PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION: Application [X] Non-Construction	

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 20-JAN-11	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11AC123941	**4. DATE RECEIVED BY FEDERAL AGENCY:**	**FEDERAL IDENTIFIER:** 09ACHTX0010003

5. APPLICATION INFORMATION

LEGAL NAME: UT Austin Charles A. Dana Center

DUNS NUMBER: 170230239

ADDRESS (give street address, city, state, zip code and county):
Office of Sponsored Projects
P.O. Box 7726
Austin TX 78713 - 7726
County:

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):

NAME: Mary E. Isaacs

TELEPHONE NUMBER: (512) 232-2286

FAX NUMBER: (512) 232-1854

INTERNET E-MAIL ADDRESS: meisaacs@austin.utexas.edu

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
746000203

7. TYPE OF APPLICANT:
7a. Higher Education Organization - State Controlled

7b. 4-year college

8. TYPE OF APPLICATION (Check appropriate box).

[ ] NEW   [ ] NEW/PREVIOUS GRANTE

[X] CONTINUATION   [ ] AMENDMENT

If Amendment, enter appropriate letter(s) in box(es): [ ] [ ]

A. AUGMENTATION   B. BUDGET REVISION

C. NO COST EXTENSION   D. OTHER *(specify below):*

9. NAME OF FEDERAL AGENCY:
Corporation for National and Community Service

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

10b. TITLE: AmeriCorps State

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
ACE - A Community for Education

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):
Austin, TX

13. PROPOSED PROJECT: START DATE: 09/01/11   **END DATE:** 08/31/12

14. CONGRESSIONAL DISTRICT OF: a.Applicant [TX 021]   b.Program [TX 021]

15. ESTIMATED FUNDING: Year #: [3]

a. FEDERAL	$ 805,169.00
b. APPLICANT	$ 954,335.00
c. STATE	$ 0.00
d. LOCAL	$ 0.00
e. OTHER	$ 0.00
f. PROGRAM INCOME	$ 0.00
g. TOTAL	$ 1,759,504.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

[ ] YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE:

[X] NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
[ ] YES   if "Yes," attach an explanation.   [X] 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: Susan Sedwick	b. TITLE: Authorizing Official	c. TELEPHONE NUMBER: (512) 471-6424
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/03/11

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Executive Summary

ACE: A Community for Education works to ensure that all children get off to a strong start in reading during their first years in school. ACE provides a research-based, fully bilingual, early reading intervention program for 1200 preK through second grade students annually, using a Response to Intervention model. ACE also works to empower parents as their children's first teachers through parent-child workshops, and through engaging parents from project schools as ACE AmeriCorps tutors.

Rationale and Approach

N/A We were told to delete this section in Year 3 Continuation Grant

Organizational Capability

ABILITY TO PROVIDE PROGRAMMATIC AND FISCAL OVERSIGHT

The University of Texas at Austin Charles A. Dana Center, established in 1992, is the legal applicant for the grant. The Center is dedicated to strengthening preK-16 education in Texas and serves as an incubator of innovative policies, programs, and practices to support educational excellence for all students. ACEE was founded in 1994 as an outreach project of the Dana Center to improve children's literacy skills as the foundation for future learning and to promote volunteerism and community service. The Dana Center and ACEE have 14 years experience implementing a high quality, effective AmeriCorps program and meeting and/or exceeding all fiscal and programmatic requirements. ACEE's adherence to current reading research and state curricular guidelines, our positive results in accelerating children's reading and in helping parents support learning at home are all evidence of ACEE effectiveness. ACEE was recognized by APIE as Partner of the Year in 2008.

Dana Center and ACEE staff exhibit a high level of engagement, investment, and ownership of the ACEE program through participation in strategic planning, trainings, and community partnerships. ACEE has very high staff retention--only 2 of 7 staff positions have turned over since 2003. New staff orientation to grant requirements happens through OneStar trainings, orientation from program director, Dana Center fiscal staff, and program coordinators.

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The University of Texas at Austin provides legal and fiscal oversight of all grants and contracts of the Charles A. Dana Center, including those of the ACEE program. Within the Dana Center, Richard Blount, CPA and assistant director for business affairs, and a team of individuals including a financial analyst, a senior grants and contracts specialist, and a human resources coordinator manage the financial, human, and material resources of the Center. ACEE utilizes these existing facilities and resources of the Dana Center and The University of Texas at Austin (office space, computers, etc.) As the fifth largest organized research unit in the UT System, the Dana Center manages multimillion-dollar federal, state, and privately funded initiatives, and is experienced in interpreting federal guidelines, OMB circulars, and monitoring of fiscal and grants management. The capacity of the ACEE staff, Dana Center and UT-Austin to manage the ACEE program is reflected in audits by the Texas Workforce Commission and Office of Inspector General which resulted in no significant audit exceptions or findings, and in ACEE's ability to meet or exceed match requirements and performance measures each year. UT infrastructure, Dana Center and ACEE staff allow us to adapt to new requirements or unforeseen challenges. ACEE staff provide exemplary stewardship of donors-we meet all deadlines for reports, and engage donors in school events and recognition ceremonies.

MULTI-SITE PROGRAMS

ACEE program will operate in 5 high-poverty AISD schools and up to 5 childcare centers. ACEE works closely with AISD to choose and monitor project sites and detail ACEE and school responsibilities. ACEE provides orientation and training for project schools and involves personnel from all sites in yearly program evaluations and planning. AISD schools contribute funding from campus budgets, and AISD contributes funding from their local budget. AISD Board of Trustees approves all MOU's. ACEE and SB6 will select childcare sites in collaboration with childcare center directors. Childcare centers and ACEE will complete written MOU's as well. Childcare centers will not provide funding, however ACEE will apply for United Way funding to sustain this programming. ACEE program staff have weekly, informal contact with designated school and center staff, and have formal meetings

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quarterly. All site staff receive training in AmeriCorps, members roles and responsibilities, and prohibited activities.

BOARD OF DIRECTORS, ADMINISTRATORS AND STAFF

The Dana Center is an organized research unit of UT-Austin and does not have a board of directors. The founder of the Center, Professor Uri Treisman, serves as the Dana Center's executive director, shaping, with the Center's other leaders, a vision that guides all Dana Center operations and initiatives. A managing director handles the Center's day-to-day operations in conjunction with a senior leadership team representing each of the Center's five core areas of work. Dana Center senior leaders and project directors meet bi-monthly to discuss progress as well as problems encountered in their work. ACEE director, Mary Ellen Isaacs, participates in these management meetings. Dana Center senior leaders are involved in developing ACEE 2009-12 program goals, and Center staff participate in ACEE strategic planning sessions.

The ACEE program staff currently includes the Program Director, Senior Program Coordinator, two Program Coordinators, two Bilingual Training Specialists and one Administrative Associate. We will hire an additional part-time Administrative Associate, and a full time Bilingual Training Specialist in 2009-12 to adequately supervise an expanded corps. The ACEE program director and senior program coordinator each hold doctorates in Language and Literacy Studies from UT-Austin and have over 56 years combined experience as classroom teachers and reading specialists. The director has eleven years with ACEE, and is responsible for all aspects of the ACEE program, including national service program requirements, relationships with community partners, and fund development. The senior program coordinator has nine years with ACEE and is responsible for overseeing all aspects of program implementation in the schools, as well as members' community assignments. She has also been a lead trainer for the statewide kindergarten Texas Reading Academies (teacher development).

The program coordinators have a combined 21 years of experience as preK and elementary school teachers, and one has been a reading specialist and language arts coordinator for AISD. They are

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responsible for overseeing tutor training, supervision, and recruitment. The program's bilingual training specialists bring valuable experiences to the program--one has extensive experience with tutoring and national service, and the other has extensive experience in early childhood education. The Bilingual Training Specialists are responsible for training, supporting and supervising the bilingual tutors, coordinating bilingual tutor recruitment and assisting with program implementation in project schools. The Administrative Associate has two years experience with ACEE and is responsible for fiscal management, including the web-based reporting system, and for tutor appointment, payroll, managing the ACEE database and assisting with grant management.

In addition to these staff positions, four second-year ACEE Leaders mentor new members in tutoring procedures, school policies, and project leadership. They do not supervise other members.

In 2005, ACEE established The ACEE Development Council. The Council works with the ACEE program director to increase community awareness of ACEE and funding sources. While UT-Austin and the Dana Center provide infrastructure, evaluation support, and fiscal oversight for the ACEE program, they do not provide operational funding--making even more critical the work of this Council. There are currently seven community members serving on the Council from diverse backgrounds (e.g. law, business, non-profits, education, etc.).

COMMITMENT TO SELF-ASSESSMENT OR IMPROVEMENT

ACEE is recognized by OneStar and peers as a program that consistently works to improve outcomes in all aspects of AmeriCorps--Getting Things Done, Strengthening Communities, and Member Development. ACEE staff is committed to a continuous improvement model. Staff meets weekly, participates in a retreat twice a year, and attends quarterly Dana Center meetings. ACEE staff retreats provide time to reflect on strengths and areas of improvement, to define responsibilities, and assess progress on the strategic plan. ACEE follows UT-Austin performance evaluation process. Staff writes and reviews individual job descriptions to be aligned with the ACEE Strategic Plan. ACEE staff meets annually with Dana Center senior staff to review program implementation goals. Staff participates fully

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in OneStar all-grantee meetings and trainings and actively seeks OneStar technical assistance as needed. ACEE collaborates with other AmeriCorps programs to address challenges and share effective practices. In addition, ACEE uses the resources of UT's Human Resources Department to provide professional development opportunities for staff. The Office of Sponsored Projects and the Development Office provide support to the ACEE program in grant preparation and fund development. ACEE also participates in staff development trainings provided by community partners and utilizes UT-Austin or community resources for additional member trainings if possible.

PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

ACEE will participate in OneStar's capacity building and organizational assessment process, and will also provide a fund development workshop with ACEE Development Council. ACEE is highly responsive to feedback from all partners. We provide technical assistance and professional development support to project sites whenever possible (e.g. attending faculty meetings, literacy workshops for teachers, sharing best practices in weekly member-teacher meetings)

 SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

VOLUNTEER GENERATION AND SUPPORT

In 2006-09, ACEE engaged community members in support of our program in three ways: 1) ACEE engaged 7 community members to serve on the ACEE Development Council (the goal is 10 members) that meets 6 times/year; 2) ACEE has worked with UT-Austin College of Business and Department of Advertising upper level undergraduate classes on projects to improve ACEE recruitment plan, and ACEE branding; 3) ACEE program director has also developed mentoring relationships with community partners that provide additional support to the program.

ORGANIZATIONAL AND COMMUNITY LEADERSHIP

ACEE has demonstrated community leadership since its inception through partnerships that enhance the ACEE mission and the capacity of the community to meet compelling educational needs. Now in its 15th year, ACEE is widely recognized in Austin as a "best in class" provider of effective, evidence-based

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early literacy and parent education services, and as a leader in collaboration. For example, ACEE has taken a leadership role in creating the Lucy Read Family Learning Collaborative. SB6, AISD Early Childhood Advisory Council, and local education foundations seek input from ACEE staff to help meet identified school readiness goals. The ACEE program director has been asked to provide advice to APIE, BookSpring, SB6, and E3 Alliance regarding evaluation and program development. ACEE was chosen as Partner of the Year by APIE in 2008 in recognition of leadership on behalf of the district goals. AISD asked ACEE senior program staff to provide staff development to AISD preK, K and first grade teachers during 2008 summer institutes.

PERFORMANCE LEVELS:

ACEE exemplifies a high level of performance in all program aspects. ACEE has met and exceeded all performance measures to date in the current grant cycle. ACEE submits reports on time to OneStar, and adheres to all grant requirements. ACEE is effective in accelerating children's literacy skills during their first years in school. An external evaluation, utilizing matched control groups, found that ACEE tutored students are more likely to be successful in third grade reading measures than those who did not receive support from ACEE.

EXPERIENCE WITH STATE AND/OR FEDERAL GRANT MANAGEMENT

The Dana Center has over 16 years experience in managing millions of dollars in federal and state funding, and has demonstrated success in adherence to applicable federal laws, regulations, and OMB circulars. The OIG audit resulted in no findings. ACEE has been extremely successful in securing matching resources each year, and exceeds the CNCS expectation for match ratio (i.e. 58% grantee share in 2009).

SUCCESS IN SECURING COMMUNITY SUPPORT

COLLABORATION: This is an area where ACEE excels (see partnership letters and community sections above). ACEE program director and staff are very successful in developing and implementing partnerships that lead to improved effectiveness and reach of each organization. See specific examples in

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letters from primary partners: CIS-ASPIRE, BookSpring, SB6, UT-Austin, AISD, Literacy Coalition).

Potential childcare sites for 2009 include three faith-based centers.

LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS: ACEE has significantly increased local financial

support for the program since 2005-06, from a total of $251,000 in 2005 to $565,000 in 2008-09. This

includes funding from AISD, which increased from $155,000 to $200,000, and significantly increased

funding from corporations and foundations (Austin Energy, Dell, JPMorgan Chase, Starbucks,

Silverton, Webber, KLE, KDK-Harman, Long, Seawell-Elam, RGK, Sooch, and Topfer Foundations). We

will continue to diversify and expand local funding in the 2009-12 grant cycle through the ACEE

Development Council and ACEE VISTA positions. A key goal is to increase individual and corporate

donations to the ACEE program.

ACEE receives in-kind support from community partners in the form of meeting space, books, and food

for members for evening or weekend service projects. UT Austin foregoes indirect costs on the grant,

which is significant in-kind support.

 WIDE RANGE OF COMMUNITY STAKEHOLDERS: ACEE has made significant progress in the past

three years in developing strategically meaningful partnerships that align with our mission of early

literacy support, member development, and community involvement in project schools. ACEE

stakeholders include the children, families and schools served by the program, as well as a variety of

educational and community agencies, and community focus groups (See also above sections on

community collaborations). ACEE stakeholders provide non-financial support that is critical to our

success through feedback on program services, evaluation, and involvement in ACEE strategic planning.

Cost Effectiveness and Budget Adequacy

CORPORATION COST PER MSY: ACEE is at the average minimum cost per member of $12,600. This is

well below what it costs to support/train/supervise members. ACEE is extremely cost effective for the

intensive, and effective programming it provides and educational outcomes it achieves. ACEE is also

cost effective for AISD, which receives our high quality early literacy intervention for less than

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$100/child in district contributions.

DIVERSE NON-FEDERAL SUPPORT: ACEE is a strong fiscal partner with CNCS in implementing a high quality, research-based AmeriCorps tutoring program that is cost effective. We have been, and will continue to be, successful in developing and increasing, sustainable local funding and diverse non-federal support. In 2006-09, ACEE increased local support to $200,000 from AISD, and $275,000 from local foundation and corporations.

ACEE will secure matching funds in 2009-12 through a combination of increased funding from AISD (pending board approval), foundations, corporations, and individuals. It is not possible to list all sources because foundation/corporate RFPs will not be released or considered for several months. We have $100,000 from Webber Family Foundation, Dell Foundation, and Austin Energy through multi-year commitments.

DECREASED RELIANCE ON FEDERAL FUNDS: ACEE has steadily increased grantee share of costs, and is well ahead of the CNCS recommendations. ACEE share will be 58% in 2009.

BUDGET ADEQUACY: The proposed budget for 2009-12 is adequate to support ACEE program activities and is linked to program outputs and outcomes. The budget will support the program director, senior program coordinator, one FT and one .5 administrative associates, two program coordinators, and three bilingual training specialists who collectively implement the ACEE program. The additional positions of a training specialist and .5 administrative associate are necessary to support the additional 40 members requested. The budget also covers a yearly external, longitudinal evaluation of the ACEE program, as well as adequate training and support of members and staff.

PROMOTING HIGHER EDUCATION SERVICE SUMMARY

(See CAPACITY BUILDING and MEMBER RECRUITMENT sections of this narrative)

Evaluation Summary or Plan

PROPOSED OPTIONAL PROGRAM SPECIFIC EVALUATION: In 2009-12, ACEE will continue to contract with Dr. Magdalena Rood from Third Coast Research Associates for yearly, external evaluation

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of the following ACEE program components: 1) Comparison of performance of kindergarten and first grade students who received at least four months of 1:1 tutoring from ACEE and performance of matched comparison group on district administered early reading assessments (subtests of the Texas Primary Reading Inventory, in English and Spanish). 2) Longitudinal analysis of performance of ACEE tutored students and a matched comparison group on third grade state mandated reading assessment (TAKS). 3) Comparison of preK students at ACEE schools and preK students at other AISD schools on the district administered Peabody Picture Vocabulary Test (PPVT). 4) Design of program evaluation standards and measures for ACEE early literacy intervention with children younger than 4 (childcare centers and Play and Learn intervention). This is a new area for ACEE evaluation, and district measures will not be available.

The goal of the 2009-12 program specific evaluation is to continue to build evidence of the current and long-term effectiveness of the ACEE early literacy intervention program, and to begin to build measures for the impact of ACEE service to childcare centers and in ACEE Play and Learn Groups.

Dr. Rood, who has over 25 years experience in program evaluation, will work with Austin Independent School District evaluation center re: updating data sharing agreement each year, as well as the selection criteria for comparison groups. We have budgeted $5000 for 2009-12.

ACEE will also continue to do our own data collection and analysis using instruments created in 2006-08 by Third Coast Research, Inc., and the Phonological Awareness and Literacy Screening (PALS, University of VA). We will assess the following: PALS results for K and first grade focus children, and impact of First Teachers on participating parents and children.

The proposed evaluation will collect performance and survey data. Analyses will be conducted using

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SAS JMP Statistical Discovery Software and MS Excel. Three research methods are to be used:

1) Repeated measures design for PALS. Pre- and post-instruction performance will be analyzed using ANOVA.

2) ANOVA will also be used in the follow-up of ACEE tutees and the comparison group on 3rd Grade TAKS.

3) One-sample t-test will be used to analyze whether tutees achieve or exceed grade-level criterion (that is, if grade level criterion is quantified or quantifiable)

4) The pre-posttest surveys will be collected for parents attending First Teachers workshops. ANOVA or t-tests will be used to compare "after the event" confidence to "before the event" confidence.

5) Descriptive statistics will be used to analyze trends and exceptions in survey data.

PROGRESS TO DATE ON EXTERNAL EVALUATION OF ACEE 2006-08

ACEE contracted with Third Coast Research, Inc. in 2006-2009 to complete an external evaluation of ACEE. The goals of the 2006-09 external evaluation were 1) to determine the effectiveness of the one-to-one literacy tutoring and classroom instructional support in accelerating focus children's achievement in reading; 2) to determine the effectiveness of the ACEE member training and development activities; 3) to determine the effectiveness of the First Teachers workshops in increasing parents' knowledge and confidence to support their children's learning at home; 4) to determine the long-term effects on student achievement of receiving ACEE tutoring in kindergarten or first grade; and 5) to determine the effect of service in ACEE on the personal and professional growth of ACEE alumni.

The evaluation was closely aligned with ACEE performance measures and program mission and goals. The primary evaluator was co-owner of Third Coast Research, Inc., Dr. Magdalena Rood, who has a doctorate in evaluation and research and over 25 years experience in educational research. Dr. Rood

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also has extensive experience in evaluation of early literacy programs in Austin (e.g. CIS-ASPIRE, Reading Is Fundamental of Austin, KLRU-PBS, Family Connections).

Data collection began in fall 2006 and continued through June 2008. Data analysis is not fully completed, due to delays in AISD providing up to date district assessment data in a timely way in summer 2008. The full report is expected by October 31, 2008.

Highlights of preliminary results are listed below, as well as pending results:

1. ACEE is successful in meeting our goal of at least 70% of students tutored 1:1 for at least four months reaching grade level criteria in critical subtests of the Phonological Awareness and Literacy Screening conducted by ACEE tutors in October and May each year. On most subtests, 85-95% reached grade level criteria.

2. In the first year of execution, preK students at the Lucy Read PreK Demonstration school outperformed other district preK on the PPVT by 12-15 points (2008 results pending).

3. In 2007-08, ACEE preK intervention at Sanchez Elementary school resulted in Sanchez preK students out performing (9 points) preK students at sites without ACEE preK intervention.

4. The district reading assessment (DRA) was found to not be a reliable research tool (non equal intervals between reading levels), and therefore, Dr. Rood will use the TPRI results (analysis pending) to compare ACEE tutored students and a comparison group's performance.

5. A longitudinal analysis in 2006-07 revealed ACEE tutored students statistically outperformed a matched comparison group on third grade state mandated reading assessment (Texas Assessment of Knowledge and Skills). Results for 2007-08 pending.

6. Analysis of ACEE First Teachers parent literacy workshops found statistically significant differences in pre/posttest measures of parents knowledge and confidence in helping their children with reading at home. Furthermore, children whose parents attended at least half of the workshops outperformed

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children whose parents did not attend on end of year preK measure (PPVT).

7. Dr. Rood and ACEE staff worked to create a measure of tutors' mastery of literacy tutoring procedures and techniques that ACEE can use in the future to evaluate the effect of the ACEE training on ACEE tutors' skill in tutoring.

NOTE: ACEE was required to select SENT for the evaluation in the documents section of the narrative, even thought we have not yet sent the completed evaluation. We were required to do this in order to verify the application in egrants (we informed OneStar about this). We will have a completed evaluation of the 2006-08 ACEE program outcomes available to OneStar and CNCS by January 9, 2009

Amendment Justification

N/A

Clarification Summary

Clarification Items for 2009-10

1. ACEE does complete a criminal background check on all members prior to beginning service. This consists of criminal background checks through the Department of Transportation in TX, as well as in the state the member resides. We also complete a search of the National Sex Offender Registry.

University of Texas at Austin does criminal background checks on each staff member when they are hired.

2. Community volunteer engagement is driven by ACEE full-time members. Although ACEE is expanding in number of members, we are not significantly expanding our FT member slots. Our QT and EAO members only can serve in the schools for 10-15 hours/week, and do not have time to meet our direct service commitment (tutoring) and work with community volunteers in meaningful ways. A small percentage of part-time tutors (i.e. 8-10) will train and support episodic volunteers at one-time events:

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Family Literacy Nights at ACEE schools and the annual Dia de los ninos/Dia de los libros bilingual family literacy day. ACEE FT members take a larger role in working with the local Reading is Fundamental affiliate (BookSpring) to manage volunteers at weekly Family Literacy Events at preschools and childcare centers throughout Austin, and at Dia de los ninos. A small team of FT members also manage and train volunteers in an after school book club (10 community volunteers working an hour/week all year). We continue to seek ways to engage community volunteers in other capacities as our program design allows.

Budget Items:

1. Itemized personnel fringe has been updated in the budget narrative.

Mary Ellen Isaacs 22%

Alisha Thompson 26%

Victoria Flores 31%

Sheryl Prater 23%

Gabriela Garcia 29%

Susan Bucahnan 26%

Carolina Guajardo 40%

Chetan Makan 26%

Program Coordinator/TBD 27%

28% Average

2. The number four represents the number of ACEE leaders. They are second year members who provide additional support to new ACEE tutors. They travel among the different ACEE sites each week instead of being assigned to a particular campus. We reimburse their mileage between sites, but not to and from work each day.

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3. Both staff who will be receiving these computers work 100% for the Americorp program and these computers will be used to support the program work. Current equipment is not available to properly support their work.

4. In the Contractual section of the budget, the daily rate is adjusted for life After AmeriCorps /Resume Writing calculated for 2.5 days at the maximum daily rate of $540.00

5. Member Training section updated to include part-time member training, meals included in overall cost per member.

6. Calculation for external evaluation updated to 50 hours for interviews, analysis and report at $100.00 per hour or $28.00 x 5 days x 36 weeks.

CLARIFICATION ITEMS FOR 2011-12:

No workers displacement will occur related to half-time EAO childcare center/preK teachers who participate in ACE (we will engage 23 teachers in this program in 2011-12). The purpose of this program is to provide enhanced training in early and emergent literacy to childcare center teachers at the centers where we place ACE tutors. Many childcare center teachers have lower levels of education than a B.A. or M.A. and many of them lack certification in early childhood education. ACE provides them with ongoing training in best practices to help children be kindergarten ready, and the education award helps them to advance their education or pay off loans.

ACE program start date for 2011-12 continuation year is 09/01/2011

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Performance measures have all been updated to reflect accurate MSY and funding.

Continuation Changes

YEAR 2

NOTE CHANGE IN PROGRAM NAME: The new name for our program is ACE-A Community for Education (formerly ACEE- AmeriCorps for Community Engagement and Education). Our former name was rarely used because it was cumbersome, and although partners always called our program "ACE" our former acronym of ACEE was not immediately recognizable as ACE. Our new name preserves our brand of "ACE" with a name that is easier to remember and reflects our program strengths--we help to build a community (students, parents, college grads) that works to meet critical educational needs of students in our schools.

2008-09 Enrollment: 100%

2008-09 Retention: 88%; ACE retention was below 90% in 2008-09 for the first time in many years. We lost 5 out of 11 part-time members in a new partnership with St. Edward's University CAMP program participants. CAMP students are first generation college attendees, and they required more on-site support than we were able to provide in 08-09. We have remedied this situation in 09-10. We also lost one FT member who went to HT b/c of personal problems, then quit unexpectedly. ACE typically has at least 90% retention, and we are confident we will return to this level in 2009-10.

RATIONALE AND APPROACH: In 2009-12, we propose to expand our school-based programming to also provide childcare centers with resources to significantly improve school readiness, which is a very great need for low-income children in Austin, TX. We will reconfigure slightly how we work with childcare centers in 2010-11. We proposed placing 25 ACE tutors at childcare centers, but did not have the staff capacity to fully implement this because a proposed partnership with Jumpstart did not materialize due to changes in how Jumpstart opens new sites. A community group (of which ACE was

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part of) met with Jumpstart in August 2009, and decided not to pursue this partnership further. This community group continues to meet to discuss how to better serve 2-4 year old children prior to school entry. In Spring 2010, we will begin working with the Del Valle Child Development Center to pilot an alternate approach to the Jumpstart model of placing college age tutors at childcare centers. A significant need of childcare centers throughout Central TX (see United Way Capital Area) is to improve teacher quality, reduce staff turnover, and provide training to staff on best practices for improving school readiness skills. ACE is partnering with the Del Valle CDC, Child, Inc/HeadStart, and United Way Success by Six. Ten teachers at the CDC will become EAO members of ACE in January 2010. They will receive enhanced training in language and literacy development from ACE staff each month, as well as other appropriate trainings (e.g. social-emotional learning) from United Way Success by Six. This will help center staff to increase their teaching skills, improve their understandings of how children best learn, and will provide a vehicle for these staff to earn their child development certification, and to pursue an Associates Degree in child development via the AmeriCorps education award. In 2010-11, we propose to expand this initiative to engage 25 EAO members to improve the quality of programming at childcare centers that serve low-income children.

In order to accomplish this vision, we request an additional 15 EAO slots for 2010-12. A total of 135 ACE tutors would be assigned as follows: 25 EAO tutors will serve pre-school children in 5-7 partner childcare centers. Eighty part-time tutors will serve preK at five sites--50 tutors (20 QT and 30 EAO) will continue to work with 600 preK students at the Lucy Read PreK Demonstration School in AISD; and 30 parents from ACE school communities will become Parent Advocates for Literacy or ACE PALS and will work with preK at four Title I Elementary Schools as instructional assistants. Thirty FT tutors will work with kinder and first grade struggling readers at four Title I Elementary Schools. Training for the 25 EAO slots assigned to childcare centers would be provided in a partnership of ACE, Child Inc./HeadStart and the United Way Success by Six staff.

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COST EFFECTIVENESS AND BUDGET ADEQUACY: ACE proposes to raise our cost per MSY from the average cost of $12,600 to the newly approved average cost per MSY of $13,000. As a high-quality tutoring program that is successful in accelerating young children's reading achievement in significant ways (i.e. at least 70% of tutored students get to grade level, and ACE students who were tutored in kindergarten and first grade continue to outperform a comparison group 3-4 years later on the 3rd grade state mandated achievement test), we are committed to providing adequate support, training and supervision of tutors to continue to meet and exceed federal tutoring guidelines. This requires staff who are literacy experts, and it is increasingly difficult in this economic climate to deliver the program at the $12,600 cost per MSY. We believe we have the track record in enrollment, retention, and outcomes to justify ACE receiving the newly approved rate of $13,000 per MSY. ACE is still well ahead of recommended match levels with a proposed grantee match share of 67.5% in 2010-11. ACE effectively and strategically leverages the resource of AmeriCorps members to meet critical educational needs of students in low-income elementary schools in Austin. This need is only getting greater as the young, Hispanic population (0-5 years old) is growing by more than 5% per year in Austin Independent School District.

No other significant changes noted in continuation application.

YEAR 3

2009-10 Enrollment: 100%

2009-10 Retention: 85% This is lower than previous years, but above state average of 82%. ACE grew significantly in 2009-10 from about 85 to 120 tutors, and piloted a significant expansion of engaging parents from target communities as HT ACE tutors. Retention of a large and diverse corps requires different strategies than having a smaller number of one type of member (i.e. only Full Time, or only

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student members). As we grow, we are learning the types of support that each member type needs. Our largest retention issues were HT members who are parents from the school communities. They have multiple challenges, particularly in this recession. Several left to take a full time higher paying job, or b/c their spouse lost their job and they needed to work full time. Several are young mothers, and two had difficult pregnancies and couldn't work. But these are members that AmeriCorps was originally intended to serve--i.e. AmeriCorps as one strategy for increased personal opportunity and raising a family's standard of living via education award and training). We remain committed to learning how to best engage and serve this population b/c of the significant impact of their service on ACE, and the impact on their future education level. We already see improvement in 2010-11 in commitment of these members to ACE and service. We have 100% retention to date of all members this year. We also had some retention issues in 2009-10 with our QT and Work Study EAO members. We increased staffing at the school where QT and Minimum Time members serve to provide more support for improved retention of student members. We already see a higher satisfaction rate and better attendance. We expect to return to at least 90% retention in 2010-11.

RATIONALE AND APPROACH: We request an additional 11 MSY's to expand our preK-2nd grade early literacy intervention which is proven effective in bringing at least 70% of students to grade level on key early literacy skills. First, we are working to partner with Minnesota Reading Corps, a recognized AmeriCorps*State program that has gone to scale statewide, and that is interested in planning to replicate/adapt the program to TX. We hope to engage 42 FT tutors in this program in 2011-12. We are actively working with Serve MN on this project. Second, we are increasing the number of parents we engage as ACE HT literacy tutors at preK. ACE is partnering with Capital Idea, project schools, and other local job training programs to identify parents who are eager for the professional development and educational opportunity offered by AmeriCorps and ACE. This is an exiting and innovative program that is achieving excellent results for PreK children and for the participating parents from our target

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communities. We propose to engage 30 HT members as Parent Advocates for Literacy--tutors for preK classrooms. Third, we have a request from KIPP Austin to begin to serve their new elementary school sites. This is an exciting opportunity to build a relationship with an outstanding charter school program. Finally, we propose to continue and expand our very successful pilot collaboration in early childhood and school readiness with United Way Capital Area Success by Six. ACE will provide training and support to 25 HT EAO members who are teachers in childcare centers serving low income children, and who have enrolled in professional development at Austin Community College, and/or are seeking an associate or bachelor's degree. The pilot year (2010-11) is promising. Teachers have resonated to the training provided and center directors feel it is impacting their emergent literacy practices at their centers. We will increase these slots from 20-25 to engage teachers from two additional centers (TBD). We will also engage 12 college students as QT members who will tutor 3 and 4 year old children at these childcare centers. This will be the primary way we will engage university students in service (Total MSY requested 72.68. Total number of members = 109.)

COST EFFECTIVENESS AND BUDGET ADEQUACY: ACE requests an increase in cost per MSY from $13,000 to $13,300. As a high-quality tutoring program that is successful in accelerating young children's reading achievement in significant ways (i.e. at least 75% of tutored students get to grade level, and ACE students who were tutored in kindergarten and first grade continue to outperform a comparison group 3-4 years later on the 3rd grade state mandated achievement test), we are committed to providing adequate support, training and supervision of tutors to continue to meet and exceed federal tutoring guidelines. This requires staff who are literacy experts who are effective in working with paraprofessional tutors. We are always working on cost-effectiveness and currently deliver the program for approximately $500/child each year. We have proven our ability to garner local support from foundations and individuals (e.g. individual support for ACE has grown from $46,000 in 2009 to over $88,000 in 2010, with multi-year pledges totaling over $300,000). However, we are also facing likely

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reductions in funding from state sources (school district). The state is predicting deep cuts to public schools, and Austin is no exception. We have worked hard to increase local funding, and have been successful at increasing local partners even in the midst of the recession, however 2011-12 will be an even greater challenge because of the state fiscal difficulties. ACE is still ahead of minimum required match levels with a proposed grantee match share of 53% (46% is required level) . And we have extensive community support to scale up our program locally, including a partnership with Minnesota Reading Corps as a model for this expansion. The need for early literacy support is only getting greater as the young, Hispanic population (0-5 years old) is growing by more than 5% per year in Austin Independent School District, and the majority of these young students are already 12-18 months behind when they start school. ACE effectively and strategically leverages the resource of AmeriCorps members to meet critical educational needs of students in low-income elementary schools in Austin. ACE has the potential, working with Minnesota Reading Corps and national partners, to become a national, bilingual, early literacy intervention model.

All performance measures have been updated.

Performance Measures

SAA Characteristics

☐ AmeriCorps Member Population - None   ☐ Geographic Focus - Rural

☒ Geographic Focus - Urban   ☐ Encore Program

Priority Areas

☒ Education   ☐ Healthy Futures

Selected for National Measure ☒   *Selected for National Measure* ☐

☐ Environmental Stewardship   ☐ Veterans and Military Familie

Selected for National Measure ☐   *Selected for National Measure* ☐

☐ Economic Opportunity   ☒ Other

Selected for National Measure ☐   *Selected for National Measure* ☐

     Grand Total of all MSYs entered for all Priority Areas   61.62

Service Categories

School Readiness/Head Start/Early Childhood Education

Tutoring and Child (Elementary) Literacy

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Kindergarten through second grade struggling readers in ACE project schools will receive daily, one-to-one,

research-based literacy tutoring from trained ACE tutors.

Result: Intermediate Outcome

Result.

ACE tutors will progress monitor each student weekly and graph their progress on specific early literacy skills

(e.g. alphabetic principle, phonological awareness, word attack, fluency, and comprehension) using a nationally

approved Response to Intervention tool (AIMSweb). At least 75% of students who complete ACE intensive, one-

to-one tutoring will demonstrate mastery of these skills for their grade level.

Indicator: (PRIORITY) ED5: Students w/ improved academic performance.

Target : At least 75% of students who complete ACE intensive, one-to-one tutoring will demonstrate

reaching grade level targets on key early literacy skills.

Target Value: 281

Instruments: AIMSweb will be used for progress monitoring, and for data analysis regarding students' progress toward grade level benchmarks.

PM Statement: ACE tutors will progress monitor each student weekly and graph their progress on specific early literacy skills (e.g. alphabetic principle, phonological awareness, word attack, fluency, and comprehension) using a nationally approved Response to Intervention tool (AIMSweb). At least 75% of students who complete ACE intensive, one-to-one tutoring will demonstrate mastery of these skills for their grade level.

Result: Output

Result.

ACE will exit students from the tutoring program for the following reasons: 1) child's progress sufficient to exit

from program at any point throughout the year; 2) child exits b/c team determines ACE tutoring isn't appropriate

for child or family moves from project school; 3) child works with tutor until the end of the school year and is then

exited for that year. ACE typically loses 25-30% of students through attrition due to mobility in project schools.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target : At least 375 students will complete the ACE tutoring program throughout the year.

Target Value: 375

Instruments: ACE database will document who has "graduated", who continues throughout the year, and who exits the program due to other factors (mobility, student factors).

PM Statement: ACE will exit students from the tutoring program for the following reasons: 1) child's progress sufficient to exit from program at any point throughout the year; 2) child exits b/c team determines ACE tutoring isn't appropriate for child or family moves from project school; 3) child works with tutor until the end of the school year and is then exited for that year. ACE typically loses 25-30% of students through attrition due to mobility in project schools. At least 375 students will complete the ACE tutoring program throughout the year.

Result: Output

Result.

National Performance Measures

Result.
 ACE and project school staff will together identify and enroll appropriate students in ACE tutoring program. ACE

 will work with at least 600 kindergarten through second grade students.

Indicator: ED1: Students who start in an AC ED program.

Target : 500 kindergarten through second grade students will receive ACE tutoring.

Target Value: 500

Instruments: ACE database (AIMSweb)

PM Statement: ACE and project school staff will together identify and enroll appropriate students in ACE tutoring program. ACE will work with at least 500 kindergarten through second grade students.

Priority Area: Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)
 24 part-time members of ACE-A Community for Education will provide ongoing classroom support and emergent

 literacy activities to at least 400 pre-kindergarten students (ages 3-5) each year. Members are trained and

 supported by ACE staff working on-site each week with each member, and work under the guidance of the

 classroom teacher in public school and childcare center preK classrooms.

Result: Intermediate Outcome

Result.
 Children will demonstrate gains in emergent literacy skills.

Indicator: (PRIORITY) ED24: Children demonstrating gains in literacy skills.

Target : At least 80% of children who complete the ACE program will demonstrate 80% mastery of early

 literacy indicators (phonological awareness, letter identification) as assessed by ACE and

 district assessments.

Target Value: 252

Instruments: Pre-K Phonological Awareness and Literacy Screening-Letter Knowledge Subtest. Administered by ACE tutors.

PM Statement: Children will demonstrate gains in emergent literacy skills. At least 80% of children who complete ACE program will demonstrate 80% mastery of early literacy indicators (letter knowledge) as assessed by ACE and district assessments.

Result: Output

Result.
 Children receive early childhood support and enrichment

Indicator: ED20: Children starting in an early childhood education program.

Target : Children receive early childhood support and enrichment. At least 400 preK children (ages 3-5)

 will receive small-group, research-based, early literacy intervention from trained ACE tutors

 during the 2010-11 academic year.

National Performance Measures

Result.

     Target Value: 400

    Instruments: Class and school rosters will determine number of students enrolled.

  PM Statement: Children receive early childhood support and enrichment. At least 400 preK children (ages 3-5) will receive small-group, research-based, early literacy intervention from trained ACE tutors during the 2011-12 academic year.

Result: Output

Result.

Children complete early childhood program in public school or childcare center.

    Indicator: (PRIORITY) ED21: Children completing an early childhood education program.

     Target : 70% of students who start early childhood program at ACE sites will complete the program.

    Target Value: 280

    Instruments: Class and school rosters will determine number of students who complete.

  PM Statement: Children complete early childhood program in public school or childcare center. 70% of students who start early childhood program at ACE sites will complete the program.

Required Documents

Document Name	Status
Evaluation	Already on File at CNCS
Labor Union Concurrence	Not Applicable