supervisors at their respective Centers. They average 40% of their time working on the VOCAL program.

The administrative activities of LVI are handled by the executive director, the administrative intern, a part-time bookkeeper, and a payroll service. Oversight is provided by the Executive Committee of the Board of Directors.

Payroll, which includes the payment of living allowance to AmeriCorps members, is handled through the national Paychex service. In addition to issuing bi-weekly checks to employees and members, the firm also handles the payment of state and federal taxes and other employee withholdings and files our quarterly IRS 941's, our annual W-2's and our quarterly and annual Illinois Department of Revenue and Department of Employment Security (unemployment) reports. Insurance for our agency, liability and workers' compensation, is handled by the Chicago-based Alternatives Insurance Agency.

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LVI's one day a week bookkeeper issues checks to vendors, enters bi-weekly payroll reports, maintains the agency's accounts payable and receivable journals and performs the monthly reconciliation of LVI's operating and savings accounts. The journals and reconciliation statements are reviewed monthly by the President and Treasurer, as specified in our Fiscal Policies and Procedures. The accounting firm of JPF Limited is charged with completing LVI's annual audit and the agency's federal and state annual 990s.

LVI's operating budget for Fiscal Year 2010 is \$638,380 in income and \$636,900 in expenses. Approximately 60% is public money; the remainder comes from foundations and corporations; conference, training and placement fees; sale of materials; special events; and, individual contributions.

PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT

Because of LVI's relatively small staff, its Board of Directors, as a group, individually and through its Committees, plays a major role in reviewing and monitoring the organization's work. The Board meets bi-monthly, with the Executive Committee meeting in the intervening months, at which time they receive and review reports from the Executive Director on all program initiatives. On a bi-annual basis they review data collected on our two main programs -- VOCAL and Jump Start, and make recommendations to the Executive Director for improvements. Any changes recommended are articulated to staff by the Executive Director, who is charged with carrying them out.

To be familiar with all agency initiatives the Board routinely attends program activities and often conducts or sits in on training offered to VOCAL members and Jump Start tutors. They also take an active role in our conferences and special events, with three to four of the members serving on planning committees. On an annual basis they review staffing patterns, and at the beginning of each fiscal year approve a funding plan. As new initiatives and grant requests are developed, they serve as grant reviewers and devil advocates, to ensure they are properly vetted.

Employees' reviews are conducted annually by the Executive Director on the anniversary of their hiring and are typically reviewed by Executive Committee members, especially if any disciplinary action

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is to be taken. Any changes in staffing patterns being recommended by the Executive Director that require hiring or termination are approved by the Board as a whole.

PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

Technical assistance to host sites begins with LVI's executive director, who, upon analyzing the need, determines the best course of action. This could involve providing the assistance herself, or assigning it to the program coordinator, a host site with expertise in the area, a board member, or an outside consultant. The same process is followed for internal needs, unless it's a need of the Executive Director who would turn to the Serve Illinois staff, the LVI Board of Directors or a national service technical assistance provider for training or assistance.

Host sites in need of technical assistance have various opportunities to advise LVI of their needs beginning at the time they apply to be a site and complete a questionnaire on capacity and needs. Upon being accepted, the site is visited by the executive director, who is often accompanied by a LVI Board member. Periodic conference calls that are held during the year and a program supervisors' meeting held at the start of the year afford supervisors additional opportunities to request assistance. Because sites are sometimes shy in asking, or don't know what to ask, a Site Supervisor's Handbook containing program particulars, AmeriCorps regulations, and sources for technical assistance are provided to them at the start of the year.

Because all financial records, transactions and payroll are handled out of LVI's offices, sites do not have to be oriented to or concerned about financial matters other than learning about their in-kind contributions and Cost Share payments, which are handled by LVI's executive director.

SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

VOLUNTEER GENERATION AND SUPPORT

A VISTA volunteer founded LVI in 1983, and, while that VISTA along with a ten-member volunteer board of directors "worked herself out of a job", the staff of LVI continues to look to and relies heavily on volunteers to support its goals. This begins with its board of directors, and extends through all of its

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program activities.

Largely, LVI volunteers come from the programs we serve. While we rely heavily on the expertise within our field to help extend our services, we also reach out to the broader educational communities for volunteers and support as well as a variety of business, community and professional organizations. These include United Ways and Rotaries, CPA's for the Public Interest, the Illinois Bar Association, Leadership Chicago, Women in Charge, and various University and alumni organizations. We have also turned to major Chicago corporations for volunteers, especially those who fund us, and to human resource consulting firms, such as RHR International, which has been particularly valuable in assisting us in developing our interviewing protocol and selection process for AmeriCorps members.

Volunteers serve LVI in a variety ways. They serve on our board and board committees and as planners and trainers at our annual conferences. They serve as information technology, board development, and, HR consultants, and, assist with special events programming.

ORGANIZATIONAL AND COMMUNITY LEADERSHIP

As the only organization of its kind focusing on the needs of adult volunteer literacy programs in Illinois, LVI is a leader in its field. To maintain our standing we collaborate with, serve on boards and advisory committees, and hold membership in a range of organizations serving the volunteer and adult education networks including Chicago's North, South and West Side Literacy Coalitions, the Southern Illinois Literacy Council, the Illinois Adult and Continuing Educators Association, the Illinois Conference on Volunteer Administration, and, various chapters of the Association of Volunteer Administrators. We are also active in Serve Illinois' Volunteer Management Network in southern and northeastern Illinois.

LVI has received awards from groups within those networks including School District #428, the UIC Center for Literacy, Universidad Popular, New Readers for New Life of Illinois and the Literacy Volunteers of America.

LVI staff has also been asked to present on its work with national service and its Jump Start program

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at several national conferences, including those held by the American Library Association, National Center on Family Literacy, Literacy Volunteers of America, Grantmakers in Aging, and America's Service Commission. A special honor at the national level was being a presenter at the White House Conference on Community and Faith-Based Initiatives, in Chicago in March 2003, on the recommendation of the staffs of both Serve Illinois and the Illinois CNCS office. LVI also served on two advisory committees of the National Institute for Literacy and was a grant reviewer for their "Equipped for the Future" funding competition.

LVI has been on conference agendas of the following Illinois associations - Adult and Continuing Educators, Correctional Education, Head Start, Rural Postal Carriers, Miss Illinois Scholarship, the Student Council of the Southeast Region and Women in Corrections. LVI also routinely serves as a speaker at a variety of local organizations, and was featured as the Charity of the Month in 2006 by the Journal publications, a chain of newspapers serving the northside of Chicago and the north, northwest and western suburbs. LVI's Jump Start program has also been featured in a variety of community papers, most recently in the Daily Herald in northern Illinois in October 2009 and the Southern Illinoisan in November 2009.

By appointment of the Governor, the executive director of LVI served four years as the National Service Representative on the Serve Illinois Commission and prior to that served five years as the community-based organization representative. She also served on the board America's Service Commission.

SUCCESS IN SECURING RECURRING AND DIVERSIFIED COMMUNITY SUPPORT COLLABORATION

As a training and resource center for adult literacy programs, LVI has been involved with a broad number of collaborations and partnerships in its 30 year history. This includes formal partnerships, such as our past Project UPLIFT AmeriCorps program, and our Project ICARE and VISTA Literacy Corps programs, as well as informal ones with various community and faith-based organizations.

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To further enhance our program activities and assist the 70 or so local agencies with whom we work, we also collaborate with agencies serving the broader needs of adult education programs, including the Adult Literacy Resource Center, the Southern Illinois Professional Development Center, the Central Illinois Adult Education Service Center, New Readers for New Life of Illinois and the Tutor/Mentor Connection. LVI also works closely with the UIC Center for Literacy and at the national level collaborates with a variety of state adult education departments and other state literacy providers through the National Institute for Literacy's Partner program, of which LVI is a part.

LOCAL AND IN-KIND FINANCIAL CONTRIBUTIONS

As a statewide, intermediary organization, LIV has some limitations in developing a wide base of individual contributors but we have a good mix of private money from foundations, corporations, individual donors, special events and fee-based activities. We are largely government-funded (60%), but that it is down considerably from the 80% of public funding that we once had. This has come about by being more aggressive in generating income locally through special events and the annual Borders book drive, which provides books and a corporate contribution. We also receive greater support for the VOCAL program through placement fees and receive in-kind and financial support from various local organizations, including several Rotary clubs. We also look to in-kind contributors to support our efforts and have had success in securing pro bono trainers and consultants. We also furnished our entire office from in-kind donations from businesses, and receive a substantial in-kind contribution in rent for our offices in downtown Chicago.

WIDE RANGE OF COMMUNITY STAKEHOLDERS

As a statewide organization that was founded by the national Literacy Volunteers of America, our first stakeholders are the 25 organizations that were LVA affiliates. That group broadened over the years to include all adult literacy programs in Illinois, of which there are about 70 who regularly attend our conferences and training sessions and participate with us in other activities, such as our book drives and new readers programming. Sub-sets of that group are the host sites for the VOCAL program, which

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includes their staff, tutors, and adult learners. Our public and private funders have a major stake in our organization, as do the AmeriCorps members and alums whose numbers grow each year. From our funders we've received not only the financial means to continue going forward, but have been invited to participate in some of their networks, which opened up new funding opportunities and gave us increased exposure at both the state and national levels. The LVA organization was a major stakeholder of ours and provided substantial in-kind training and support. The UIC Center for Literacy, with whom we co-sponsor our annual conferences, is also a major stakeholder, which has helped to increase our stature within the educational field. Organizations in the national service are also stakeholders, especially the Serve Illinois Commission and the Illinois Office of CNCS.

Cost Effectiveness and Budget Adequacy

CORPORATION COST PER MEMBER SERVICE YEAR

LVI's Cost per Member for the 2010/2011 program year is \$12,523.

DIVERSE NON-FEDERAL SUPPORT

LVI derives its match for the VOCAL program primarily from the sites that host the members. This comes by way of a placement fee and in-kind matches. For the coming program year, LVI anticipates raising \$132,000 through these fees, which will be \$6,600 for full-time members and \$3,300 for part-time members. We will also provide a \$10,000 cash match from our Jump Start program.

The fees paid by host sites and the funding for their in-kind contributions come from a variety of local sources and grants they receive from the Illinois State Library and private foundations. Since none of our sites receive federal funding for literacy activities, the only federal funds the sites and LVI realize are those received from the CNCS.

DECREASED RELIANCE ON FEDERAL SUPPORT

Since we are primarily an intermediary organization for the placement of AmeriCorps members there are two areas to look at for a decreased reliance on federal support -- LVI and the host sites. While it maybe be imprudent to write that LVI would not be able to sustain the VOCAL program without federal

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support that is the reality, since the very basis of the program is providing AmeriCorps support to community and faith-based programs that would otherwise be unable to access the resources on their own. That is not to say that LVI or the host sites depend solely on the CNCS for their existence, as VOCAL resources are only one aspect of LVI and the host sites programming and are viewed by all as value added.

To help prepare for a decreased reliance on AmeriCorps members LVI, as noted earlier, provides consultation and assistance to host sites in developing additional funding sources for their program, and assists with volunteer recruitment and referral. LVI is also engaged in strategic financial planning for its own organization and is undertaking the development of a comprehensive funding plan that relies more on private funding initiatives and special events and less on public funding. LVI and the adult literacy field feel fortunate to have received AmeriCorps support for the VOCAL program for the past six years and while we have not become entirely self-sufficient, LVI and the host sites have consistently been adding to the match and are providing an overmatch for this proposal as well.

BUDGET ADEQUACY

LVI is seeking \$313,066 in CNCS funding for the VOCAL program, a grass-roots volunteer literacy effort that seeks to place 25 FTE members in 20-25 community, school, and faith-based volunteer literacy programs to provide one-to-one tutoring and volunteer recruitment and support services. The overall budget of the program is \$650,066. \$270,298 of CNCS funds will go towards members' living allowance, payroll taxes and health insurance; the remaining \$42,758 of the funds will be used to partially fund staff, CNCS travel and administrative expenses.

In addition to CNCS funds, LVI and the host sites will provide a cash match of \$142,000 and in-kind contributions of approximately \$195,000. Of the cash funds \$47,701 will go towards member costs - living allowances and fringes -- and \$20,026 will go towards member support, which will include training, travel and AmeriCorps gear. The remaining funds will be spent on program costs which include program staff, travel to host sites, staff development, resource materials for staff and members, program

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supplies and costs associated with record-keeping and internal program evaluation. The in-kind contributions will be for salary and fringes associated with program supervision and administration.

Evaluation Summary or Plan

An ad hoc evaluation committee of the LVI board of directors conducted an internal evaluation of the 2008-2009 VOCAL program year to determine what effect the program had on the agencies that were a part of it, the members who served in it, and the community residents who benefited from it.

The evaluation, which was process and outcome oriented, consisted of: 1.) an end-of-the year member survey; 2.) a questionnaire distributed to all site supervisors; 3.) interviews with three site directors and three AmeriCorps members, 4.) interviews with LVI staff; and, 5.) a review of data and "Great Stories" submitted by sites for mid and end-of-the year progress reports.

The committee focused on the following questions -- Were the activities described in LVI's member description and program plan carried out? Were all members properly trained to carry-out their assignments? Were the desired number of students enrolled and tutors recruited? Did the infrastructures of the sites support the services of the members? Did the infrastructure of LVI support the needs of members and host sites? Did the adult learners improve in their reading ability? How much change occurred? Were there specific tutoring practices used by members as compared to the community volunteers that caused the reading ability changes?

General findings on process included: 1.) the activities as described were carried out as planned; 2.) sufficient training was provided members by both LVI and host sites for them to carry-out their tutoring and recruitment assignments; 3.) the desired number of students enrolled and tutors recruited were met; and, 4.) the infrastructures of the host sites were sufficient to support the members. It was also found that while the infrastructure of LVI was sufficient to support the needs of the members and host supervisors, but that communication among all of the parties was sometimes lacking and could be strengthened.

In outcomes some general findings were that student enrollment increased at all of the sites that

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hosted AmeriCorps members over previous years and that the adults who received at least 30 hours of instruction showed the minimum one level gain anticipated, with many of the ESL learners showing gains above that. Sites attributed the increased gains to the members being more available to their learners and being better trained in providing intensive instruction than community volunteers. Other positive outcomes noted by sites included increases in tutor recruitment and retention, increased awareness in the community of the agency and services offered, and greater student persistence.

The full report was sent in January, 2010 under separate cover to the Corporation for National and Community Service

Amendment Justification

N/A

Clarification Summary

Programmatic Clarification Items

Provide detail and explain why full-time members attend a required course on grant writing.

A goal of the VOCAL program is for our members' AmeriCorps experience to lead to careers in the adult education field, ideally with the programs serving as host sites. While there are teaching positions in these agencies, most of the full-time positions also include administrative and programmatic duties that encompass such activities as volunteer recruitment and management, data collection, marketing and outreach, and grant and report writing. The three-hour grant writing session is part of a 12-hour survey course that covers all of the above topics. We have it as a requirement because we see it as an integral part of understanding how non-profit programs work, and because it has been offered for the past three years on an elective basis and each year regularly drew the highest attendance and had the strongest evaluations with members commenting that it gave them a much better understanding of the non-profit field and the AmeriCorps program itself.

Provide a plan for the daily supervision of members.

While the level of supervision and the number of supervisors may vary at each site, all members have

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a primary supervisor to whom they report. Typically, this is the volunteer literacy director or the director of adult education. On a daily basis, it is expected that the supervisor review with the member the activities of the day, be on hand during the day to respond to any questions they may have or assistance needed, and provide regular feedback to them on the service they are performing. Other supervisory activities that host sites agree to, per the Host Site Agreement include: Providing meaningful service work (for up to 40 hours per week for full-time members, 25 for part-time members and eight (8) for minimum time members) and performance criteria that are appropriate to the skill level of the member; providing equipment and/or materials for use by the member to complete his/her work tasks; providing training opportunities for the member beyond those offered by LVI; providing a safe, sanitary, and handicap accessible working environment; reporting immediately any problems or work-related accidents to LVI; and reporting immediately any drug violation occurring in the workplace or during the performance of any program or project by the member, in accordance with the Drug Free Workplace Act. The Host Site also agrees and the Supervisor ensures that that it will not allow VOCAL AmeriCorps members to engage in any prohibited activities.

Budget Clarification Items

Personnel: Confirm Personnel Costs are not duplicated across other Corporation grants.

LVI currently has two Corporation-sponsored programs -- an ARRA AmeriCorps grant and a PY '10 State Formula funded one. Personnel costs are assigned to those two programs but they both end in August, so no there will be no duplication of personnel costs in a PY '11 program.

Staff Travel. Provide a brief explanation for long distance travel.

Each host site is visited by the program coordinator and Executive Director, sometimes separately, sometimes together, at least once a year. Additionally, the Serve Illinois Commission requires attendance at two program directors' training each year and sponsors quarterly "networking" meetings. When feasible, trains are taken.

Site Visits to downstate and suburban Chicago locations - 2,380

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Chicago to Harrisburg and Murphysboro and return -- 800 miles

Chicago to Centralia and Alton and return -- 700 miles (possible)

Chicago to Kewanee to Pekin and return -- 350 miles

Chicago to St. Charles and return -- 120 miles

Chicago to Waukegan and return -- 100 miles

Chicago to Chicago Heights and return -- 100 miles

Chicago to Elgin and return -- 80 miles

Chicago to Warrenville and return -- 70 miles

Chicago to Arlington Heights and return -- 60 miles

Additional long distance trips -- 1,500

Chicago to Springfield and return -- 400 x 3 trips = 1,200 miles

(two program director training sessions; spring IACEA conference)

Chicago to various northern IL locations - 300 miles

quarterly Volunteer Management Network meetings of SERVE Illinois Commission

Provide justification for refreshments for Opening Day in Springfield line item. Itemize costs.

Travel time between Springfield and Chicago is 3 ½ hours each way with members leaving Chicago before 7:00 a.m. (which for many means leaving their homes at 6 a.m.) and returning after 7 p.m. (which means getting home after 8 p.m.). Only lunch is provided while in Springfield. Breakfast items for the trip to and late afternoon snacks for the trip back for the appx. 30 members on the bus include: 3 dozen donuts and muffins @ \$10 = \$30; 2 carriers of "Joe" @ \$15 = \$30; 6 lbs of apples - \$10; 8 lbs. of banana - \$6; 2 cases (24 bottles) of water at @ \$6 = \$12; and, 30 granola or other snack bars - \$12.

Please explain the Parking Mileage and Taxis for \$1,800.

LVI's office is located in downtown Chicago, where parking is \$29 for two or more hours, with no in-out privileges. Since the Exec Director is in and out for local site visits and other meetings, it is more cost effective to maintain a monthly parking space than pay by the day. Monthly parking accounts for

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\$1,200 (\$100 per month; 25% of overall cost). Eighty miles a month is estimated for in-city travel --
 $80 \times 12 = 960$ miles $\times .50 = \$480$. Parking at outlying locations is estimated at \$60 per year and \$60 per
year is estimated for cabs when program-related travel is one mile or further, or the weather is
inclimate.

Member Training-Please break out costs for training days and orientation.

Note: Since not all PT and MT members attend each session, costs are based on average attendance of
30 members.

Orientation -- \$900 (Two Days)

Day One -- Breakfast Items: \$2 per person and Lunch at \$8 = $\$10 \times 30 = \300 . Day Two -- Breakfast
and Lunch - \$300 and COLORS training materials $30 \times \$10 = \300 .

