

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 conform to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/25/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ND125850	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 09NDHPA001														
5. APPLICATION INFORMATION																
LEGAL NAME: Greater Pittsburgh Literacy Council DUNS NUMBER: 171662257	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Elizabeth Rivera TELEPHONE NUMBER: (412) 393-7644 FAX NUMBER: (412) 393-7627 INTERNET E-MAIL ADDRESS: erivera@gplc.org															
ADDRESS (give street address, city, state, zip code and county): 411 7th Ave Ste 55 Pittsburgh PA 15219 - 1919 County: Allegheny																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 251392652	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization Volunteer Management Organization															
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 National	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Greater Pittsburgh Literacy Council															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Pittsburgh, Allegheny County, PA; Seattle, King County, WA; Dayton, Montgomery, Greene and Preble Counties, OH; Baton Rouge and New Orleans, East Baton Rouge, Jefferson, Orleans, Plaquemines, St. Bernard and St. Tammany Parishes, LA	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/24/11 END DATE: 08/23/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="PA 014"/> b.Program <input type="text" value="PA 014"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>	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;">\$ 1,872,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 1,809,393.00</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;">\$ 3,681,393.00</td> </tr> </table>	a. FEDERAL	\$ 1,872,000.00	b. APPLICANT	\$ 1,809,393.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 3,681,393.00	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	\$ 1,872,000.00															
b. APPLICANT	\$ 1,809,393.00															
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f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 3,681,393.00															
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: Elizabeth Rivera	b. TITLE: National Coordinator	c. TELEPHONE NUMBER: (412) 393-7644														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/02/11														

Narratives

Executive Summary

The mission of Literacy*AmeriCorps is to increase the quality and scope of educational and job readiness services provided to adults. Members serve as teachers and tutors, provide employment skills training, perform community outreach, and recruit, train, and manage volunteers. Literacy*AmeriCorps members serve at adult education providers and community-based organizations. The program is managed nationally by Greater Pittsburgh Literacy Council and locally by operating site host agencies.

Rationale and Approach

COMPELLING COMMUNITY NEED

The U.S. Department of Education issued the National Assessment of Adult Literacy (NAAL) report in December 2005. The NAAL measures the ability of a nationally representative sample of adults to perform literacy tasks similar to those that they encounter in their daily lives. According to the survey, there are 30 million adults living in the U.S. (or 14% of the adult population) whose literacy skills are so limited that they can not function effectively in society or develop their full human potential. These adults are likely to be living in poverty, do not have the skills to participate in their children's education, may have severe health problems, and are unlikely to participate fully in a democratic society. Another 63 million adults have some literacy skills, but are unlikely to have the skills required to be gainfully employed, economically self-sufficient, or able to contribute to the global competitiveness of the U.S. This group will struggle in an increasingly complex and information-driven society and will be unprepared to perform the jobs of the future.

Literacy is not a cure-all, but none of the social or economic challenges we face as a nation can be overcome without assuring that all members of our communities have the basic literacy skills they need. Literacy is essential for families to promote education and learning within the home, for children to succeed in school, for people to become employed, self-sufficient and climb a career ladder, for people to make informed decisions about civic and health issues, for people to navigate in this new technological era, and for communities to combat the forces of poverty and crime. Literacy*AmeriCorps members will

Narratives

help adults acquire better literacy skills by providing intensive teaching and tutoring services in communities with a high degree of need.

Following are descriptions of the community need in each of the Literacy* AmeriCorps operating cities, provided by program managers in each city: Dayton, OH; New Orleans, LA; Seattle and King County, WA; San Diego, CA; Washington, DC; Los Angeles, CA; and Allegheny County (Pittsburgh), PA.

Dayton, OH-Project READ Coalition

Results from a recent national survey found that 34% of the sampled population age 16 and older had difficulty reading and understanding information in simple documents (National Assessment of Adult Literacy, December 2005). Based on these results, local adult educators believe that as many as 200,000 adults in Project READ's three-county service area have trouble performing literacy tasks of even moderate complexity.

The Dayton area has lost 25,000 manufacturing jobs since 2000 (Dayton Daily News, October 5, 2008). Montgomery County's 7.8% unemployment rate is higher than Ohio's 7.4% unemployment rate, and the Dayton region stands to lose at least 10,000 jobs by next year from the closure of a General Motors plant and the proposed shift of DHL delivery company jobs to Kentucky (Dayton Daily News, October 5, 2008). Such massive layoffs and changing economic conditions require that more adults receive training to begin new careers, but the lack of basic literacy skills keeps many from returning to school or transferring to existing jobs in the economy.

Ohio ranks 40th among the states in the percentage of its citizens who have four-year college degrees (Ohio Board of Regents, 2004). Since 17.2% of students drop out of the Dayton Public Schools before graduation (Ohio Department of Education Report Card), a large percentage of the future workforce is unprepared for entry into the knowledge-based economy.

For the third time in seven years, the Dayton Public Schools rank as the worst school district in Ohio for test performance (Dayton Daily News, 8/26/08). According to the Ohio Department of Education's

Narratives

Report Card, 48.2% of eighth graders failed the reading portion of the achievement test and nearly 60% failed the mathematics test. This poor performance is well below the minimum state standard of 75% passing.

New Orleans, LA- Literacy Alliance of Greater New Orleans

Prior to the devastation of Katrina, 40% of New Orleans adults were reading below the 6th grade level, and an additional 30% below the 8th grade level. (National Adult Literacy Survey). Census 2000 data show that 25.4% of adults 18 and older in the Greater New Orleans area have less than a 12th grade education.

Census 2000 also reports a median family income of \$27,133 for the New Orleans area; that is almost \$15,000 below the national median income and an alarming 21% of our population earns less than \$10,000 a year. A recent Census Bureau release reported that from 2003 to 2004, the percentage of New Orleans residents living below the poverty line increased from 20.8% to 23.2%, earning New Orleans seventh place among 290 large U.S. counties.

The New Orleans area has experienced a large influx of Latinos after Katrina, most of who migrated to the area in search of work. According to the Brookings Institute and the Greater New Orleans Community Data Center these Latino adults have limited English language skills and especially lack the ability to read and write in English. Additionally the August 2008 Brookings update shows the number of Hispanic students in public schools in the region has grown every year since Katrina, reaching 8,024 by spring 2008.

Pittsburgh, PA-Greater Pittsburgh Literacy Council

According to the US Census in 2002, Allegheny County has 121,836 adults 25 and older with an education level at twelfth grade or below. This comprises 13.7% of the population. Within the City of Pittsburgh, 80.4% of the population stated having a high school diploma or greater, leaving 19.6% or

Narratives

65,574 adults 25 and older with an education level below twelfth grade or equivalent. These individuals are more likely to have difficulty finding employment than their educated peers. According to Census 2000 data, 58.5% of Pittsburgh residents 16 and over are in the labor force, compared to 63.9% nationally and 20.4% of individuals in Pittsburgh live below the poverty level, compared to 12.4% nationally. The relationship between lack of education, unemployment, and poverty is clear; these conditions do not only involve adults, the children of adults with low literacy levels are profoundly affected as well.

According to the National Reading Panel, children who have been read to are better prepared to learn to read and have an increased vocabulary by the time they enter school. In the latest Allegheny County census data available, there are 71,081 children under the age of five, there are 22,242 children in Allegheny County enrolled in nursery or preschool and 14,713 children enrolled in kindergarten. Providing literacy enrichment activities to all these children is crucial.

San Diego, CA-San Diego Council on Literacy

It is estimated that 440,000 adults in San Diego County are functionally illiterate (NAAL); these adults function at the lowest levels of literacy which means they are unable to performance tasks such as signing a form or adding the amounts on a bank deposit slip. According to the US Census Bureau, in 2000 33% of citizens in San Diego spoke a language other than English in the home; these citizens can benefit from English language classes which can lead to being more involved in the democratic process, their children's education, and better employment opportunities. The US Census Bureau also reports that in 2000 17.4% of adults did not graduate from high school. 10.9% of San Diego residents live below the poverty level and 6.8% are unemployed (US Census Bureau; San Diego Workforce Partnership).

The San Diego Council on Literacy supports a literacy network that is comprised of over 20 literacy programs that provide free literacy assistance to adults, families and children in San Diego County. By collaborating with and advocating for the literacy network programs, the San Diego Council on Literacy

Narratives

directly sees the need in the area and how it can be addressed through Literacy* AmeriCorps.

Seattle, WA-King County Library System

According to Housing Washington, Washington state has the fourth largest population of immigrants and refugees in the nation. Sixty-six percent of those people live within King County, and one of six Seattle residents is foreign-born. One very important characteristic of those who do not speak English as their primary language is they often have less than a high school diploma (Housing Washington 2005). The foreign-born in Washington State are a historical part of our identity and a growing part of our work force. In addition, the 2005 Census update shows that the school drop-out rate in King County was 8.8 percent, as compared to 7.6 percent for the state overall. The combination of increasing immigrant/refugee populations, rising number of high school dropouts, expanding poverty rates and employers demanding increasingly literate employees for minimum wage jobs is creating greater demands for literacy services and resources in King County.

Los Angeles, CA-Literacy Network of Greater Los Angeles

In Los Angeles, where the U.S. Census Bureau reports 1.6 million people live below the poverty line and where 57 percent of households speak a language other than English, the limitations for employment and workplace advancement and the social and economic inequalities caused by low literacy levels are staggering. In fact, according to studies conducted by the United Way of Greater Los Angeles, the Literacy Network of Greater Los Angeles, and the City of Los Angeles: Los Angeles has the most undereducated workforce of any major metropolitan area in the United States. As many as 38% of Los Angeles Unified School District students drop out of high school each year. Up to 60,000 Latino students drop out of Los Angeles County high schools each year -- often only achieving rudimentary English literacy levels. Wages in the Los Angeles area have declined for those with less than a high school education.

Narratives

Job attainment, retention and advancement are nearly impossible for those with low literacy levels. Consequently, poverty and joblessness are constant threats to the individuals we serve. Without readily available literacy programs geared to improve the English-reading and speaking levels of adults, it is increasingly difficult for individuals with low literacy levels to pull themselves out of chronic joblessness and their families out of resulting poverty.

Washington, DC-DC LEARNs

The most widely accepted government estimate on the literacy levels in Washington, DC comes from a 1997 report commissioned by the National Institute for Literacy on the number of adults who fell within the two lowest of the five U.S. Department of Education-defined literacy levels. This estimate suggested that 37% of D.C. adults might be at Level 1 and 24% at Level 2. Adults at Level 1 are, on average, likely to lack the literacy skills that most Americans would view as essential to function effectively in our society. Adults at Level 2 generally cannot perform higher-level reading and problem-solving skills and are also likely candidates for adult education. A new analysis released by the University of the District of Columbia in March 2008 indicated little change in these estimates. Additional statistics and reports suggest that the literacy gap in the District of Columbia is present at all levels: 67% of D.C. Public School 4th graders were reading below their basic reading level for their grade. In 2006, an independent study determined the District's graduation rate to be 58.9%. Approximately 35% of D.C.'s children live in poverty; such children generally enter school with basic skills lagging two or more years behind those of other children. 42% of D.C.'s high school students fail to graduate. D.C. government officials have reported that District adult literacy programs are only serving about 10% of the adults who need such services.

Washington, D.C.'s literacy programs are mostly independent, community-based organizations. Unlike many states, our literacy programs do not have affiliations with the public school system or a community college system, or other institutions that bring professional development, technical

Narratives

assistance, research, and policy connections.

DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

The mission of Literacy*AmeriCorps is to increase the number of adults with low literacy levels who receive quality educational services leading to significant education gains. The program strives to improve the literacy skills of adults by offering more frequent and expanded opportunities for instruction and recruits community volunteers to help adult education service providers meet their needs. AmeriCorps members act as full-time teachers and tutors, help develop curriculum and lesson plans, perform community outreach to increase community awareness about services provided by agencies, and recruit, train, and manage volunteers.

Literacy*AmeriCorps members serve at adult education providers (service sites) and are managed nationally by Greater Pittsburgh Literacy Council and locally by an operating site host agency (subgrantee). During the site selection process, the service sites must prepare a position description and role for the member. A full-time member will be given full access to students and have the opportunity to develop trusting relationships that will allow for the students' personal development. The members' roles will not supplant staff roles but rather allow the local service sites to expand their services by offering more classes, serving more students, and recruiting more volunteers.

After receiving 12 to 24 hours of both on-line and in-person tutor training, members are strategically placed at community-based organizations (service sites) where they tutor and teach small groups, one-on-one, or in a classroom. The adult learners are enrolled in various programs that include, but are not limited to, Adult Basic Education (ABE), English as a Second Language (ESL), family literacy, computer literacy, and the General Educational Development (GED) test programs.

In addition to the roles the members have at their service sites, members organize service projects and recruit volunteers. The service projects help meet the needs of the community through direct service. Service projects may include picking up litter in local neighborhoods and along public trails, removing

Narratives

invasive plants from public parks, rehabbing a playground, or spending time with the elderly in the community.

Literacy* AmeriCorps members and their supervisors at the service sites (site supervisors) are made aware of the importance of compliance with rules and regulations on prohibited activities several times throughout the year. Site supervisors are first familiarized with the regulations during the request for proposal (RFP) phase; prohibited activities are discussed to ensure that member position descriptions and roles are within the stated guidelines of the program. Site supervisors are required to write a detailed position description for the member(s). The position descriptions are screened for any planned activities that are prohibited for members.

Site Supervisors attend a pre-service orientation where policies and program structure are again reviewed. Members attend a pre-service orientation before beginning service at the service site. When service begins, members continue to receive training to support their teaching and tutoring activities, and to address other important professional and personal training topics. It is also the responsibility of each service site to provide trainings for the member. These trainings will address applicable skills and knowledge in relation to the specific population served through the service site.

During pre-service orientation, both members and site supervisors examine the program handbook, which contains program policies, including rules on prohibited activities. Members and site supervisors receive program handbooks and sign forms that verify that they have read and understood the handbook's content. Throughout the year, the local Literacy* AmeriCorps program coordinator conducts site visits with supervisors and members at their facilities to ensure program compliance. The member's service activities are reviewed and checked against the member's position description and screened for prohibited activities. If a violation is found, the program coordinator will address the issue and must follow up within 30 days for compliance.

MEASURABLE OUTPUTS AND OUTCOMES

This application requests 127.6 Literacy* AmeriCorps members (120 full-time, 13 half-time, 5 minimum-

Narratives

time) who will teach and/or tutor 7000 adult learners. These learners will receive individualized and intensive services. Often the adult learners would have remained on a waiting list, due to a lack of community volunteers, without the presence of a Literacy* AmeriCorps member. Due to the additional tutoring by the members, these adult learners will make gains on standardized tests, be able to engage more productively in their community and with their families, and show increased self-confidence. The learner gains will be tracked by using attendance and sign-in sheets, through learner surveys and scores on standardized tests. Literacy* AmeriCorps will track gains on the four major standardized tests used in the adult education field: 1) Test of Adult Basic Education (TABE), 2) Basic English Skills Test Plus (BEST Plus), 3) Comprehensive Adult Student Assessment System (CASAS), and 4) General Educational Development Tests (GED tests).

7000 adult learners will receive consistent and high quality instruction by Literacy* AmeriCorps members, as tracked by attendance and sign-in sheets. At least 50% of adult learners (3500) will be post-tested using a standardized test. 70% of post-tested learners (2450) will show improvement (improvement means 10 pts on TABE (Test for Adult Basic Education), 10 pts on BEST Plus (Basic English Skills test), or 5 pts on CASAS (Comprehensive Adult Student Assessment System)). 45% of GED test takers will pass.

At least 50% of adult learners (3500) will be surveyed using either the Adult learner Survey, English Learner Survey, or Family Literacy Survey. 85% of adult learners surveyed (2975) will report a significant increase in their confidence and attitude towards their literacy skills as self-reported on a survey. These surveys ask the learner to use a 1-5 rating scale (1-almost never; 5-almost always) to report their feelings on such statements as 'I read better'; 'I read for fun'; 'I understand more of what I read'; 'I write more'; etc.

In year one, 1280 community volunteers will be recruited and will log 12,800 hours. In year two, 200 volunteers from the previous year will continue to serve and 1280 new volunteers will be recruited. All of these volunteers will provide 14,800 hours. In year three, 400 volunteers from year one and two will

Narratives

continue to serve and 1280 new volunteers will be recruited. All of these volunteers will log 18,800 hours during year three.

Literacy*AmeriCorps members collect data relating to the learners they serve and aggregate the data quarterly; the data is reviewed and approved by their site supervisor and given to the Literacy*AmeriCorps program coordinator. The program coordinator reviews the data and determines if the members are on track to meet the program goals. Program coordinators submit the data quarterly to the national coordinator.

PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

During orientation, members learn about the program's goals and contracted performance measures. They receive tools to track data including learner surveys, attendance and sign-in sheet templates, student and volunteer tracking logs, and progress report forms. Standardized test training will occur at service sites and will depend on which of the four standardized tests the service site employs. Members submit quarterly progress reports; these reports include data, but also ask for successes and stories about the members' experiences. The program coordinator analyzes the reports and submits them to the national coordinator quarterly. The data is shared with the entire Corps during training to see what changes need to be made in order to reach the performance measures. At each site visit, the member reviews the student tracking, assessment, and surveying process with the program coordinator. A set of common performance measures focusing on the primary goals of the Literacy*AmeriCorps program have been developed. The outcomes will be tracked and evaluated by various means. Members will be provided with training and tools to track volunteer recruitment, learner progress, member development activities, and service hours. These tools will include volunteer logs (tracking actual volunteers and hours served), learner surveys, standardized tests, member development surveys, and service logs. Student and volunteer information will be reported to the program coordinators quarterly through member progress reports. Information related to members (service logs, surveys) will be completed twice a month and submitted to the program coordinator monthly. The program

Narratives

coordinators will then compile these reports and report the information to the national coordinator. The national coordinator will use the quarterly reports to evaluate whether progress is on track or not, and provide feedback to operating sites where appropriate. The national coordinator will use the information to create an annual Grantee Progress Report that will be submitted to the Corporation. The program will make necessary programmatic changes that may be identified throughout the year. The service sites and members will be provided with surveys for program improvement. Those ideas and suggestions will be considered and possibly implemented. An exit interview will be conducted with each member upon his or her release or completion of the program. The program coordinator will ask specific questions about trainings, member development, and service site experiences in order to gain detailed and constructive feedback.

Each service site will be evaluated every year through members' exit interviews and site evaluations and through the site request for proposal (RFP) process. The program coordinator will meet with site supervisors during site visits to discuss possible improvements to enhance the members' service site experiences. In addition, the program coordinator will actively and aggressively recruit for new service sites each year, to continue to diversify the communities and populations served.

COMMUNITY INVOLVEMENT

Since Literacy*AmeriCorps is, at the local level, a project chiefly of urban literacy coalitions, assessing needs and addressing them is by nature a collaborative process involving many stakeholders. GPLC issued a request for proposal (RFP) to the urban coalitions, and literacy service providers wishing to act as AmeriCorps service sites responded to RFPs issued by their local coalition. These local literacy service providers know the needs of their clients and the communities. Member service sites complete yearly program evaluations that describe the needs that the Literacy*AmeriCorps program have helped them meet as well as describe other activities the members could that would help them meet future needs of their clients. These evaluations are used in program planning. The local coalitions (sub-grantees) and local literacy service providers (service sites) also are involved in program development through direct

Narratives

communication with the Literacy*AmeriCorps national coordinator and local Literacy*AmeriCorps program coordinators.

GPLC will continue to engage community partners and stakeholders throughout the three-year grant cycle by continuing to conduct RFP and application processes, evaluations, phone and email conversations, focus groups, collaboration in trainings and events, and invitations to attend Literacy*AmeriCorps service projects and meetings. Community partners and stakeholders will have a role in program development and will help identify local needs and appropriate member activities.

RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS

Current Literacy*AmeriCorps sites have built strong relationship with State Commissions over the years. Literacy*AmeriCorps proposals will be copied as a courtesy to the State Commissions in the states where this project operates, and subgrantees are required to communicate with state commission staff and programs regularly. Literacy*AmeriCorps members regularly join forces with other AmeriCorps members in their states for service projects and events such as MLK day of service and AmeriCorps launch events. For example, the Seattle based program attends the statewide AmeriCorps launch which is sponsored by Serve Washington-Washington Commission for National and Community Service and the Pittsburgh-based program regularly collaborates with both Public Allies and Keys Service Corps for trainings and service projects. The national coordinator and local program coordinators frequently take part in CNCS and state commission trainings and meetings.

POTENTIAL FOR REPLICATION

Literacy*AmeriCorps is closely associated with a network of literacy coalitions and literacy councils. GPLC has close ties with ProLiteracy, the national organization that advocates for and supports the continuing improvement of adult education member councils. A primary purpose of both ProLiteracy and GPLC is the sharing of best practices. GPLC has been a frequent presenter at ProLiteracy national and regional conferences and has a long tradition of sharing best practices with the literacy field. Frequently these presentations include work that AmeriCorps members are doing. After two years as

Narratives

parent organization, GPLC felt that the program model we had created was strong and expansion was the next step. For the 2008-2009 year we added two new cities to the program with two new operating site agencies. These agencies used the existing Literacy*AmeriCorps program model and replicated it within their organizational structure with modifications to fit the exact needs of their community.

Without increasing our grant from CNCS, GPLC was able to significantly increase the national scope and impact of the project.

Organizational Capability

ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT

Adult literacy has always been the focus at Greater Pittsburgh Literacy Council (GPLC). The passion of Mary Yardumian, founder of GPLC, still exists today after 26 years of service to over 30,000 students. In 1976, Mrs. Yardumian founded Greater Pittsburgh Literacy Council with a group of volunteers from the Pittsburgh area. Under the governance of an experienced Board of Directors, GPLC was incorporated in 1982. GPLC's mission is to ensure that adults and families acquire reading, writing, math, English language, workforce skills and computer skills so they may reach their fullest potential in life and participate productively in their community. GPLC has successfully implemented federal, state, and local grants serving literacy needs in the community.

GPLC has managed an operating site of the national direct Literacy*AmeriCorps program for 15 years and is therefore very familiar with the management of an AmeriCorps grant. Each year the Literacy*AmeriCorps Pittsburgh program enrolls 25 members, serves over 1400 adult learners, and recruits over 150 volunteers.

For the past three years Greater Pittsburgh Literacy Council has managed the national Literacy*AmeriCorps program. During the 2006-2007 and 2007-2008 program years there were six operating sites: Pittsburgh, PA, Seattle, WA, San Diego, CA, Palm Beach County, FL, Dayton, OH, and New Orleans, LA. Each operating site is required to submit a continuation application each year, and GPLC conducted an open request for proposal (RFP) process for the 2008-2009 year after which Palm

Narratives

Beach County, FL. left the program and we added Washington, DC, and Los Angeles, CA as operating sites. All operating sites are screened to ensure they comply with AmeriCorps regulations and have the capacity to manage a subgrant. The Literacy* AmeriCorps national coordinator has the main responsibility for selecting, supporting, and overseeing operating sites.

The Literacy* AmeriCorps national coordinator and the Finance Director of GPLC are responsible for monitoring the operating sites. There are three main methods for monitoring: 1) data and financial reporting tools, 2) monitoring visits, and 3) email and phone communication.

1) Currently operating sites use WBRS to enroll and exit members, which is monitored to ensure compliance with the 30-day rule. In the future operating sites will utilize My AmeriCorps Portal for this function. Operating sites submit reports regarding achievement towards program performance measures four times during the program year directly to the national coordinator. Operating sites submit their budget, monthly periodic expense reports, quarterly income reports, and annual financial status reports directly to the director of finance. All budgets and financial reports are submitted in draft form and approved by the financial director.

2) Once per program year the national coordinator officially monitors each operating site, either in-person or through a desk audit. During the monitoring process, the national coordinator conducts random member file, service site file, and employee file reviews. The national coordinator checks that the operating site is in compliance with all AmeriCorps guidelines by conducting the above mentioned file reviews, interviewing the local program coordinator, interviewing AmeriCorps members, visiting service sites, and verifying that the information reported to GPLC matches the information on file at the operating site. The finance director either conducts an in-person monitoring visit or desk audit once per program year. During the financial monitoring process the finance director ensures that each operating site is in compliance with all AmeriCorps financial guidelines.

3) Both the national coordinator and finance director have regular email and phone communication with the operating sites. The national coordinator conducts quarterly conference calls with the program

Narratives

coordinators. The national coordinator also makes sure that all operating sites are aware of any changes in AmeriCorps guidelines and regulations. Also, the national coordinator requires regular email updates from each operating site. The financial director maintains a high level of communication with the fiscal contact person in each operating site.

BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF

GPLC is governed by the 23-member Board of Directors, composed of civic leaders and experienced business executives. The 35-member Advisory Committee provides additional support and expertise. The executive director and associate director of GPLC are responsible for the general oversight of the program.

Donald Block, executive director of GPLC, has been directing an operating site for the national direct Literacy* AmeriCorps program since 1994, when AmeriCorps began. He has been an administrator of literacy programs in Pennsylvania since 1980. He has overseen the growth and development of a rural program for four years and an urban program for twenty-four years.

Mr. Block has given training in Pennsylvania and in other states on adult education and non-profit management. He served as chairman of the Adult Basic and Literacy Education (ABLE) Administrators Association, which includes the 150 directors of adult education programs in Pennsylvania.

Mr. Block has been recognized as Pennsylvania's Outstanding Adult Educator (1992) and Pittsburgh's Man of the Year in Education (1993). In 2001 Governor Schweiker named him to the Interagency Coordinating Council, which is charged with improving the system of adult education in the state. Mr. Block holds a master's degree from Indiana University, Bloomington, and a B.A. from Yale University. He served in the Peace Corps as an instructor of English as a second language in West Africa.

Karen Mundie, associate director of GPLC, will be the supervisor of the coordinator for this project. She has devoted over thirty years to teaching and administration in adult education and family literacy programs. She has taught the full range of subjects, including adult basic education, GED tests preparation, and English as a second language. She is considered a key advisor to the Pennsylvania

Narratives

Department of Education on adult literacy issues. She has 18 years of service with GPLC. Ms. Mundie recently served as president of the Pennsylvania Association for Adult Continuing Education (PAACE), the state's professional association for adult educators. PAACE has well over 1,000 members. In 2005 she was honored as the state's Outstanding Adult Educator. She holds two master's degrees, one in English and one in education, from the University of Virginia. She also is a returned Peace Corps volunteer.

Chad Stacy, CPA, director of finance for GPLC, joined the agency in 2002. He possesses a broad range of business skills, and he has strengthened the organization by working to improve budgeting, employee benefits, and the agency's facilities. With his help GPLC continues its record of clean audits and accurate reporting to all funding sources. Mr. Stacy maintains his certified public accountant license by attending the continuing professional education required for certification. He holds a bachelor's degree in accounting from Indiana University of Pennsylvania. Mr. Stacy has managed the finances of the national direct Literacy* AmeriCorps grant since 2002.

GPLC employs two full-time fundraising professionals and an outside consultant to secure local foundation, special event, corporate, and individual support of our various literacy programs. Our Director of Development, Maria Polinsky, has over 10 years of experience in development and is an active member of the Association for Fundraising Professionals. Ms. Polinsky holds a B.A. from Indiana University of Pennsylvania. She has been with GPLC since 2005. In 2008, GPLC raised \$716,000 from private sources.

The Literacy* AmeriCorps national coordinator, Elizabeth Rivera, has two years experience as an AmeriCorps*VISTA member, and over four years experience as AmeriCorps program staff. Ms. Rivera is responsible for the overall performance and management of the national Literacy* AmeriCorps program. She holds a B.A. from Georgetown University and a master's of education from the University of Pittsburgh.

PLAN FOR SELF ASSESSMENT OR IMPROVEMENT

Narratives

Program improvement is essential to the success of a program, and GPLC understands the need for evaluations. The organization maintains a staff committee called the Program Improvement Team that meets monthly to discuss areas of concern, decide on action plans, and implement the desired courses for change. GPLC also regularly sends surveys to students, staff, and volunteers about program improvement. The Board of Directors also maintains a Program Committee, which monitors the progress of all programs administered by GPLC. As an awardee of state and federal grants, the organization is held to strict performance standards; students are evaluated frequently and reported daily in a web-based system. An annual program improvement plan is enacted and reviewed by the entire staff at a staff meeting to ensure a shared vision of the goal. GPLC has received local and state awards for its continuous quality improvement.

PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

As a leading nonprofit organization in Pittsburgh, GPLC has access to many sources of financial and programmatic technical assistance, including the Bayer Center for Nonprofit Management at Robert Morris University, the Nonprofit Leadership Institute at Duquesne University, and GPLC's own Professional Development Center. Board members of GPLC are experts in various business practices, such as human resource administration, finance, and law, and they can be consulted on these topics. Staff members of GPLC have many years of experience in adult education and nonprofit administration, and they are available to provide technical assistance.

The national coordinator and director of finance are responsible for ensuring that operating sites receive programmatic and financial orientation and on-going training and technical assistance. New operating sites receive information packets which include handbooks, guidelines, reporting tools, AmeriCorps regulations, and links to appropriate resources on the Internet. The national coordinator and director of finance train new staff (either in-person or via telephone) and monitor new sites more frequently; additional training is provided when needed. Operating sites that have been with the program continue to receive training and technical assistance from GPLC; for example, the national coordinator sends bi-

Narratives

monthly training highlights to program coordinators that highlight different relevant trainings available on-line. Each year operating site staff attend a Literacy*AmeriCorps national conference during which they receive trainings on the newest AmeriCorps policy changes, reporting tools, and have a chance to share and learn from each other.

Each month during the program year the national coordinator will communicate with the operating sites about their progress. They will be asked to list their successes and challenges in meeting the project's objectives. The challenges will be used to design training and technical assistance which is customized to each operating site. If there is a service site which has training and technical assistance needs, the same procedure will be followed by the program coordinator in that site's city.

VOLUNTEER GENERATION AND SUPPORT

GPLC recruits, trains, and matches community volunteer tutors with adult basic education (ABE) and English as a second language (ESL) students throughout Allegheny County. The organization offers a variety of volunteer opportunities, including one-on-one and small group tutoring, teaching a short-term topic class to adult learners, and a telephone conversation partner program for ESL students. Volunteers, recruited at fairs and through local media, receive twelve hours of initial volunteer tutor training from the GPLC training specialist. They are given continuous support from GPLC area coordinators, education specialists, and other GPLC staff members.

ORGANIZATIONAL AND COMMUNITY LEADERSHIP

GPLC is a national leader in adult education and family literacy and has been recognized both locally and nationally for outstanding achievements in the field. In May of 2007, GPLC received accreditation from the Pennsylvania Association for Nonprofit Organizations (PANO), certifying that GPLC is in compliance with their "Standards for Excellence." This certification indicates that GPLC's governance and management, policies, practices and procedures meet the highest ethical standards for nonprofits in Pennsylvania. In early 2006, GPLC received second place for the Goodling Family Literacy Best Practices Award, which recognizes Family Literacy Programs in Pennsylvania for their efforts to

Narratives

improve educational services for families and to promote the use of best practices. In 2005, GPLC renewed its accreditation from ProLiteracy America. Our agency is the only agency in the Pittsburgh region to hold this accreditation. In 2008 GPLC was awarded the ProLiteracy Award for US Program Innovation in recognition of its 12 hour student orientation program.

SUCCESS IN SECURING MATCH RESOURCES

Our biggest challenge in securing match resources for the Literacy*AmeriCorps project is a perception in the corporate and foundation marketplace that the parent role and the role of our operating sites is administrative and therefore is not a good fit for program-focused funding streams. Because the majority of our operating sites are literacy coalitions rather than direct service providers, we have had trouble getting funders to see the direct connection that support of the Literacy*AmeriCorps program has on community literacy efforts.

Recognizing this challenge, we settled on a match resource strategy using the direct service providers as the fundraisers for the program. This strategy has been very successful. First, we increased the fees charged to the direct service providers to the point where site services fees now cover approximately 60% of the grantee cash match for the project. Some operating sites collect 100% of their cash match from site service fees. Second, we began tracking and collecting in-kind match documentation from the service sites. These two strategies have shifted the fundraising burden to the direct service providers, who are better able to show direct community impact and have a stronger connection to their local funding sources. We are proud that our match resources now account for over 50% of the total cost of the project.

COLLABORATION

While over 30,000 students and their families have benefited directly from GPLC programs, far more have benefited from the training and technical assistance that GPLC provides to other agencies. Since 1992, GPLC has housed the Southwest Professional Development Center, a training center for literacy professionals and staff in seven counties. This center enables GPLC to assist and influence 20 programs

Narratives

that serve approximately 11,000 students per year.

The Literacy*AmeriCorps program also serves as an avenue for collaboration between local organizations. Literacy*AmeriCorps sub-grantee agencies manage the program in each city and place members at other community agencies in their area, creating opportunities for organizations to unite through trainings and service projects. For example, the Adult Literacy Services Project in Dayton, OH is a collaboration of Project READ (Literacy*AmeriCorps sub-grantee), the Miami Valley Literacy Council, Miami Valley Career Technology Center and Dayton Public Schools ABLE. The Adult Literacy Services Project prepares low-income individuals for re-entry into the workforce by offering basic literacy skills, GED, reading, ESL and family literacy studies.

LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

GPLC employs a two-person development department to secure local foundation, special event, corporate, and individual support of our various literacy programs. In 2008, GPLC raised \$716,000 from local sources. Some examples of operating site financial and in-kind contributions follow.

Dayton, OH- After initially providing several small unrestricted gifts, Time Warner sponsored the first "Concert for Literacy" to benefit Project READ (subgrantee) in 2005. This event is now a yearly fundraiser for Project READ and Time Warner has provided an increasingly large sponsorship gift.

New Orleans, LA- Literacy Alliance of Greater New Orleans (subgrantee) receives increasing amounts of free training from community partners as they become aware and more familiar with the service provided by members in the region. Consumer Credit Counseling Services, 21st Century Success Principles, Twomey Center for Peace and Justice, and staff from local adult literacy programs are some of the community providers offering free training to AmeriCorps members.

Los Angeles, CA -- Literacy Network of Greater Los Angeles (subgrantee) receives in-kind support from the Los Angeles Times and its Reading by 9 Program. These donations are presented in the form of office and conference space, technology equipment and software, and mail services. The value of these in-kind donations have increased dramatically due to Los Angeles' rising real estate market, technology

Narratives

costs for an ever-growing staff, and an increase in mailing rates coupled with increased volume.

WIDE RANGE OF COMMUNITY STAKEHOLDERS

GPLC's adult and family literacy programs are partially funded by Pennsylvania Department of Education's Bureau of Adult and Basic Literacy Education (ABLE). As an ABLE funded program, we share resources, goals, curriculum, advice and services with 143 other programs throughout the state. GPLC seeks board members, volunteers and partner agencies from all sectors of the community. In addition, GPLC recruits volunteers who not only greatly expand the reach of the organization by increasing the number of students served, but provide in-kind support through donations of books and other goods and services. GPLC students also provide volunteer service and in-kind support through book donations, volunteering at special events, and sometimes through eventually becoming tutors themselves.

Cost Effectiveness and Budget Adequacy

DIVERSE NON-FEDERAL SUPPORT

The Literacy* AmeriCorps strategy to raise adequate matching funds for the project will continue to be a three-pronged approach. First, a significant component of the match will be raised by assessing member fees to the community organizations that are the recipient of the member's service effort during the year. These fees are set at the discretion of the operating site that enrolls and manages the member and they vary by location, but these fees are expected to account for an estimated \$647,875 of the program's budgeted match. The second component of our matching funds result from the significant in-kind contributions made to the program on our members' behalf. The cost of the space to house members, utilities, supplies, and book and material costs represents a significant contribution made to the project by the various operating and service sites. Finally, Literacy* AmeriCorps is a significant beneficiary of donor support at the operating site level. Each of the six AmeriCorps operating sites expects to receive at least some of their matching support for the program from their local foundation, corporate, and individual donor community. Subgrantees (operating sites) received foundation funding from Equitable

Narratives

Resources Foundation, Quantum Foundation, United Way, Moran Foundation, Baptist Community Foundation, as well as individual donors.

DECREASED RELIANCE ON FEDERAL SUPPORT

The match strategy discussed above enabled us to increase our match by 19% in 2007/08 from \$1.38 to \$1.65 million. With 56% of program expenses being funded by match in 07/08 we were able to leverage our resources and expand our program to two new cities in 2008/2009. Without increasing federal costs we are able to have a deeper impact; with the same amount of federal costs as in 2007-2008 we are able to serve two additional needy communities in 2008-2009. We were fortunate to be able to add these sites at a match significantly lower than the match being provided by our mature sites. Our fiscal strength directly benefited our ability to expand the reach and breadth of our programming.

BUDGET ADEQUACY

The Literacy* AmeriCorps budget is adequate to support the program design because it includes the costs for a full-time national coordinator, professional development of staff, travel costs for the national coordinator and director of finance to monitor subgrantees, costs of a national conference, and sufficient money for each subgrantee to provide member benefits and member support.

Subgrantees submit yearly budgets to GPLC's director of finance; these budgets outline in detail each subgrantee's total program costs as well as match amount (in-kind and cash). GPLC analyzes and verifies that the budgets are sufficient and that there is adequate back-up for each listed cost and match amount. Subgrantees with corps larger than 15 full-time members (Pittsburgh, New Orleans, and Seattle) include in their budget the costs of a full-time program coordinator (salary, taxes, benefits); subgrantees with corps of 15 or less include in their budget the costs of one staff member who devotes 50% of his/her time to the Literacy* AmeriCorps program as well as other staff who devote varying levels of their time to the program, such as accountants, office managers, executive directors, and teachers. GPLC disburses adequate money to each subgrantee for member-related costs depending on the number of full-time and less-than-full-time members at that location. Member-related costs include living

Narratives

allowances, taxes, health insurance, training, AmeriCorps gear, and supplies like books and binders. Subgrantees also budget for and receive money for staff to attend AmeriCorps trainings, for contracted services such as training presentations, evaluations, etc. (not to exceed the daily maximum amount of \$540), and supplies. GPLC has managed the Literacy* AmeriCorps national grant for three years and a local operating site grant for 15 years; therefore we have a solid understanding of what the cost is to operate a program and adequately train, support, and supervise members. We write our parent budget to ensure that each subgrantee receives enough money to properly run the program and support the members and that each subgrantee contributes an appropriate match amount, with proper back-up documentation.

The \$3,361,195 that we are budgeting will enable us to provide intensive one-on-one and small classroom instruction to 7000 students in the program year. At a cost of \$480 per student served, this is a very efficient program and is in line with our expectations based on our 25 years of experience providing adult literacy services and our 15 years managing an AmeriCorps project.

Evaluation Summary or Plan

Completed evaluation sent.

Amendment Justification

N/A

Clarification Summary

YEAR 3 CLARIFICATION

All members and grant funded staff are background checked using the National Service Criminal History Check requirements. In addition, any member or staff who has recurring access to vulnerable populations will undergo a FBI fingerprint check. We have these costs in our budget.

Performance Measures:

We decided to opt in to the National Performance Measure-Opportunity Focus Area O2.

Narratives

Previously we had a performance measure for Adult Education and another for Employment Skills. Opting into the national performance measure combines our former performance measures. The output target is lower than in past years. This is for two reasons. First, the national performance measure requires that adults reported be 'economically disadvantaged'; while the majority of adults we serve are considered economically disadvantaged we have never asked or required documentation. Second, in the past we have counted any individual served by a member regardless of length of time served. For example, if a member worked with a student once for one hour we counted that student. In an effort to better capture the true impact of our members we will now only track and report adults who members work with for a sustained period of time. We will be better able to measure the real impact of members and show improvements and/or changes in a students' life because of the intervention of a member.

Our outcome goal is for learners who complete a course or 12 hours of instruction to report an increase in at least 3 skill areas as reported on a Skills Self-Appraisal Questionnaire. We also created a Performance Measure to capture the number of learners members assist in passing the GED tests. Approximately 8 members serve in either family literacy or children's literacy programs; therefore we put 136 members in the Economic Opportunity focus area. Of the members working within the focus area, a percentage of their service hours are spent engaged in volunteer recruitment, community outreach and service projects. These activities are not always related to Economic Opportunity; often the activities are related to creating a team identity as an AmeriCorps group, recruiting volunteers for service site organizations, or doing outreach for AmeriCorps and service site organizations. Therefore, we did not put 100% time in the focus area, instead we put 90%.

Budget:

To reduce our proposed budget we reduced two salary amounts charged to the grant, which will be covered by other sources. We also shortened our national conference by one day. That reduced our hotel

Narratives

and food costs significantly. We made other minor changes to the conference such as cutting the service project which saved charter bus costs, not reimbursing for checked baggage fees or transportation to airports, and reducing the average plane ticket amount.

Lastly, we reduced the number of in-person monitoring trips and trimmed costs related to staff travel. We clarified in the budget that members are not reimbursed for normal to-from commuting. Rather, if a member is reimbursed for local travel it is for non-commute required travel during service hours. We deleted the "NY" attached to the Pittsburgh Op Site Coordinator conference attendance line item. Last year was for the National Conference on Volunteering and Service in NY. We do not know exactly which CNCS conference will be attended this year.

YEAR 2 CLARIFICATION

Budget: We amended the budget items "national conference hotel rooms" and "national conference food" to better reflect the number of members projected to attend the national conference.

National Conference hotel rooms: Pittsburgh members stay in the hotel for 2 nights because they do not need to travel in the night before the conference begins. All other members arrive the day before the conference and therefore stay three nights in the hotel.

40 Pittsburgh members share rooms for 2 nights = $20 \times 2 \times \$94.1$

104 non-Pittsburgh members share rooms for 3 nights = $52 \times 3 \times \$94.1$

National Conference food:

National Conference Food for 144 members and 8 staff. $152 \text{ members/staff} \times 3 \text{ days} \times \$50.544 \text{ per day} = \$23,048$

Narratives

For travel to the conference, we have 95 members budgeted for airfare because the Pittsburgh members do not travel (we hold the conference in Pittsburgh) and the Dayton members drive.

Performance measures: The total MSYs in the Priority Area is less than our 144 budgeted MSYs because members spend a percentage of their time engaged in training, member development, professional development and personal development activities that are not directly related to the priority area but rather related to the overall focus of our program as an AmeriCorps program. We put 144 members at 80% of time.

Continuation Changes

YEAR 2

We are requesting three changes in this continuation application. First, we are requesting an expansion of our grant to increase our total member service years. Our current Literacy*AmeriCorps grant has 114 MSYs. During the 09-10 year we were awarded a Recovery grant with 29 MSYs. Therefore, Greater Pittsburgh Literacy Council as a parent currently holds 143 MSYs. Our Recovery program has been very successful and our combined enrollment rate (including both grants) is 97.4%. Our expansion request is to include the Recovery MSYs in our Literacy*AmeriCorps grants. We request 144 MSYs; an increase of 30 MSYs. If expansion is not granted, we are happy to continue our program with 114 MSYS. Our high enrollment rate shows that there is a need for these members in the communities we serve, qualified applicants to fill the positions, and capacity in our program to manage the additional members. We are proving we have the capacity to handle the additional members by effectively managing the Recovery grant this year and being on track to outperform both our Literacy*AmeriCorps and Recovery grant performance measures. The Recovery grant offered us the chance to expand the scope of activities members performed beyond the direct teaching and tutoring design of Literacy*AmeriCorps. Our Recovery members provide employment skills counseling and job search assistance. The success of our Recovery program has shown us how important these activities are, in addition to teaching and tutoring,

Narratives

in order for educationally deficient adults to be more productive members of society. We feel it would be a detriment to the adults we serve and agencies we partner with if we were no longer able to provide members who can engage in these activities.

Therefore, our second change is an additional performance measure. The new performance measure sets a target for how many hours of employment skills and job search counseling members will provide to adults. In addition to the students served by direct teaching/tutoring, members will provide at least 10,000 hours of employment skills training and/or counseling to at least 2,000 clients. By including this new performance measure we can continue to have a portion of our members provide the services included in our Recovery grant; these service activities include providing job readiness trainings such as résumé writing, interview and communication skills; assisting clients in employment searches; conducting individual goal setting meetings with students, and following-up with students in their process of achieving goals; and assisting students in researching training and higher education opportunities. Due to the continued economic crisis in our country, we continue to see students who are unable to focus on educational improvement because they struggle with more immediate human needs such as employment, housing issues, and lack of adequate income to support their families. Therefore, helping adults in the area of employment and job skills ties into our current program focus of increasing education levels of adults.

We are also increasing our output target in the adult education and literacy performance measure from 6,500 to 7,500 (conditional on expansion). With an increase in MSYs we feel that an increased main performance measure target is appropriate. If expansion is not granted, we request that our original target of 6,500 be maintained.

If expansion is not granted, we are happy to continue our program with 114 MSYS. We would like to

Narratives

include the new employment/job skills counseling performance measure regardless of if expansion is granted or not.

The third change to our program design is the expulsion of an operating site and the inclusion of a new operating site. GPLC's relationship with the San Diego Council on Literacy has been dissolved due to San Diego Council on Literacy's unwillingness to adequately meet the requirements of managing an AmeriCorps subgrant. Their contract as a subgrantee has not been renewed for the 10-11 program year. GPLC conducted an extensive outreach campaign to recruit new operating site organizations. We researched organizations and developed a short list of organizations we felt matched our focus area and had capacity to manage an AmeriCorps program. We contacted these organizations directly via phone calls, emails, and informational materials. We also posted the opportunity on the front page of ProLiteracy's website; ProLiteracy is the largest member organization for adult education organizations. One of our targeted organizations, the Literacy Volunteers of Maricopa County in Phoenix, AZ, submitted an application that we decided was the strongest and best match to our program focus and model. When GPLC took over as parent organization in 2006 we inherited operating site organizations and had no involvement in or knowledge of how those organizations were chosen. Since taking over as parent we added two operating site organizations of our choosing in 2008 and Literacy Volunteers of Maricopa County will be the third. Over the years of managing this grant we have refined and strengthened the process for recruiting and choosing operating site organizations. We are confident that the Literacy Volunteers of Maricopa County has the capacity to manage an AmeriCorps grant, operates in a high need community, and matches our program focus.

ENROLLMENT

During the 08-09 year we had an enrollment rate of 88.6%. While an improvement from our 07-08 rate we recognize it was not ideal. We added two new operating sites in the 08-09 year and feel that having

Narratives

two sites in the first year of their program hindered our overall enrollment rate. Our 09-10 enrollment rate is currently 97.4% showing that our slot allotment is appropriate. While we are planning to add a new operating site in the upcoming year we feel that our experience adding sites in the 08-09 year allowed us to learn the best and most efficient way to do this. We believe that the systems we have in place now, such as a new site training plan and mentoring from the veteran sites, will allow us to ensure that the new site has a high enrollment rate.

RETENTION

Our retention rate for 08-09 was 86.7%, an increase from our 07-08 rate. Each year since GPLC took over as parent our retention rate has increased. As parent we have worked hard to understand each operating sites capacity and community need in an effort to allot slots appropriately. As well, we guide operating site staff to resources that will help provide members with trainings, personal and professional development opportunities, teambuilding exercises, and service opportunities that will facilitate the most rewarding experience for our members. Additionally, the date of our annual national conference has been moved to roughly halfway through our service year in an effort to reenergize members when they are at the most difficult point of their service term. We feel that bringing all our members together at that point will help them feel more like a part of the national service movement, learn best practices from each other, and explore Life after AmeriCorps.

STATE COMMISSION CONSULTATION

GPLC utilized the state commission consultation form. GPLC filled in the common program elements on the form, such as program focus, mission, member activities, etc. Each operating site organization then completed the rest of the form with specific information about what is and will happen in their state. The National Coordinator submitted the form to each state that our program operates in currently. All state commissions responded in email to confirm receipt of the form. Ohio asked a few follow-up

Narratives

questions in email and the National Coordinator had a phone conversation with a representative from Serve DC. As of this point, the other states have not sought additional consultation.

YEAR 3

We are requesting three changes.

First, the addition of a new operating site in Austin, Texas managed by the Literacy Coalition of Central Texas. The Literacy Coalition of Central Texas submitted an application to join our program in December 2010. The application was reviewed by the Literacy*AmeriCorps national coordinator, GPLC director of finance, GPLC associate director, and GPLC executive director. The director of finance also analyzed the Coalition's financial stability and ability to manage a federal grant. The application submitted by the Coalition was strong for many reasons. It clearly highlighted the need for adult education services in central Texas by showing the dramatic rise in immigrant and Hispanic populations over the past 10 years who need help acquiring English language skills. The application also showed the great need to provide General Education Development (GED) services to combat unemployment. The Coalition hired a consultant in January 2010 to investigate if there was community buy-in for an AmeriCorps program, if agencies would join as service sites, if the Coalition had the capacity to manage a program, and to seek outside funding. The consultant was able to secure not only commitments from service sites but also multiple foundation grants to support the program. This thoughtful preparation makes us confident the Coalition will be able to start a new program and operate it successfully.

The second change is the loss of our Phoenix operating site, managed by the Literacy Volunteers of Maricopa County. After GPLC informed LVMC that we would be lowering their slot allotment for 11-12 based on under enrollment, LVMC decided that they did not want to continue managing a Literacy*AmeriCorps operating site.

Narratives

The third change is an increase in two of our performance measure targets. We would like to increase our GED tests passing target from 45% to 50%. Also, we would like to increase our Employment and Job Counseling output target from 2,000 to 2,500.

Our budget reflects the loss of the Phoenix program and the addition of the new Texas program. The budget also includes a cost per MSY of \$13,300. Adding a new operating site requires the national coordinator and director of finance to travel more frequently to the new site and provide more individualized and frequent training to the new operating site staff. Also, the living allowance we will pay members has increased. Therefore, we believe an increase in cost per MSY from last year is justified.

Our 2009-2010 enrollment rate was 98.7%. The slots we did not fill were less than full-time. We have adjusted our program model to not include any less than full-time positions. For future years we will only consider slot conversions to less than full-time when the justification provided by the subgrantee is strong. Our retention rate was 94.1%. Roughly 40% of the unsuccessful completions were less than full-time members. We believe the retention rate will increase with only full-time members. Also, every year we strive to improve our member development opportunities and techniques we use to support members.

We maintain contact with the state commissions in the states we operate. A consultation form was submitted and after the program year started we submitted a report from egrants showing where members were placed. Our operating site staff communicates regularly with state commissions and often participates in joint service projects and trainings.

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 122.4

Service Categories

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

GED Test Completion

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.)

Literacy* AmeriCorps members will provide one-on-one, small group, and classroom instruction to adult learners who have a goal of passing the GED tests. Members will help learners improve in areas covered on the tests, increase test taking skills, and administer practice tests. Individuals increase their employability and ability to get a job by having a GED. Once an individual gets a GED they can begin receiving the other services provided by our members related to job training and counseling.

Results

Result: Output

Adult learners pass the GED tests

Indicator: beneficiaries taking GED

Target: 50% of adult learners taking the GED tests will pass

Target Value: 50

Instruments: GED tests results

PM Statement: Of those adult learners prepared for the GED tests and who take the tests, 50% will pass and receive a GED

Prev. Yrs. Data

National Performance Measures

Priority Area: Economic Opportunity

Performance Measure Title: Adult Education and Employment Skills

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

Strategy to Achieve Results

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

Literacy*AmeriCorps members will provide one-on-one, small group, and classroom instruction to adult learners in the areas of job training, Adult Basic Education (ABE), General Educational Development (GED) skills, English as a Second Language (ESL), family literacy, employment skills (including soft skills such as appropriate workplace behavior), and provide job counseling services. Examples of member activities include providing direct educational instruction to learners, lesson planning for instruction, testing learners, reviewing students' work, collecting and analyzing data about students, providing job readiness trainings such as resume writing and interview skills, assisting clients in employment searches, and assisting students in researching training and higher education opportunities. Members serve in various community organizations and non-profit organizations, such as community colleges, agencies serving at-risk youth or incarcerated adults, literacy councils and/or coalitions, library systems, career counseling centers, computer centers, and educational or vocational drop-in assistance centers. Members spend at least 80% of their service hours providing direct service to learners/clients or in related activities (the other 20% is spent in trainings, meetings, service projects, volunteer recruitment and community outreach). Members spend on average four days a week at their service site and spend at least five hours per day involved in the activities above.

Result: Intermediate Outcome

Result.

50% of adults served (3000 of 6000) report increase in skills in three or more areas

Indicator: Adults report increase in skills after job training or other skill development instruction

Target : 50% of adults served (3000 of 6000) will complete a Skills Self-Appraisal Questionnaire after completing a course or 12 hours of instruction and report increases in skills in three or more areas.

Target Value: 3000

Instruments: Skills Self-Appraisal Questionnaire

PM Statement: 50% of adults served (3000 of 6000) will complete a course or 12 hours of instruction and complete a Skills Self-Appraisal Questionnaire reporting increases in three or more skill areas.

Result: Output

Result.

6,000 adults receive job training and other skill development services

Indicator: O2: Individuals receiving job training services.

Target : 6000 adults

National Performance Measures

Result.

Target Value: 6000

Instruments: Sign-in sheets and attendance logs

PM Statement: Members provide job training and/or other skill development services to 6,000 adults.

For Official Use Only

Subapplicants

<u>ID</u>	<u>Organization</u>	<u>Amount Requested</u>	<u>Amount Approved</u>	<u># FTEs Requested</u>	<u># FTEs Approved</u>	<u>Status</u>
Totals:		\$0	\$0	0.00	0.00	

Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable