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Executive Summary

Pima Adult and Family Literacy Corps (PAFLC) envision a community where Members serve throughout Pima County. AmeriCorps Members fulfill the mission, "Teach the parent, reach the child", by supporting families as they develop their highest potential and break the intergenerational cycle of poverty and low literacy. PAFLC increases parents' capacity for applying effective, scientifically-based approaches to improving their children's educational achievements.

Rationale and Approach

a. Compelling Community Need - In this proposed Pima Community College Adult Education Corps (PCCAE Corps), AmeriCorps Members will address the compelling community need of promoting Early Childhood Literacy, one of Arizona Governor Janet Napolitano's priorities, by building parents' capacity for applying effective, scientifically-based approaches to improve their children's educational achievements. According to the National Center for Family Literacy (NCFL), intergenerational studies have shown that parents' educational attainment is one of the best predictors of a child's academic success. Directed by the fundamental principle, "Teach the parent, reach the child," PCCAE Corps Members will fulfill the mission of building a more literate community by supporting individuals and families in developing their highest potential and breaking the intergenerational cycle of poverty and low literacy.

For the FY2010-2012 grant cycle, the proposed activities weave together three of the Corporation for National and Community Service's (CNCS) National Targets for 2010: 1) Mobilizing More Volunteers (Engage 5 million college students in service); 2) Ensuring a Brighter Future for All of America's Youth (Provide mentoring services to 3 million additional children and youth from disadvantaged circumstances; engage over 3 million children and youth from disadvantaged circumstances in service); and 3) Engaging Students in Communities (Engage 75 million Americans in volunteering). Additionally, the following Governor's Office for Children, Youth and Families' (GOCYF) values, goals, and target areas are directly addressed through this proposal:

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1. We value strong families as the cornerstone of a healthy society with a robust economy and a bright future.
2. We acknowledge and celebrate all kinds of families, and recognize that there is often a child at the center of each family who needs support to grow up healthy, safe and well educated.
3. Lifelong Learning equals Arizonans experiencing quality education throughout their lifetimes.
4. Provide resources to parents to support student academic achievement.

The target audience will be parents seeking adult education services (English for Speakers of Other Languages [ESOL], General Education Diploma [GED] preparation, technology literacy, workforce development, and civic engagement), the children of these parents, the Corps Members themselves, and non-AmeriCorps volunteers.

PCCAE serves students throughout Pima County, including the metropolis of Tucson and surrounding areas of southeastern Arizona. Pima County is home to over 967,089 residents with almost 519,000 of them residing within Tucson's city limits. Pima County's thriving population grew 12.2% from 2000 to 2006 (U.S. Census Bureau, 2006 projections). Pima County is home to a high percentage of adults who are not able to fully participate in the workforce, the educational systems of their children, or their communities. The strong correlation between substandard levels of education and income has been increasingly recognized and documented. In Pima County, 15.6% of the population lives in poverty, 27.5% of residents identify themselves as speaking a language other than English in the home, 17% of the population has not graduated from high school, 11.9% are foreign born, and 32.5% identify themselves as Latino or Hispanic (U.S. Census Bureau, 2006 projections). PCCAE enrolls more than 8,000 adult students per year in English language and GED programs, and in a 2006 self-report, 42% of those adult students had children between the ages of three and eight. Additionally, 27.9% percent of Pima County children live in poverty (City of Tucson Department of Urban Planning and Design, 1990 & 2000 U.S. Census and 2005 American Community Survey), and 70.4% are eligible for free and reduced lunch (Arizona Department of Education, January 2007).

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According to the NCFL, poverty, adult education, earnings, and child academic success are inextricably linked.

Children from families with undereducated parents historically perform at the lowest levels in school: In 1996, average 3rd grade reading scale scores for students with highest parental education less than high school graduate was 197; for high school graduate, 207; and for post high school, 220. These differences have held constant for 3rd, 8th and 11th graders since 1971. Longitudinal data also show that these children are more likely to be absent from school, more likely to behave in ways that result in disciplinary actions by the schools, less likely to complete school, and less likely to enroll in higher education or secure high-paying jobs (High Quality Family Literacy Programs, Dr. Andrew Hayes, famlit.org).

Clearly, adults' control over their economic independence and their children's success in school is directly impacted by their own education level.

The need outlined above has been widely documented in numerous studies in Pima County, Arizona and the nation. The focus of the PCCAIE Corps will be on ten Family Literacy sites which were chosen due to high poverty levels, high levels of under educated parents, and high free and reduced lunch rates. This focus has been chosen in response to the growing need for a capable workforce, with the knowledge that a literate and educated workforce is a critical element in a robust economy. It has been unmistakably demonstrated that literate and educated parents are a crucial factor in children's success in school, impacting generations to come. The goal of our program will be to educate our adult students in order to increase the literacy skills of their children.

b. Description of Activities and Member Roles - The PCCAIE Corps will engage in two main initiatives targeting PCCAIE students: literacy advancement and leadership development. Both initiatives will be layered so that Corps Members will be simultaneously developing their own skills in these two areas and supporting other PCCAIE adult students to do the same - "lift while rising."

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In order for Corps Members to implement literacy development, they will be trained in the NCFL's highly acclaimed and research-based Wordless Picture Books (WPB) curriculum and Caleb Gattegno's Silent Way (SW) strategies of using cuisenaire rods and picture stories to teach English. The WPB curriculum is designed for volunteers to use children's picture books to develop language among low-literacy adults. SW rod and picture stories are designed to help students develop oral and written language and can be used from pre-literate to advanced level ESOL students. Of the myriad language and literacy development techniques, these strategies have been chosen because of their accessibility to those not formally trained as educators and their efficacy with both adults and children. Corps Members will be able to achieve mastery of at least one of these techniques, resulting in confident utilization with students. In turn, the adult students will be encouraged to use the same strategies with their children.

To develop and implement leadership advancement, Members will be trained in public speaking. Members will have the Opportunity to develop their own public speaking and communication skills in three stages: expressing their opinions in meetings with other Members; helping adult students do the same in their classrooms; and, finally, through formal public presentations or publications. Public speaking has been chosen as a primary strategy toward leadership development in recognition of the leaps in self-efficacy that result from the ability to speak in front of a group about a topic of great significance. To this end, Members will each choose a community organization to research, volunteer with and bring information about to Member meetings in the form of a public presentation.

Direct service will include tutoring parents in language development, training parents to acquire skills to support their children's language and literacy development, tutoring at-risk children in reading and writing, recruitment of non-AmeriCorps volunteers, and leadership development through public speaking. These activities will happen in adult and family literacy classrooms, in families' homes, in public schools, and in libraries.

The proposed PCCAE Corps objectives for the 15 full-time Members and four quarter-time Members

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serving in ten Family Literacy sites and four adult education learning centers include identifying and recruiting 200 parents to participate in Scientifically-Based Reading Research (SBRR) literacy development training and educational events. In order to identify these parents, members will pass out fliers and give presentations on the program at the ten public schools and the four Learning Centers. Members will also partner with the Child Parent Centers during Head Start recruitment week by passing out fliers in the neighborhood. Participating parents will greatly increase their involvement in their children's education by being better equipped to support their children's learning due to enhanced knowledge of literacy skills and self-efficacy in applying SBRR strategies and techniques.

The majority of Members, 11 full-time and two quarter-time Members, will work primarily with the families enrolled in the intensive 20-hour per week, year-round FLP in their assigned host site. Members will assist with the orientation, intake and assessment of parents entering the program, tutor parents one-on-one and in small groups in English and/or GED preparation lessons, assist in planning and co-facilitating weekly parenting discussions, and coordinate parent volunteer placements in the public school. Members will also direct the Community Service program component, assisting each parent in identifying community volunteer opportunities, in sites such as public schools and local libraries, so that they may serve a total of eight hours per month. A key function of Members will be to plan and implement home-based literacy activities (such as Drop Everything and Read sessions or bookmaking) with participating families with the purpose of extending program-based services. Members assigned to PCCAE's four adult learning centers will consist of four full-time and two quarter-time Members. Of adult students surveyed at the centers, an average of 42% has children from three to eight years of age. Thus, SBRR literacy development training will likewise benefit the children of these parents. Members will guide Adult Basic Education (ABE) students through a process of orientation, intake, assessment, goal setting and class placement. AmeriCorps Members will offer goal-setting workshops to classes and will provide individual assessment and follow-up. They will also be available for one-on-one tutoring with those students identified with the greatest ability to benefit from that

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service. PCCAE Center Managers have identified the following students as those most able to benefit from tutoring: literacy students (English and Spanish), Level I English as a Second Language students, low-level math and reading students, and those students in the open computer lab. Another need for tutoring and small group work is in multi-level classes such as Writing, English for College, and Computer Basics. Members will be tutoring in conjunction with the teachers at the centers. The teachers will select students, prepare Members with plans and materials, and oversee the tutoring.

Member development will include a three-phase plan: 1) Orientation, 2) On-going, and 3) Life After AmeriCorps training. Member Development will be guided by National Staff Development Council standards and will include awareness and knowledge building, followed by opportunities for practice, coaching, mentoring, and reflection.

Training and reflection will be held during weekly Member meetings and will be led by the AmeriCorps Coordinator, site Mentors and a NCFL certified trainer who is on staff with the FLP. The FLP is guided by the tenet that adults learn through reflection. Consistent opportunities for guided reflection will be provided to Members in weekly meetings. The objective is for each Member to have the opportunity to achieve mastery in at least one of the literacy strategies offered. This objective reflects that the greatest strides in a person's self-efficacy and confidence come from a sense of accomplishment and mastery in a specific area.

Members will also receive extensive training before and during service in tutoring strategies and development of curriculum which is scientifically-based. Teaching reading is complex and requires knowledge of language and of individual differences in language, culture, and thinking. Research summarized by the National Reading Panel (NRP) indicates that most students who have trouble learning to read experience difficulty at the very beginning stage of the process. They often have trouble recognizing letters, distinguishing the speech sounds in words, matching those sounds with the symbols that represent them, and using phonics to recognize unfamiliar words. Students also may have trouble developing habits for "sight" words - a requirement for fluent reading to occur. Proficient reading

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depends on the simultaneous activation of multiple processing systems (sound, print, word and phrase meanings, embedded language) to effortlessly extract meaning from text. Reading problems may originate in any of these areas. Well-designed reading instruction educates in all components of reading, providing explicit, systematic teaching of alphabets (phonological awareness and phonics), practice opportunities for developing fluency, and comprehension strategies to build meaning from text.

Member compliance with rules on prohibited service activities in AmeriCorps Subtitle C programs will be closely monitored and regulated. From the onset of service, Members are informed of the types of activities which they may not engage in while charging time to the AmeriCorps program, accumulating service or training hours, or otherwise performing activities supported by the AmeriCorps program or CNCS. Besides initial exposure to these guidelines during Member Orientation training and the signing of a contract stating that they will abide by them, compliance is ensured with the assistance of site mentors, who regularly review and sign documentation of Member service hours, and also through Member Time Records, which are examined by staff to verify fulfillment of the terms agreed upon.

The AmeriCorps program has proven invaluable to PCCAE for the past six years. The mission of PCC - develop our community through learning - is more fully accomplished through the growth and service of our Member Corps. The AmeriCorps program has shown itself to be a great student leadership development program, helping adult education students continue to grow in their skills professionally and personally. It bridges the gap between adult education students and higher education institutions. Since Members are often former adult education students, they are seen as role models to both their peers and the children they serve. The AmeriCorps grant will add value to the program by increasing the capacity to support families through home visits, classroom instruction, adult education leadership councils, and links to community resources. Members will play important leadership roles in each of these areas.

c. Measurable Outputs and Outcomes - The anticipated output of PCCAE Corps service includes

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identifying 200 parents per year to increase literacy skills through tutoring and educational events. The intermediate outcome consists of Members engaging these 200 parents in participating in SBRR literacy development training, resulting in 80% of the parents being better equipped to support their children's learning. The end outcome consists of the participation of these 200 parents in SBRR literacy development trainings resulting in 80% of parents demonstrating an increase of interactive literacy skills with their children by the end of the program year. Educational assessments include the BEST (Basic English Skills Test), the TABE (Test of Adult Basic Education), and the Parent Education Profile (PEP).

The PCCAE Corps tracking systems will include internal and external (AmeriCorps Web-Based Reporting System, or WBRS) databases. The coordination team will collect, compile, aggregate, and analyze the data outlined above. We will use standardized measurement tools chosen by the Arizona State Department of Education. Assessment results will be compiled a minimum of two times per year, tracked on data bases, compared for educational gains and improvements, and documented in AmeriCorps reporting systems.

d. Plan for Self-Assessment and Improvement - PCCAE Corps Members' progress towards achieving performance measures will be tracked and evaluated using a wide-range of instruments and quantitative data. Adult students' educational gains will be assessed twice a year using the TABE and the BEST. Literacy scores from pre- and post-exams will serve as indicators of those parents most-in-need of tutoring as well as providing solid data on the positive benefits of having been tutored by Members. The PEP, a state-mandated parenting education assessment tool, will also offer empirical data directly related to parents' progress in acquiring and applying new, SBRR literacy development strategies and techniques, as well as their increased involvement in their children's education. Other forms of tracking and evaluating Members' progress will include 1) the use of class monthlies to log the number of hours

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and parents tutored to date; 2) participant evaluations of activities from which statistics on efficacy of the training, and rating of overall experience will be drawn; and 3) pre-and post-self-assessment parent surveys to document information on participants' learning curve and progress overall. AmeriCorps quarterly and end-of-year progress reports will make available year-to-date and comprehensive data on actual activity and progress toward end outcomes, as well as serving as indicators of having met objectives.

The PCCAIE plan for continuous program improvement will consist of establishing and maintaining open and regular communication among Members, staff, students and partners. The collective observations of all stakeholders will serve a key function in identifying program strengths and challenges. Formal discussions and informal check-ins between Mentors and Members will meet the need of sharing critical feedback on resolving problems and building on successes. Members will also meet once a week to gather and share information on how to improve the program's effectiveness in serving the needs of the target communities. The 'Great Stories' section in the AmeriCorps progress reports will also provide strong, qualitative, snap-shot data to Members, service sites and partners, highlighting achievements and milestones in the program's plan for continuous improvement.

e. Community Involvement - PCCAIE's FLP has been collaborating with Sunnyside, Tucson Unified, and Amphitheater School Districts, along with Child-Parent Centers, Inc. (the Southern Arizona region Head Start program) for fourteen years to serve families most-in-need in Pima County. In planning the expansion of AmeriCorps into PCCAIE Learning Centers in 2003, input was gathered from PCCAIE Center Managers, PCCAIE's Volunteer and Civics Coordinator, as well as from the Division Dean of PCCAIE. Since that time, community partners have continued to meet formally on a quarterly basis, as well as communicating regularly through phone calls and e-mail to discuss targeted community needs, create and modify plans of action, and to identify training and support for Members.

PCCAIE will continue to engage community partners and stakeholders to gather input, direct

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programming and evaluate the program's effectiveness and progress through the three-year program period. AmeriCorps will be a standing agenda item in regular partner meetings, which include PCCAE managers, Head Start program coordinators, and school district administrators. PCCAE Corps will also meet with school personnel and principals to share feedback regarding the impact of AmeriCorps Members' service, discuss any recommended adjustments for continuous improvement, and review end-of-year service evaluations. In addition, PCCAE will partner with the school districts for Make a Difference Day and with Child Parent Centers, Inc. around recruitment. Other stakeholders include Tucson Area Literacy Coalition (TALC), which shares mutual goals with and advocates for PCCAE, and the NCFL, which views PCCAE as a model program and invites Members to present at the NCFL Conference on a yearly basis.

f. Relationship to Other National and Community Service Programs - The PCCAE Corps collaborates extensively with both community and national service programs supported by the CNCS. Members from local partners such as Arts for All, Inc., Youth Volunteer Corps/Youth Now! and Luz AmeriCorps Program attend meetings with PCCAE Members to share ideas on providing high quality, specialized service, and collaborate in LeaderCorps. Partners are likewise invited to participate in trainings, on such topics as SBRR instruction, tutoring skills, teambuilding skills, and goal-setting, as well as one another's service projects and regional events with the main objective of helping build the overall capacity of targeted communities to meet their own needs.

g. Potential for Replication - PCCAE Corps has been recognized as a model program and has been called upon in the past by the Governor's Office to help others with program design and development. Plans and strategies for replication include sharing Member forms, the Mentor Handbook and the year-long training plan. Upon request, PCCAE will also provide observation opportunities and technical assistance to new AmeriCorps programs.

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Organizational Capability

1. SOUND ORGANIZATIONAL STRUCTURE

a. Ability to Provide Sound Programmatic and Fiscal Oversight - PCCAЕ has been providing both exceptional educational and fiscal management since 1969. PCCAЕ has an annual budget of over \$5 million (including In-kind support) and manages approximately 30 grant and contract sources to support its multiple Learning Centers and Programs. In the history of PCCAЕ, there has never been a budget overrun or audit exception. The FLP (which oversees the current AmeriCorps Program) has a current yearly budget of over \$800,000. It began as a three-site, \$80,000 Program in 1991 and has expanded to its current operation of ten sites.