December Meeting - \$1,510 (Two Days)

Day One -- Meyers-Briggs Type Inventory (computer-based assessment) - $\$20 \times 38 = \760 ; Holiday
Team Building Dinner - $\$15 \times 30 = \450 . Day Two -- Breakfast and Lunch - \$300; a.m. -- Reports; p.m.
-- Meaning of Service facilitated discussion

March and June Quarterly Meetings -- \$600

Breakfast and Lunch - \$300; a.m. -- Reports; p.m. -- Meaning of Service facilitated discussion

Total for Orientation and Quarterly Meetings - \$3,000

Friday Training and Materials

Member Manual - $\$10 \times 60 = \600 (provided to supervisors and members)

The Civically Engaged Reader - $\$25 \times 38 = \950 (for Meaning of Service discussions)

12-Hour, Two-Day Survey Course (required for Full-time; optional for Minimum and Part-time)

$\$10 \times 20 = \200 -- breakfast snacks and lunch $\times 2$ days = \$400

$\$10 \times 20 = \200 -- purchase and/or copying of materials $\times 2$ days = \$400

Four Friday Training Sessions (Optional 1/2 day sessions)

$\$10$ water/coffee/tea and \$100 for purchase and/or copying of materials $\times 4 = \$440$

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(\$5 per member, based on 20 members)

On the Road to Literacy Conference - \$18 x 30 members = \$540

End of Year Celebration and Service Activity - \$470

Total for Training and Materials - \$3,800

Member Travel: Please explain the Monthly Transit Card for 1 LVI member. (Why only 1?)

LVI encourages host sites to provide a travel allowance for the member(s) hosted, if they are expected to travel between sites. The cost listed here is for LVI's AmeriCorps member who will travel between LVI's downtown Chicago office and IYC-Chicago, which is about three miles away.

Training: Clarify conference fees for staff, ensure that there is no duplication.

There are three conferences that LVI staff typically attend - ProLiteracy National Conference (2010 registration fee - \$350; two staff attended); Illinois Adult and Continuing Educators Association (March 2011 -- fee typically - \$180-\$200, usually attended by one or two staff); Illinois Conference on Volunteer Administration (May 2011 -- fee typically \$150, usually attended by program coordinator).

Evaluation: Meals and refreshment should not be included unless a justification is provided. Explain who the committee members are and how they are qualified to be conducting the internal evaluation. Are they staff included in personnel ?

LVI anticipates forming an evaluation committee made up of four members; two will be from the board of directors, one from a host site, and, the fourth, a PhD candidate from Northern Illinois University. It is expected that the two board members will be the president, John McLeod, a semi-retired businessman who headed the 06-09 evaluation committee, and Maria Thiel, from the board's program committee, who recently retired as the Adult Literacy Director at Moraine Valley Community College. The representative from the host site will be chosen through an application process, which will be conducted mid program year. The PhD candidate will be recommended by Dr. Chris Parker, professor of organizational development, whose graduate students conducted a member satisfaction study on our behalf in 2008. We anticipate two meetings at our downtown office, at which box lunches

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will be served ($\$12.50 \times 4 = \$50 \times 2 = \$100$). We will also offer travel reimbursement of up to \$20 -- parking or train -- for those meetings ($\$20 \times 4 = \$80 \times 2 = \$160$, and offer \$10 in travel costs to each member for a site visit ($\$10 \times 4 = \40). The \$200 honoraria is to cover additional costs they may incur while making site visits ($\$200 \times 4 = \800). The final \$100 will be available for conference calls among committee members, or committee members and host site supervisors and/or AmeriCorps members.

Other Program Operating Costs:

Please include the budget for criminal history checks for all members and grant-funded staff.

38 members \times \$16 = \$608 -- Illinois State Police. (Grant funded staff have already gone through background checks.) Reduced copy costs to \$300 (\$25/month); program materials to \$300 (\$25/month) and internet access to \$304 (\$25.35/month).

Please justify the Coalition dues under Dues and Subscriptions.

There are two literacy coalitions and one organization that LVI's VOCAL Coordinator is a member of - Southside Literacy Coalition - \$25.00; Northside Literacy Coalition - \$25.00 and the Illinois Adult and Continuing Educators Association (IACEA) - \$60. The Coalitions are organized geographically in Chicago and meet monthly. Membership consists of adult literacy program staff and often includes AmeriCorps members. Meetings generally consist of a one-hour program, and a half-hour information exchange. The IACEA organization meets quarterly and sponsors an annual conference.

Member Support Costs: The health care costs are for 17 members but the program has 18 full-time members. Please explain.

LVI's experience is that not all members access the insurance the VOCAL program provides as some are covered through spouses, whose insurance coverage is often better, or, are veteran's and prefer to use the resources of the Veteran's Administration. We also often have 3-4 members who serve 11 month terms, by either starting late or finishing early. Should all 18 full-time members request coverage for the entire 12 months, LVI will provide it.

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Source of Funds: Please provide the sources and amounts of matching funds. Clarify that the \$10,000 cash match from LVI's Jump Start program is an allowable cost given that it is also an AmeriCorps program. Please provide a list of the placement sites that are contributing match.

LVI's Jump Start program is not an AmeriCorps program, though it does host members from the VOCAL program. It is possible that the program is being confused with the national Jumpstart for Young Children organization, which is an AmeriCorps program. LVI's Jump Start program, which operates only in the Illinois Youth Centers, receives general revenue funds from two state bodies -- Illinois Department of Juvenile Justice and the Illinois State Library, as well as grants from private foundations.

Organizations requesting members and cash and in-kind match --

Albany Park Community Center - 2 FT; Cash - \$13,200 and In-Kind - \$14,000

Anixter Center -- 1 FT; Cash - \$6,600 and In-Kind - \$6,000

Centro Romero -- 1 FT; Cash - \$6,600 and In-kind - \$4,500

Christopher House -- 1 FT; Cash - \$6,600 and In-Kind - \$6,000

Corazon a Corazon -- 1 FT; Cash - \$6,600 and In-Kind - \$4,500

Howard Area Community Center -- 1 FT and 1 PT; Cash - \$9,900 and In-Kind - \$6,500

Instituto del Progreso Latino -- 2 FT; Cash - \$13,200 and In-Kind \$12,000

Jane Addams Resource Corp -- 1 PT; Cash - \$3,300 and In-Kind \$3,000

Jane Addams Hull House -- Uptown -- 1 FT; Cash - \$6,600 and In-Kind- \$6,500

LVI -- 1 FT; Cash - \$4,000 and In-Kind - \$30,000

LVI - Jump Start in the IYCs -- 6 PT and 5 MT; Cash - \$10,000 and In-Kind - \$36,-000

Mercy Housing Lakefront -- 1 FT; Cash - \$6,600 and In-Kind - \$6,000

Midwest Asian American Center -- 1 FT; Cash - \$6,600 and In-Kind - \$6,000

Project CARE -- Morton College -- 1 PT; Cash - \$3,300 and In-Kind - \$3,000

Pui Tak -- 2 PT; Cash - \$6,600 and In-Kind - \$6,500

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Township School District #214 -- Read to Learn -- 1 FT; Cash - \$6,600 and In-Kind - \$6,500

Schuler Family Foundation -- 2 FT; Cash - \$13,200 and In-Kind - \$20,000

World Relief -- 2 FT; Cash - \$13,200 and In-Kind - \$20,000

Members: 18 FT; 10 PT and 5 MT remaining (5 MT to be placed)

Cash Total: \$142,700

In-Kind Total - \$195,000

We also have requests from the following agencies, who are on wait list, have tentative interest in hosting a member should any of the above agencies withdraw, or are interested in minimum time members only: Kaskaskia College (Centralia), Lake County Literacy Program (Waukegan), Lewis and Clark College (Alton), Literacy Connection (Elgin), Prairie State College (Chicago Heights), and YWCA (Pekin).

Clarification Response FY '10 - Part 2

FY '10 Budget Clarification Response - Part 2

Member Training - Please justify breakfast costs and costs for holiday dinner. Remove costs for water/coffee/tea for Friday training sessions.

Whenever we have all day activities that begin at 9:00 a.m. and end at 4:30 p.m., our practice has been to offer breakfast snacks consisting of donuts/muffins, fruit (bananas/apples) and juice. Breakfast snacks are offered at 8:30 a.m., to encourage members to arrive in advance of our start time and mingle with their fellow members. We find that this builds camaraderie among the members and ensures a more lively and participative morning session that almost always starts right on time with everyone present. Lunch is typically a box lunch consisting of a sandwich, chips and drink. Costs for both are estimated at \$10. (The FY 2010 Domestic Per Diem rate issued by the General Services Administration

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for Chicago is \$12 for breakfast and \$18 for lunch.)

Holiday Team Building Dinner

The Holiday Team Building Dinner immediately follows the Myers-Briggs Type Indicator training session that is being held in the afternoon from 1-5 p.m. The dinner is attended by members, LVI staff and the MBTI trainer (only member costs are shown as our match here). Activities from the training session continue at the dinner and it is considered part of the training day. The training day begins at 1 p.m.; no lunch or other afternoon snacks are offered. \$15 per member is budgeted. (The FY 2010 Domestic Per Diem rate issued by the General Services Administration for Chicago for dinner is \$36.)

Water/Coffee/Tea for Friday training sessions has been removed.

Training: Itemize costs for On the Road to Literacy Conference and End of Year Celebration and service activity.

The On the Road to Literacy Conference is an all day conference held on a Saturday in the spring at the University of Illinois at Chicago (UIC). The \$18 cost is a conference registration fee, which is the reduced conference rate for adult learners, other students and AmeriCorps members ($\$18 \times 30 = \540)

End of Year Celebration and Service Activity

In conjunction with end of year activities our team leaders organize a corps-wide member-driven service activity. This has ranged from sponsoring Kid's Corners at Back to School Fairs to cleaning Chicago-area beaches. Past costs have included such items as kids' games, toy prizes, and small hand tools, as well as conference calls for planning purposes. Planning and materials cost - \$44.

End of Year Celebration. The end of year celebration consists of a lunch and recognition program at which time LVI's Board of Directors and host site supervisors recognize members for the contributions they made during their past year of service through formal presentations. There are two costs associated with the celebration - Lunch - $\$10 \times 38$ (members) = \$380 and Certificate/Holder - $\$2 \times 38 = \76 . Total - \$456 (Note: While our other activities have been budgeted at 30 members, our experience is that all members attend the final session.)

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Please revise budget narrative to capture all explanations provided in the clarification narrative. For example, create separate line items for each training with itemized costs.

This has been completed in the budget narrative section.

CLARIFICATION ITEMS - 5.2.11

Start Date and Member Enrollment Period - September 1, 2011

Section 1C Travel - Please explain the purpose of travel for the following line items -

Staff Travel - Parking Mileage and taxis (please also itemize these costs)

LVI's office is located in downtown Chicago, where parking is \$30 for two or more hours, with no in-out privileges. Since the Executive Director is in and out for local site visits and other program-related meetings, it is more cost effective to maintain a monthly parking space than pay by the day. Monthly parking accounts for \$1,200 (\$100 per month; 25% of overall cost). Eighty miles a month is estimated for in-city (typically 10-20 miles round trip) and suburban (typically 40-50 miles round trip) travel -- 80 miles x 12 months = 960 miles x .50 = \$480. Parking at outlying locations is estimated at \$100 per year and \$40 per year (4-5 trips with average cost between \$8-\$10) is estimated for cabs when program-related travel in the central business district when the destination is one mile or further or the weather is inclement.

Parking - $\$100 \times 12 = \$1,200$ (25% of cost of a monthly parking spot in downtown Chicago)

Mileage -- 80 miles per month (average) x .50 = $\$40 \times 12 = \480

Parking - \$100 per year (outside of downtown Chicago, local parking lots and/or metered parking.

Taxis - \$40 per year

Long Distance Travel - \$2,664 (Mileage, Lodging, Meals)

Mileage - 4,128 miles x .50 = \$2,064

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Chicago to Harrisburg and Murphysboro, IL -- 780 miles (round trip) x 2 trips = 1,560 miles

Chicago to Kewanee, IL -- 294 miles (round trip) x 2 trips = 588 miles

Chicago to St. Charles, IL -- 120 miles (round trip) x 2 = 240 mile

Chicago to Warrenville - 70 miles (round trip x 2 = 140

Chicago to Springfield and return -- 400 x 3 trips = 1,200 miles

- two program director training sessions
- spring Illinois Adult and Continuing Educators Association conference

Travel for other program-related meetings and visits to sites and potentials sites in Illinois that are 50 or more miles of one-way travel - 50 miles x 2 (round trip) x 4 trips = 400

Lodging - \$450

\$75 lodging x 6 nights = \$450

- 2 nights in Kewanee, Illinois
- 2 nights in Marion, Illinois (Harrisburg/Murphysboro trips)
- 2 nights for IACEA Conference (Springfield, IL)

Meals - \$150 Not a per diem; receipt required

\$25 average daily meal cost for six days of long distance travel.

We have increased the match in this line item by \$264.

Monthly transit card for program coordinator

When visiting Chicago-based programs and those in the nearby suburbs our program coordinator takes public transportation and we provide her with a monthly pass that is accepted on all bus and rapid transit routes. (Note - this LVI and not CNCS revenue that is being used.) She typically makes 3 program-related trips a week (\$6 average round trip costs for fare and transfers x 3 trips x 52 weeks = \$936). We have lowered the \$1,200 match amount in this line item to the amount listed above and have

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shifted the remaining \$264 to long distance travel.

Section 1E: Supplies: Please explain the purpose of the computer and monitor. Who will use them ?

The computer and monitor are used for a variety of task by the VOCAL program coordinator. These tasks include maintaining member (address, e-mail, federal and state tax deductions, etc.) and site information in data bases (supervisors, hours of operation, addresses, etc.); accessing the internet, for E-Grants (AmeriCorps portal) and OnCorps for member and program reports; wordprocessing, such as writing program-related letters, memos, monthly newsletters, address labels; and, developing power point presentations for use in member orientation and training, storing pictures of member events for later presentation. The program coordinator currently has a computer and monitor but both are over six years old. The old computer and monitor will be kept for members to use at times when they are in our office and need to access the internet or have other computer-related needs.

Section 1 G Training - Please justify food costs for end-of-year celebration and service activity.

The service activity will likely be held in conjunction with the end of year celebration, which consists of a lunch and recognition program at which time LVI's Board of Directors and host site supervisors recognize members for the contributions they made during their past year of service through formal presentations. LVI has budgeted \$10 for lunch - $\$10 \times 38$ (members) = \$380, which is well below the per diem cost allowed for lunch by the federal General Services Administration.

Section I: Other

Please clarify that the training materials included under the program materials line item do not duplicate materials requested under member training.

The training materials referenced here relate to staff training materials.

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Please verify that criminal history checks will be conducted on all members, employees and others . You may revise the budget to include these costs, if necessary but may not exceed the level of funding for which you are under consideration. Please also verify that the criminal history checks conducted for members and staff will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations.

LVI currently conducts background checks in accordance with regulations as promulgated by the CNCS and Serve Illinois Commission. Most of LVI's host sites are serving adults in education programs; LVI will verify with sites who their population is and, if they are serving vulnerable populations, will conduct FBI fingerprint checks, as required. We do not know what, if any, increases will be to this line item so we are not changing it at this time. We are covering background checks through our match, and if this increases we will report it in our Periodic Expense Reports under our match category.

Please make the following changes in the Performance Measures screens in eGrants:

Please review all your performance measures and determine if any changes are needed to reflect the funding and MSY amount specified above. If any changes are needed, please make the changes in the performance measures in eGrants.

Member Development: Please remove measure.

Measure removed.

National Measure O2:

The intermediate outcome target specifies both an output (360 individuals receiving at least 30 hours of service) and an outcome (270 individuals increasing their reading level). Please realign the measure so that the intermediate outcome only counts the expected change that will occur. In addition, please

Narratives

explain why only 360 of 600 individuals served will receive at least 30 hours of service.

Changes made. Target is 60% of all individuals receiving instruction.

Three instruments are identified. Do all these instruments measure reading level? Please explain what each instrument measures and why one instrument is not sufficient to measure improved academic performance for all individuals.

SORT -- Slosson Oral Reading Test. Common instrument that is used by adult literacy programs -- those serving individuals with reading levels between 0 and 6th grade. Test determines reading level only.

TABE -- Test of Adult Basic Education. Common instrument that is used by adult education programs -- those serving individuals with reading levels between 6th -- 9th grade. Test determines reading level as well as math level.

BEST -- Basic English Skills Test. Common instrument that is used by adult literacy and adult education programs that are serving English As a Second Language (ESL) learners. Test determines reading level and conversation ability.

One to One and Small Group Tutoring

This is redundant with the national performance measure O2. Please remove. Also, this measure has higher targets than the national measure. Revise targets if necessary.

Measure has been removed.

Tutor Recruitment and Support

Volunteer recruitment outputs are counted in the demographics section of the GPR. Volunteer tutoring outcomes should be counted in the national performance measure O2 along with member tutoring

Narratives

outcomes. Please remove this measure and revise other measures accordingly.

Measure has been removed.

Clarification Response 2011 - Part 2

Budget Clarification Items

Section 1E: Staff Travel

In the application budget (not the narrative), itemize parking, mileage and taxi costs.

Itemization has been added.

Section 1G: Training

Unless the end of year celebration includes training, please remove food costs from budget. If training is provided, please rephrase the line item so that it states that there is a dissemination of knowledge or training during this event.

Planning and materials costs for service activity (to be decided by Corps) - \$44. End of Year Celebration with speaker - Topic: "The Importance of Life-Long Service". Lunch - $\$10 \times 38 = \380 and Certificate and Holder - $\$2 \times 38 = \76 .

Continuation Changes

No changes.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None
 Geographic Focus - Urban
 Geographic Focus - Rural
 Encore Program

Priority Areas

- | | |
|--|---|
| <input type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Environmental Stewardship | <input type="checkbox"/> Veterans and Military Families |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 10

Service Categories

Adult Education and Literacy (including ESL and GED)

National Performance Measures

Priority Area: Economic Opportunity

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

38 AmeriCorps members along with 500 community volunteers who they will recruit will provide one-to-one and small group tutoring to 1,500 adults and incarcerated teens who are performing below a 9th grade level. The tutoring will occur on a weekly basis at the host site where the member is serving and will be at least one hour in length. The instruction will be learner-centered with a combination of real-life materials and standard curricula being used. AmeriCorps members will be trained to be tutors by LVI and will receive additional training from their host site. Community volunteers will be trained by program staff at the site. The member-learner match will be made by program staff.

Result: Output

Result.

Adults and incarcerated teens will receive weekly one-hour one-to-one and small group tutoring in Adult Basic Education, GED Education, and/or Adult ESL Education.

Indicator: O2: Individuals receiving job training services.

Target : 1500 unduplicated economically disadvantaged individuals will receive weekly one-hour one-to-one and small group tutoring in Adult Basic Education, GED Education, and/or Adult ESL Education from AmeriCorps members and community volunteers.

Target Value: 1500

Instruments: student intake and enrollment records, tutor reports and weekly attendance records

PM Statement: 1500 economically disadvantaged adults and incarcerated teens will receive weekly one-to-one and small group tutoring from AmeriCorps members and community volunteers.

Result: Intermediate Outcome

Result.

Adults and incarcerated teens who receive 30 hours of one-to-one or small group instruction will increase their reading ability by at least one grade level.

Indicator: Adults and incarcerated teens

Target : 900 of the enrolled adults and incarcerated teens who receive one-to-one or small group instruction will increase their reading level by at least one grade.

Target Value: 900

Instruments: Standardized tests - Slosson Oral Reading Test or Test of Adult Basic Education for basic literacy and adult education students or the Basic English Skills Test (BEST) for English as a Second Language Learners.

PM Statement: 900 of the adults and incarcerated teens who receive one-to-one or small group instruction will increase their reading ability by at least one grade level.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable