

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 06-JAN-11	STATE APPLICATION IDENTIFIER: N/A														
2b. APPLICATION ID: 11AC124352	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHIL0010005														
5. APPLICATION INFORMATION																
LEGAL NAME: Board of Trustees of the University of Illinois DUNS NUMBER: 098987217	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Maureen A. Meehan TELEPHONE NUMBER: (312) 413-8085 FAX NUMBER: (312) 413-8083 INTERNET E-MAIL ADDRESS: mmeehan@uic.edu															
ADDRESS (give street address, city, state, zip code and county): MB 502 M/C 551 809 South Marshfield Avenue Chicago IL 60612 - 4305 County: Cook																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 376000511	7. TYPE OF APPLICANT: 7a. Higher Education Organization - State Controlled 7b. 4-year college															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> 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: MORE: Making Opportunities for Reading Enrichment															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): City of Chicago, Cook County, Illinois	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 07/01/10 END DATE: 12/31/13	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="IL 007"/> b.Program <input type="text" value="IL 007"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 222,884.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 189,838.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 412,722.00</td> </tr> </table>	a. FEDERAL	\$ 222,884.00	b. APPLICANT	\$ 189,838.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 412,722.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 222,884.00															
b. APPLICANT	\$ 189,838.00															
c. STATE	\$ 0.00															
d. LOCAL	\$ 0.00															
e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 412,722.00															
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: Maureen A. Meehan	b. TITLE: Associate Director	c. TELEPHONE NUMBER: (312) 413-8085														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/06/11														

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Executive Summary

UIC AmeriCorps Project MORE is committed to family literacy, developing lifelong learning skills, and encouraging economic self-sufficiency for Head Start parents. MORE provides services at six FAST locations and at Chicago Head Start sites. Services:

- *Financial literacy workshops for low-income parents
- *Family literacy workshops
- *Job training/skill development: ESL, GED, Computer classes
- *Increase access to early childhood resources
- *Recruit/engage community volunteers in service projects

Rationale and Approach

III. NARRATIVE

A. RATIONALE & APPROACH

Compelling Community Need

There is a compelling need for comprehensive family literacy and financial literacy services for economically disadvantaged Chicago Head Start communities. Thirty-seven percent of Head Start parents statewide identified the need for education, literacy, or employment training (Illinois Head Start Association, October, 2009). Local Chicago data is consistent with these statewide findings -- nearly 50% of parents enrolled in Chicago Head Start programs lack a high school credential and 28% are not native English speakers (Chicago Department of Children and Youth Services Program Information Report (PIR), 2007). Many of these parents lack basic skills and/or English language proficiency. This translates to a high risk factor for the children since parent literacy, especially the mother's literacy, is a strong predictor of children's literacy (Kirsch, I., Jungeblut, A., Jenkins, L., & Kolstad, A., 1993). Since 71% of Chicago Head Start households are African American and 29% are of Hispanic origin, the program focuses on serving these two populations (www.ilheadstart.org/cookcounty.html). However,

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services are open to all Head Start parents.

Financial literacy is impacting these families as well. In October 2009, the Illinois Department of Employment Security (IDES Press Release retrieve 2009-11-19) reported an 11% unemployment rate in Illinois, an increase of over 4% since 2008. Recent events will have a greater impact on these low income families who are already struggling to meet basic family needs; 79% of Head Start families in Illinois report annual incomes below \$15,000 (www.ilheadstart.org/ilcomposite.html). Those who lack financial literacy skills find it challenging to manage budgets or save for long-term personal goals, such as buying a car, financing a home, or retiring. Forty-three percent of adults in the United States at the lowest level of financial literacy live in poverty, compared to only 4 percent of those at the highest level of financial literacy (www.practitionerresources.org).

The importance of coordinating parent and child literacy is clear in the recent Head Start Reauthorization Act (Improving Head Start Act 2007). The purpose of the Act is to promote the school readiness of low-income children by enhancing their cognitive, social, and emotional development through services such as the proposed family literacy programs. The Act references providing services which support parents including parenting skills training and services to help families move toward self sufficiency (including education and employment services). The Strengthening Partnerships and Resources in Communities (SPARC) Family Literacy Initiative was introduced by the National Head Start Family Literacy Center in 2007. SPARC provides research--based strategies for supporting family literacy to Head Start staff. Both initiatives stress the importance of providing comprehensive family literacy services. This is consistent with research cited by the National Center for Family Literacy (NCFL). NCFL research indicates that family literacy programs produce significant results for both parents and children. Adults are more likely to reach educational and employment goals while also increasing the amount and quality of literacy activities in the home. Similarly, children benefit from age

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appropriate education and the increased literacy and language interaction with parents (National Center for Family Literacy 2008).

These research findings support that Head Start and other low-income, high-risk families benefit from participation in family literacy programs. The UIC Family Start Learning Centers, with support from Project MORE (Making Opportunities for Reading Enrichment), strives to meet the needs of both African American and Latino Head Start families. Forty percent of families served are African American and 78% of these parents lack a high school diploma (UIC Center for Literacy FAST 2008-2009 Program Evaluation). Sixty percent of families served are Latino with 97% having only 3 years of formal education. These parents face challenges resulting from low native language literacy skills while also struggling to achieve English language proficiency. As documented by the English Literacy and Language: Minorities in the United States Report (National Center for Educational Statistics, 2001), "Proficiency in English is an important prerequisite for successful integration into the economy of the United States. Adults living in the U.S. who are not fluent and literate in English...face extra challenges in their day-to-day lives. They are less likely to be employed, and when they are employed, they earn lower wages than individuals who are fluent and literate in English."

Both parent populations (African American and Latino) have limitations resulting from education deficiencies and their children are affected as well. According to the Illinois Board of Higher Education, just 6 in 10 Hispanic students graduate from high school and just half of African-American students leave high school with a diploma.

The University of Illinois at Chicago (UIC) Center for Literacy and the Chicago Department of Family Support Services (DFSS) have long recognized the compelling needs of these families and the importance of addressing this intergenerational literacy challenge. In 1995, we established a partnership to build upon the capacity of Head Start programs in community and faith-based

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organizations to more effectively meet the needs of young children by expanding parent education and family literacy initiatives. Since the inception of our partnership, we have consistently solicited input and guidance from the Citywide Parent Policy Council and Head Start staff. We convene advisory groups and conduct focus groups to monitor our programs and plan for new initiatives. Input from key stakeholders -- parents, staff, and community members -- guide the development of the various programs.

MORE Members at our Family Start Learning Centers (FAST), the Chicago Center for Early Education (CCEE), and our Family Literacy Outreach Office provide an array of programs to the community. There are four FAST Centers conveniently located to serve the high number of families living in poverty in Chicago's west and southwest neighborhoods, primarily 37 communities with poverty rates of 40 -- 66% (Chicago Department of Human Services, 2002). The FAST Centers located at the King Human Services Center on the south side and at the Garfield Human Services Center on the west side serve primarily African-American families and include GED preparation, reading/writing/math workshops, peer-tutoring, and computer literacy to bridge the digital divide.

Two FAST Centers serve Hispanic families on the south and northwest side, communities with a high concentration of low-income families whose primary language in the home is Spanish. These centers provide English as a Second Language (ESL) services that include 10 classes conducted at Head Start centers. Classes focus on daily English communication skills necessary to engage in everyday activities to support family life and children's early literacy. Individual and group tutoring and educational field trips for parents and children are also offered. For those parents with strong native language literacy skills, we offer Spanish GED Instruction. These parents are often unaware of the opportunity to take the GED in Spanish.

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Parent participants at all our FAST Family Literacy Centers also participate in our family literacy activities and financial literacy workshops. The UIC research-based curriculum, FLAME: Family Literacy Aprendiendo, Mejorando, Educando (Family Literacy: Learning, Improving, Educating) is nationally recognized and received the U.S. Department of Education Award for Excellence. Although originally developed for work with Hispanic families, it is also available in English and has been used effectively with African American families as well. FLAME, the core of our family literacy activities, promotes parental involvement and encourages parents to learn and share strategies to promote literacy activities at home. Parents develop greater confidence in their ability to support their children's literacy development, and families foster a love for reading and writing.

FAST Centers introduced a new financial literacy pilot in 2009 -- the researched-based All My Money curriculum developed by the University of Illinois Extension program. Financial literacy skills are learned through hands-on activities that are thought-provoking and engaging. Materials are written at a reading level that clients can understand and lessons are designed to be delivered by facilitators who may or may not have financial expertise. The program encourages participants to learn from their own experiences, their peers, and the process of doing the activities. The eight lessons include: Making Spending Choices; Envelope Budgeting; Planning Your Spending; Understanding Credit; Handling Credit Problems; Building Consumer Skills; Taking Consumer Action; and Checks and Checking Accounts. The Spanish version of the curriculum is used when working with our Latino parents.

The FLAME family literacy curriculum and the All My Money program are available to all Chicago Head Start programs, not just to those parents enrolled in the FAST Family Literacy Centers, through our Family Literacy Outreach Office.

The Chicago Center for Early Education (CCEE) provides Chicago's early childhood community with

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resources and training materials based on current research and best practices that promote education for young children. Parents and early childhood professionals rely upon the expertise of the staff and support of AmeriCorps members to guide and direct them to materials and resources to enhance their early childhood classrooms and home literacy environments.

Our comprehensive family literacy services are aligned with the federal definition of family literacy and are offered with sufficient intensity and duration to impact families. Parent training is designed to prepare parents to be their child's primary teacher and a full partner in their education. Past program surveys show that over 90% of parents express confidence in their role as their child's first teacher. Parent literacy training provides an opportunity for parents to develop skills necessary to pass the GED and enroll in post-secondary education or transition to employment options that lead to economic self-sufficiency. Our partner Head Start and early childhood programs provide age-appropriate education to prepare children for success in school and life experiences. Together we support interactive literacy activities between parents and their children, thus incorporating all aspects of the federal definition of family literacy.

Description of Activities and Member Roles

MORE AmeriCorps members enable the UIC Center for Literacy to offer these critically needed, comprehensive family literacy and financial literacy services to greater numbers of parents and families - parents who struggle to improve their own literacy while trying to advocate for a better education for their children and manage family life with limited resources. In addition, our MORE members are usually parents and community members themselves and thus have a special connection to the families we serve.

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MORE members will be managed by the UIC Center for Literacy which partners with more than 30 Head Start Delegate agencies representing 300 individual sites. Other partners such as the University of Illinois Extension, the Chicago Public Library and many others provide training and resources for our MORE members, staff, and the Head Start parent participants.

MORE members will be assigned to one of four programs: the FAST General Education Development program (GED), the FAST English as a Second Language program for parents (ESL), and the FAST Family Literacy Outreach Office (FLO), or the Chicago Center for Early Education (CCEE). At FAST GED sites, members will help parents acquire skills to improve their literacy levels in reading, writing, and math. Parents will set literacy benchmark goals (Individualized Education Plans (IEPs) which are designed to coincide with a comprehensive program to develop literacy and prepare adult learners to pass the GED test. In addition, learners will set and achieve employment goals through job readiness workshops. Members will support parents enrolled in the FAST ESL program to acquire English language skills. These skills will help them communicate in everyday life and to effectively communicate with school personnel to better advocate for and support their children's education. Through the Family Literacy Outreach office, members will provide researched-based family literacy trainings to help parents learn literacy strategies to use at home with their children. MORE Members will also facilitate financial literacy trainings on budgeting, banking, credit and consumer skills for all parents served through FAST sites. At the Chicago Center for Early Education (CCEE) members will provide guided access tours, financial literacy, employment and early childhood resources and training materials to early childhood parents, staff and other key stakeholders -- resources that will enhance the classroom or home literacy environment.

The 17 full-time and 10 minimum-time members will be assigned as follows. Five full and three minimum-time members will provide job training, educational skills development, family literacy, and

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financial literacy services for at least 150 economically disadvantaged parents at the FAST GED program sites. Five full and two minimum-time members will provide English as a Second Language programs, family literacy and financial literacy services including tutoring in 10 English as a Second Language classes held at Head Start sites across Chicago; serving at least 250 parents. Three full and two minimum-time members supervised by the FAST Family Literacy Outreach Office will provide family literacy and financial literacy workshops for at least 800 parents from early childhood programs onsite at Head Start centers. These thirteen full and seven minimum-time members will provide more than 200 workshops. Family literacy and financial literacy workshops will reach a total of 1,200 parents enrolled in the FAST Family Literacy Centers or participating in on-site workshops conducted at Head Start Centers.

These 13 full-time members will also develop an environmental literacy workshop and fieldtrip to provide green awareness resources to families. The workshop will culminate in families and communities participating in an environmental service project in collaboration with the Garfield Park Conservatory. This project will be an extension to our FLAME Family Literacy curriculum and will be conducted by the 13 full-time members assigned to the FAST Family Literacy sites.

The remaining four full and three minimum-time members will be assigned to the Chicago Center for Early Education. These members will support early childhood services for 1,500+ early childhood parents, providers, and professional staff -- both pre-service and current early childhood teachers. CCEE members will recruit parents for financial literacy trainings and disseminate financial literacy resources.

Minimum-time AmeriCorps members assigned to these sites, along with other UIC federal work study students, are a valuable resource. UIC considers it a priority to provide service learning opportunities that enhance the overall educational experience of our students. These college students often bring

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skills and expertise that benefit the program, yet their schedules preclude full-time service.

Incorporating college students provides an opportunity for these young adults to experience community service within a structured, successful environment and supports the Corporation's strategic plan of engaging students in the community.

MORE member recruitment includes a comprehensive screening process to ensure potential members have ample opportunity to learn and understand AmeriCorps service requirements and prohibited activities prior to enrollment. Over several days, candidates attend AmeriCorps information sessions and pre-service screenings designed to explain the AmeriCorps program and requirements. They also are given an opportunity to visit one or more of our service sites for a first-hand look at the programs. The program seeks members with literacy and communication skills, a cooperative team spirit and empathy for the service population.

Prior to member enrollment, site supervisors meet with the MORE management team to review and revise the Agreement of Participation (AOP) that members will sign to assure that it explicitly defines appropriate member roles and prohibited activities. During the program year, these supervisors and the MORE management team meet to monitor member activities and assure ongoing compliance with AmeriCorps regulations.

Once selected, MORE members attend an orientation program that includes a review and signing of this AOP. The AOP explains AmeriCorps requirements, prohibited activities, member rights and responsibilities, ethic of service, attendance expectations, member service description, service records, graduation requirements, equal opportunity and civil rights policy, safety protocol, evaluation procedures, program calendar, and grievance procedures. During orientation, members also begin to explore the challenges and benefits of working on teams to achieve objectives as well as the ongoing

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support they should expect from their team supervisors. Of course, these rules, regulations, and responsibilities are reviewed throughout the year at site-level member weekly meetings and full corps member trainings -- venues that also provide opportunities to address member challenges and celebrate member successes while offering an opportunity to reflect on service.

Throughout the service year, qualified trainers and program staff will train members in components relevant to their area of service including family literacy, financial and early literacy, citizenship, goal-setting, civic reflection, and education and career planning. Members will gain the knowledge, skills, and empathy to successfully serve Head Start family literacy needs. The unique training that AmeriCorps members receive and the time that they are able to dedicate make them a distinct service group and distinguishes them from regular program staff and non-AmeriCorps volunteers.

Measurable Outputs and Outcomes

The UIC Center for Literacy utilizes the Corporation for National and Community Service "Performance Measurement Toolkit", and specifically the logic model, to represent the project's goals, service activities, and performance measures. The MORE program will address the Economic Opportunity Priority Area using 2010 National Performance Measures in compliance with the Edward M. Kennedy Serve America Act (SAA). MORE will track performance measure progress through member monthly reports and several web based reporting systems.

Opportunity Priority Measure #1: Number of Economically Disadvantaged Individuals Receiving Financial Literacy Services

Thirteen full and seven minimum-time members supervised by FAST Family Literacy GED and ESL programs and Family Literacy Outreach programs will facilitate financial literacy workshops for at least 1,200 economically disadvantaged parents in English and Spanish (output).

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Opportunity Priority Measure #9: Number of Economically Disadvantaged Individuals with Improved Financial Knowledge

Thirteen full and seven minimum-time members supervised by GED, ESL and FLO will facilitate 200 financial literacy workshops for at least 1,200 economically disadvantaged parents in English and Spanish (output). The goal is that 80% of parents will indicate that they know more about financial literacy as measured by pre and post program-developed assessments (intermediate outcome). At least 80% of the parents will demonstrate the ability to create a budget or other financial literacy skills as measured by program-developed surveys (end outcome).

Opportunity Priority Measure #2: Number of Economically Disadvantaged Individuals Receiving Job Training and Other Skill Development Services

Five full and three minimum-time members supervised by the FAST Family Literacy GED program will provide job training and other skills development services including Adult Basic Education and GED tutoring for at least 150 economically disadvantaged parents (output). The goal is that 70% of parents will set and achieve adult basic education and job training goals as measured by program developed assessments and/or standardized tests (intermediate outcome).

Self-Nominated Program Performance Measure #1: Participant Development

A diverse corps comprised of seventeen full and ten minimum-time members will receive training by qualified trainers and program staff in components relevant to their area of service including family, financial, and early literacy, citizenship, goal-setting, civic reflection, and education and career planning (output). At least 80% of the members trained will rate the trainings as beneficial to their service performance as measured by program developed member satisfaction surveys (intermediate outcome).

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Self-Nominated Program Performance Measure #2: Access to Appropriate Resources

Four full and three minimum-time members at CCEE will provide Resource Sharing & Modeling Visits or Guided Access Tours for 1,500+ early childhood parents or professionals (Output). These 1500+ patrons will have ongoing access to appropriate early childhood resources to use in the classroom and at home (intermediate outcome). At least 90% of patrons will rate resources, staff/members, and facilities as satisfactory to excellent in enhancing their education or home activities. The rating will be measured by the program-developed patron satisfaction survey (end outcome).

Plan For Self-Assessment And Improvement

Each year, the UIC Center for Literacy conducts internal and external evaluations to review programs including data management and effectiveness of service delivery and to plan for program improvement. Formative evaluations and recommendations are reviewed to inform program planning, monitor implementation, and guide program modifications as needed to improve progress towards meeting goals and objectives. Several web based data collection systems such as LACES (Literacy, Adult and Community Education System), and the Serve Illinois OnCorps reporting system monitor program progress.

During bi-weekly trainings and meetings, members evaluate training workshops and share great stories to reflect on their service experiences. In addition, supervisors meet with teams weekly to review member assignments, data collection, and member training needs. The MORE program management team (including site supervisors) meet monthly to describe team activities and report any needs and/or suggestions. They also review current status to assess if the program is on target for meeting outputs and outcomes (i.e. has the program enrolled a full corps; are members tracking hours to meet the 1,700 hour expectation; do evaluation data indicate program components are having anticipated impact, etc).

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The member monthly reports are reviewed by site supervisors who monitor MORE member activities and data collection to assure accuracy. The reports are then submitted to the MORE management team for further review and to aggregate data. The CCEE patron satisfaction survey provides client feedback on resources, services, and staff/member support.

Community Involvement

In 1996, the City of Chicago joined forces with UIC to expand family literacy services to early childhood families. This partnership provides an array of literacy support services to meet and exceed mandates outlined in the Head Start Performance Standards. The primary partners: the Department of Family Support Services (DFSS) and the UIC Center for Literacy have expanded to include other City and University departments as well as an array of community and faith-based organizations. For example, the Citywide Parent Policy Council, comprised of representatives from community and faith-based Head Start agencies across the city, had input into the original and subsequent MORE proposals and receives regular reports on the program's progress. This body has also reviewed a family literacy guide developed by MORE and provided written feedback to guide the editing process. Chicago's Early Childhood Development & Health Services Advisory Council (education subcommittee) collaborates with the MORE team to structure the distribution of thousands of children's books to Head Start sites. In addition, MORE information is shared at the Chicago Department of Family Support Services monthly meetings. This year both agencies collaborated to publish a new resource booklet to offer support for families: Chicago Families: Meeting the Challenges of Today's Economy.

As mentioned above, parent/participant input is solicited through monthly meetings and advisory groups. Contact is maintained through in-person presentations at delegate agency sites, e-mail, phone, and fax outreach campaigns.

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A secondary level of partnerships has been established with over 50 community-based programs, more than 35% of which are faith-based (FAST Partnership Agreement Report, May 2009). MORE collaborates with these agencies to set program parameters and develop partnership agreements to specify the agreed-upon goals, responsibilities, and benefits for all. In addition, members also promote partnerships among these agencies. Many Head Start and Child Care programs are within blocks of each other so when AmeriCorps members invite parents from more than one site to participate in planned family literacy activities, the member becomes the catalyst for encouraging networking between sites.

The list of community partners is expansive. Head Start partner programs throughout the city promote parent participation; provide advice, resources, and feedback. Other partners providing resources that include free or reduced-price materials, tutor training, and other parent support services include Southside Literacy Coalition; Chicago Public Library; Literacy Volunteers of Illinois (LVI); First Book; UIC Student Employment; UIC Financial Aid Office-Federal Work Study Department; Literacy Works; El Valor; Illinois Fatherhood Initiative (IFI); Open Books; University of Illinois Extension and others.

The strength of these partnerships stems from joining the early childhood expertise of the Chicago Department of Family Support Services along with an extensive network of community and faith-based organizations, and the research-based literacy program management experience of the UIC Center for Literacy. This network guides the development and implementation of unique family literacy services for families enrolled in Head Start and early childhood programs.

Relationship to other National and Community Service Programs

UIC Center for Literacy has developed mutually beneficial relationships with other national and community service programs and continues to expand its network. MORE collaborates with Project

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YES annually on National Service Day projects such as Make a Difference Day where members from many corps support neighborhood clean-up and beautification projects. In addition, MORE collaborated with City Year, Project YES, and other Chicago based AmeriCorps programs in the 2008 AmeriCorps Job Fair to promote national service. We collaborate with Literacy Volunteers of Illinois (LVI) AmeriCorps Vocal program to sponsor literacy conferences each year which provide professional development for AmeriCorps members from both corps and other programs too. In addition, MORE supports member exchanges with other corps' by sponsoring members to participate in the AmeriCorps LeaderCorps Program. MORE members and staff also attend the annual Illinois Conference on Volunteer Administration and other conferences and events presented by the Illinois Commission. MORE has supported both Dome Day and AmeriCorps Week service projects. MORE brings unique corps expertise to each collaboration and event.

Potential For Replication

The MORE program has developed models that would guide others to implement high quality family literacy programs. Core MORE activities can be replicated. Our adult literacy tutoring is based upon established principles and best practices. Programs can use the MORE model to train volunteer tutors or instructors. The researched-based FLAME family literacy curriculum used by MORE members was designed to be replicated and is available through the UIC FLAME website (<http://www.uic.edu/educ/flame/flamein.html>). Each lesson is scripted and includes a materials list and ideas to tailor instruction to the group served. The research based All My Money Curriculum is available through the University of Illinois Extension Program. The curriculum is comprised of eight lessons that outline presentations and activities for facilitators. MORE has assisted Head Start sites to implement these programs to enhance their site-based family literacy programs. Program staff and members have attended as well as presented at literacy and early childhood conferences. These materials and resources are available through MORE partners and information can be accessed through

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the Chicago Center for Early Education website (<http://www.uic.edu/educ/ccee/>) as well as the Department of Family Support Services website (<https://cys.mycopa.com/>). Finally, MORE program staff have been contacted each year to provide guidance and support to new AmeriCorps programs.

Organizational Capability

D. ORGANIZATIONAL CAPABILITY

Sound Organizational Structure: Ability to Provide Sound Programmatic and Fiscal Oversight

The UIC Center for Literacy, established in the College of Education in 1991, provides leadership and technical assistance to Chicago area schools and adult education providers to enhance the delivery of high-quality literacy services and works with public and private entities towards the formulation of policies that support effective literacy programs. The Center serves as a public clearinghouse on literacy information, establishes partnerships with University departments and external agencies, supports enhanced graduate education for future leaders in literacy education, and creates innovative, research-based programs that can serve as exemplary models for public practice. The Center has a history of drawing upon the expertise of its staff along with UIC faculty and content experts from local and national partners to develop model programs in family literacy, workplace literacy, volunteerism, health literacy and school improvement. Specifically, the Center developed the Chicago Reading Framework, an innovative framework for improving literacy instruction that has been adopted by schools across the country, including over 600 Chicago public schools, and has led to remarkable gains in school achievement (Preliminary Analysis of an Innovative Framework for School Reading, 2001). The Center has also implemented highly successful Early Reading First programs to develop centers of excellence/model preschool classrooms in 12 schools in Chicago.

Project FLAME, is another example of the Center for Literacy's expertise in developing a successful program. The FLAME curriculum was the recipient of a U.S. Department of Education Academic

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Excellence Award. This program is designed to support the literacy development of immigrant families but has also benefited African American families too. The program helps participating parents increase literacy, in their native language and English, while acquiring strategies to better encourage the development of their children's literacy skills. Research documents significant educational gains for these parents and children and describes the overall positive impact on these families (Rodriguez & Meehan, 1998). Another family literacy initiative, the Family Start Learning Centers, now provides comprehensive family literacy programs at four centers with over 2,000 parents participating each year. The Center also responded to a direct request from Mayor Daley and collaborated with Chicago City Colleges to establish the Chicago Center for Early Education, a resource center based on current research and best practices to promote high-quality education for young children that is now used by over 10,000 patrons (parents and professionals) annually.

Finally, the Center for Literacy has a long history with volunteer programs including a successful Student Literacy Corps that was the basis for developing a strong America Reads federal work study program. These volunteers include over 100 UIC students supporting literacy in public schools and family literacy programs in 2008. This volunteer program has been further enhanced by developing the Links to Literacy volunteer initiative described above.

UIC is very experienced in managing state and federal grants, contracts, and foundation awards. The Office of Grants & Contracts establishes separate accounts, monitors activity to assure compliance with funding guidelines, and generates monthly expenditure reports. This office along with the Office of Research Services assures that all grant awards comply with individual funder and federal rules and regulations.

Site Selection and Monitoring: MORE members are placed in four Center for Literacy programs, the

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FAST GED Family Literacy Centers, the FAST ESL Family Literacy Centers, Family Literacy Outreach Office, and the Chicago Center for Early Education. These sites are all administered by UIC Center for Literacy; therefore, we do not have a process for recruiting or selecting sites from outside agencies. This also means that the Center for Literacy and UIC Office of Grants and Contracts monitors compliance with fiscal and programmatic requirements at all sites. The MORE management team meets with site supervisors to coordinate AmeriCorps activities, review program policies and procedures, and ensure program goals are on target. Members from all sites convene bi-weekly for trainings and to collaborate on service initiatives.

Board of Directors, Administrators, and Staff

The University of Illinois Board of Trustees, within the limits of authority fixed by the Illinois constitution and laws, exercises final authority over the University. For the proper use of funds appropriated by the General Assembly and for the proper administration and government of the University, the Board of Trustees is responsible to the people of Illinois. As the governing body of the University, the Board of Trustees exercises jurisdiction in all matters except those for which it has delegated authority to the President of the University, other officers, or agencies of the University. The Board is comprised of 13 members, 10 appointed by the governor and 3 student representatives elected by campus referendum (<http://www.uillinois.edu/trustees/organization.cfm>). The Director of the Center for Literacy reports to the Dean of the College of Education. Both the Board of Trustees and the Dean are kept apprised of Center activities.

Timothy Shanahan, Director, UIC Center for Literacy Director, is internationally recognized for his expertise in literacy and education and serves on the Board of Advisors for the National Center for Family Literacy and the Board of Directors for Reach Out and Read. Dr. Shanahan is the former president of the International Reading Association and has chaired several national literacy panels. Dr. Maureen Meehan, Director, Community Literacy Programs, has over thirty years experience in adult

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and family literacy and had a key role in developing the Center programs described in this proposal. Dr. Meehan, was also the recipient of the UIC Award of Merit (2004). Ruby Camacho, Project Coordinator, completed her MA in Criminal Justice and BA in Sociology at the University of Illinois and has four years of AmeriCorps program coordination experience. Shelley Maxwell, a former Head Start parent was also the recipient of the UIC Award of Merit (2005). Shelley not only develops member training but is an outstanding mentor for the parents and families in the program and for the AmeriCorps members learning how to serve the participating families. In addition, the site supervisors, all with MA degrees, lead staff at our FAST Family Literacy Centers, CCEE, and our Family Literacy Outreach Office and participate in ongoing training to prepare them to supervise and support the AmeriCorps members assigned to their programs. Finally, the College of Education accounting staff is very experienced and works closely with the Office of Grants and Contracts to maintain all fiscal records and assure compliance with all federal regulations.

Plan For Self-Assessment Or Improvement

The Center for Literacy was recently designated as an official state education center by the Illinois Board of Higher Education (IBHE). This status incurs monitoring standards including establishing a board of advisors to oversee Center activity and specific reporting requirements including reports to the College of Education and the university. The Center is currently establishing procedures to meet the IBHE monitoring requirements. This process will further enhance our established procedures for self-assessment which have included a Center for Literacy evaluation conducted by external evaluators to assess the degree of success in meeting the center's overall mission and its contribution to the College of Education and the university community. Previous quality improvement measures have also included meeting with advisors from primary programs to review overall Center goals and objectives and solicit feedback and reports presented to the university senate and other university-based committees that track the roles and responsibilities of university centers.

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Plan For Effective Technical Assistance

The Center for Literacy draws upon University resources and collaborative partners to provide training and technical assistance for staff and members. For example, faculty from the UIC Early Childhood Education Department and the Division of Community Health have conduct AmeriCorps trainings. Program staff attended a Head Start Performance training conducted by a national program reviewer. Both staff and members attend statewide literacy conferences co-sponsored by the Center for Literacy and Literacy Volunteers-IL each year. Dorothy Miaso, a former member of the Illinois Commission consulted with the MORE management team regarding AmeriCorps policies and procedures during startup. In addition to these and similar training and technical support opportunities, the Center for Literacy provides technical assistance on data collection, report writing, member retention, etc. All supervisors meet monthly to discuss challenges and share successes and the supervisors meet weekly with their member teams to support the individual needs of each member. Member and staff training needs are assessed each year and plans for technical assistance developed to meet those specific needs.

Sound Record of Accomplishments as an Organization:

Volunteer Generation and Support

The Center for Literacy encourages UIC student involvement and often benefits from literacy-based research or class projects conducted by students. Faculty from many areas have made themselves available for consultation regarding program development and enhancement. The Family Start Learning Centers encourage parents to volunteer which allows us to provide programs more efficiently (some serve as mentor tutors, others gain work experience by volunteering to assist with office duties, etc.). Colleagues from the Chicago Public Library are willing consultants on book selection issues; partners at City Colleges provide technical support for our family literacy centers housed in their institutions; and professionals with a wide variety of expertise have provided pro-bono training for staff

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and members. Volunteer generation has been further enhanced by the development of the Links to Literacy Volunteer program described above. Four hundred eight-nine episodic and ongoing non-AmeriCorps volunteers contributed 2,878 hours from 2003 to 2008 (detailed volunteer information appears in section C. Community Outputs and Outcomes: Volunteer Recruitment and Support).

Organizational and Community Leadership

Timothy Shanahan, the Center Director, has chaired several national literacy panels including the National Reading Panel. He has served on the board of directors of the Illinois Learning Resource Center, the International Reading Association, the National Center for Family Literacy, and Reach Out and Read. He is also the past president of the International Reading Association. Maureen Meehan, Director of Community Literacy Programs, has served on the Literacy Volunteers of America-IL Board, received the UIC Award of Merit for outstanding contributions to the University and the community, provides consultation and evaluation services to Head Start, Even Start, and volunteer literacy programs, and regularly presents at local and national conferences. Dr. Mary Ellen Caron, Commissioner, Chicago Department of Family Support Services, is a key community leader who is committed to assuring the UIC Family Literacy programs are successful in meeting the needs of all Chicago Head Start programs administered by her agency. Susie Karwowski, one of our family literacy coordinators, serves on the Chicago city-wide Literacy Coalition and has served as president of the coalition. Barbara O'Laughlin, supervisor at our Chicago Center for Early Education received the 2008 UIC Award of Merit and Shelley Maxwell, a key administrative assistant, received this award in 2007 for her leadership role in community literacy programs.. AmeriCorps members have also been recognized for their outstanding contributions. Former member Martha Murillo was recognized by Literacy Works as Tutor of the year and former member Tomas Medina was awarded the Inspiration Award at the 11th Annual Literacy Works Tutor Forum. These are but a few examples to highlight our staff but many others are also recognized at both the state and national level for their expertise in literacy education.

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Success in Securing Match Resources- Add

The Center for Literacy has been very successful in securing matching resources during each of the previous AmeriCorps funding cycles. In the early grant cycles that required a 24% match, we routinely exceeded this match requirement by up to 10%. As the match requirements increased, we have consistently met the higher levels of required non-federal match. As we approach the maximum match levels, now 42%, it has become more and more challenging, especially in the current economic environment. Our Head Start community agency partners struggle with decreasing resources, our business partners are focused on serving customers efficiently and keeping workers employed as they wait out this recession, and our foundation funders have also decreased their giving. In spite of these challenges, we are prepared to meet the 42% match requirement for the 2010-2011 year. We have successfully expanded our partner base to provide inkind space that allows us to offer more services on-site at community agencies serving parents and families. We have also focused on expanding our network of training and technical assistant consultants so we can provide more support to our AmeriCorps members without cost to the program. Finally we are fortunate that our focus is on serving Head Start families and our members are focused on providing family literacy and financial literacy programs to Head Start parents and families.. Therefore, we benefit from support provided by our Head Start program partners -- office supplies, educational materials, staff support, etc --even though we are not able to report this as non-federal match.

Success in Securing Community Support Collaboration

The Center for Literacy has been very successful in developing collaborative partnerships to increase the quantity and quality of services provided. Since 1996, the UIC Center for Literacy and the city of Chicago have collaborated to initiate and expand family literacy services for Head Start families. The

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city and the Chicago Department of Family Support Services have also been generous in their support of the MORE AmeriCorps program. The city provides rent-free space for our FAST Learning Centers in city buildings while Chicago City Colleges houses the Chicago Center for Early Education. In the past, we have developed partnerships with 70 community-based organizations which supported enhanced outreach to parents. These agencies promoted our family literacy programs and encouraged parent involvement, hosted on-site classes and workshops, and provided early childhood expertise. This year we maintained a partnership with more than 50 agencies, of which 17 are faith-based organizations.

Other partners like Literacy Volunteers - Illinois and Literacy Works offer professional development opportunities for staff and volunteers. The First Book organization (a not-for-profit book distribution organization) supports increased distribution of appropriate books to families and Head Start sites. The UIC Student Employment and Financial Aid Office identify University federal work study students to enroll in the America Reads Challenge program. These students facilitate adult and family literacy trainings for parents, model early literacy activities, and provide early literacy resources. The Chicago Public Library developed the Top 100 Books for Preschoolers reading list which was instrumental in designing a book distribution plan for over 80,000 books to date.

In addition to the collaborative efforts mentioned, Project MORE partners with the Chicago Public Library to serve 5,000 plus children and their families through the Bookamania annual celebration. For the King Service Day, MORE supports our network of homeless shelters by providing literacy kits and activities and mobilizes a non-AmeriCorps volunteer corps to work with families. The 2010 MLK Day of service will include intergenerational financial literacy training.

Local Financial and In-Kind Contributions

Support from within the Center (staff time and resources), the College of Education (faculty

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consultants), and the university (matching the difference between our federally-approved 26% admin rate and the 5% allowed) have consistently contributed to the program's success. Our local business partners have also been consistent in their support and provide materials and resources for member recognition and program special events and provide intern opportunities for members at the completion of their service year.. Although this has been challenging in the current economic business climate, these partners have remained steadfast in their support. In addition, we have also received funds from The Chicago Community Foundation and the Gustafson Family Charitable Foundation to fund specific MORE AmeriCorps initiatives and gifts from Employ America, S.USA Insurance Company, and Bates Family Foundation to support the member living allowance. The Center for Literacy also will continue to contribute a portion of its State of Illinois funding to support program costs. Most recently, we have significantly increased the inkind space provided by our Head Start program partners which allows us to offer more family literacy programs and will allow us to introduce the financial literacy program.

Our corps of professional volunteers continues to grow and change as some move on and others offer support. These professionals provide valuable expertise in many areas including health, career development, budgeting, etc. and both AmeriCorps members and parents look forward to these workshops. We have focused on expanding our base of consultants and plan to expand the training and technical assistance options in the coming year.

Wide Range of Community Stakeholders

Stakeholders include Head Start parents, Head Start delegate agencies, the Chicago Department of Family Support Services, the Mayor of Chicago, and the University of Illinois at Chicago. The Mayor requested the University collaborate with the city to expand family literacy services to Chicago parents and families which has been accomplished in partnership with the Department of Family Support Services. The University is committed to high-quality community service to Head Start and Child Care

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parents. Collaboration with the City of Chicago has included the Chicago Department of Family Support Services, the Chicago Public Library, Chicago Park District and others. The UIC Center for Literacy has welcomed other University departments including faculty from the Department of Early Childhood Education, Division of Community Health, and staff from the Office of Financial Aid, and others. Our collaborations with community-based organizations has also increased from less than ten agencies who participated in the first Family Start Learning Center programs to over 50 agencies now. These stakeholders provide inkind space, materials and equipment, conduct background checks for members, and offer training and technical assistance as described above.

Special Circumstances

As discussed throughout this proposal, the UIC family literacy programs have a history of success dating to 1996 and a history of successful volunteer programs dating from the Student Literacy Corps of the early 1990's. We are particularly proud of our successful programs because each is established in west and south side Chicago neighborhoods where families face economic challenges and children often attend low-performing schools. As noted above, our programs serve families drawn from a population that have been identified as low income. Our direct target population in Chicago includes primarily single parent families (77% of Chicago Head Start families) and parents who lack the requisite educational background to pursue economic self-sufficiency -- 50% lack a GED and 33% are not native English speakers (Chicago Department of Children & Youth Services PIR, 2007).

Cost Effectiveness and Budget Adequacy

E. COST EFFECTIVENESS AND BUDGET ADEQUACY

FY10 Budget Clarification Response, Part 2

Key Staff supported by federal dollars are not included in the budget as match: Site Supervisor/Coordinators (Karwowski, Osinaike, Burger, O'Laughlin). Maxwell, also paid by federal dollars and not included in match, provides consultation services. Management Team is comprised of

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these staff plus Program Coordinator (Camacho) and Program Director (Meehan). Camacho is CNCS funded; Meehan is match funded.

All staff named above and all full-time and minimum-time members will receive criminal history checks.

BUDGET CLARIFICATION RESPONSE:

Personnel Expense: There are staff identified in the narrative that are not in the budget. The site supervision is not in the budget. Please clarify: Four site supervisors who manage AmeriCorps members assigned to their sites are paid by our partner using federal dollars. Therefore cost is not included as match.

Travel: Please itemize expenses for travel to CNCS Sponsored Meetings: 2 staff airfare: \$400 each; 2 staff hotel/per diem: \$600

Other Program Costs: The costs of criminal background checks completed by partners may be included in match. Include the cost of criminal background checks for all grant funded staff and members: Fee for criminal background checks is covered by our partner using federal dollars. Therefore cost is not included as match.

Please elaborate on why there are 8 workstations when there are 4 sites and 27 members. Please provide details and breakout costs for the Community Partner sites for the ESL and Financial Literacy line items. Limited office space does not allow for 27 separate workstations; in addition, members are involved in many tasks at the sites and do not sit at a desk all day. Therefore, 5 workstations are shared by 5 FT and 3 MT at FAST GED sites; 3 workstations are shared by 4 FT & 3 MT at CCEE; Members

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assigned to ESL and the Family Literacy Outreach Office have workstations provided by UIC as part of indirect cost calculation so counting as a separate match would be double-counting.

Staff Training: Please include costs associated with the \$400/day charge.

Charge includes trainer fees and materials. Training provided is identified each year based on need and may include: Communication, teambuilding, conflict resolution, AmeriCorps Policies and Procedures, etc.

Indirect Cost Rate: Please provide the most current agreement and provide the method by which the amount is calculated. The most current indirect cost agreement has been submitted to Lisa Hooker, our program officer. The cost calculation is 26% of direct costs with calculation applied only to \$25,000 of subcontracts.

Cost Effectiveness

Corporation Cost Per Member Service Year

Our projected cost per member year is \$12,544.

Diverse Non-Federal Support

In addition to the resources described above, the MORE AmeriCorps program has benefited from Center for Literacy long standing partnerships with both public and private agencies. For example, City Colleges of Chicago provides space and technical support for staff at the Chicago Center for Early Education. The city of Chicago provides space in Community Service Buildings for two family literacy centers including all utility and telecom costs. The University of Illinois houses a program Coordinating

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Office and the Family Literacy Outreach Office and contributes the balance of indirect cost rates not charged to AmeriCorps. The Center for Literacy commits a portion of its base state funding to support AmeriCorps project personnel. Local Head Start programs contribute space for workshops and local business and education consultants provide staff and member training and program evaluation at no charge to the program. First Book Corporation provides thousands of books each year that members distribute to early childhood parents and programs while also sharing information and encouraging Head Start and early childhood programs to apply directly for their own book awards. Many local businesses located in the neighborhoods we serve routinely offer goods and services to support our AmeriCorps programs. Specific in-kind details for 2010-2013 are included on the budget pages.

Decreased Reliance on Federal Support

We have consistently met the increasing levels of match support required each year and will continue to do so. As already noted, our goal is to further diversify our funding partners.

Budget Adequacy

The proposed budget was developed in light of our successful AmeriCorps programs. Members serve at FAST Family Literacy Centers, the Chicago Center for Early Education, and our Family Literacy Outreach Office, programs we have operated since 1996, 1999, and 2000 respectively so we are experienced in developing adequate budgets for these programs. As each of these related projects was introduced, there was an opportunity for each to benefit from a comprehensive, already established network of collaborators and partners ready, willing, and able to contribute to each new initiative. This helps each program to operate as efficiently as possible. Although our programs are located in Chicago's south and west side neighborhoods that are recognized as economically distressed and resource-poor, our long standing relationships with agencies in these communities contributes to our efficiency too.

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The proposed 2010-2013 AmeriCorps program budget only request CNCS funds for member costs (living allowance and health care). All other program costs are supported by the University of Illinois, the UIC Center for Literacy, and our community partners as described on the budget pages. Additional support is also provided by our Head Start partners but cannot be reported as match since it includes the appropriate use of federal Head Start funding.

Evaluation Summary or Plan

MORE: Making Opportunities for Reading Enrichment AmeriCorps Program

2007-2008

The AmeriCorps member activities are fully integrated into the Family Start Learning Centers and the Chicago Center for Early Education. Therefore, evaluation of member activities was included in the annual Family Start Learning Center/CCEE Evaluation Report conducted by Dr. Valerie Plomin, from Active Knowledge & Solutions. Excerpts specific to AmeriCorps Project MORE extracted from the 2007-2008 evaluation are reported below. The 2008-2009 evaluation report is currently in development and will include a separate report for Project MORE 2008-2009 program year.

MORE AmeriCorps members participated in comprehensive training programs to develop the skills needed to succeed in these roles and successfully complete their year of service. These trainings also focused on the development of basic workplace skills including appropriate attendance practices, team-building strategies, and workplace communication skills. 95% of members reported training was beneficial in preparing them for service and life after service.

Members were evaluated within the first six weeks of placement and then two more times before the end of their service year. Full-time member evaluations conducted by site supervisors showed 80% exceeded

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performance expectation.

In addition, 100% of members who completed their service year qualified for another year of service, transitioned to employment, or enrolled in post-secondary education; and 100% of these members earned a \$4,725 education award.

The UIC Center for Literacy AmeriCorps program has also been evaluated by the program officer from the Illinois Commission on Volunteerism and Community Service and was found to exceed all program expectations. AmeriCorps reports are available for review.

In 2007-2008 AmeriCorps year, 17 full-time and 11 part-time AmeriCorps members served 30,884 hours in support of FAST and CCEE.

MORE AMERICORPS PROGRAM DATA

Achieving full enrollment and 100% completion in the AmeriCorps Program places UIC in the top tier across the nation of those programs who engage AmeriCorps members.

Specifically:

- * There was full enrollment in the full-time corps.
- * There was 99% enrollment in the minimum time corps.
- * There was a 100% completion for the class of 2008 within AmeriCorps guidelines.
- * There was 100% compliance with AmeriCorps comprehensive reporting and file management.
- * Full and minimum-time MORE AmeriCorps members served 30,884 volunteer hours. Members tutored GED and ESL parents; facilitated family literacy trainings; conducted guided access tours at the Chicago Center for Early Education assisted with meeting set-up, materials circulation and more.
- * Supervisor evaluations indicate 100% of the members serving met expectations; 25% exceeded expectations.

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Objective 1:

Head Start & Child Care parents will develop skills to support their children's literacy development.

The Family Literacy Outreach Office (FLO) conducted 279 family literacy workshops at Head Start sites with 2,848 parent/family member participants completing evaluation surveys this year. Data indicate 95% of participants demonstrated comprehension of the family literacy principles presented in these workshops. Anecdotal data further support the changes families are introducing to enhance the literacy environment in their homes.

Objective 2:

Head Start & Child Care parents/family members will develop the skills and resources to be prepared for employment or enrollment in post-secondary education/training that will lead to economic self-sufficiency.

For the academic year, FAST enrolled 363 parents -- 114 in Adult Basic Education/GED and 249 in ESL. Members were assigned to tutor these parent participants. 77% of ESL participants made progress towards IEP goals. Of the ESL students who reached 50 hours of instruction, 44% increased language skills, according to the Best Literacy Test. Of GED students with IEP goals, 79% made progress towards those goals. Of those who reached 50 hours of instruction, 51% increased reading skills, according to the Test of Adult Basic Education, 78% increased their writing skills, and 17 students successfully passed the GED exam.

Objective 3:

Increase resources to early child care programs and families

In 2007-08, CCEE staff and members served 5,743 walk-in patrons; 45% early childhood educators,

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30% parents, and 25% others. CCEE also hosted 214 meetings or trainings with 2,706 attendees. Total patrons served this year by CCEE this year was 8,449 on site plus 2,213 off-site for a total of 10,662; the total number of new library cards issued was 1,389.

An annual patron survey is conducted to assess CCEE resources and services. All patrons visiting CCEE during a two-week period in May 2008 were asked to complete the survey and provide feedback. 206 surveys were completed. Data indicate 100% of patrons were satisfied and ranked the resource materials as satisfactory to excellent in enhancing their education programs or home activities. In addition, 98.5% ranked the CCEE facility as satisfactory to excellent for their training programs.

CCEE coordinated the research and development of articles for the Parental News newsletter, translated all newsletters into Spanish, and members prepared the bulk shipment of copies for the fall, winter, and spring editions to 340 Head Start and Child Care sites (75,000 copies). 100% of the sites identified by CYS received the newsletters.

FEDERAL WORK STUDY, UIC STUDENT EMPLOYMENT AND FINANCIAL AID OFFICE

Federal Work Study (FWS) students were recruited and trained by the UIC Center for Literacy and the Office of Financial Aid to support FAST and CCEE programs. Their focus was to tutor parents in FAST adult basic education, GED, and ESL classes as well as assist patrons at CCEE. These UIC students contributed to the quality programs and services offered at FAST Centers by assisting staff with curriculum development and planning and supporting family literacy initiatives. Additionally, their participation in this program supports the mission of the Center for Literacy by enhancing the learning opportunities and experiences for UIC students.

A total of 15 UIC students were enrolled in the America Reads Federal Work Study (FWS) program so

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100% of their salary was supported by federal dollars. Of these 15 students, 7 were also enrolled in the AmeriCorps Program. They worked closely with the full-time Project MORE AmeriCorps members to facilitate adult and family literacy trainings for parents, model early literacy activities, and provide early childhood resources. In addition to their salary, these students earned a \$1,000 Education Award. So during this contract year, the 15 Federal Work Study students worked 4,175 hours.

AMERICORPS MEMBERS ADDRESSING HEAD START PERFORMANCE STANDARDS

1304.40 (A) (2) P. 126

As part of this ongoing partnership, grantee and delegate agencies must offer parents opportunities to develop and implement individualized family partnership agreements that describe family goals, responsibilities, timetables and strategies for achieving these goals as well as progress in achieving them.

FAST supports the family partnership agreements developed between families and Head Start sites as follows:

* AmeriCorps members mentor and tutor parents to achieve education goals and provide family literacy trainings to help parents examine their knowledge of family literacy strategies.

1304.40 (E) (4) (I) & (II) P. 136

Grantee and delegate agencies must provide, either directly or through referrals to other local agencies, opportunities for children and families to participate in family literacy services by:

(i) Increasing family access to materials, services, and activities essential to family literacy development.

With support from AmeriCorps members

* The FAST Family Literacy Outreach Office conducted 211 family literacy programs at Head Start sites

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with 2185 parent/family members participating and 96% demonstrating comprehension of the family literacy principles presented.

* The four FAST Centers conducted 68 family literacy workshops with 663 parent/family members participating and 94% of the ESL parents and 94% of the GED parents reporting comprehension of the family literacy principles presented.

* The Dad's Reading Daily (DRD) program presented 48 workshops with 156 participants; 99% of the participants indicated increased knowledge of effective family literacy strategies as a result of attending these workshops.

* A comprehensive book distribution continues to provide start-up home libraries for families and appropriate training to further support parent involvement both at home and in the Head Start classrooms; more than 3,040 First Books were distributed to families during FY08.

* An innovative field trip initiative, called Chicago as a Classroom, gave parents opportunities to learn about locations across the city that provide excellent learning experiences. Staff and parents prepare for the trip by learning about the activities and resources at the planned site. Joined by staff, parents and children take CTA and experience a day that is a combination of planned fun and learning for all participants. Supported by MORE AmeriCorps members, 84 parents benefited from 9 family literacy trips.

Amendment Justification

G. AMENDMENT JUSTIFICATION- N/A

Clarification Summary

CLARIFICATION RESPONSE (FY10), Part 2

*** 5/11/10 -Please provide more detail re: how the activities and training may be different for the Full Time and Minimum Time members.

Both full-time and minimum time members receive orientation and on-going training. The duties of all

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members are similar. The primary difference is in the amount of time available to serve. Below please find specific details on activities and training for members.

DETAILS ON ACTIVITIES

***Full-time Members (1700 Hours)

(Ages 18-65+; various educational backgrounds; recruited from community settings)

-General schedule: Monday to Friday 8:30am-5pm, serve an average of 40 hours per week

DEPENDING ON SITE PLACEMENT MEMBERS PROVIDE THE FOLLOWING:

- Provide financial literacy workshops for Head Start Parents
- Distribute financial literacy resources to parents
- Serve as tutors to multi-level adult learners in GED classes (math, reading, writing, etc).
- Tutor parents in English as a Second Language
- Serve as computer literacy instructors
- Provide family literacy workshops
- Support job training and skills development workshops for parents
- Provide guided access tours and early childhood resources for parents
- Develop and implement service projects for the community
- Support parent enrollment, volunteer recruitment, patron tracking, and record keeping, and recognition events for parents

***Minimum-time Members (300 hours)

(College aged students (18-27yrs/average) attending the University of Illinois at Chicago; many with a background in education)

-General Schedule: 15-20 hours per week (schedule is developed around their class schedule)

DEPENDING ON SITE PLACEMENT MEMBERS PROVIDE THE FOLLOWING:

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- Provide financial literacy workshops for Head Start Parents
- Distribute financial literacy resources to parents
- Serve as tutors to multi-level adult learners in GED classes (math, reading, writing, etc).
- ***The majority of our minimum time members have advanced writing and math skills and are therefore able to provide intensive one-on-one tutoring to the parents/adult students we serve.
- Tutor parents in English as a Second Language
- Provide family literacy workshops
- Support job training and skills development workshops for parents
- Provide guided access tours and early childhood resources for parents
- Develop and implement service projects for the community
- Support parent enrollment, volunteer recruitment, patron tracking, and record keeping, and recognition events for parents

TRAINING FOR MEMBERS

***Full-time Members (1700 hours)

- Receive an information session, telephone interview, 3-day screening, pre-AmeriCorps volunteer day at sites to learn in detail about the program sites, staff, and goals.
- Orientation week covering Project MORE Member handbook and activities which includes: mandated AmeriCorps topics; history and goals of AmeriCorps, service description, policies and procedures; rules and regulations, rights and responsibilities, civic engagement, team building, rules of conduct/prohibited activities, evaluations, benefits (health care, childcare), time sheets/record keeping, etc.
- Site specific on-going training on member roles, duties (tutoring techniques, activities, etc.)
- Weekly on-site team training meetings

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-Bi-weekly full-time corps trainings (every other Friday) on topics such as: Computer skills (Word, Excel, PowerPoint), conflict resolution, civic reflection, citizenship, cultural diversity, CPR, nutrition, Life after Service (Resume writing, cover letters, mock interviews) and others.

-Members who tutor receive additional Adult Basic Education and English as a Second Language training through the Literacy Works organization.

***Minimum-time Members (300 hours)

-Receive initial orientation through the America Reads Challenge (Federal Work Study) program. At this orientation staff covers information on tutoring techniques, University rules and regulations, program and AmeriCorps overview. A question and answer portion is included in the orientation to help minimum time members fully understand their commitment.

-In-person interview at specific site (i.e. GED, ESL, etc.), site tour and explanation of duties

-Orientation with AmeriCorps Coordinator covering Project MORE activities which includes: mandated AmeriCorps topics; history and goals of AmeriCorps, service description, policies and procedures; rules and regulations, rights and responsibilities, civic engagement, team building, rules of conduct/prohibited activities, evaluations, benefits (health care, childcare), time sheets/record keeping, etc.

-Site specific on-going training on member roles, duties (tutoring techniques, activities, etc.)

-Members who tutor receive additional Adult Basic Education and English as a Second Language training through the Literacy Works organization.

-NOT MANDATORY: Minimum time members are invited and encouraged to attend bi-weekly member trainings on the topics mentioned in the full-time member bi-weekly training section. These trainings are not mandatory for minimum time members since their class schedule may conflict with the training dates and times. Many of them possess computer knowledge and the University also offers a Career Center where students can receive assistance and counseling on their career goals and resumes.

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****All of our minimum-time members are University of Illinois students that are recruited through the America Reads Challenge Federal Work Study program and the Graduate College.

H. CLARIFICATION INFORMATION-

Project MORE serve Chicago Head Start families; Head Start eligibility requires that at least 90% of families' gross incomes are below the Federal Poverty Guidelines.

***Please identify more specific data for the need for members to serve in supporting roles at the Chicago Center for Early Education.

CCEE will be supporting the National Performance Measures by recruiting low-income parents and adults for financial literacy workshops scheduled at CCEE. In addition, four full and three minimum-time members supervised by CCEE will distribute financial literacy resources including the Chicago Families Guide: Meeting the Challenges of Today's Economy.

CCEE provides FREE services for over 8,000 patrons annually, which includes economically disadvantaged parents and early childhood professionals teaching in low-income communities.

Members support the center by providing guided access tours, Make-N'-Take workshops, Virtual Pre-K Lessons, and other workshops that give parents access to computer labs with internet capability and

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training on basic computer skills . These free services support the early childhood community in Chicago by providing this type of access to resources otherwise unavailable in many homes and early childhood programs.

Members at CCEE contribute primarily to our Access to Appropriate Early Childhood Resources performance measure and indirectly support the National Performance Measure #2 (Number of economically disadvantaged individuals receiving other skill development services). Therefore, time reported by CCEE members is not included in the National Pilot MSY chart.

Specific data that reflects the impact of member service includes:

- * As of March 2010, AmeriCorps members have conducted 2,250 guide access tours.
- * Members have distributed 50,000 copies of the Fall and Winter 2009 edition of Parental News: Stepping into the Future.
- * Members have conducted over 41 workshops and activities for 2,461 adults and 4,202 children

In addition, members assist patrons using the materials development workstation including a letter press and laminating machine, identify specific early childhood resources and activities, and help those needing assistance in using a computer . Special initiatives supported by members include the Chicago Public Library's Summer Reading Program and the Illinois Fatherhood Initiative.

***Please elaborate on the need for ESL and GED classes throughout Chicago.

Studies show that high school completion and English language proficiency corralates with income. A high school graduate earns approximately 30% more than high school drop outs (Educational Attainment in the United States:2007, US Census). Similarly, persons who speak even minimal English

Narratives

have household incomes 28% higher than those who do not speak English at all. In addition, their poverty rate is 8% lower than persons with no English ability (Meeting the Need: Illinois Coalition for Immigrant and Refugee Rights, 2009).

The 2008 Data and Characteristics of the Community College system report shows that only 15.2 % of the ESL instruction need is being met in the Chicago area (Illinois Coalition for Immigrant and Refugee Rights (ICIRR 2009)). According to the 2008 Head Start Program Information Report (PIR) only 19% of parents are receiving adult education services.

Thirty-seven percent of Head Start parents statewide identified the need for education, literacy, or employment training (Illinois Head Start Association, October, 2009). Local Chicago data is consistent with these statewide findings -- nearly 50% of parents enrolled in Chicago Head Start programs lack a high school credential and 28% are not native English speakers (Chicago Department of Children and Youth Services Program Information Report (PIR), 2007). Many of these parents lack basic skills and/or English language proficiency. This translates to a high risk factor for the children since parent literacy, especially the mother's literacy, is a strong predictor of children's literacy (Kirsch, I., Jungeblut, A., Jenkins, L., & Kolstad, A., 1993). Since 71% of Chicago Head Start households are African American and 29% are of Hispanic origin, the program focuses on serving these two populations (www.ilheadstart.org/cookcounty.html). However, services are open to all Head Start parents.

MORE provides services that parents with young children can access. MORE is unique in that while the children are in the classroom, ESL classes are taught in the same building. For GED services, MORE offers a schedule that coincides with the Head Start schedule, which allows parents to access classes. In addition, 79% of Head Start families in Illinois report annual incomes below \$15,000 (www.ilheadstart.org/ilcomposite.html). Income and childcare restrictions make it difficult for parents

Narratives

to attend traditional GED and ESL classes. All GED and ESL classes offer financial literacy workshops for participants as well.

***The number of locations where members will be serving is unclear. Are there 4 locations or do some of these sites have multiple locations?

There are 4 main programs; GED (2 locations), ESL (2 locations), Family Literacy Outreach Office (FLO), and the Chicago Center for Early Education (CCEE).

At the locations mentioned above, members have workspace where they can plan outreach activities, work on lesson plans, and attend team meetings, etc.

GED has two coordinating sites where classes are supported by members. There are two additional Spanish GED classes located at Head Start sites. Instructors supported by members are dispatched to Head Start sites to conduct the Spanish GED classes.

ESL has two coordinating sites. Classes are taught at 8-10 different Head Start sites which are selected each summer based on the community's need for ESL services. Sites include Head Start Sites Chicago Public Schools and Community Childcare Centers. Members are dispatched to support these classes.

Family Literacy Outreach Office (FLO)

This site is the main office for our FLO team. Staff and members are housed at this location. Members go to more than 40 Head Start Sites to facilitate family and financial literacy trainings for Head Start parents.

Chicago Center for Early Education (CCEE)

Narratives

Members support this early childhood resource library. Over eight thousands patrons are supported each year. Members provide guided access tours, Virtual Pre-k lessons, computer workshops and circulate materials. Members also make on-site outreach sessions at Head Start sites, Community Colleges and community-based organizations.

***Please describe how the roles and training may be different for the Full Time and Minimum Time members.

Both full-time and minimum time members receive orientation and on-going training. The duties of all members are similar. The primary difference is in the amount of time available to serve.

In addition to the above, both full-time members and minimum -time members who tutor receive additional Adult Basic Education and English as a Second Language training through the Literacy Works organization.

Roles of full-time members and minimum-time members differ in the following aspects:

Full-time members are comprised of a diverse corps recruited at various community settings, ages ranging from 18-65+, and a variety of educational backgrounds. Full-time members commit to a 1700 hour, 11-month, full-time general service schedule of 8:30am-5:00pm Monday thru Friday.

Minimum-time members are University of Illinois students that are recruited through the America Reads Challenge Federal Work Study program and the Graduate College. Minimum -time member's schedules vary according to their class schedule and their commitment is for 300 hours.

Both full-time and min-time members support literacy services for Head Start parents.

***Please elaborate on how members who don't have their high school diploma or GED will tutor

Narratives

parents on how to get their GED at the FAST GED program? Clarify that the members will not be tutoring K-12.

MORE is an adult education and family literacy program that serves out-of school parents so it is not subject to tutoring guidelines in 45 C.F.R. 2522.940- 2522.950 which applies to tutoring children in grades K-12. Never-the-less, MORE assures members are adequately prepared and they tutor under the direction of qualified staff. During the screening process potential members are assessed on their reading and writing skills through the Test of Adult Basic Education. The program requires members to have a 10th grade or higher reading level. Parents served by members have a wide range of reading proficiency; care is taken to match parents with members of appropriate reading skills. All members work under the direct supervision of qualified instructors. Also, parents benefit from math practice sessions supported by members. During the year members attend and complete Adult Basic Education and English as a Second Language training through the Literacy Works organization. Members who are in need of a GED also receive tutoring during the program year to prepare them to take and pass the GED by the end of the program year. From MORE's past experiences, members who can relate to the population that we serve (specifically parents working on their GED) serve as role models and can help parents gain confidence in their abilities.

***Please discuss how an AmeriCorps grant will add value to the program.

MORE members provide services and resources our program staff could not perform without their support. These services include tutoring, family and financial literacy trainings, resource dissemination, computer literacy, recruiting community volunteers and others. MORE engages a diverse corps of members and community volunteers in meaningful service experiences. Members add value as mentors and often reflect the demographics of the areas served.

Narratives

***Please discuss the financial oversight and multi-site management.

UIC is very experienced in managing state and federal grants, contracts, and foundation awards. The Office of Grants & Contracts establishes separate accounts, monitors activity to assure compliance with funding guidelines, and generates monthly expenditure reports. This office along with the Office of Research Services assures that all grant awards comply with individual funder and federal rules and regulations.

MULTI-SITE MANAGEMENT

The MORE AmeriCorps Coordinator meets with site supervisors monthly to coordinate AmeriCorps activities, review program policies and procedures, and ensure program goals are on target. Members from all sites convene weekly for site team meetings and bi-weekly for member trainings and to collaborate on service initiatives. The AmeriCorps Coordinator also meets with the supervisor and individual members to address any concerns or member needs.

TOTAL MSYs IN ALL PRIORITY AREAS

Seventeen full and ten minimum-time members will dedicate 80% of their time to National Priority Areas. The remaining 20% of the time will be spent in our family literacy and access to early childhood resources performance measures which complement the priority areas.

Continuation Changes

I. CONTINUATION UPDATE: YEAR 2 (2011-2012)

APPLICANT INFO: YEAR 2 (2011-2012)

Applicant Info sections have been updated.

EXECUTIVE SUMMARY: YEAR 2 (2011-2012)

UIC AmeriCorps Project MORE is committed to family literacy, developing lifelong learning skills, and

Narratives

encouraging economic self-sufficiency for Head Start parents. MORE provides services at six FAST locations and at Chicago Head Start sites. Services:

- *Financial literacy workshops for low-income parents
- *Family literacy workshops
- *Job training/skill development: ESL, GED, Computer classes
- *Increase access to early and financial literacy childhood resources
- *Recruit/engage community volunteers in service projects

RATIONALE AND APPROACH: YEAR 2 (2011-2012)

Family literacy and financial literacy workshops will reach a total of 1,200 parents enrolled in the FAST Family Literacy Centers or participating in on-site workshops conducted at Head Start Centers. In 2009-2010, CNCS awarded MORE with an American Recovery and Reinvestment Act (ARRA) grant which allowed the program to address the need for financial literacy workshops. The ARRA AmeriCorps Program which was entitled Parents Researching Economic Planning evolved into the Financial Literacy Initiative for Parents (FLIP). The success of the ARRA program resulted in additional funding in December 2010 which was used to hire 4 full-time staff upon the completion of ARRA. FLIP financial literacy facilitators will work with Head Start parents supported by MORE members. Members will provide direct service for at least 400 parents and support recruitment of an additional 800 parents to be trained by financial literacy facilitators.

Opportunity Priority Measure #1: Number of Economically Disadvantaged Individuals Receiving Financial Literacy Services.

Seventeen full and ten minimum-time members will support and/or facilitate 200 financial literacy trainings for economically disadvantaged parents in English and Spanish (output).

Narratives

Opportunity Priority Measure #9: Number of Economically Disadvantaged Individuals with Improved Financial Knowledge.

Parents will demonstrate they learned one or more new financial literacy strategies as measured by pre and post program-developed financial literacy assessments. At least 80% (960) of parents assessed will indicate increased knowledge upon completion of the assessment (intermediate outcome).

Opportunity Priority Measure #2: Number of Economically Disadvantaged Individuals Receiving Job Training and Other Skill Development Services.

Ten full and five minimum-time members will support job training and/or other skills development services including Adult Basic Education, GED tutoring, and ESL classes for at least 400 economically disadvantaged parents. At least 400 parents will attend adult education and/or job readiness trainings from October to May (output).

At least 280 parents will achieve 5 or more goals which will include gains on standardized tests. Parent progress will be tracked using Individualized Education Plan Tracking documents (Intermediate outcome).

ORGANIZATIONAL CAPABILITY: YEAR 2 (2011-2012)

* NO CHANGES

COST EFFECTIVENESS AND BUDGET ADEQUACY: YEAR 2
(2011-2012)

Narratives

The following resources will be provided by a local partner with funds not eligible for match and therefore not included in the budget.

- Member Travel: a minimum of 445 bus passes @ \$2.25 each.
- Supplies: a \$20 supply packet for FT member with additional family literacy and education resources provided at each site.
- Staff training: Minimum of 2 days of staff training at maximum of \$500 per day.
- Background checks for FT (17) and MT (10) members @ \$25-\$50 each.
- FT Member Health Care valued at \$100/month for 11 months

EVALUATION SUMMARY OR PLAN: YEAR 2 (2011-2012)

* Evaluation e-mailed to Program Officer

AMENDMENT JUSTIFICATION: YEAR 2 (2011-2012)

*N/A- NO CHANGES

CLARIFICATION SUMMARY: YEAR 2 (2011-2012)

*NO CHANGES

CHANGES IN BUDGET: YEAR 2 (2011-2012)

- * Increase in resources provided by program partner
- * Cost per MSY= \$11,657 decreased from previous year
- * Living allowance increase to \$12,100

ENROLLMENT/RETENTION: YEAR 2 (2011-2012)

In the 2009-2010 program year MORE filled 100% of member slots (17 full-time, 7 minimum-time).

Narratives

Although 100% of the slots were filled, our retention retention rate (88.89%) is attributed to 3 slots which were re-filled at the beginning of the program year. All 3 persons exited the program prior to completing 15% of their hours due to compelling circumstances beyond their control. Regretfully, the current formula penalizes a program's retention rate when a slot is refilled.

RETENTION PLAN OF ACTION: YEAR 2 (2011-2012)

In order to foster retention rates MORE will:

*Provide effective training for members and ask them to identify training needs and participate in biweekly training programs. Opportunities to learn and grow then become incentives to continue. In addition, member recognition events will include: Recognition in program publications and newsletters, a mid-year recognition event and luncheon, monthly attendance incentives such as AmeriCorps gear, and team specific awards to help build an esprit de corps. As the teams bond, they begin to support one another and encourage each other to work hard to meet service expectations. Finally, we will promote members' successful completion of a full term of service by hosting a graduation ceremony.

PERFORMANCE MEASURES: YEAR 2 (2011-2012)

*Performance measures have been updated.

Additional Clarification: May 2, 2011

Start date: 7/1/11

Member enrollment date: 9/1/11; some minimum time members may enroll at the start the second semester in January 2012.

Source of Funds Inkind Documentation: Salary and Fringe UIC payroll reports; staff & member travel receipts; member gear and educational supplies receipts and Serve Illinois Inkind Form; staff and

Narratives

member training invoices; evaluation invoice; ESL and Family Literacy space waivers on Serve Illinois Inkind Form; member living allowance and support costs on member living allowance invoices; processing fee waiver on Serve Illinois Inkind Form; ICR based upon unclaimed federally approved rate.

Clarification Response 2011 Part 2: May 6, 2011

Program 2010-2011 Member enrollment dates are August 1, 2010 - June 1, 2011.

Program 2011-2012 Program start date is 7/1/11 and member enrollment dates are 8/1/11-5/31/12.

Member enrollment for 2011-2012 will not overlap with member enrollment from 2010-2011.

Documentation of inkind expenses:

Inkind expenses are documented on the Serve Illinois documentation form signed by the person/agency providing the inkind contribution. In addition, receipts and/or invoices confirming value of inkind donation are included. Head Start sites waive space fee for AmeriCorps programs. Value of the space waiver is confirmed by the host community-based organization - value varies from approximately \$25 to \$100 per hour based upon site policy. Estimated value is \$32,000 for the 2011-2012 program year.

Permanence Measure Revisions below:

Model Family Literacy Strategies

At least 70% (840) of the Head Start parents receiving family literacy trainings will indicate increased knowledge based upon a comparison of a pre and post family literacy assessments.

Opportunity Priority Measure #9: Number of Economically Disadvantaged Individuals with Improved Financial Knowledge.

Narratives

At least 80% (960) of parents assessed will indicate increased knowledge based upon a comparison of a pre and post assessment. Pre and post program-developed assessments measure parents knowledge of financial literacy strategies. Each assessment is based upon the content of the workshop topic.

Assessments gauge parent knowledge of budgeting, credit, consumer knowledge, needs versus wants, and banking.

Opportunity Priority Measure #2: Number of Economically

Disadvantaged Individuals Receiving Job Training and Other Skill Development Services.

At least 280 parents who complete 50 hours of instruction will set and achieve 5 or more IEP goals.

Parent progress will be tracked using Individualized Education Plan Tracking documents.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 15.29

Service Categories

- | | | |
|--|---|---|
| Adult Education and Literacy (including ESL and GED) | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |
| Other Education | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |

Model Family Literacy Strategies

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

Measure Category: Not Applicable

Strategy to Achieve Results

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

MORE members are managed by the UIC Center for Literacy which partners with more than 30 Head Start Delegate agencies representing 300 individual sites. Other partners such as the University of Illinois Extension, the Chicago Public Library and many others provide training and resources for our MORE members, staff, and the Head Start parent participants.

MORE members will be assigned to: the FAST General Education Development program (GED), the FAST English as a Second Language program for parents (ESL), and the FAST Family Literacy Outreach Office (FLO). At FAST GED sites, members will help parents acquire skills to improve their literacy levels in reading, writing, and math. Parents will set literacy goals (Individualized Education Plans (IEPs) which are designed to coincide with a comprehensive program to develop literacy and

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

prepare adult learners to pass the GED test. In addition, learners will set and achieve employment goals through job readiness workshops. Members will support parents enrolled in the FAST ESL program to acquire English language skills. These skills will help them communicate in everyday life and to effectively communicate with school personnel to better advocate for and support their children's education. Through the Family Literacy Outreach office, members will provide researched-based family literacy trainings to help parents learn literacy strategies to use at home with their children. MORE Members will also facilitate financial literacy trainings on budgeting, banking, credit and consumer skills for at least 400 parents served through FAST sites.

The 13 full and 7 minimum-time members will be assigned as follows. Five full and three minimum-time members will provide job training, educational skills development, family literacy, and financial literacy services for at least 150 economically disadvantaged parents at the FAST GED program sites. Five full and two minimum-time members will provide English as a Second Language programs, family literacy and financial literacy services including tutoring in 10 English as a Second Language classes held at Head Start sites across Chicago; serving at least 250 parents. Three full and two minimum-time members supervised by the FAST Family Literacy Outreach Office will provide family literacy and financial literacy workshops for at least 800 parents from early childhood programs onsite at Head Start centers. Family literacy and financial literacy workshops will reach a total of 1,200 parents enrolled in the FAST Family Literacy Centers or participating in on-site workshops conducted at Head Start Centers. In 2009-2010, CNCS awarded MORE with an American Recovery and Reinvestment Act (ARRA) grant which allowed the program to address the need for financial literacy workshops. The ARRA AmeriCorps Program which was entitled Parents Researching Economic Planning evolved into the Financial Literacy Initiative for Parents (FLIP). The success of the ARRA program resulted in additional funding in December 2010 which was used to hire 4 full-time staff upon the completion of ARRA. FLIP financial literacy facilitators will work with Head Start parents supported by MORE members. Members will provide direct service for at least 400 parents and recruit an additional 800 parents to be trained by financial literacy facilitators.

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

Four full and three minimum-time members supervised by CCEE will recruit low-income parents and adults for financial literacy workshops scheduled at CCEE and disseminate financial literacy resources.

Results

Result: Output

Thirteen full-time and seven minimum time members will facilitate family literacy trainings for 1,200 parents.

Indicator: adult beneficiaries

Target: 1,200 Head Start Parents (adult/student beneficiaries)

Target Value: 1200

Instruments: Members will track parent attendance through attendance records, sign-in sheets, and member monthly reports.

PM Statement: Thirteen full-time and seven minimum time members will facilitate family literacy trainings. At least 1,200 parents will attend workshops.

Prev. Yrs. Data

Result: Intermediate Outcome

Parents will increase their knowledge of family literacy strategies.

Indicator: adult beneficiaries

Target: At least 70% (840) of the Head Start parents receiving family literacy trainings will indicate increased knowledge based upon a comparison of a pre and post assessment.

Target Value: 70%

Instruments: Pre and post program-developed assessments measure parents knowledge of family literacy strategies. Each assessment is based upon the content of the workshop. Assessments gauge parent knowledge of researched-based family literacy strategies such as: Book Selection and Book Sharing, Teaching the ABCs, Math at Home, and others.

PM Statement: At least 70% (840) of the Head Start parents receiving family literacy trainings will indicate increased knowledge based upon a comparison of a pre and post family literacy assessments.

Prev. Yrs. Data

National Performance Measures

Priority Area: Economic Opportunity

Performance Measure Title: O9. Number of economically disadvantaged individuals with improved financial knowledge.

Service Category: Other Education

Strategy to Achieve Results

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

MORE members are managed by the UIC Center for Literacy which partners with more than 30 Head Start

Delegate agencies representing 300 individual sites. Other partners such as the University of Illinois Extension, the Chicago Public Library and many others provide training and resources for our MORE members, staff, and the Head Start parent participants.

MORE members will be assigned to: the FAST General Education Development program (GED), the FAST English as a Second Language program for parents (ESL), and the FAST Family Literacy Outreach Office (FLO).

At FAST GED sites, members will help parents acquire skills to improve their literacy levels in reading, writing, and math. Parents will set literacy goals (Individualized Education Plans (IEPs) which are designed to coincide with a comprehensive program to develop literacy and prepare adult learners to pass the GED test. In addition, learners will set and achieve employment goals through job readiness workshops. Members will support parents enrolled in the FAST ESL program to acquire English language skills. These skills will help them communicate in everyday life and to effectively communicate with school personnel to better advocate for and support their children's education. Through the Family Literacy Outreach office, members will provide researched-based family literacy trainings to help parents learn literacy strategies to use at home with their children. MORE Members will also facilitate financial literacy trainings on budgeting, banking, credit and consumer skills for at least 400 parents served through FAST sites.

The 17 full and 10 minimum-time members will be assigned as follows. Five full and three minimum-time members will provide job training, educational skills development, family literacy, and financial literacy services for at least 150 economically disadvantaged parents at the FAST GED program sites. Five full and two minimum-time members will provide English as a Second Language programs, family literacy and financial literacy services including tutoring in 10 English as a Second Language classes held at Head Start sites across Chicago; serving at least 250 parents. Three full and two minimum-time members supervised by the FAST Family Literacy Outreach Office will provide family literacy and financial literacy workshops for at least 800 parents from early childhood programs onsite at Head Start centers. Family literacy and financial literacy

National Performance Measures

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

workshops will reach a total of 1,200 parents enrolled in the FAST Family Literacy Centers or participating in on-site workshops conducted at Head Start Centers. In 2009-2010, CNCS awarded MORE with an American Recovery and Reinvestment Act (ARRA) grant which allowed the program to address the need for financial literacy workshops. The ARRA AmeriCorps Program which was entitled Parents Researching Economic Planning evolved into the Financial Literacy Initiative for Parents (FLIP). The success of the ARRA program resulted in additional funding in December 2010 which was used to hire 4 full-time staff upon the completion of ARRA. FLIP financial literacy facilitators will work with Head Start parents supported by MORE members. Members will provide direct service for at least 400 parents and recruit an additional 800 parents to be trained by financial literacy facilitators.

Four full and three minimum-time members supervised by CCEE will recruit low-income parents and adults for financial literacy workshops scheduled at CCEE and disseminate financial literacy resources.

Result: Intermediate Outcome

Result.

Parents will demonstrate increased knowledge of financial literacy strategies.

Indicator: O9: Individuals with improved financial knowledge.

Target : At least 80% (960) of parents assessed will indicate increased knowledge based upon a comparison of a pre and post assessment.

Target Value: 960

Instruments: Pre and post program-developed assessments measure parents knowledge of financial literacy strategies. Each assessment is based upon the content of the workshop topic. Assessments gauge parent knowledge of budgeting, credit, consumer knowledge, needs versus wants, and banking.

PM Statement: At least 80% (960) of parents assessed will indicate increased knowledge based upon a comparison of a pre and post assessment. Pre and post program-developed assessments measure parents knowledge of financial literacy strategies. Each assessment is based upon the content of the workshop topic. Assessments gauge parent knowledge of budgeting, credit, consumer knowledge, needs versus wants, and banking.

Result: Output

Result.

Seventeen full and ten minimum-time members will support and/or facilitate 200 financial literacy trainings for economically disadvantaged parents in English and Spanish.

Indicator: O1: Individuals receiving financial literacy services.

Target : At least 1,200 economically disadvantaged parents will receive financial literacy trainings in English and Spanish.

Target Value: 1200

Instruments: Sign-in sheets

National Performance Measures

Result.

PM Statement: Seventeen full and ten minimum-time members will support and/or facilitate 200 financial literacy trainings for economically disadvantaged parents in English and Spanish. At least 1,200 economically disadvantaged parents will receive financial literacy trainings in English and Spanish.

Priority Area: Economic Opportunity

Performance Measure Title: O2. Number of economically disadvantaged individuals receiving job training and other skill development services

Service Category: Other Education

Strategy to Achieve Results

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

MORE members are managed by the UIC Center for Literacy which partners with more than 30 Head Start

Delegate agencies representing 300 individual sites. Other partners such as the University of Illinois Extension, the Chicago Public Library and many others provide training and resources for our MORE members, staff, and the Head Start parent participants.

MORE members will be assigned to: the FAST General Education Development program (GED) and the FAST English as a Second Language program for parents (ESL). At FAST GED sites, members will help parents acquire skills to improve their literacy levels in reading, writing, and math needed to transition to employment or post-secondary education. Parents will set literacy goals (Individualized Education Plans (IEPs) which are designed to coincide with a comprehensive program to develop literacy and prepare adult learners to pass the GED test. In addition, learners will set and achieve employment goals through job readiness workshops.

Members will support parents enrolled in the FAST ESL program to acquire English language skills. These skills will help them communicate in everyday life and work related environment. The ESL and GED MORE members along with the Family Literacy Outreach Office members will facilitate financial literacy trainings on budgeting, banking, credit and consumer skills for all parents served through FAST sites.

The 17 full and 10 minimum-time members will provide job training, educational skills development, and financial literacy services or resources for at least 400 economically disadvantaged parents at the FAST GED and ESL program sites.

Result: Intermediate Outcome

Result.

Parents improve adult education and/or job training skills.

National Performance Measures

Result.

Indicator: Parents will set and achieve at least 5 or more Individualized Education Plan (IEP)

Target : At least 280 parents who complete 50 hours of instruction will set and achieve 5 or more

Individualized Education Plan Goals.

Target Value: 280

Instruments: Parents complete intake tests during enrollment and after 50 hours of instruction. Instructors use Individualized Education Plan Goal (IEPs) documents to track parent progress in GED subject areas along with computer literacy and employment readiness skills monthly. Instructors use standardized tests scores and interviews to assess parent skill level. Literacy skills are measured using the Test of Adult Basic Education, the Spanish Assessment of Basic Education, and the Official GED Practice Test. English proficiency is measured by the Basic English Skills Test. Job readiness skills are assessed using program developed computer and employment readiness checklists.

PM Statement: At least 280 parents who complete 50 hours of instruction will set and achieve 5 or more IEP goals. Parent progress will be tracked using Individualized Education Plan Tracking documents.

National Performance Measures

Result.

goals.

Result: Output

Result.

Parents will attend adult education and/or job readiness trainings from October to May.

Indicator: O2: Individuals receiving job training services.

Target : economically disadvantaged parents

Target Value: 400

Instruments: Attendance sign-in sheets

PM Statement: Ten full and five minimum-time members will support job training and/or other skills development services including Adult Basic Education, GED tutoring, and ESL classes for at least 400 economically disadvantaged parents. At least 400 parents will attend adult education and/or job readiness trainings from October to May.

Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Labor Union Concurrence	Not Applicable
UIC approved indirect cost rate	Sent