The AmeriCorps Program Coordinator has been managing the AmeriCorps Program for three years and previously served as the Assistant Coordinator and an AmeriCorps Member. The Program Manager has over 13 years experience managing federal programs, including AmeriCorps and Title One Even Start. The AmeriCorps Coordination team will also include a Student Services Specialist responsible for accurate input of records in WBRS (Web-Based Reporting System), an AmeriCorps Mentor, and an NCFL certified trainer. In addition to the skills of these personnel, each one is singularly passionate about national and community service and the role of AmeriCorps Members in working toward a better community.

The FLP has implemented several new initiatives of similar scope, size, and content to the one being proposed. Over the years, the FLP has grown from three sites to nine; added the Family Literacy AmeriCorps Program; been named Arizona's Family Literacy Model Program; had a staff member selected as the Toyota National Family Literacy Teacher of the Year; developed a highly successful Student Leadership Council; and employed nationally-certified Family Literacy trainers. Additionally, as an AmeriCorps award recipient, the FLP has accomplished all of its objectives and exceeded its goals in every category in the last six years. For example, PCCAЕ Corps Members have already exceeded current grant objectives by tutoring 680 students in grades 1-12 and 641 adults in GED and basic skills

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development. 82% of these students made academic gains; 641 families have benefited from these scientifically-based interactive literacy activities. A total of six summer Programs benefiting 252 people have been completed by Members. PCCAЕ has successfully managed AmeriCorps funds since 1994. PCCAЕ has also managed other federal grants, including federal funding for its Workplace Education Project (1983-1993). In addition, a significant portion (over \$1 million) of PCCAЕ's state grant funding is actually redirected (pass through) federal monies. The FLP has been grant funded since its beginnings in 1991. Its capacity to provide necessary monitoring is seen through its history of successful grants management and through continuous, yearly renewals of grants from several different sources. Host sites will be PCCAЕ's nine Family Literacy schools, four Learning Centers, and the Amado Even Start program. Site Mentors will be PCCAЕ staff: Family Literacy Instructors, Learning Center Instructors and Learning Center Managers. Because all host sites and Site Mentors fall within the purview of PCCAЕ, monitoring will happen within staff meetings and site visits. FLP staff will confer with Members and Site Mentors at a minimum of two times per month to evaluate the support Members and supervisors need on site. Site Mentors will meet twice yearly. All Members will meet weekly to develop connections and coordinate activities among the sites.

b. Board of Directors, Administrators, and Staff - The AmeriCorps Director reports to the Division Dean of PCCAЕ. The Vice President of Instruction and Division Dean of PCCAЕ report to the President of Pima Community College's Community Campus who, in turn, reports to the Chancellor. The Chancellor is accountable to an elected five-member Board of Governors. All funding and contracting is approved by the Board of Governors and the administration of the College provides programmatic and fiscal oversight. The Business Office of the Community Campus is staffed with both a Grants Manager and Fiscal Advanced Analyst who manage the fiscal components of all PCCAЕ grants. Grant reporting and submission are additionally reviewed by the College's District Grants One-Stop Center. The background and experience of key staff positions are described in the Personnel Staff Overview.

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c. Plan for Self-Assessment and Improvement - PCCAЕ Corps is committed to a process of continuous improvement. Over the last 14 years of AmeriCorps involvement, effective systems of data collection and evaluation have been developed. Data include Member Time Records, progress report forms, and anecdotes collected from Members for reporting purposes. Members also document all activities on forms created for specific objectives. For example, if a Member is tutoring a child, he or she will document the time spent and progress made. Continuing assessment and improvement of organizational structure and staffing include meetings, trainings and technical assistance in the following areas: 1) Orientation training at the beginning of service, 2) On-going training through weekly Member meetings to address current needs, 3) One-on-one Member/Mentor meetings to determine training needs, 4) On-site visits to monitor the impact of Members' service on families, schools, and neighborhoods, and 5) Monthly coordination team meetings, and quarterly partner and stakeholder meetings to confer on the benefits of Member service, and recommend fine-tuning for improvement. All of these efforts will ensure a sound and well managed organization.

Ongoing measurement of impact on the community will be through the same collection of site data from Members, teachers, parents, Learning Center Managers, Site Mentors and Principals, and through on-site visits. Another way of monitoring impact on the community will be through the continued relationship with the local evaluator for the FLP. The Local Evaluator trains and directs the FLP in implementing internal monitoring through participant questionnaires, data analysis, and other nontraditional forms of gathering data

Progress toward annual objectives will be measured through the collection of the above mentioned forms documenting Member service, as stated in our Performance Measures. They will be collected and compiled for quarterly reports. Compiling these reports, as well as the feedback received from the state office about them, has been instrumental in providing information about the program's progress in meeting objectives.

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d. Plan for Effective Technical Assistance - PCCAЕ's FLP has been a model program, providing Technical Assistance in Even Start programming throughout the state since 1994. Two nationally certified trainers will be part of the AmeriCorps Coordination and training team. Additionally, the AmeriCorps Director and Coordinator have a combined total of 24 years experience providing Technical Assistance in Arizona. The FLP has also secured excellent financial and programmatic Technical Assistance over the years through the Governor's Office of Community, Youth and Families (GOCYF) and local partners in AmeriCorps programming.

Valerie Diaz, Fiscal Advanced Analyst, has attended AmeriCorps Director meetings twice in the past two years, receiving financial management training specific to AmeriCorps. The AmeriCorps Director and Coordinator attend quarterly Program Director meetings. Site staff attends quarterly Site Mentor meetings where they receive training in an overview of National Service, how to be an effective Site Mentor, and orientation to the goals and objectives of PCCAЕ Corps.

The AmeriCorps Coordination team will regularly assess site and programming ongoing needs for training and Technical Assistance through weekly meetings with Members, monthly meetings with Program Managers, twice-yearly meeting with Site Mentors and community partners, and ongoing, informal communication among all stakeholders. At all of these meetings, the topic of training needs will be addressed. Depending on what the needs are, they will be addressed by local program staff, or assistance will be requested from the Governor's Office on Youth and Family Services.

2. SOUND RECORD OF ACCOMPLISHMENTS AS AN ORGANIZATION

a. Volunteer Generation and Support - PCCAЕ's Volunteer Program is led by a full-time Volunteer Coordinator. The Volunteer Program expands PCCAЕ's organizational capacity by recruiting, placing, and training volunteers to work as individual tutors, classroom aides, and small group facilitators within GED, ESOL adult literacy, and civic engagement. Volunteers are recruited primarily from the Volunteer

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Center of Tucson through general referrals, a direct link to the PCCAЕ website, and an announcement in the Sunday newspaper. Additional volunteers are contacted through the University of Arizona, PCCAЕ instructors' networks, Pima Council on Aging, AARP, and Catholic Social Services. Volunteers are supported through ongoing training, follow-up, workshops, and recognition events throughout the year. PCCAЕ currently works with approximately 100 volunteers throughout the course of the year with 40-45 actively contributing during any given month. In FY2007-08, PCCAЕ volunteers contributed 3,400 volunteer hours. The Volunteer Coordinator also works closely with the AmeriCorps Program to maximize training and volunteer opportunities.

b. Organizational and Community Leadership - PCCAЕ is recognized as a leader in Adult Basic Education. Over the years, the Arizona Department of Education has awarded PCCAЕ three Model Program grants for Family Literacy, Civics & Citizenship, and Workplace Education. These programs have provided statewide training in best practices throughout Arizona. In 2000, for the second time in a decade, PCCAЕ was named one of the top ten Adult Education programs in the country by the U.S. Department of Education. Most recently, PCCAЕ staff members received the Arizona Association for Lifelong Learning Award for "Lifetime Achievement," the YWCA's "Woman on the Move Award," The Cecilia Avalos Parenting Education Award, and PCCAЕ's Dean was named "Administrator of the Year" by PCC in 2002. Additionally, PCCAЕ staff members serve on boards throughout the community, including the Tucson Area Literacy Coalition, the Multi-Cultural Leadership Development Program Board, the Arizona Association for Lifelong Learning, Arizona Humanities Council, etc.

c. Success in Securing Match Resources - PCCAЕ is fortunate to have the support of several governmental entities including Pima County Government and the city of Tucson. Since the inception of PCCAЕ's AmeriCorps Program, Pima County Government has provided the necessary match for Member Operating Costs. The County recognizes the value of Adult Basic Education and Family Literacy

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to the residents of Pima County and has committed to this value with a yearly dedication of funds.

3. SUCCESS IN SECURING COMMUNITY SUPPORT

a. Collaboration - The PCCAIE Corps will contribute to and benefit from significant community partnerships. In addition to partnering with their fellow AmeriCorps programs as described in A. 1. Rationale and Approach, the FLP also partners with four school districts in Pima County, Child-Parent Centers, Inc. (Head Start), the Pima County Public Library, the Community Food Bank, and the University of Arizona School of Public Health. Each of these partners has exhibited dedication to the goals of PCCAIE and AmeriCorps through providing training, site placements, space, AmeriCorps Mentors, and future job prospects.

PCCAIE at large has extensive collaboration networks. Many collaborators provide funds, in-kind services including facilities, and/or student referral and exchange information for PCCAIE. Current collaborators and their contributions include:

- Pima County - funds, in-kind space, referrals
- City of Tucson - in-kind operation and support for two adult learning centers, class locations at libraries and the Northwest Neighborhood Center, and funding for GED Now classes
- United Way -- referrals
- Sunnyside Unified School District - in-kind space, dedicated staff for Family Literacy sites, funding through Even Start subrecipient agreement, referrals
- Amphitheater School District - in-kind space, dedicated staff for Family Literacy sites, referrals
- Tucson Unified School District - in-kind space, dedicated staff for Family Literacy sites, referrals
- Pascua Yaqui Education Department, Desert Diamond Casino - referrals, locations for classes within businesses, funds
- JobPath - referrals, ongoing program planning partners
- Pima County Adult Detention - location for classes, funds

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- Flowing Wells School District - in-kind space, dedicated staff for Family Literacy sites, referrals
- PCC Desert Vista Campus/Center for Training and Development - location for classes, referrals
- Tucson Urban League - referrals
- Rose Family Resource and Wellness - location for classes, referrals, and childcare
- Pima County Adult Probation - location for classes, referrals -Casa San Juan, Tucson Indian Center, Tohono O'Odham Nation, Child & Family Resources, Edge Charter School, Program YES, COPE, La Frontera, Amity, PrimaVera, Traveler's Aid, Catholic Social Services, Derechos Humanos, American Friends Service Committee, Arizona Leadership Institute, Tucson Community Food Bank - referrals
- Pima County Interfaith Council, Arizona Interfaith Council - training for staff and students -Pima County Public Library - class space, library orientations, use of computers and Skills Tutor software
- Literacy Volunteers of Tucson - classes for student not eligible for PCCAE classes
- The Arizona Association for Lifelong Learning (AALL) - scholarships for student to attend leadership conferences
- Pima Community College Center for Training and Development - space, computers, and partial funding for ABE and GED classes
- Pima County One-Stop - space and furniture for classes

b. Local Financial and In-kind Contributions - Over PCCAE's 40 years in Pima County, the collaborations listed above have expanded in scope, increased in number, and/or become more diverse. For example, the City of Tucson funds ongoing facilities management of two large learning centers for adult education in significant low-income areas of the city which serve over 5,000 adult learners every year. It also provides financial support for the GED Now Program serving students in GED Fast Track classes. Additionally, WalMart, Home Depot, and Tucson Water have contributed to specific service projects.

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c. Wide Range of Community Stakeholders - The organizations listed above represent human service providers, governmental entities, faith-based organizations, businesses and educational entities. PCCAE has sought out, nurtured, and maintained these community partnerships and has expanded to include a GED class at PCC Northwest Campus, classes at Pima County's One-Stop Centers, more extensive partnerships with refugee training providers, such as Tucson International Association of Refugee Communities and Jewish Family and Children's Service, and United Way/IRS' Volunteer Income Tax Assistance (VITA) program at two learning centers.

d. Special Circumstances - The community served by PCCAE and its AmeriCorps program has high poverty and low educational achievement rates. In Pima County, 15.6% of the population lives in poverty, 27.5% of residents identify themselves as speaking a language other than English in the home, 17% of the population has not graduated from high school, 11.9% are foreign born, and 32.5% identify themselves as Latino or Hispanic (U.S. Census Bureau, 2006 projections). PCCAE enrolls more than 8,000 adult students per year in English language and GED programs and in a 2006 self-report, 42% of those adult students had children between the ages of three and eight. Additionally, 27.9% percent of Pima County children live in poverty (City of Tucson Department of Urban Planning and Design, 1990 & 2000 U.S. Census and 2005 American Community Survey), and 70.4% are eligible for free and reduced lunch (Arizona Department of Education, January 2007). These demographics clearly demonstrate the need for educational programs that support second language and pre-GED parents, as well as their children.

Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS

a. Corporation Cost per MSY: The attached budget meets the Corporation Cost per MSY rate of \$12,600 per MSY for Urban programs.

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b. Diverse Non-Federal Support: PCCAE obtains diverse non-federal support, as documented in Exhibit I: Disclosure Form List of Other Funding Sources. These non-federal sources include Pima County, Arizona Department of Education, and Arizona Adult Basic Education funds. Other past supplemental funds have included funding from the Toyota Motor Corporation, the National Center for Family Literacy, and the Verizon and Gannett Foundations. In addition, the Family Literacy Corps has secured a new and exciting partnership: Make Way for Books. Through this resource, parents will receive training in literacy strategies to transfer home for whole family benefit. The ultimate goal is for children to develop literacy skills through children's literature interaction with parents.

c. Decreased Reliance on Federal Support: PCCAE's FLP will be entering its seventh year of programming, under current Federal Regulation; therefore, we will meet the 38% Minimum Overall Share requirement.

2. BUDGET ADEQUACY

The proposed budget, including Match and In-kind resources, is adequate to carry out all proposed activities. The budget includes one full-time AmeriCorps Coordinator, Member Support Costs, Travel and Training costs, and supplies for Members to purchase literacy-related materials. All other costs (training, coordination support, office supplies, etc.) will be supplied through In-kind resources. Member Health Care Costs are covered for four Members in this proposal. In the current and past two grant cycles, no more than four Members per year have needed AmeriCorps Health coverage. Should additional Members need AmeriCorps Health Care coverage, the funds to do this are committed through PCCAE's Pima County funds.

FY09 Budget Clarification Response

Budget Items:

Narratives

Q: Section I.: Reconsider budgeting \$2000 for CNCS travel as opposed to \$1600

A: CNCS travel has been adjusted to \$2,000 in the budget.

Q: Section I.: Site visits are noted in the narrative but no budget is available for these, how are they conducted?

A: Site visits are conducted by the AmeriCorps Coordination staff. If they choose, they can claim mileage at .445 per mile. This reimbursement is from a non-CNCS source. It is not reflected in the match budget as historically, these staff have not claimed reimbursement.

Q: Section I.E.: Put only supplies in this section and move Home Literacy Visit to Staff Travel section.

A: The Home Literacy Visits mentioned in Supplies is not a travel expense, but a supply expense for materials used in Home Visits. The description of the line item in the budget now reflects Home Visit supplies.

Q: Section I.I: Consider if all staff that have access to vulnerable populations will need background checks?

A: According to the Arizona State Statue all people who work with the vulnerable population in a direct or indirect manner need to be fingerprinted. Due to that our budget is for 23 background checks which includes 19 Members and four AmeriCorps coordination staff. This has been clarified in the budget narrative, as well.

Q: Section I.: Specify what numbers are applicable to members and which numbers are dollars ex. 23 members x \$46 = 1,058

A: We have updated the budget pages to reflect 19 Members and 4 staff (a total of 23) x \$46 = \$1,058.

Narratives

Q: Clarify how many members are covered by Workers Comp and health insurance.

A: The budgeted amount of \$1,500 covers the 15 full-time Members. Health insurance is budgeted for four Members which represents the highest number of Members requesting it in the past three year.

This has been clarified in the budget section.

Evaluation Summary or Plan

The concept of continuous improvement guides our program evaluation efforts. Embedded in our programming are one-on-one, team, and Member evaluations of impact of service and program systems to support Members and sites. This is accomplished through mid- and end-of-year debriefing conversations with Members and Mentors, one-on-one meetings with Members two times per year, Member evaluations of training provided, yearly site Technical Assistance visits, and AmeriCorps coordination team attendance at monthly team meetings. Additionally, Members and Mentors take advantage of our team's open door policy and throughout the year we hear feedback on what is working and what could be improved. We consider this feedback in our regular meetings and make adjustments on an ongoing basis.

Examples of adjustments we have made based on formal and informal program evaluation include: additional trainings requested by Members and Mentors, a focus on Member leadership in weekly meetings, and , most importantly, a shift in our training approach. This shift is from "inch deep, mile wide" to "mile deep, inch wide." While we have provided many training opportunities to Members, feedback informed us that Members and Mentors needed training to be on fewer topics but with an opportunity for Members to achieve "mastery" level in the topic, rather than just "awareness level." In FY 08-09, we are providing Members the opportunity to become masters of the National Center for Family Literacy Wordless Picture Book curriculum and, thus, be confident in carrying it out at sites.

Narratives

Additionally, in FY08-09, we have contracted with a Local Evaluator through the FLP. She will be focusing her evaluation efforts on the impact of the AmeriCorps Program within the family literacy sites.

The design of the evaluation is in development and may include: focus groups; staff, student, and Member interviews; and comparison groups of students. The evaluation will be completed by July of 2009 and will be submitted to the Governor's Office on Children, Youth and Families.

Amendment Justification

N/A

Clarification Summary

Clarification Response FY11:

Budget items:

Q. Section I.B. Personnel Fringe Benefits. It is unclear how the fringe benefits are broken out amongst the staff on the grant. In the Clarification narrative field, please provide details on how the benefits, i.e. FICA, Medical Worker's Compensation are broken out amongst the staff.

A. The breakdown of our fringe for benefitted staff is as follows:

FICA OASDI 6.2%

FICA Medicare 1.45%

ASRS Retirement 10.5%

Worker's Comp .35%

LT Disability .25%

Life Insurance .25%

Medical and Dental Benefits 17.4%

Unemployment .30%

Narratives

Clarification Response FY10

Q. Clarify program's start and end dates.

A. As stated in the RFGA, page 16 Terms and Conditions, the contract shall commence October 1, 2009 - September 30, 2010 unless terminated, canceled, or extended as otherwise provided herein.

Q. Demonstrate the need for a higher cost/MSY.

The higher MSY is needed because of significant program cost increases in four areas.

A. The first area of cost increase is the mandatory increase of minimum Member Living Allowance, per MSY. This amount increased (per CNCS) from \$11,400 to \$11,800 per Member for a total increase of \$6,400 for our 16 MSYs.

The second area of cost increase is that of mandatory Criminal Background checks. In our current year, the cost is \$46 per AmeriCorps Member and \$52 per staff. For this coming year, we have projected costs that reflect published increases to \$65 per Member and \$69 per staff. Calculating for 19 Members and 18 staff, the increase from current year costs (\$1,862) to next year (\$2,477) is a total of \$615.00.

The third area of increase is Health Insurance for Members. Previous costs were calculated at \$175 per Member but have now increased to \$186 per Member. This calculates to an additional \$528.

The fourth area of cost increase is for Member uniforms (a mandatory expense). This year, our per Member cost for uniforms was \$35 (multiplied by 19 Members = \$665). The cost has increased to \$60 per Member (\$1,140), for a total increase of \$475.

Narratives

The total cost increase of these four areas is \$8,018.

FY10 Budget Clarification Response

All budget revisions have been made in the Budget and Budget Narrative sections of egrants; all grant-funded staff and Members are budgeted for criminal background checks.

CNCS-sponsored events are identified and costs are itemized.

Clarification Response FY09:

Clarification Items:

Q: Clarify how the data, research and other information supports the primary need to build the capacity of 200 parents.

A: As stated on page 4 of the original narrative, "The focus of the PCCAIE Corps will be on ten Family Literacy sites which were chosen due to high poverty levels, high levels of under educated parents, and high free and reduced lunch rates. This focus has been chosen in response to the growing need for a capable workforce, with the knowledge that a literate and educated workforce is a critical element in a robust economy. It has been unmistakably demonstrated that literate and educated parents are a crucial factor in children's success in school, impacting generations to come". The following facts from the Goodling Institute for Research in Family Literacy, Penn State reveal the impact of parents on their children's education:

1. Children whose parents participate more in adult education and parenting education scored

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significantly better on developmental test than children whose parents did not participate as much.

2. Children whose parents lack a high school diploma are much less likely to be read to as preschoolers.

3. Kindergarten teachers rate Even Start children as more prepared for school than comparable children.

The goal of the Family Literacy Program will be "to educate our adult students in order to increase the literacy skills of their children."

Data for FY08 clearly demonstrated that the activities of the PCCAIE AmeriCorps Members impacted the success of the enrolled 200 parents:

Adult ESOL students were assessed using the Basic English Skills Test (BEST) and GED students were assessed with the Test for Adult Basic Education (TABE) at the beginning, middle and end of the year to monitor program effectiveness. The Parent Education Profile instrument is used to assess Parenting Education. The following student progress report is from the Performance Indicator Report, 2007-2008.

Arizona State Target Goal for ESOL BEST Literacy test gains is 65%. Parents in the FLP showed an 80% rate of gain.

Arizona State Target Goal for TABE Reading gains is 61%. Parents in the FLP showed an 78% rate of gain.

Arizona State Target Goal for PEP test gains* (Scale Two) is 85%. Parents in the FLP showed a 96% rate of gain.

*a minimum of a .5 point increase on PEP Scale II

For FY2008, the Family Literacy Program averaged a 128% success rate on all adult and children measures of performance, indicating high quality instruction and impeccable methods of data collection.

Clearly, adult students and, subsequently, their children, make marked educational gains after one year of studying, enhancing the possibilities of greater economic power for their families.

Narratives

Additional clarification request: Narrative (April 24, 2009)

In FY08, the 200 parents served by AmeriCorps Members were enrolled in schools with the following evidence of need:

- * An average of 86% Free and Reduced Lunch rate
- * An average of 42.3% mobility rate (students transferring in and out of the schools)

Also, the parents averaged 97% at or below the federal poverty rate, 93% spoke a language other than English in their homes, and 87% were at the lowest National Reporting System levels of adult education need (pre-literacy through Level II).

Additional clarification request: Clarification Items (April 28, 2009)

Q. Clarify program's start and end dates.

A. As stated in the RFGA, page 16 Terms and Conditions, the contract shall commence October 1, 2009 - September 30, 2010 unless terminated, canceled, or extended as otherwise provided herein.

Additional clarification request: Budget Items (April 28, 2009)

Q. In Section I: I. Other Program Operating Costs - Clarify what CNCS-Sponsored Meeting the program will be attending and budget costs up to \$2,000; move to sub-section C Travel.

A. CNCS-sponsored meetings are three required state Program Director meetings. Car rental is \$70 each trip for a total of \$210. In addition, we send two staff members to the CNCS Points of Light Conference; estimated cost per staff member is \$895 for a total of \$1,790. These two items total \$2,000 from Cash Match.

Narratives

Q. In Section I: C. Travel - Clarify the purpose for this per diem budgeted for 3 days. Is the purpose for the Flagstaff Conference, and if so, aren't meals provided at the conference?

A. Each year the number of meals covered by the conference has been reduced; however, upon receipt of this request for clarification, we reviewed our budgeted amount and adjusted them as follows:

1 breakfast (\$8.00 x 19 Members) + 1 lunch (\$11.00 x 19 Members) + 2 dinners (\$20.00 x 2 x 19 Members) = \$1,121.

These meals will cover one dinner typically not covered at the conference, and one breakfast, lunch, and dinner on travel days.

Q. In Section I: E. Supplies - Describe what is included in the home literacy visit supplies and summer project supplies.

Supplies include bookmaking and arts and crafts supplies such as markers, construction paper, glue, yarn, pipe cleaners, and resource books. In addition, we purchase material for math and science activities such as flash cards, water droppers, bottles, salt, flour, oil, food coloring, etc.

Q. In Section II: B. Member Support Costs - Clarify the terms of the four members budgeted for health care are eligible to receive benefits supported with Corporation funds. Moreover, clarify that the minimum health care coverage is provided to the 15 full-time members, or budget for health care accordingly. If full-time members are provided minimum health care coverage through alternative means, please provide the explanation, as well.

A. Health Care coverage is budgeted for four Members. This number is based on the maximum number

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of Members who have requested Health Care coverage over the last six years. If more than four Members need coverage, Pima College Adult Education supplemental funds will cover the additional costs.

Additional clarification request: Clarification Items (May 1, 2009)

Q. Please add an explanation as to how the proposed program complies with the CNCS rule for providing healthcare coverage for full-time members. How do you go about documenting healthcare coverage if members are covered through an alternative means?

A. After selection, members have a one-on-one orientation meeting with the program director where healthcare options are explained and members choose the program coverage or show proof of other health care coverage.

For AmeriCorps members, who decline coverage, documentation is as follows:

- 1) Photo copy of proof of insurance is taken and placed in each members' file; and
- 2) Members sign a disclaimer which is placed in their file.

Continuation Changes

FY 2011:

NARRATIVE: There are no changes in our program narrative.

MEMBER ENROLLMENT AND RETENTION:

Pima Adult and Family Literacy Corps' (PCCAЕ) commitment to successful recruitment and retention of Members is exhibited in 2009-2010 data: 100% recruitment and 95% retention. Only one Member did not finish her service (due to significant, unavoidable hardship) and had to be released for personal,

Narratives

compelling reasons. For FY2011, we are at 100% recruitment and 100% retention.

To insure our continued success with high retention, we will continue to provide a supportive, accessible team. Members have told us that during times of stress around completing their service, what assisted them in finishing is 1) the accessibility of the AmeriCorps coordination team and 2) connection with other Members. Therefore, we will continue to meeting with the Member team weekly and with individual Members twice a year to debrief and reflect on their service. We also have an open door policy for Members to talk with us, as needed. Additionally, first year Members can rely on second year Members, as well as each other, for support in completing their service.

PERFORMANCE MEASUREMENT: There are no changes in our performance measures.

Performance Measures

SAA Characteristics

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

Priority Areas

- | | |
|---|---|
| <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"/> 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 type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 16

Service Categories

- | | | |
|---|---|---|
| Adult Education and Literacy (including ESL and GED) | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |
| School Readiness/Head Start/Early Childhood Education | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |

Rationale and Approach

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

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

Members will recruit parents through their placements at 14 host sites located in eleven family literacy sites and four adult education learning centers.

Members will co-facilitate Scientifically Based Reading Research literacy development activities through the National Center for Family Literacy's highly acclaimed and research-based Wordless Picture Books (WPB) curriculum and Caleb Gattegno's Silent Way (SW) strategies of word and picture stories.

Members will support parents in using techniques and strategies with their children that they learned in the Scientifically Based Reading Research (SBRR) literacy development training.

Results

Result: Output

200 parents with low literacy skills will receive services in the PCCAIE Corps program by the end of the program year.

Result: Output

Indicator: adult beneficiaries

Target: Parents will be recruited, and enrolled, and receive services in the PCCAE Corps Program.

Target Value: 200

Instruments: Family Literacy Intake forms and Adult Education Registration Forms

PM Statement: 200 parents will be identified as having low literacy skills and will be enrolled and receive service in the PCCAE Corps program.

Prev. Yrs. Data

Result: End Outcome

96 of the 120 enrolled parents in the Family Literacy sites, will demonstrate an increase of .5 in interactive literacy with their children by the end of the program year, as measured by the Parent Education Profile (PEP).

Indicator: adult beneficiaries

Target: Parents who receive services and who are pre and post-tested in PEP assessment.

Target Value: 96

Instruments: Annual Parent Education Profile (PEP)

PM Statement: 96 of the 120 enrolled parents will show a .5 increase in interactive literacy with their children as demonstrated by the PEP.

Prev. Yrs. Data

Result: Intermediate Outcome

160 of the 200 enrolled parents who receive literacy development training will increase one NRS (National Reporting System) level from the pre- to the post- assessment, by the end of the program year, as measured by the Test for Adult Basic Education (TABE) for Adult Basic Education Students and the TABE Complete Language Assessment System - English (TABE CLAS-E) for English Students, administered upon entry and before exiting the program.

Indicator: adult beneficiaries

Target: Parents who receive services and who are pre- and post-tested in Test of Adult Basic Education (TABE) and TABE Complete Language Assessment System - English (TABE CLAS-E) assessments.

Target Value: 160

Instruments: TABE/TABE CLAS-E Scores

PM Statement: 160 of 200 enrolled parents who participate in literacy development will increase one level in accordance with the TABE/TABE CLAS-E assessments.

Prev. Yrs. Data

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable