

## PART I - FACE SHEET

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|---|---|---|--|
| <b>APPLICATION FOR FEDERAL ASSISTANCE</b>   |   | 1. TYPE OF SUBMISSION:<br>Application <input checked="" type="checkbox"/> Non-Construction  |  |
| Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)   |   |   |  |
| 2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):  | 3. DATE RECEIVED BY STATE:<br><br>18-JAN-11 | STATE APPLICATION IDENTIFIER:   |  |
| 2b. APPLICATION ID:<br>11AC123753   | 4. DATE RECEIVED BY FEDERAL AGENCY:         | FEDERAL IDENTIFIER:<br>09ACHAR0010005   |  |
| <b>5. APPLICATION INFORMATION</b>   |   |   |  |
| LEGAL NAME: Arkansas Literacy Councils, Inc.<br><br>DUNS NUMBER: 112178392  |   | NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):<br><br>NAME: Jennifer Holman<br><br>TELEPHONE NUMBER: (501) 907-2490<br><br>FAX NUMBER:<br><br>INTERNET E-MAIL ADDRESS: jennifer@arkansasliteracy.org                    |  |
| ADDRESS (give street address, city, state, zip code and county):<br>525 West Capitol<br>Little Rock AR 72201 - 5490<br>County: Pulaski  |   |   |  |
| 6. EMPLOYER IDENTIFICATION NUMBER (EIN):<br>711081199   |   | 7. TYPE OF APPLICANT:<br>7a. Non-Profit<br>7b. Statewide Association  |  |
| 8. TYPE OF APPLICATION (Check appropriate box).<br><br><input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE<br><input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT<br><br>If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/><br><br>A. AUGMENTATION            B. BUDGET REVISION<br><br>C. NO COST EXTENSION    D. OTHER (specify below): |   |   |  |
|   |   | 9. NAME OF FEDERAL AGENCY:<br><b>Corporation for National and Community Service</b>   |  |
| 10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006<br>10b. TITLE: AmeriCorps State  |   | 11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:<br>Arkansas Reads   |  |
| 12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):<br>38 members serving in 39 Arkansas Counties: Arkansas, Ashley, Baxter, Boone, Calhoun, Chicot, Clark, Conway, Crawford, Cross, Dallas, Drew, Faulkner, Fulton,  |   | 11.b. CNCS PROGRAM INITIATIVE (IF ANY):   |  |
| 13. PROPOSED PROJECT: START DATE: 09/15/11      END DATE: 09/14/12  |   | 14. CONGRESSIONAL DISTRICT OF:    a.Applicant <input type="text" value="AR 002"/> b.Program <input type="text" value="AR 002"/>   |  |
| 15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>   |   | 16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?<br><input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:<br>DATE:<br><input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372 |  |
| a. FEDERAL  | \$ 238,374.00                               |   |  |
| b. APPLICANT  | \$ 201,986.00                               |   |  |
| c. STATE  | \$ 0.00                                     |   |  |
| d. LOCAL  | \$ 0.00                                     |   |  |
| e. OTHER  | \$ 0.00                                     |   |  |
| f. PROGRAM INCOME   | \$ 0.00                                     |   |  |
| g. TOTAL  | \$ 440,360.00                               | 17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?<br><input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO  |  |
| 18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.   |   |   |  |
| a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:<br>Jennifer Holman  |   | b. TITLE:   | c. TELEPHONE NUMBER:<br>(501) 907-2490 |
| d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:  |   | e. DATE SIGNED:<br>08/05/11   |  |

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### Executive Summary

Arkansas Reads provides 38 half-time members opportunities for powerful service experiences in the adult literacy field, where there is great community need. Members provide one-on-one basic literacy and ESL instruction to adults at 30 county-level sites. Members also identify and recruit volunteers to promote sustainability of the literacy councils after their service term has expired.

### Rationale and Approach

#### PROBLEM:

According to the 2000 U.S. Census, almost 400,000 Arkansas adults lack basic literacy skills. Of the 1.7 million Arkansans age 25 and over, almost 25 percent do not have a high school diploma or its equivalent. Of this number, 162,464 have less than an eighth-grade education. Adults with low literacy skills often cannot effectively negotiate the health care system, read food or prescription labels, fill out a job application, or manage finances. It is difficult for such persons to both achieve and retain employment, and it is difficult for them to be engaged community members.

Arkansas has high poverty rates, low literacy rates, and an abundance of very rural areas, which are plagued by a lack of corporate or philanthropic resources and hard-to-reach populations. U.S. Department of Agriculture data from 2008 indicates that 17.3 percent of Arkansans live in poverty, compared to 13.2 percent nationally. Over half of Arkansas (42 of 75 counties) is considered to be part of the nation's Mississippi River Delta region in which, according to the Delta States Rural Development Network, roughly 55 percent of the population lives in communities of fewer than 2,500 people. This area's average per capita income is \$18,535--20 percent lower than even the state's low average. The Network estimates that at least one of three adults in this region does not have adequate literacy skills.

Additionally, Arkansas continues to experience a dramatic increase in immigrants to the state. According to the U.S. Department of Education, the number of immigrants seeking help to learn

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English grew nearly 300 percent from 1995-2005. The 2006-2008 U.S. Census American Community Survey estimates that over 67,000 Arkansans 18 years or older speak English less than very well.

Adult illiteracy is at the root of many societal problems. The National Center for Family Literacy has released numerous statistics and studies that indicate that parents who are poor readers do not read to their children resulting in children who are less prepared for learning when they enter school. Further, children of parents with low educational skills are at greater risk of sharing the legacy of their parents' educational, economic, and social limitations. An October 2010 study funded by the National Institutes of Health finds that a mother's reading skill is the single greatest determinant of her children's future academic success. The study concludes that programs designed to improve adult literacy skills can also improve academic outcomes for children and young adults. It is also essential that parents be able to understand and follow doctor's orders, calculate the amount of medicine needed, and learn and practice good nutritional and wellness habits to keep themselves and their children healthy. But, according to the international literacy non-profit organization, ProLiteracy, millions of adults lack these essential health literacy skills, which add an estimated \$230 billion a year to the cost of health care in the United States.

Adults without reading skills have trouble filling out leases and employment benefits information, applying for mortgages, and conducting essential day-to-day business that may harm them financially if they do not comprehend the information to which they are agreeing.

There is a clear correlation between adult illiteracy and crime. According to a report from the Arkansas Correctional School, only 33 percent of inmates entering the system from 2004 to 2005 had a high school diploma or a GED.

Illiteracy is inextricably linked to poverty. According to the Catholic Campaign for Human Development, Arkansas has the fifth highest poverty rate among the 50 states and the District of Columbia. Many adults with low basic educational skills are not able to work or work at jobs that pay

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living wages. According to CollegeToolKit.com, the retention rates at Arkansas two-year public colleges and universities show alarming evidence that students are not leaving high school with the skills needed to succeed in college. Twelve colleges and five universities have a retention rate between 50-59 percent, another five colleges and four universities have a retention rate between 60 and 69 percent, and three universities had a retention rate between 70 and 79 percent. One two-year college chancellor serves on the board of his local literacy council because he is ȳtired of having kids come to my school thinking they're prepared for college, and they're not...they have to use their Pell grants to take remediation courses; then they just give up.ȳ

Many young people as well as adults are ashamed for their friends and family to know that they cannot read well. In our field, it is not shameful that an adult does not have adequate literacy skills; it is a shame that they are not doing anything about it.

### SOLUTION:

Arkansas Literacy Councils (ALC) provides structure and support to 44 local literacy councils throughout the state, which are small, individual non-profits organized by the county in which they serve.

When Arkansans who need help seek it, local literacy councils are there to provide instruction, training materials and support to help reach their goals. A critical part of these local literacy councils' success is one-on-one instruction in a private setting provided by well-trained volunteer literacy instructors at no charge. Unfortunately, due to Arkansas's mostly rural population and a struggling economy, identifying, training, and keeping volunteer instructors is difficult. For this reason, Arkansas Reads AmeriCorps members provide an invaluable service to their communities, and in turn receive a powerful service experience as they help their neighbors take steps toward defeating illiteracy and becoming happy, healthy, informed and engaged community members. Arkansas Reads requests 38

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half-time AmeriCorps members to serve at 26 local literacy councils (some councils have multiple members) with a service area of 39 Arkansas counties (some councils have multiple county service areas). This service area represents both rural and urban settings in culturally diverse areas, and the need for these members is great--93 percent of the Arkansas Reads service area has a higher poverty rating than the national average, and 57 percent more than the national average lack basic literacy skills. Many literacy councils have waiting lists of Arkansans who want to be taught, but the pool of volunteer instructors is scarce. With the assistance of AmeriCorps members, more people who desire to learn to read or increase their literacy skills can achieve those goals.

Since October 2004, ALC's Arkansas Reads program has placed AmeriCorps members in local literacy councils to address the program's long-range goals to: 1) provide one-on-one instruction to increase the number of Arkansans receiving Basic Literacy education; 2) increase the number of people receiving English as a Second Language (ESL) instruction, and 3) improve student retention rates. AmeriCorps members have accomplished these goals by becoming certified Basic Literacy and/or ESL instructors and by providing hundreds of hours of invaluable instruction and volunteer recruitment services, meeting and even exceeding most program goals.

The 38 half-time AmeriCorps members requested will provide at least 23 hours of service weekly at their local literacy council. Duties include supporting successful instructor/student matches through intakes of both volunteers and students; individually instructing at least 10 students per year; and recruiting volunteers who can serve as long-term instructors when members are no longer there. In addition to direct instruction, members assist with pre-testing to determine a student's current grade level. Members review with the council director the student's motivation and desired learning goals in order to choose the appropriate curriculum. Finally, members use the training they receive in order to recognize and document student achievements and progress. The students are then post-tested to determine increased literacy levels.

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Arkansas Reads AmeriCorps members are moving the needle and improving academic outcomes! For the 09/10 program year, 449 (351 Basic and 98 ESL) adult students who were instructed by AmeriCorps members achieved personal goals such as getting a job or a promotion, obtaining citizenship or a driver's license, or helping children with homework. These members met 150 percent of another goal by helping 409 (301 Basic and 108 ESL) students make measurable educational advancements like reading level improvement, GED attainment, or entering postsecondary education. The members exceeded the goal of teaching 400 Basic Literacy students in the 09/10 program year by 40 percent, and taught 240 ESL students in the same year.

In addition to producing these kinds of outcomes, AmeriCorps members are vitally important to local literacy council sustainability. Arkansas Reads members work to identify and recruit volunteer instructors in order to promote program sustainability long after their service term has expired. Recruited volunteers typically maintain strong relationships with the local literacy councils and stay on to teach students. Members' volunteer recruitment efforts make a dramatic difference in the number of citizens who give their time to instruct students in literacy; most were unaware of the opportunity. In the 09/10 program year, members recruited 427 non-AmeriCorps volunteers who were trained as Basic Literacy or ESL instructors, for a total of 6544 volunteer hours. Of these 427 new volunteers, 68 were young adults, 168 were Baby Boomers, and 12 were veterans.

Following are personal experiences of Arkansas Reads members from the 09/10 program year: "We had one particular young man this year, David, who studied hard and was extremely dedicated to reaching his goal. David is somewhat socially disconnected and suffers from Aspergers Disorder. Although very bright, he was unable to concentrate in a classroom setting. The Literacy Council of Grant County was able to meet David's needs through one-on-one instruction. His hard work and dedication paid off, for he received his GED in August. He has already enrolled in college and will begin this fall. He just needed some personal attention and education. I am honored to be just a small

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part of giving David the little extra help he needed to be successful." Kim Doyle, Literacy Council of Grant Co.

"I must say that my ESL students are my pride and joy. Recently, one of my most dedicated students, Erika, reaped the benefits of her improved handle on English. She recently left her job as a dishwasher and became a cashier, a job that she explains she was able to get because she can now communicate in English." Rafael Coiman, Literacy Council of Bowie-Miller Cos.

"I teach a young single parent who is trying to improve her literacy skills in order to go on to higher education, to get a good job, and to ultimately create a better future for her family. Since coming to the literacy council Nicole has begun to read at a much higher level and is now able to comprehend what she has read. I am so pleased to say that she has also become a more confident person overall, and is more self-assured, thoughtful and selective of her word usage in conversation. I think Nicole is certainly acquiring the skills she needs to achieve her goal of continued education and a better job." Patricia L. Neal, Literacy Council of Jefferson Co.

### MEMBER SELECTION, TRAINING, AND SUPERVISION

#### MEMBER RECRUITMENT AND SELECTION

Arkansas Reads AmeriCorps members are recruited and selected from the areas in which they serve. Members are chosen by the community literacy council boards and site directors, and reflect the diverse backgrounds of those areas. They are required to have a high school diploma or GED. Site directors target members who speak the language of those students they serve. Race, age, gender and background are also considerations, and the diversity of the Arkansas Reads corps deserves to be highlighted. Over the last four program years, 50 percent of Arkansas Reads members were Baby Boomers, seven percent were Hispanic or Asian, 20 percent were African American, 27 percent were under 30, and five percent were veterans. These corps characteristics meet the Intergenerational or

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Encore program model because the necessary community service of instructing adults in literacy is being met by a diverse group of both college students and older adults.

In order to recruit the best candidates for member positions, and to implement a year-long outreach plan, ALC will provide an improved site supervisor manual to each host site that includes templates for fliers and newspaper advertisements, and talking points on the benefits of the program for use during speeches at civic events and community meetings. The manual, which will be explained by ALC in detail at a Site Supervisor and Member Orientation the second week of October, will also include written position descriptions for both supervisors and members that include time and workload commitments, instruction and recruitment goals, and overall program goals so that both supervisors and members grasp that they are a part of AmeriCorps and the larger national service movement.

### MEMBER SUPERVISION

Host site directors serve as immediate supervisors for members. These directors are experienced volunteer managers and recruiters, and are valuable resources for the members' service experience. Members typically have planned weekly schedules for both instruction and volunteer recruitment. Site directors oversee these activities and record timesheets and instructor and volunteer data. After initial training on volunteer recruitment, site directors frequently provide guidance on community partners and volunteer generation sites and efforts. For example, directors advise members on locations at which volunteers are most likely to be found; churches, community colleges, senior centers, and Rotary clubs. Directors provide direct oversight of members' efforts by shadowing and monitoring student progress.

Site directors are selected and hired by local council boards of directors. These directors are evaluated for their experience, knowledge and capacity for literacy instruction and expertise, and non-profit management. These individuals are monitored by the boards for leadership, performance, community



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buy-in, and overall effectiveness.

While the community literacy councils are primarily responsible for recruiting, selecting, and supervising members, ALC provides annual host site training prior to the enrollment process to discuss the program and review policies and documentation procedures. Both the host site directors and the AmeriCorps members must submit signed contracts reflecting their understanding of program rules, policies, and expectations. Further, the Arkansas Reads program director has extensive communication with site directors throughout the service terms. The program director regularly monitors members' service hours and notifies site directors if any problems arise. ALC provides almost continual support to these site directors in the form of phone, email communication and site visits.

### MEMBER EVALUATION AND RETENTION EFFORTS

Throughout the year, site directors conduct member evaluations in areas such as student and volunteer interactions, task completion, dependability, resourcefulness and recruitment. Site directors also provide feedback on members' improvements and accomplishments. ALC requires quarterly member progress reports that ask members to detail contacts made, volunteers recruited, and students instructed. Members have been, and will continue to be given pre-, mid-, and post-service evaluations that are administered in October, at the beginning of the service term; in February, during the term; and in September, at the end of the members' service. These self-evaluations are conducted so that members can reflect on the value of their service experience, and learn how to put that knowledge to work in their personal, professional, and philanthropic lives. Self-evaluation is conducted in five areas: Civic Knowledge, Team Leadership, Community/Program Assessment, Project Planning and Management and Public Speaking. Through this evaluation, valuable information will be collected so improvements can be made in training and day-to-day operations, with the resulting goal of

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improving the members' overall service experience and potential as community leaders. Our end-of-year 2009 member evaluation showed increased skills and understanding of issues in all categories. However, it is our goal to continually improve our program, and there is still opportunity to provide more training in the areas of Community/Program Assessment and Public Speaking in order to help members serve their communities both during service terms and post service.

Civic Knowledge: Before Service: 41%. After: 96%

Team Leadership: Before Service: 41% After: 91%

Community/Program Assessment: Before Service: 64% After: 82%

Project Planning and Assessment: Before Service: 64% After: 87%

Public Speaking: Before Service: 36% After: 64%

Perhaps the most revealing part of the 2009 evaluations was the members' comments. Just a sampling of the comments reveals a significantly improved understanding of community and the value of improved academic outcomes:

Working with the illiterate and immigrant population has opened my eyes to the poverty and need, right here in my community. This compels me to serve even more, to reach out to those in need, to give with love! The simple gift of time makes such a huge difference to an individual in need...it is so amazing!!!

Teaching adults to read has changed the way I see people in my community. I watch out for all the signs that people need help. I am more compassionate to others' needs. I am also more thankful for the little things I once took for granted.

## ORIENTATION AND TRAINING

Arkansas Reads members are trained and supported on three different levels: state, programmatic,

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and site:

### STATE TRAINING

Members are given entry-level training by the Arkansas Service Commission in the fall, about a month after the program begins, which includes curriculum on Citizenship, The Big Picture of AmeriCorps, Disabilities and Inclusion, Team Building and Professionalism. In October, the Commission holds an opening ceremony and afternoon mid-level training for all the national service programs to network. An outstanding AmeriCorps member will be recognized at the ceremony. Members are also strongly encouraged to attend the Commission's spring advanced training, which covers Life after AmeriCorps, Effective Communication, Using Your Education Award, and Financial Management.

### PROGRAMMATIC TRAINING

Arkansas Reads members will receive an "AmeriCorps 101" training at an October orientation, which includes curriculum on the AmeriCorps program and details on what it means to serve their neighbors locally, as well as a concentration on the connection to a larger national service movement. This orientation will also include a review of the member contract, detailed stipend- and education award-related information, prohibitive activities, timesheets and other reports, and AmeriCorps gear. In addition to the site supervisor manual referenced above in Recruitment, ALC will provide members a service manual and training at the October Member Orientation. The manual will include terms of service, position descriptions, supervisor and service expectations, time and workload commitments, goals, prohibited activities, proper completion of timesheets, talking points on both the benefits of being an AmeriCorps member and on literacy instructor and student recruitment to be used during civic speeches and community appearances. A new feature this service term will be an organizational

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chart that outlines the structure and inner workings of AmeriCorps, the Arkansas Service Commission, ALC, and Arkansas Reads members so that those members understand their place in the larger program. Other new information includes an outline of civic opportunities throughout the state, providing avenues in which members can continue providing volunteer public service after their service terms such as contact info on local United Ways, Boys and Girls clubs, volunteer centers, and Chambers of Commerce which often keep track of volunteer needs in more rural areas.

### SITE TRAINING

Members will be trained as Basic Literacy and/or ESL instructors within six weeks of enrollment; mid November. This training is consistent with the curriculum and instruction provided to students by instructors, so that members can use their personal experiences with the program to help their students. While training varies slightly by site, all are vigorous. A typical site-training course is: eight hours of Verizon's online Adult Education Network instructor training, curriculum study and testing over Laubach Way to Reading Basic English and ESL resource manuals, and finally an hour of shadowing an experienced instructor or the council director. Examples of modules used within the training curriculum include Characteristics and Needs of Adult Learners, characteristics of Effective Instruction, Language Acquisition, Cultural Awareness, Lesson Planning, Goal Setting, and Speech Sounds.

Host site directors have the authority and the very useful opportunity to send members to professional development courses offered by the State of Arkansas's Adult Learning Resource Center. Travel expense is provided through the AmeriCorps grant, but the instruction and materials are provided through a partnership with the Center. These training topics include Literacy Strategies for Adult Learners, Payne/Jordan Learning Disabilities, ESL Basics, and Computer Basics/PowerPoint.

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### REFLECTION OF SERVICE

New this program cycle, site directors will conduct one-on-one monthly reflection sessions at which any problems, questions, or concerns can be addressed in a timely manner. These sessions will not only provide an avenue for better communication and supervisor to member support, they will be a time for members to review the number of people affected and the personal and educational goals met as a direct result of their service. Besides our instruction and recruitment goals, Arkansas Reads has the very important goal of providing powerful service experiences to our members so that strong personal desires are instilled and members continue to serve their communities throughout their lifetimes.

### OUTCOME: PERFORMANCE MEASURES

Arkansas Reads AmeriCorps members must document student achievements and measurable academic goals. These achievements are often life changing for students, and as a result are intensely satisfying for their AmeriCorps members. The personal fulfillment of helping a struggling reader grasp a skill that helps them read to their children or get a better job is a powerful service experience.

For the coming three-year period, our 38 half-time members will annually instruct 400 Basic Literacy and 300 ESL students. In addition, they will annually recruit and train 200 new volunteer instructors. At least 50 percent of both Basic Literacy and ESL students instructed will continue for 12 hours or more and will meet at least one personal goal. At least 60 percent of both Basic Literacy and ESL students will make measurable educational advancements that will improve academic outcomes.

Because the national performance measures do not include an ideal category to suit this program, Arkansas Reads will follow its own performance measures, centered around the following activities: Member Basic/ESL Instructor Certification, Volunteer Adult Literacy Instructor Recruitment, Basic Literacy Instruction, and ESL Instruction. The following outcomes were chosen because they are a

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suitable challenge for the half-time time commitment of the members. For the coming three-year period, Arkansas Reads expects to have 400 Basic Literacy and 300 ESL students instructed annually; at least 200 new volunteer instructors recruited and trained annually; at least 40 percent of Basic Literacy and 50 percent of ESL students instructed will continue for 12 hours or more and will meet at least one personal goal in order to increase his or her ability to succeed in life through academic engagement and civic participation; and at least 60 percent of both Basic Literacy and ESL students will make measurable academic achievements, which include advancements made within curriculum, advancing a reading grade level, advancing to an adult education center for higher-level instruction or taking the GED. Members note these measurable outcomes on student files and include demonstrations of punctual attendance, personal appearance, and other observations of improved self-confidence that increase the likelihood of engagement in academic, vocational, and social activities.

Arkansas Reads members have consistently produced positive measurable outcomes in previous program years. For the 2010 program year, members met the goal of instructing 400 Basic Literacy students at 140 percent and 240 ESL students at 80 percent of the goal. These members met 150 percent of the student educational advancement goal. Of these students, 70 percent completed 12 hours or more and 57 percent met at least one personal goal. Arkansas Reads' goal was 50 percent. Of the total students instructed, 65 percent made measurable educational advancement, which was exceeded by five percent.

### VOLUNTEER GENERATION

Literacy councils rely solely on volunteers for their mission of providing free one-on-one adult literacy instruction. Our program allows members to identify, recruit and organize community residents of all ages and races to become volunteer instructors. A substantial aspect of our members' service

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commitment is to find these volunteers, which expands the impact of and promotes sustainability within the community literacy programs long after their service term has expired. Recruited volunteers typically maintain strong relationships with the literacy councils and stay on to teach students. Members' volunteer recruitment efforts make a dramatic difference in the number of citizens who give their time to literacy instruction. Feedback has shown that most were unaware of opportunities to take part in such an important and worthwhile program. In the 09/10 program year, Arkansas Reads members recruited 427 non-AmeriCorps volunteers who have been trained as Basic Literacy or ESL instructors, for a total of 6544 volunteer hours. Of these 427 new volunteers, 68 were young adults, 168 were Baby Boomers, and 12 were veterans. More volunteers means more adult students who are taught to read, assisted in making and meeting personal goals, and who make academic advancements such as GED attainment.

Members' volunteer recruitment methods vary. Public speaking, appearances and presence at community events, appealing to churches and service organizations, publicizing instructor/student recognition events, media advertisements, and partnering with local adult education centers are just a few ways in which volunteers are attracted. In addition to recruitment, members support workshops and assist their site council in providing instructor support if roadblocks are encountered, thus facilitating volunteer retention.

For the 2010 program year, over 12,800 students received volunteers instruction; 8,699 in Basic Literacy and 4,188 in ESL. Members instructed over 800 of these students themselves. Basic literacy students made 6,126 achievements and 5,833 measurable educational outcomes. ESL students made 3,838 achievements and met 7,013 measurable educational goals. Volunteers provided 124,494 instruction hours; a value of \$1,970,740 according to Independent Sector, a national nonprofit association which calculates the value of a volunteer hour at \$15.83 in Arkansas. Volunteers donated an additional 36,982 hours on pre- and post-lesson preparation, worth \$585,425. Other volunteers

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(3,402) supported literacy councils by serving as board members and helping with special projects. They donated 52,367 hours--worth \$828,969.

### PARTNERSHIPS & COLLABORATION

The Arkansas Reads program benefits from partnerships and collaborations on programmatic and site levels. Our most prominent partners are the site directors, staff, volunteer instructors, students, and board members of the 44 community literacy councils that serve 59 Arkansas counties. ALC provides structure and both financial and programmatic support to these councils, and in turn they meet the very real need of reducing illiteracy in Arkansas.

Due to the increasing shortage of funding and philanthropic resources, these councils have become experts at using personal connections to develop their own partnerships in order to meet council needs, garnering monetary and in-kind donations. The following are a few examples of community partners: banks, local community foundations, utility companies, Dollar General stores, Goodwills, correctional facilities, Office Depots, community colleges, chain and local restaurants, United Ways, libraries, CPA firms, newspapers, radio stations, law firms, chambers of commerce, and Walmarts. Many councils partner closely with community faith-based organizations. The most common partnership is churches willing to allow councils to use their meeting spaces for instruction, training, meetings and awards ceremonies. For councils and members providing ESL services, the churches provide a vehicle for recruitment and referral of parishioners. Arkansas Reads members will continue to be engaged at the community level with individuals and organizations that are interested in connecting with, donating to or volunteering for literacy efforts.

On a programmatic level, ALC has been very fortunate to be co-located with the Arkansas Adult Literacy Resource Center, which is part of the Arkansas Department of Career Education, Adult



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Education Division. This long-lasting and successful partnership provides ALC with office space, utilities, phone and internet access, a postage machine, and training facilities at no cost--an annual contribution valued at \$25,000.

ALC has teamed up with the University of Arkansas Clinton School for Public Service, the first graduate program in the nation to offer a Master of Public Service degree. The team has compiled an instructor-training manual that will be available online for access by any literacy program. The Clinton School team researched six councils to develop the guide that includes procedures from the first phone call to certification, placement, and support of instructors and their students. The significance of this manual is that it meets a very real need for councils and their instructors. Over time these sites develop their own site training methods and use a variety of curriculum and instructional methods. This manual will be a one-stop for best practices and the most current and useful volunteer instructor training information.

ALC recently developed a partnership with the Arkansas Bar Association's Lawyers for Literacy Committee, which developed a legal handbook aimed to help those with limited literacy skills. Members offer the handbook to their students, most of whom would have trouble navigating the legal information for domestic issues such as marriage, divorce, domestic violence, and child custody, or car insurance and accident protocol. Additional chapters discuss taxes, workers' compensation, medical and privacy rights, and even jury duty and will planning. Lawyers for Literacy also made a scholarship award donation at the ALC's annual conference in October for a student to pursue their desire for secondary education. The organization has made a commitment to continue to provide this annual scholarship.

## SUSTAINABILITY

Aside from instructing students in Basic English and ESL, it is a main focus of the Arkansas Reads

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program to develop sustainability for the literacy councils through volunteer recruitment and retention who will continue to serve after the members leave. As a result of their positive service experience, six AmeriCorps alums are now council directors. And more continue to work part-time and volunteer. A specific effect of the AmeriCorps program, for these councils, is sustainability through the acquirement of permanent, experienced staff and volunteers.

And finally, Arkansas Reads continues to support its county-level literacy councils by providing training and support of sustainable fund diversification. On a statewide level, we continue to diversify funding sources by applying for corporation, state, and other federal grants, as well as pursuing private philanthropic donations. On a community level, program and their members continue to build upon the many stakeholders mentioned in the ¿Partnerships¿ section. With such wide-ranging in-kind support, increased needs will be met without the aid of federal funding.

### Organizational Capability

#### ORGANIZATIONAL BACKGROUND

Arkansas Literacy Councils was founded in 1971 as a statewide organization to provide training, professional, and other forms of support to the growing number of literacy councils in the state. In 1991, the Arkansas Legislature recognized the valuable contribution of the work of volunteers in the adult literacy movement by granting state funding to ALC. This funding, Grants and Aid to Councils, supports a staff and a state office and the remaining funding is sub-granted to community literacy councils. The amount of this funding has grown today to \$675,000 for 44 applicants in 59 counties. In addition to managing the grants process for the state appropriation, ALC is responsible for administering a federal sub-grant for training and staff development, providing technical assistance for start up and existing literacy councils in nonprofit and board development, organizing an annual meeting and a statewide conference, facilitating opportunities for improved instructor training, and seeking other funding sources to support improved adult literacy.

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ALC also has substantial experience in administering AmeriCorps and other federally-funded programs. Not only is ALC in its seventh Arkansas Reads AmeriCorps program year, it concluded a six-year AmeriCorps VISTA program in 2005 and administered a grant for 13 ARRA members in 08/09.

ALC's total funding for 08/09 was \$633,209. Of that amount \$323,880 was from the Corporation for a total of 51 percent. The 09/10 program year is budgeted at \$507,593, of which \$250,928 is Corporation support for a total of 49 percent. This 10/11 program year is calculated at a total of \$247,718 from the Corporation, which is 43 percent of ALC's current budget.

Considering our state and federal appropriations and private donations and corporation grants, ALC has very diverse funding sources. ALC is the beneficiary of the annual Delta Classic 4 Literacy, a football game between two rival Southwestern Athletic Conference teams. Since 2006, the event has raised \$45,000--funding that has gone directly to starting up 10 new or expanded area literacy councils in Delta counties. Five of these councils have used the funds to pay the required host site cash match for AmeriCorps members. Other sources of organizational funding are individual and board member contributions, and interest from a money market account.

ALC is in its seventh program year of operating an AmeriCorps program. ALC was found by an external evaluator hired by the Arkansas Service Commission to be *trouble-free* and was a recommended continued funding focus of the Commission. The 38 half-time members requested in this application will be integrated into the existing county-level literacy councils as trained and certified adult Basic English and ESL instructors. Members will receive substantial supervision and support from host site directors, as well as from ALC. One of the basic functions of ALC is to provide structure to and oversight and support of its council directors, who are member supervisors, through guidance, training and professional development in areas such as volunteer management, financial stewardship and reporting, and board, staff and program development. ALC hosts regional meetings

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annually in March at which workshops on financial reporting, volunteer management and board development are offered to all community literacy councils. This service term, ALC will implement Arkansas Reads member and site director breakout sessions at these regional meetings. Breakout topics will address shortcomings or individual member needs found through a pre-service member survey administered by ALC in October. Additionally, ALC hosts a two-day conference in October of each year jointly with the Arkansas Adult Education department at which professional development workshops such as Conflict Resolution and Being Proficient and Professional are conducted. ALC is governed by a 15-member board of directors, which meets every other month. At each meeting, a year-to-date profit/loss budget and other financial reporting data is presented by the finance committee and board treasurer, and a report from the executive director is required and shared. Annually, the board conducts a self-assessment and an appraisal of the executive director, who conducts performance evaluations of staff.

A financial and programmatic orientation/refresher is conducted at the Site Supervisor and Member Orientation the second week of October, and will include written position descriptions for both supervisors and members that include time and workload commitments, financial and programmatic reporting requirements, tutoring and recruitment goals, and overall Arkansas Reads program goals. When it comes to financial and programmatic responsibilities of host sites, the Arkansas Reads program is greatly assisted by the experience that comes from conducting the state and federal funding distribution processes for all local literacy councils throughout the state for over 16 years. Many of the site directors have been with the councils since that time, and conduct member and instructor training, day-to-day operational needs and meticulous reporting on a regular basis. New directors receive comprehensive training, and a regional network of experienced site directors exists to provide support in the areas of reporting, accounting, volunteer management, AmeriCorps--all aspects of being a community literacy council director. Councils are incorporated, have 501(c)(3) status,

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boards of directors that meet routinely and function according to its bylaws. Mid-year and final budget reports, with copies of a compilation, financial review, or audit (depending on the level of funding) are also required annually by ALC.

### STAFFING

The program director and primary contact for AmeriCorps is ALC executive director, Jennifer Oglesby Holman. She has a Master of Public Administration from the University of Arkansas at Little Rock and, having served six years as an employee of the U.S. House of Representatives and two years working for national non-profits in the state, has extensive experience in federal and state budgetary processes and program and policy administration and evaluation. The executive director reviews the quarterly reporting information required by ALC on financial expenditures, and instruction hours and volunteer recruitment to ensure that all host site councils stay within budget parameters and meet stated goals. The executive director is also responsible for host site and director evaluations to determine if that site should be awarded continued AmeriCorps members. The ALC program coordinator and secondary contact, Belinda Sanders, is responsible for AmeriCorps programming and reporting duties, which include ensuring that day-to-day requirements and support of the AmeriCorps service program are met. She closely monitors the quarterly reports on instruction hours and student numbers served to ensure that members meet their goals. Ms. Sanders has over 10 years of AmeriCorps program management experience for the HIPPY and City Year programs. She began working for ALC just in advance of the 08/09 member enrollment process and has organized and supervised the application process, site director and member trainings since that time. ALC manages the service experiences and responsibilities of the AmeriCorps program in a very effective way. The ALC Office/Finance Manager, Amy Henderson, is responsible for the day-to-day financial requirements of the AmeriCorps program. She monitors the host site councils' quarterly reports on

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financial expenditure totals to ensure that site directors are staying within their budgets. Amy has a Master of Accounting from the University of Central Arkansas and several years of experience in the non-profit accounting field with a large local accounting firm.

### MULTI-SITE PROGRAMMING

Out of the 44 local literacy councils throughout the state, members are placed in 26 sites. These host site councils, which provide service in both extremely rural and urban areas from Arkansas to Yell Counties, have a 93 percent higher poverty rating than the national average, and 57 percent more than the national average of persons lacking basic literacy skills. They have both the need and the community and financial support to provide member matches. Each of the proposed 26 sites have hosted members and shown both in their past performance and in goal achievement and member satisfaction to be quality host sites. In addition to leadership abilities and past performance, community support and financial capabilities, as well as high poverty and literacy levels are considered in site selection.

These host site councils receive substantial financial and programmatic support from ALC through extensive site director and member training detailed in both the *Training* and *Organizational Background* sections. Additionally, the program coordinator provides continual support to both members and site directors by phone and email.

### ENROLLMENT AND RETENTION

Over the last three program years, Arkansas Reads' enrollment rate was 100 percent.

It is important to note, as evidence of satisfaction and retention, that for the 2011 program year, of 35

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enrolled, 46 percent of our members are serving subsequent terms. This is a compliment to the program, and a boon to the program's cost effectiveness because less of the returning members' time and effort is spent training and learning roles and more time is spent recruiting volunteer instructors and instructing students.

Arkansas Reads' retention rate for the 2010 program year was 77 percent. During this program year, an atypically high number of our members were unable to complete their service due to illness and hospitalization, and, sadly, one member passed away. Three members had to leave the program due to a spouse's employment relocation, and, unfortunately, four members were relieved by their supervisors for failure to meet terms of their member contracts.

ALC began its current program year with a more thorough training for all site directors/supervisors, a mandatory training before receiving an AmeriCorps member position. They were given an in-depth training on national service, the member contract and other documentation as required by ALC. This increased site director training is now an annual requirement, so that ALC and its community literacy councils can become improved AmeriCorps member hosts.

ALC will also increase its member recognition efforts and form a better connection by recognizing even the smallest efforts and accomplishments through cards, emails and small tokens of appreciation. Additionally, ALC's regional meetings in the fall and spring will provide ideal opportunities for ALC to connect with members and host sites, and to address any training needs. With all of these efforts combined, ALC can provide a more sustainable program with improved relationships and communication with site directors and AmeriCorps members.

### **Cost Effectiveness and Budget Adequacy**

#### COST EFFECTIVENESS

Arkansas Reads proposes to provide 47 percent of the financial requirements of this program. The total amount budgeted for the program is \$470,551, which includes 38 part-time members, their

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training, travel and supplies, as well as additional programmatic operating costs such as host site facilities, personnel, benefits and tax commitments. The CNCS request is \$247,718; ALC will provide \$222,833. The cost per MSY is \$13,038--below the maximum allowable despite the service areas' propensity toward impoverished, remote communities with hard-to-reach populations.

Since 1990, ALC has received annually the state-appropriated Grants and Aid to Councils funding in order to provide community literacy councils with funding for program needs such as salaries, which are not typically funded through grants. Host site councils can use these funds for the AmeriCorps cash match requirements. These councils can also use other funding sources for the match such as corporation and foundation grants, United Way funds, and local business and industry philanthropy. ALC additionally receives an annual state leadership grant to assist councils with travel costs, and training and instructional materials and supplies. Other program implementation resources include the benefits of the annual Delta Classic 4 Literacy football game detailed in the Organizational Background section, as well as corporate and foundational grants and individual philanthropic donations.

ALC is seeking an increase of \$75,000 in state-appropriated funding this year, and will continue to seek foundation and corporate grants, as will the county-level local literacy councils.

### BUDGET ADEQUACY

Arkansas Reads is managed in a high-quality way that takes advantage of free services provided by the Arkansas Service Commission such as site visits and feedback, program director meetings and new director training, and financial orientation and match training. Additionally, the Arkansas Service Commission provides at no cost to programs three separate opportunities for AmeriCorps member trainings throughout the year.



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ALC's budget and those of the councils are adequate to support the Arkansas Reads program design and have for seven service terms. ALC's major program expenditures go toward conducting council training, development, and oversight, and in subgranting programmatic funding from AmeriCorps and from the state of Arkansas to the host site councils. With ALC as the nucleus of the state's literacy network, a unique intermediary is formed so that small, community-based literacy councils with limited resources are able to take advantage of the valuable AmeriCorps program.

### CURRENT GRANTEES ONLY

Deeper Impact: Because 46 percent of Arkansas Reads members are returning for second or third service terms, less of their time and effort will be spent learning their roles and more time will be spent recruiting volunteer instructors and instructing students. This is a significant broadened reach of the program, without an increase in federal funds.

Diverse Non-Federal Support: No federal funds will be used by the literacy councils or ALC to support the project other than Corporation funds. ALC's match comes from state, local, and private funding sources.

Decreased Reliance on Federal Support: Technical assistance in nonprofit and board development, instructor training, and support from existing local councils is already being provided at no federal costs. ALC is exceeding match requirements at 47 percent.

### Evaluation Summary or Plan

Continuous improvement is important to this program. Evaluations are conducted on both internal and external levels. On an internal level, new for the program this service term, a Survey Monkey

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questionnaire will be administered to all site directors and members at the end of the service year so that more detailed, anonymous data can be collected and used to examine program effectiveness and areas of improvement. This is in addition to the self-evaluations detailed in ¿Member Evaluation and Retention¿ that examine the pre- and post-service civic and organizational awareness, and mid- and end-of-service evaluations as required by CNCS. As a result of these evaluations, improvements will be made in training and day-to-day operations, with the goal of improving the members' overall service experience and potential as community leaders and making a greater impact in the community.

### Amendment Justification

N/A

### Clarification Summary

Programmatic Clarification Items:

Please explain how the program can effectively be managed with staff at a less than 30% allocation.

¿ The staff allocation was submitted at 30%, but is actually much higher for the program coordinator.

The application will be changed to reflect that 85% of the program coordinator¿s time is allocated to the program. The executive director and finance manager¿s allocations will indicate 30% on the program.

Remove references to tutoring throughout the application narrative as this is not a tutoring program.

¿ References to ¿tutoring¿ will be removed throughout the application and revised to reflect the wording ¿basic literacy and ESL instruction.¿

Please provide additional details about the member orientation and training to demonstrate that members will be fully prepared to serve and will understand the ethic of service.

¿ Arkansas Reads members will receive an ¿AmeriCorps 101¿ training at their October orientation,

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which includes curriculum on the AmeriCorps program and details on what it means to serve their neighbors locally, as well as a concentration on the connection to a larger national service movement. This orientation will also include a review of the member contract, detailed stipend- and education award-related information, prohibitive activities, timesheets and other reports, and AmeriCorps gear.

### Member Basic/ESL Tutor Certification Performance Measure

Although this certification may be over and above the necessary training for members, all AmeriCorps members are required to receive training as part of their service. Therefore, please remove the measure.

¿ Basic/ESL Tutor Certification measure will be removed.

### Volunteer Adult Literacy Tutor Recruitment

This data is captured in other parts to the grantee progress report to CNCS. Please remove the measure.

¿ Volunteer Adult Literacy Tutor Recruitment measure will be removed.

### Basic Literacy Instruction

Outcome:

Indicator: please reword the indicator to focus on the adults enrolled in the program

¿ Indicator will be changed to: ¿Adult Arkansans receiving Basic Literacy tutoring services.¿

End Outcome:

This measure seems more appropriate for the intermediate outcome. Please change this to be an intermediate outcome rather than an end outcome.

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¿ This measure will be changed to an intermediate outcome

Indicator: please reword the indicator to focus on the % of adult literacy students demonstrating an improvement in academic outcomes

¿ Indicator will be revised to: ¿Percentage of adult literacy students making measurable academic advancements¿

Instruments: please provide more information on the measurement instruments, including identifying the baseline and how progress will be measured.

¿ Instruments will be revised to include: Using a Student and Tutor Tracking report designed by ALC, members will record assessment results upon intake of new adult students. Those students will be tracked closely and tested and the resulting status and advancements submitted to ALC quarterly.

Indicators for making measurable academic advancements include, ¿advancing within curriculum, advancing a grade level, reading and interpreting maps and manuals, schoolwork, food and drug labels, and health-related instructions.¿

Intermediate Outcome:

Please provide more information on how this outcome is evaluated, specifically how you assess ability to engage in academic, vocational and community activities.

¿ This outcome details that students will meet at least one personal goal that increases ability to engage in academic, vocational or community activities. Using a Student and Tutor Tracking report designed by ALC, members will record assessment results upon intake of new adult students. Those students will be tracked closely and tested and the resulting status and advancements submitted to ALC quarterly. The personal goals recorded in this tracking report include: learning to read (or read

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better), learning to write (or write better), advancing to an adult education program, earning a GED, entering postsecondary education, getting a job/promotion/retaining employment, overcoming a learning disability or other impediment, and obtaining a driver's license.

Indicator: please reword the indicator to focus on the % of adult literacy students demonstrating an improvement in their ability to engage in academic, vocational, and community events.

¿ Indicator will be revised to: ¿Percentage of adult literacy students demonstrating an improvement in their ability to engage in academic, vocational, and community events. ¿

### English as a Second Language Instruction

Please note that this measure includes extraneous intermediate and end outcomes at the end that should be removed (the extraneous outcomes repeat previously stated ones).

¿ The extraneous outcomes will be removed.

### End Outcome:

This measure seems more appropriate for the intermediate outcome. Please change this to be an intermediate outcome rather than an end outcome.

¿ This measure will be changed to an intermediate outcome

Indicator: please reword the indicator to focus on the % of adult ESL students demonstrating an improvement in academic outcomes.

¿ Indicator will be revised to: ¿Percentage of adult ESL students making measurable academic advancements. ¿

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Intermediate Outcome: Please provide more information on how this outcome is evaluated, specifically how you assess ability to engage in academic, vocational and community activities.

¿ This outcome details that students will meet at least one personal goal that increases ability to engage in academic, vocational or community activities. Using a Student and Tutor Tracking report designed by ALC, members will record assessment results upon intake of new adult students. Those students will be tracked closely and tested and the resulting status and advancements submitted to ALC quarterly. The personal goals recorded in this tracking report include: learning to read (or read better), learning to write (or write better), learning to speak English (or speak better), advancing to an adult education program, earning a GED, entering postsecondary education, getting a job/promotion/retaining employment, overcoming a learning disability or other impediment, obtaining citizenship, and obtaining a driver¿s license.

Indicator: please reword the indicator to focus on the % of ESL students demonstrating an improvement in their ability to engage in academic, vocational, and community events.

¿ Indicator will be revised to: ¿Percentage of adult ESL students demonstrating an improvement in their ability to engage in academic, vocational, and community events. ¿

### Continuation Changes

N/A

## Performance Measures

### SAA Characteristics

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

### Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas      17.5

### Service Categories

Adult Education and Literacy (including ESL and GED)      Primary       Secondary

### Basic Literacy Instruction

**Service Category:** Adult Education and Literacy (including ESL and GED)

**Measure Category:** Not Applicable

### Strategy to Achieve Results

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

AmeriCorps members will teach students one-one-one or in small-group sessions, depending on need, to provide Basic Literacy instruction.

### Results

**Result: Output**

400 Arkansas adult students will receive Basic Literacy instruction.

Indicator: adult beneficiaries

Target: Adult Arkansans receiving Basic Literacy instruction.

Target Value: 400

Instruments: Student attendance records, quarterly report required by ALC.

PM Statement: AmeriCorps members will instruct at least 400 adults in Basic Literacy skills.

Prev. Yrs. Data:

**Result: Intermediate Outcome**

Basic Literacy students will increase their ability to engage in academic, vocational and community activities.

**Result: Intermediate Outcome**

Indicator: Percentage of adult literacy students demonstrating an improvement in their ability to

Target: At least 200 (50 percent) of 400 Basic Literacy students who continue to receive instruction for 12 hours or more will meet at least one personal goal that increases their ability to engage in academic, vocational and community activities.

Target Value: 200

Instruments: Using a Student and Tutor Tracking report designed by ALC, members will record assessment results upon intake of new adult students. Those students will be tracked closely and tested and the resulting status and advancements submitted to ALC quarterly. The personal goals recorded in this tracking report include: learning to read (or read better), learning to write (or write better), advancing to an adult education program, earning a GED, entering postsecondary education, getting a job/promotion/retaining employment, overcoming a learning disability or other impediment, and obtaining a driver's license.

PM Statement: At least 200, or 50 percent of Basic Literacy students who receive instruction for 12 or more hours, will meet at least one personal goal that increases their ability to engage in academic, vocational and community activities.

Prev. Yrs. Data:



**Result: Intermediate Outcome**

engage in academic, vocational, and community events.

**Result: Intermediate Outcome**

At least 240, 60 percent of the 400 adults receiving instruction by AR Reads members in Basic

Literacy, will make measurable educational advancements that will improve academic outcomes.

Indicator: Percentage of adult literacy students making measurable academic advancements

Target: 240 (60 percent) of Basic Literacy students will make measurable academic advancements.

Target Value: 240

Instruments: Using a Student and Tutor Tracking report designed by ALC, members will record assessment results upon intake of new adult students. Those students will be tracked closely and tested and the resulting status and advancements submitted to ALC quarterly. Indicators for making measurable academic advancements include, advancing within curriculum, advancing a grade level, reading and interpreting maps and manuals, schoolwork, food and drug labels, and health-related instructions.

PM Statement: At least 240, 60 percent of the 400 adults receiving instruction by Arkansas Reads members in Basic Literacy, will make measurable academic advancements that will improve academic outcomes.

Prev. Yrs. Data:

**English as a Second Language Instruction**

**Service Category:** Adult Education and Literacy (including ESL and GED)

**Measure Category:** Not Applicable

**Strategy to Achieve Results**

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

AmeriCorps members will teach adult students one-on-one or in small group sessions, depending on need, to provide ESL instruction.

**Results**

**Result: Intermediate Outcome**

English as a Second Language students will increase their ability to engage in academic, vocational and community activities.

Indicator: Percentage of ESL students demonstrating an improvement in their ability to engage in

Target: Each year, at least 150 (50 percent) of 300 ESL students who receive instruction for 12 or more hours will meet at least one personal goal that increases their ability to engage in academic, vocational and community activities.

Target Value: 150

Instruments: Using a Student and Tutor Tracking report designed by ALC, members will record assessment results upon intake of new adult students. Those students will be tracked closely and tested and the resulting status and advancements submitted to ALC quarterly. The personal goals recorded in this tracking report include: learning to read (or read better), learning to write (or write better), advancing to an adult education program, earning a GED, entering postsecondary education, getting a job/promotion/retaining employment, overcoming a learning disability or other impediment, and obtaining a driver's license.

PM Statement: At least 150, or half of ESL students who receive instruction for at least 12 hours, will meet at least

**Result: Intermediate Outcome**

academic, vocational, and community events.

one personal goal that increases their ability to engage in academic, vocational and community activities.

Prev. Yrs. Data:

**Result: Output**

300 Arkansas adults will receive English as a Second Language instruction.

Indicator: adult beneficiaries

Target: At least 300 Arkansas adults in need of English as a Second Language instruction.

Target Value: 300

Instruments: Student attendance records, quarterly report required by ALC.

PM Statement: AmeriCorps members will instruct at least 300 adults in English as a Second Language.

Prev. Yrs. Data:

**Result: Intermediate Outcome**

Arkansas adults receiving ESL instruction by AR Reads members will make measurable educational advancements that will improve academic outcomes.

Indicator: Percentage of adult ESL students making measurable academic advancements.

Target: At least 180 (60 percent) of adult students receiving ESL instruction by AR Reads members will make measurable academic advancements.

Target Value: 180

Instruments: Using a Student and Tutor Tracking report designed by ALC, members will record assessment results upon intake of new adult students. Those students will be tracked closely and tested and the resulting status and advancements submitted to ALC quarterly. Indicators for making measurable academic advancements include, advancing within curriculum, advancing a grade level, reading and interpreting maps and manuals, schoolwork, food and drug labels, and health-related instructions.

PM Statement: At least 180, 60 percent of the 300 adults receiving instruction by Arkansas Reads members, will make measurable academic advancements that will improve academic outcomes.

Prev. Yrs. Data:

## Required Documents

| <u>Document Name</u>    | <u>Status</u> |
|-------------------------|---------------|
| Evaluation              | Sent          |
| Labor Union Concurrence | Sent          |