

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE <small>Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)</small>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 13-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC123139	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHWI0010011														
5. APPLICATION INFORMATION																
LEGAL NAME: Dane County Human Services DUNS NUMBER: 076148766		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Connie Bettin TELEPHONE NUMBER: (608) 242-6422 FAX NUMBER: (608) 242-6293 INTERNET E-MAIL ADDRESS: bettin@countyofdane.com														
ADDRESS (give street address, city, state, zip code and county): 1202 Northport Drive Madison WI 53704 - 2020 County: Dane		7. TYPE OF APPLICANT: 7a. Local Government - County 7b.														
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 396005684		8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input 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):														
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service														
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Dane County, WI		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Partners for After-School Success 11.b. CNCS PROGRAM INITIATIVE (IF ANY):														
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 08/31/14		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="WI 002"/> b.Program <input type="text" value="WI 002"/>														
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>		16. IS A 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;">\$ 440,540.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 277,883.00</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;">\$ 718,423.00</td> </tr> </table>	a. FEDERAL	\$ 440,540.00	b. APPLICANT	\$ 277,883.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 718,423.00	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	\$ 440,540.00															
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g. TOTAL	\$ 718,423.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAAPPLICATION 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: Connie Bettin	b. TITLE:	c. TELEPHONE NUMBER: (608) 242-6422														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 07/18/11														

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Executive Summary

Partners for After School Success (PASS) is a multi-site project managed by the Dane County Department of Human Services in partnership with fifteen agencies located throughout Dane County, Wisconsin. PASS responds to the EDUCATION FOCUS AREA by placing AmeriCorps members at twenty-three school and community based host sites in predominantly low-income or resource scarce communities with the goal of supporting the educational needs of middle and high school youth through TUTORING and AFTER SCHOOL PROGRAMMING.

Rationale and Approach

A. PROBLEM

During a 2009 visit to a middle school in Dane County, President Obama indicated that "the currency of today's economy is knowledge" and education is a national priority. Wisconsin Governor Jim Doyle added, "the State's achievement gap between white and minority students is among the worst in the nation" and that Wisconsin must meet the educational needs of all students (1).

PASS CHOOSES TO ADDRESS THE PROBLEM OF ACADEMIC ACHIEVEMENT because:

1. All youth deserve an education.
2. Education is a national and state priority.
3. Dane County data indicates that there is a need for academic support services, particularly for low-income students and youth of color.

TARGET COMMUNITY DESCRIPTION: Dane County is a growing, changing community located in south-central Wisconsin. With a population of 481,000 residents, it is the second most populous county in the state. Between 2000 and 2006, the population increased by 8.9%. The City of Madison grew by 7.3% to an estimated population of 203,704. The rural areas of Verona and Sun Prairie grew

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by 39.6% and 23.6% respectively (2). The population of middle and high school youth increased at similar rates during this time (3), placing additional demands on educational support services.

Increases in poverty rates exceed the rate of population growth in Dane County. From 2000 to 2009, Madison neighborhoods served by PASS experienced increases in Public Assistance rates ranging from 46.2% - 61%. Families on Public Assistance more than doubled in Stoughton and tripled in Sun Prairie (4). During the 2009-2010 school year, 47% of students attending Madison public schools were determined to be economically disadvantaged, a rate 9% higher than the state average. In rural PASS service areas, economically disadvantaged student populations range from 18.7% in Stoughton to 25.8% in Sun Prairie (3).

The EXTENT AND SEVERITY OF THE PROBLEM IN THE TARGET COMMUNITY is supported by county student engagement and academic performance data.

STUDENT ENGAGEMENT: Habitual truancy is defined as a student who is absent from school without an acceptable excuse for part or all of five or more days on which school is held during a semester (5). During the 2008-2009 school year, 4% of Madison middle school and 15% of high school students were habitually truant. In outlying communities, the habitual truancy rates in middle schools range from 1% to 3.4%, but rise once youth reach high school as Sun Prairie reported a 17.2% truancy rate during the 2008-2009 school year. Habitual truancy rates are significantly higher for students of color. In Madison, 11% of African American middle school students were habitually truant compared to 1.7% of white students. At the high school level, this disparity increases to 31.9% African American and 24.3% of Hispanic students compared to 6.9% of white students (3). The 2009 Dane County Youth Assessment, a survey of 23,000 secondary school students, suggests that a significant

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number of students do not feel engaged with their schools as 16% of middle and high school students "disagreed" with the statement, "I feel like I belong at school" (6).

ACADEMIC PERFORMANCE: Academic achievement is directly impacted by poverty as students from economically disadvantaged situations score lower on state proficiency tests across all Dane County school districts (3). In Madison, 65.3% of economically disadvantaged 8th grade students scored at the advanced/proficient reading level compared to 93.7% of their more affluent peers. Similar gaps exist for math, science and social studies. Gaps ranging from 6-15% are reported on reading proficiency tests for 8th graders in outlying school districts (3).

Similar disparities in 2009 test scores are reported for youth based on race and ethnicity. On 8th grade reading tests in the Madison school district, 63.9% of African American students and 66.3% of Hispanic students score at the advanced/proficient reading level compared to 92.7% of white students. Verona and Sun Prairie are the outlying communities with the highest percent of minority students. Hispanic students in both school districts score the lowest on reading proficiency tests (3). Even greater disparities are reported for achievement on math tests in Madison with 54% of African American and 56% of Hispanic 8th grade students scoring at the advanced/proficient level compared to 89.6% of white students (3).

TARGET POPULATION SERVED: PASS serves middle and high school youth who are experiencing or are at risk of experiencing academic achievement problems, primarily serving youth of color or economically disadvantaged youth. Last year, 78% of the youth tutored by PASS members were students of color and 79% were students on free and reduced lunch. Twenty-three PASS host sites are strategically located in urban and rural neighborhoods to serve youth most in need.

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B. SOLUTION--AMERICORPS MEMBER ROLES AND RESPONSIBILITIES

WHY USE AMERICORPS MEMBERS?

Resources for youth in Dane County have not kept pace with population growth, increases in poverty and expanding educational needs. AmeriCorps members enhance the capacity of PASS host sites located in low income, rural and ethnically diverse communities to serve students that would otherwise not receive support. In addition to expanding capacity, members serve as role models, introducing youth and the community to national service. Through the PASS partnership, AmeriCorps members bring a collective energy, enthusiasm and service to the community that simply could not be duplicated by any single organization.

Through tutoring activities, PASS members enhance the capacity of schools to meet the educational needs of students in the target population. Since its inception, PASS members have tutored over 700 students, 99% of whom have passed on to the next grade and 63% of whom have maintained or increased their GPA.

PASS members increase the capacity of communities to provide after school and community service activities. Last year alone, 2073 youth participated in PASS facilitated after school programs and 718 youth volunteered to clean parks, stock food pantries, tutor elementary students, support seniors and send greetings to members of the armed forces. Over 200 youth received employment skill training through PASS resulting in internship and entry-level job placements.

Since PASS began, host site after school programs have experienced a 15% increase in youth

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attendance. The 2009 Youth Assessment (6) indicates that 66% of youth report being involved in extra-curricular activities vs. 56% in the 2005 Youth Assessment (7) and that 79% of youth are volunteering once a week vs. 55% in 2005. Given member involvement with youth throughout the community, we believe PASS has contributed to these improvements.

Despite these advances, there is more to accomplish. In addition to the documented academic achievement problems, the 2009 Youth Assessment indicates that 97% of middle school students want to graduate high school (6), but graduation rates for disadvantaged and minority youth are far below this level (3). Twenty-one percent want to volunteer but need assistance in getting involved; 20% need help finding a job; and 34% do not participate in any level of extracurricular or after school activities, but would if available (6).

PROPOSAL REQUEST: PASS requests 35 FULL-TIME AMERICORPS MEMBERS to address the academic and after school programming needs of Dane County youth. PASS will place members at host sites throughout the county in predominantly low-income, high need or resource scarce communities. The term of service will begin September 1, 2011.

MEMBER ACTIVITIES include:

- * Delivering AFTER SCHOOL PROGRAMS that promote academic achievement; develop social, life and employment skills; and engage youth in community service.
- * TUTORING
- * Member SERVICE to the community

AFTER SCHOOL PROGRAMMING:

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"Learning doesn't just happen in a classroom between school bells...children learn all day long...It is vital to give students the facilities to continue working on academics as well as broader lessons." Arne Duncan, Department of Education Secretary, discussing the importance of after school programs (8).

Research indicates that youth who regularly participate in after school programming demonstrate better attitudes toward school, higher attendance, improved homework completion and better academic performance as measured by test scores and grades (9) (10). Beyond academics, after school programs serve a prevention function by providing youth a safe space during typically unsupervised hours when youth may be more likely to commit and be victims of crime (11). After school programs are associated with youth improving social skills, making healthy life choices and being less likely to engage in risky behaviors such as alcohol and drug use, delinquency and sexual activity (9) (10) (11).

To support educational needs, improve school engagement, promote youth skill development and provide safe, supervised services for youth, 35 FULLTIME PASS MEMBERS will develop, plan and facilitate youth programming at host sites during after school hours including summer, evenings and weekends.

Programming will occur at all rural and urban host site locations and will be tailored to each site based on the needs of youth in that community. Members will utilize practices that promote positive youth outcomes including: A) Encouraging regular attendance and sustained participation over time; B) Providing structured programming; and, C) Offering "hands on" learning opportunities to practice new skills (9). Activities will include leadership development, career exploration and employment skill training, mentoring, health and fitness, drug and alcohol prevention, team building, cooking, art,

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discussion groups on teen issues, computer skills, video production, and other topics that promote youth development.

The quality and creativity of PASS programming is evident across host sites. This year, bi-lingual member Alison McGrath at Verona High School is running an "8th Hour" program for Latino students emphasizing homework completion, community service and leadership to improve academics, self-esteem and peer relations. Melady Elifritz at the Goodman Community Center in Madison is running an environmental program teaching youth about composting, organic gardening and healthy eating habits. Five members are facilitating the nationally recognized, best-practice model, Girls Inc. to promote strength, self-esteem and academic achievement in girls. In the low-income Vera Court neighborhood of Madison, Nathan Sime facilitates "Life as a Boy" to promote positive male behavior and steer young men away from gang involvement and other high-risk behaviors. Common Wealth Development and the Urban League of Greater Madison offer career development programming in Madison and Sun Prairie. Four PASS members teach financial literacy and job skills to middle and high school students then mentor youth in entry-level jobs or internships opportunities.

TUTORING

Research indicates that well-designed tutoring is effective in improving academic skills and attitudes toward school (12). To address the educational needs of Dane County youth, 31 FULLTIME PASS MEMBERS will provide research based tutoring services to middle and high school youth. Four member slots are at PASS host sites that focus exclusively on youth employment and after school programming and do not offer the opportunity to tutor.

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Members will focus tutoring efforts on math and literacy using planned, one-to-one or small-group sessions for at least 50 minutes a week. Tutoring will primarily take place during the school day. Teachers will identify students to be tutored based on grade, test scores and classroom performance. Madison-based tutors will work under the direction of a Schools of Hope Tutor Coordinator. Members will regularly communicate with teachers and will review quarterly grade data to monitor progress and focus tutoring efforts. Spanish-speaking members will be sited at host sites with large Latino student populations. Rural host sites have established relationships with schools where PASS members receive referrals for tutoring directly from teachers.

MEMBER SERVICE

PASS members will engage in local service efforts throughout their term and will be available to respond to state disasters for 3-5 day deployments. Hope Saadaoui, PASS supervisor and AmeriCorps*NCCC alumni, will coordinate PASS disaster response. Members will continue to work with ARC Wisconsin to engage people with disabilities in service. Members will plan a service trip to the gulf coast to support clean up or Hurricane Katrina rebuild efforts. Since 2007, PASS members have traveled to the gulf coast to support national service projects.

C. AMERICORPS MEMBER SELECTION, TRAINING AND SUPERVISION

SELECTION: PASS begins accepting applications in May. Recruitment announcements are posted through the national AmeriCorps and PASS web pages, the county job center, multicultural offices at colleges and universities, a listserv hosted by the Latino community, and local newspapers that highlight the African American and Latino communities. Partner agencies advertise locally to reach potential applicants in the diverse neighborhoods they serve. PASS recruitment efforts result in a

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diverse corps of applicants who represent the community.

The PASS Director contacts applicants to determine eligibility, review program expectations and match applicant interests to host site opportunities. Partner agencies subsequently review applications and schedule interviews. PASS selects individuals who pass a rigorous background check, have at least one year of previous volunteer or paid youth work experience, meet the AmeriCorps tutoring requirements and are enthusiastic about helping youth improve their lives and academic standing. Given the diversity of youth served, PASS seeks members who are bi-lingual. This year, half of PASS members speak a second language. Enrollment considerations are non-partisan, non-political and non-discriminatory as established by the CNCS, Dane County and host site policies.

TRAINING: A four-day ORIENTATION takes place the first week of the term. Orientation activities include an overview of AmeriCorps and PASS, completion of enrollment forms, a thorough review of the Member Contract outlining all AmeriCorps rules, a discussion on youth work ethics and professionalism and team building activities. Members spend one afternoon at their host site orienting to the community and learning about site responsibilities and another doing a group "treasure hunt" finding community resources. The week culminates with a ropes course team building event with host site supervisors. Orientation provides a foundation to PASS, develops a cohesive and supportive member group, and emphasizes the importance of AmeriCorps service.

Members meet with the PASS Director weekly throughout the term. Meetings include an hour of small group REFLECTION time followed by three hours of TRAINING. September topics focus on foundational skills related to PASS service including outcomes and data tracking, youth work skills, behavior management, volunteer recruitment and retention, and tutoring (see Section H. for specifics

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on tutor training.)

Member trainings from October to May address issues relevant to the community and programming for youth. Topics include CITIZENSHIP, CONFLICT RESOLUTION, mandatory child welfare reporting, cross cultural communication, work styles, community resources, bullying prevention, youth mental health and suicide prevention, and underage drinking. The majority of trainer time is in-kind support. Fees related to member professional development will not exceed the federal daily rate of \$750.

In addition, members elect to participate in a PROFESSIONAL DEVELOPMENT TRACK. Tracks offer an intensive learning experience in Youth Work Skills, Not-for-Profit Management (leadership, strategic planning and project management) or Community Mobilization (volunteer models, local service projects and individual REFLECTION.) Tracks use a learning-by-doing model where members identify topics and plan monthly presentations for their peers. Tracks enhance skills, promote civic engagement through service and further prepare members for the workforce after their term ends.

Members receive hands-on training through their host site and receive a modest training stipend to attend local workshops. PASS members will participate in the Red Cross Disaster Preparedness training.

Members indicate that PASS is a POWERFUL SERVICE EXPERIENCE leading to continued civic participation. In an exit survey of 2009-2010 members conducted through Serve Wisconsin, 85% of PASS members indicated that their experience is likely to influence future participation in volunteer service; 79% indicated they are more likely to pursue a career in a service oriented field; and 96%

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recognized their service had a benefit to the community.

SUPERVISION: Each member is assigned a host site supervisor. Supervisors are experienced youth workers trained in AmeriCorps and PASS policies, protocols and activities. Tutor Coordinators serve as PASS supervisors at some Madison school host sites. During the first month, supervisors orient members to their site and introduce them to the surrounding community, schools and key stakeholders.

By October 1, members and supervisors complete a goal plan outlining the member's schedule, responsibilities and individual improvement goals. Goal plans serve as a "road map" for the member's term. Supervisors co-facilitate youth programming with members and provide weekly supervision to proactively address concerns, encourage member **REFLECTION** on their experience and plan program and service activities.

Twice a year, host site visits are held with the PASS Director, member and site supervisor. Visits provide an opportunity to review goal plans, exchange feedback, recognize accomplishments and ensure members are on track to meet personal and program goals.

SUPERVISOR SELECTION AND SUPPORT: Partner agencies select supervisors through a competitive hiring process. Minimally, supervisors have three years of youth work experience and one year of supervisory experience. They demonstrate excellent organizational skills, are cultural sensitivity and able to work in a team. Host site directors train supervisors on the responsibilities, protocols and policies specific to their site. They oversee daily supervisor activities and provide training on program development, human resource issues, volunteer recruitment and other issues relevant to

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effective supervision. The PASS Director orients supervisors to AmeriCorps rules, PASS procedures, outcomes and data collection, mid and end of term member evaluation requirements and member hour approval responsibilities. The PASS Director regularly communicates with supervisors throughout the term to ensure a supportive member experience and compliance with AmeriCorps rules and reporting deadlines.

D. OUTCOME: PERFORMANCE MEASURES

Over the next three years, PASS will tutor and facilitate after school programming for youth who are experiencing or are at risk of experiencing academic failure, primarily serving youth of color and economically disadvantaged youth. At the end of each year of the grant, youth who participate in PASS will demonstrate improved school engagement measured by school attendance and improved academic performance measured by reading ability. By helping students achieve these outcomes, PASS will have played a significant role in closing the identified academic achievement gap problem in Dane county BY THE END OF THE THREE YEAR GRANT CYCLE.

To gauge the impact of AFTER SCHOOL PROGRAMMING on school engagement, PASS will measure student school attendance, a research based indicator of after school program impact on school engagement (9) (10).

OUTPUT: 35 PASS members will provide on going after school programming to 5400 youth over the three-year grant cycle (1800 unduplicated participants a year.)

INTERMEDIATE OUTCOME: 80% of youth who participate in after school programming at least 10 times a quarter will demonstrate school attendance at or above the district goal of 94%.

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REPORTING: Participation in after school programs will be tracked using attendance logs. School attendance data will be gathered through the Madison school district database and by rural district teacher report at the end of each school year.

To measure the impact of TUTORING on academic achievement, PASS will measure student gains on the Qualitative Reading Inventory, a standardized measure of literacy. By helping students improve their reading skills, PASS members will help improve the overall academic achievement of youth.

OUTPUT:

31 PASS members will TUTOR 480 STUDENTS over the three-year grant cycle (160 unduplicated students a year.) Students will be tutored 50 minutes a week for at least 12 sessions focusing on literacy and math.

INTERMEDIATE OUTCOME:

80% of students that are tutored 50 minutes a week for at least 12 sessions will demonstrate a 25% improvement in reading growth pre to post test using the Qualitative Reading Inventory (QRI) over the span of the school year.

REPORTING: PASS members will administer the QRI when tutoring begins and when tutoring concludes. Pre and post QRI scores for each student will be submitted by members, analyzed by a PASS alumni with expertise in data analysis, and reported in aggregate at the end of each school year of the grant cycle.

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PERFORMANCE MEASURE TARGETS WERE DETERMINED using CNCS national outcome guidelines, PASS performance data from 2009-2010, input from school district personnel with expertise in measurement, research from The Urban Institute on tutoring outcomes (13) and after school research (8) (9) (10). The PASS partnership thoroughly reviewed the CNCS National Outcome Measures in the Education Focus area and determined that PASS tutoring aligned with outcome ED5, but the PREVENTION focus of PASS after school programming did not align with other national Education outcomes that target ESTABLISHED academic, truancy and youth-risk behaviors. Given that after school programming is the core PASS service activity and that the provisions for participation in the Education outcome pilot do not allow for self-determined outcomes, the partnership elected to identify outcomes that fully capture the impact of PASS tutoring AND after school activities on program participants.

E. VOLUNTEER GENERATION

By having host sites located throughout the county, PASS maximizes volunteer recruitment and program reach. Every site recruits, manages and supports volunteer engagement in youth programming. Volunteers are recruited through the University of Wisconsin, the Volunteer Center of United Way, service clubs and by targeted invitation. Site directors and/or volunteer coordinators at host sites are primarily responsible for recruitment and volunteer outreach efforts. PASS offers many skill-based volunteer opportunities at different times of the day to appeal to a wide audience.

PASS is invested in developing a volunteer base that reflects the diversity of the youth served. Annually, host sites compare their youth population to volunteer demographics then target recruitment to underrepresented groups. Response strategies include contacting campus groups such

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as the Hmong student Association, African American fraternities and sororities, and the Multi-Cultural Student Coalition; posting volunteer opportunities in print media sponsored by the Latino and African American communities, and; inviting adult consumers of host site programs to volunteer in youth programs.

Volunteers receive training, guidelines and on-going support from host sites to ensure an effective and purposeful volunteer experience. PASS recognizes volunteer contributions through verbal affirmation, certificates of appreciation and by inclusion in site events to ensure volunteers feel welcome and a part of the organization.

VOLUNTEER ROLE: Volunteers expand service reach by tutoring, co-facilitating after school programs, supervising recreational activities, helping youth practice job skills and supporting community service projects. Last year, PASS member Emily Vilwoc organized 300 volunteers in delivering 1000 food baskets to families needing assistance during the holidays. Over 200 volunteers enhanced after school programming and 85 helped youth practice job skills. Overall, 1088 adults volunteered 12,354 hours of service to increase the reach and impact of PASS.

PASS is committed to youth civic engagement. Introducing youth to service at an early age fosters a sense of connection to the community and promotes a lifetime commitment to service. Members organized 298 service events last year, engaging 718 youth in community service activities.

MEMBER ROLE: Members assist in all phases of volunteer recruitment, management and recognition, becoming more involved as their term progresses. They are primarily responsible for engaging youth in community service and will plan and facilitate service events that promote youth

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volunteer activity including participation in Martin Luther King, Jr. and Global Youth Service Days.

VOLUNTEER GENERATION GOAL: PASS members and host sites will engage 3000 volunteers in 30,000 hours of service during the three-year grant cycle (averaging 1000 volunteers and 10,000 hours of service a year.) The level of volunteer commitment will depend on the program need or event. On average, volunteers will serve 10 hours each.

F. PARTNERSHIPS AND COLLABORATION

PASS is a program founded through community collaboration. In 2003, a network of professionals representing youth work, law enforcement, social services, public health, education and other community services, identified that the needs of youth in Dane County had outpaced available resources. PASS was created to address these unmet needs by using AmeriCorps members to tutor and expand after school programming. This collaboration continues as PASS partners and AmeriCorps members remain active in the network to stay abreast of community and youth trends.

As a project that promotes youth development and academic achievement, PASS garners support and collaborates with parents, local business, city and county government, neighborhood councils, faith-based organizations, school principals and teachers, colleges, youth work professionals, service clubs and community leaders. These stakeholders enhance volunteer recruitment efforts, provide in-kind and financial support and facilitate youth employment placements. Every site has well-established relationships with neighborhood schools, at times providing joint programming. The Goodman Center houses an alternative high school in partnership with the Madison school district. PASS members have tutored students who attend this school.

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Host sites routinely seek input from their target community to inform PASS program planning. Kennedy Heights surveyed neighborhood residents who communicated their concern about not having enough food. This impacted PASS volunteer planning as the center intensified efforts to stock its food pantry. PASS members assisted by engaging adults and youth in a food drive.

G. SUSTAINABILITY

PASS has a track record of sustainability, growing from ten partner agencies at inception to the current fifteen. Each organization has a long-standing history and a well-established presence in the community it serves resulting in high levels of in-kind support, diversified funding, working relationships with other community resources, committed volunteers and programs that meet community needs--all factors in agency sustainability.

Although the volume of service would decrease if the grant ends, the impact of PASS will be sustained in a number of ways: 1) Program curriculums and materials developed by members will remain with host sites; 2) The on-going recruitment of volunteers, particularly youth volunteers, will ensure that host sites have human resources to support programming in the future; 3) Many of the youth who participated in tutoring, employment and life skill programming through PASS will become contributing members of the community; 4) The focus of PASS on youth education has highlighted the importance of this need to community stakeholders and; 5) The positive relationships established with schools through PASS tutors will pave the way for future host site/school collaborations.

H. TUTOR TRAINING

Members who tutor have a high school diploma or equivalent, most have a college degree. In September, members attend workshops on math and literacy tutoring at the United Way of Dane

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County--Schools of Hope tutor training event. This training uses a research-based curriculum led by experienced trainers from the Madison Metropolitan School District (MMSD). Tutor Coordinators and certified K-8 teachers provide subsequent PASS member training on student engagement, setting up successful tutoring sessions, and best practices for math and literacy tutoring including strategies to increase fluency, contextual decoding, word recognition, vocabulary expansion, overall comprehension and six-traits writing. Tutor Coordinators with expertise in tutoring supervise members at Madison and Sun Prairie sites and provide on-going support and instruction throughout the year. Members will be trained to administer and score outcome data instruments by a PASS coordinator and a PASS alumnus with teaching and survey administration experience.

SOURCES:

- 1) Lessons from our Teacher-in-Chief, Wisconsin State Journal, November 5, 2009.
- 2) Community Analysis and Planning Division, Annual Report 2006, Dane County, WI, Department of Planning and Development, June 2007.
- 3) WI Department of Public Instruction, WI NSS site, www.data.dpi.state.wi.us/data
- 4) Wisconsin CARES Information System on families with dependent children who receive medical assistance, food stamps or W-2.
- 5) Wisconsin Statutes 118.16(1)(a)-118.16(4).
- 6) 2009 Dane County Youth Assessment, www.co.dane.wi.us/humanservices/youth
- 7) 2005 Dane County Youth Assessment www.co.dane.wi.us/humanservices/youth
- 8) After school Alliance: Policy News, US Senate and Department of Education Recognize Lights on Afterschool, www.afterschoolalliance.org/policyFedNewsArchive.cfm
- 9) After School Programs in the 21st Century: Their Potential and What it Takes to Achieve It, Harvard Family Research Project, Harvard Graduate School of Education, February 2008.

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10) After school Programs: Making a Difference in America's Communities by Improving Academic Achievement, Keeping Kids Safe and Helping Working Families, After school Alliance, www.afterschoolalliance.org, April 2009.

11) US Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention, Model Program Guide, After School/Recreation, www.ojjdp.ncjrs.org/programs/mpg

12) Evidence That Tutoring Works, Office of the Under Secretary, Planning and Evaluation Services, U.S. Department of Education, 1997

www.ed.gov/inits/americanreads/resourcekit/miscdocs/tutowor.html

13) Candidate Outcome Indicators: Youth Tutoring Program, The Urban Institute, Washington D.C., December 2006.

Organizational Capability

A. ORGANIZATIONAL BACKGROUND

The Dane County Department of Human Services (DCDHS) is the fiscal agent and grant administrator for PASS working collaboratively with fifteen partner agencies that oversee twenty-three host site locations throughout the county. The primary contact for the grant application is Connie Bettin, PASS Director. The secondary contact is Bob Lee, Child, Youth & Family Division Administrator with DCDHS. Mr. Lee has 30 years of program and grant administration experience in the human services field.

EXPERIENCE AND GRANTS MANAGEMENT

DCDHS is the largest department of the Dane County government and has served as fiscal agent for PASS since 2006 having met or exceeded all management standards as supported by annual Serve Wisconsin monitoring visits.

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DCDHS has a long history of managing state and federal grants, similar in scope to this project, that require a high level of program administration and fiscal oversight. Federal or state funded initiatives managed by DCDHS include Medical Assistance Waiver programs, federal IV-E child welfare grants and state incentive grants for alcohol prevention. DCDHS currently receives \$548,000 to run the HOME program, a large federal block grant designed to create affordable housing for low-income households. A monitoring report conducted by the Housing and Urban Development (HUD) Milwaukee Field Office in 2009 concluded that, "Dane County had good program oversight and management of this large and complicated grant."

The 2011 DCDHS annual operating budget is \$235 million dollars. The primary sources of DCDHS funding include tax revenue, state and federal grants and medical assistance waiver dollars. The total PASS budget (partner match and grant) represents less than .3% of the DCDHS budget. CNCS funding represents less than .15%. PASS is the only CNCS supported program run by the Department. DCDHS does not fundraise, but partner agencies have well-established individual, foundation and corporate donors that support their organizations and PASS match requirements.

DCDHS is well equipped to manage PASS given its history of meeting AmeriCorps management and reporting standards and its ability to provide audit proven fiscal and technical management of large federal and state grants.

FINANCIAL AND IN-KIND RESOURCES

PASS is supported by: 1) CNCS funds; 2) Partner match and in-kind contributions; and, 3) DCDHS in-kind support. PASS has met its matching resource requirement in all previous grant years. PASS partners have committed matching dollars for this proposal. Partners pay an equal amount for each

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member that it hosts. Federal funds are not used to match CNCS grant dollars. Financial supporters of PASS include, but are not limited to, local governments, school districts, the United Way of Dane County, community foundations and private donors.

PASS partner in-kind contributions include supervisor and director time, travel, supplies, space, and staff expertise. For example, the director of the Mt. Horeb Youth Center, a certified K-8 teacher, will train members in math tutoring and be available for consultation throughout the year. Two 2010 PASS alumni, one a certified teacher and the other a data analyst, will donate their professional skills to train PASS members in literacy tutoring and to analyze PASS outcome data. DCDHS in-kind contributions include accounting and legal services, office space, telephone, meeting space and supplies.

Host sites receive hundreds of in-kind donations a year from businesses, faith communities, service clubs, board members, volunteers and individual donors that support PASS. Examples include computer equipment, event space, advertising and print costs, newsletter editing, accounting services, office furniture, and gift certificates.

B. ORGANIZATIONAL STRUCTURE/STAFFING

The PASS DIRECTOR is an employee of DCDHS under the Division of Children, Youth and Families (CYF). The current Director has 25 years of management experience and has been the Director of PASS since 2006. This position is responsible for grant oversight and reporting, member support and professional development, and host site technical support and coordination. PASS is the primary responsibility of this position (70% of the position is dedicated to PASS with the flexibility to dedicate 100% as needed.) Bi-weekly time sheets are kept to ensure that 70% or more time is allocated to PASS.

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The DCDHS CYF Division Administrator is the secondary contact for PASS and will fulfill or assign grant oversight responsibilities in the absence of the PASS Director. The current Division Administrator has 30 years of program administration experience. The accounting department of DCDHS is responsible for fiscal management of this project. One accounting staff with experience in grant reporting is dedicated to PASS to ensure program continuity. Additional DCDHS resources include legal counsel and payroll to manage member stipends and benefits. The PASS Director is in regular communication with DCDHS staff assigned to support the project to ensure program compliance.

Fifteen partner agency directors dedicate time to the PASS project ensuring their sites are in compliance with AmeriCorps and PASS requirements and expectations. Twenty-five host site supervisors oversee and support 35 PASS members as they fulfill their daily activities of tutoring, developing and running after school programs and engaging youth in community service.

Program oversight is continuous. PASS partners convene monthly to review program status, address system issues, monitor PASS performance and make revisions based on changes in AmeriCorps rules. The PASS Director monitors compliance regarding submission of member paperwork, approval of member hours in a timely manner, member retention, payment of fiscal match and other issues related to host site performance. PASS maintains a Peer Review committee of partner agency directors that convenes as needed. This committee is charged with addressing any partner issues of non-compliance. Historically, compliance issues have been minor and easily resolved with a written communication. The partnership is prepared to address host site non-compliance issues proactively.

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D. MULTI-SITE PROGRAM

Fifteen agencies and DCDHS form the PASS partnership. Partner agencies (noted in parentheses below) operate twenty-three host sites throughout the county including:

- * 8 Madison middle schools (Madison School and Community Recreation/Madison Metropolitan School District)
- * 1 Madison charter school and 1 Sun Prairie middle school (Urban League of Greater Madison)
- * 6 Madison community centers (Vera Court, Kennedy Heights, Lussier Community Education, Goodman Community Center, Wisconsin Youth Company and Bridge Lake Point Neighborhood Center)
- * 4 youth centers in rural Mt. Horeb, Oregon, Sun Prairie and Stoughton (YMCA and the City of Stoughton)
- * Verona Area High School (Centro Hispano)
- * 2 private agencies serving youth in urban and rural school settings (Common Wealth Development and the Girls Scouts of Wisconsin-Badgerland Council)

PASS partners are committed to the mission of PASS. This commitment is formalized through a Memorandum of Understanding (MOU) between DCDHS and partner agencies. The MOU delineates DCDHS roles and responsibilities regarding support and oversight; host site expectations and responsibilities; terms of the grant including AmeriCorps rules and provisions related to member conduct and prohibited behaviors, Drug-Free Workplace, harassment protection and a member's right to grieve. The MOU provides decision-making guidelines within the partnership related to program issues, performance measures, member activities and budget allocations.

Host sites are the foundation of the PASS program. They provide members: A) Youth programming

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opportunities to meet the 1700 service requirement; B) A structured, supervised and supportive work experience, and; C) Professional development opportunities. Administratively, host sites: A) Financially support the program through match dollars; B) Assist with data collection and reporting, and; C) Understand and follow all grant provisions and AmeriCorps rules including the non-duplication, non-displacement and supplementation provisions.

SITE SELECTION incorporates AmeriCorps regulations outlined in section 2522.475. To host an AmeriCorps member, a host site must demonstrate: A) Dedicated programming that promotes youth development; B) Organizational stability, fiscal viability and the capacity to contribute the required fiscal match as documented in annual reports; C) The infrastructure to adequately support and supervise a member as demonstrated by staff allocation dedicated to PASS supervision; D) Established executive leadership as demonstrated by tenure of the existing executive; E) A record of community involvement as demonstrated by stakeholder letters of support, and; F) A commitment to participate in PASS director meetings and related PASS events as needed.

Programmatically, host sites must: A) Serve youth from high-need, low income or resource scarce communities as demonstrated by demographic data; B) Demonstrate that additional youth will be served by hosting a PASS member as documented by unmet community need; C) Demonstrate a commitment and ability to recruit and manage adult and youth volunteers in the community as demonstrated by volunteer recruitment history; and; D) Have the capacity to release members to respond to disaster relief efforts in the state of Wisconsin for 3-5 days at a time.

The current PASS host sites meet these requirements. Prospective host sites submit a letter of interest and application addressing the administrative and programmatic criteria and are considered if an

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existing host site leaves the program or if the program expands. The PASS partnership makes final decisions to add new sites.

E. ENROLLMENT/RETENTION

Member ENROLLMENT and RETENTION were 100% during the last full year of program operation.

Cost Effectiveness and Budget Adequacy

A. COST EFFECTIVENESS: PASS is requesting 35 FULLTIME MEMBERS with a cost per MSY of \$12,587. This will maintain the level of service currently supported through the state formula funds.

PASS requires \$277,883 of non-Federal resources for this project and has secured this amount. PASS partners have committed a cash match of \$214,573. In addition to the cash match, host sites provide in-kind contributions including supervisor time and expertise, travel, supplies and space. Dane County has committed \$63,310 in administrative in-kind support including accounting, payroll and legal services. School districts support PASS by providing space, teacher time and educational materials. The Madison school district provides staff to search its database for PASS outcome data. The United Way of Dane County Schools of Hope supports PASS by providing tutor training. Local businesses and donors support PASS financially and with in-kind material resources for service and youth program projects.

DECREASED RELIANCE ON FEDERAL SUPPORT

PASS continues to offer a competitive MSY rate and proposes an overall matching rate that is above the minimum aggregate match share required for a sixth year program. In addition to the cash match, PASS in-kind contributions support and expand the reach and quality of the program without requesting additional Federal funds as outlined above. In 2009-2010, PASS exceeded Output targets in

Narratives

tutoring, after school programming and volunteer recruitment due to 100% retention and a highly productive PASS member class. The number of volunteers recruited by PASS members and host sites expanded the reach of the program without increasing costs. In 2011, tutor training and outcome data analysis will be enhanced through in-kind alumni support without additional Federal funds.

D. BUDGET ADEQUACY

PASS has historically prepared budgets that reflect program design and support the achievement of target outcomes. The 2011-2012 budget includes 35 MSY. PASS is confident in the adequacy of this budget proposal given past budget accuracy and program experience managing 35 members. In addition to budget experience, PASS has the financial, program, staffing and host site infrastructure in place to support 35 members.

Section I outlines personnel expenses including salary, fringe benefits and travel. It includes member expenses related to travel (including support for national service projects), service gear, reading assessment measures, background checks, professional development and use of Serve Wisconsin's online reporting system.

Section II incorporates member costs for 35 full-time members including living allowance, FICA, worker's compensation and health care.

Section III uses the Corporation's Fixed Percentage to calculate administrative costs.

Evaluation Summary or Plan

EVALUATION SUMMARY OR PLAN

In 2010, PASS completed an evaluation on alumni civic engagement. Thirty-six percent of PASS alumni responded to a survey prepared by an independent evaluator seeking information on their participation in community service, not-for-profit activities, social justice efforts, and local, state or

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national politics. The evaluation offered recommendations to enhance this aspect of the PASS program, including:

- 1) Integrate discussion of civic engagement into weekly member meetings in addition to the formal training event.
- 2) Discuss the use of social networking as a tool for civic engagement as alumni report this to be the primary way they receive information and participate in social justice efforts.
- 3) Use a pre and post survey to gauge civic engagement during the term of service.

The PASS evaluation report has been submitted to the state AmeriCorps office.

Amendment Justification

N/A

Clarification Summary

1. The application narrative states that the PASS Director will charge 70% of time to the grant with the flexibility to dedicate 100% as needed. Please explain the rationale for allocating only 70% of time and discuss timekeeping procedures to ensure that the director's actual time is allocated to the grant.

The PASS program is directed by the Prevention Services Manager within the Dane County Department of Human Services. Directing PASS is the priority, but not the only function for this position. Given the management experience of the current director, the administration and oversight responsibilities for PASS can be achieved with 70% of the available position time. During times of peak PASS activity (recruitment, new member orientation, site visits) and as needed to support members or host sites, 100% of the CYF Prevention Services Manager's time is available to PASS.

Bi-weekly timesheets are kept documenting the time dedicated to PASS management activities

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including responsibilities related to Serve Wisconsin or state AmeriCorps activities, PASS Administration, Member Support and Host Site Support. Categories for non-PASS responsibilities include Youth Commission and Child, Youth & Family division related activities. There is a final category to document leave hours. Timesheets are submitted to and approved by Bob Lee, the Dane County Human Services CYF division administrator on a bi-weekly basis. The format for the timesheet follows Serve Wisconsin recommendations and was approved by the Serve WI Program Officer for the PASS program. Timesheets are available for review at monitoring visits or upon request.

2. Please explain how the program will meet the AmeriCorps tutoring requirements outlined in the application instructions.

PASS will meet the AmeriCorps tutoring requirements as follows:

Member qualifications:

PASS members who tutor will have a high school diploma or higher. This is determined during recruitment. Priority recruitment status is given to applicants with a background in tutoring, educational studies or teaching.

Member Training:

During the first two months of their term, PASS tutors receive the following training in preparation for tutoring middle and high school youth.

On September 27, 2011 PASS members will attend the literacy tutor training provided by the

Narratives

AmeriCorps grant funded Schools of Hope (SOH) program managed by the United Way of Dane County. SOH bases their training on the research of Barbara Wasik (1). This training provides an overview on the Madison Metropolitan School Districts teaching approaches and introduces members to various aspects of tutoring including engagement and literacy education. This training is facilitated by SOH tutor coordinators and Madison School District K-8 teachers.

On September 30, PASS tutors will receive six hours of training on administering the Qualitative Reading Inventory and subsequently using the QRI profile to focus tutoring strategies to improve student reading skills including vocabulary/word recognition, comprehension and fluency. Members will acquire strategies for student engagement, be introduced to different learning styles, learn how to maximize student strengths and receive guidance on structuring successful tutoring session. They will receive training in research-based reading strategies. PASS members will learn word-analysis and comprehension tools and strategies as prescribed by a host of currently utilized research and supporting data.

On October 21, a follow-up four-hour training session is scheduled to assist members in interpreting QRI profiles and setting up targeted tutoring sessions that are planned and intentional for the youth they are tutoring.

A refresher training event will be scheduled in December.

PASS trainings will be facilitated by Lisa Duffy, Mt. Horeb PASS host site supervisor and K-8 certified teacher and PASS Alumni and current Teach for America instructor, Christina Calcese, 6-12 certified teacher in social studies and reading and K-12 certified in special education.

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Member supervision and support:

Throughout the school year, PASS tutors will have access to a virtual library of reading resources and strategies to use in planning targeted and intentional tutoring strategies. Literacy coaches and Schools or Hope tutor coordinators at middle school host sites will be available for consultation throughout the school year. Lisa Duffy and Christina Calcese will be available for consultation during the year to address QRI and tutoring strategy questions.

PASS is upgrading the tutoring component of the program for 2011-2012. Rather than focusing on homework completion and general student support on academics, PASS will be implementing a model that uses a comprehensive assessment to determine student need then provide targeted and intentional tutoring strategies to improve literacy based on the assessment. As this will be the first year PASS uses the QRI and teaches members to focus tutoring strategies on literacy, we anticipate there being a heightened need for member support. We are planning for the necessary level of support and supervision to address member questions throughout the year.

In developing its tutoring program, PASS incorporates components of quality tutoring activities as outlined in America Reads: Principles and Key Components for High Quality America Reads National Service Program Initiatives (2) and the research from the US Department of Education report titled Evidence That Tutoring Works, 1997 (3).

3. Although the application narrative indicates that outcomes for after school programming were not reflected in the National Performance Measures, the applicant should review measure ED6,

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which measures improved attendance, and consider opting into the National Performance Measures Pilot for both ED5 and ED6.

PASS reviewed the National PMs closely in preparing its application. The question of program compatibility is related to the ADDITIONAL NOTE requirement for National PM ED6 that states, "This measure is only appropriate for programs serving students with previously demonstrated attendance problems. Programs should demonstrate that students previously had poor attendance and that after attending the program, the students' attendance improved."

Through its after school programming, PASS serves 1700 youth, some with existing attendance problems AND many youth at risk of developing school attendance problems. PASS does not exclusively serve youth with existing attendance problems. As outlined in the needs section of the grant, students of color and students with socio-economic challenges experience lower proficiency test scores and lower school attendance rates (4). PASS is serving this at-risk population as in the 2010-2011 term of service, seventy-seven percent of youth participating in PASS after school programming received free and reduced lunch and eighty-four percent were youth of color. As a prevention and early intervention after school model, PASS works to keep youth at risk of developing school attendance problems positively engaged in school while also attempting to engage youth with existing attendance problems in after school programming where the importance of school engagement is emphasized.

In 2011-2012, PASS plans to intensify efforts to identify students with existing or emerging school attendance issues and engage them in after school programming. Using historical attendance data and school attendance tracking procedures, PASS coordinators will be notified when a student misses

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three or more days a month early in the school year. During school day lunch periods, PASS members will seek out identified students and invite them to after school programming. Outreach efforts will continue on a regular basis throughout the year to engage students with identified attendance problems. PASS after school will also continue to provide prevention services for students at risk of developing school attendance problems.

PASS proposes to retain its current self-selected PM for after school programming during the first year of the competitive grant cycle to gather baseline data on the number of students served with existing attendance problems including students engaged with heightened outreach efforts. PASS will also use the first year to develop data tracking procedures with the intent of opting into National PM ED6 the following year. As PASS will continue to provide after school prevention services, data tracking and reporting separate from this PM for at-risk students will be determined with Serve WI.

To be consistent with the NCLB target attendance rate of 90%, PASS requests to amend relevant sections of its current self-selected After-School PM as follows:

Result: Intermediate Outcome

Youth who participate in after school programming at least 10 times a quarter will attend school at or above the NCLB target school attendance rate of 90% as a precursor to grade improvement.

Target: 80% of youth who participate in after school programming at least 10 times a quarter will attend school at or above the NCLB target school attendance rate of 90% to be measured at the end of the school year. The first year of the grant, this Target number includes students at risk of attendance problems and students with identified attendance problems.

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PM statement: 80% of students who participate in PASS after school programming at least 10 times a quarter will attend school at or above the NCLB target school attendance rate of 90% as an indicator of school engagement and as a precursor to grade improvement.

4. Please describe the research based tutoring services that members will provide and explain how these interventions will lead to improved academic performance.

The PASS tutoring model is based on tutoring research (1, 3) and America Reads guidelines (2) that indicate tutoring sessions be structured and intentional and address reading skills including fluency, comprehension and word recognition/vocabulary. The guidelines indicate that tutors receive on-going supervision, training and feedback; have access to reading strategies; meet with students on a consistent basis; provide on-going assessment; and coordinate with classroom instructors.

Students in need of academic support will be identified by teachers during the first month of service and assigned to PASS members by October 1 and thereafter. Once assigned a student, PASS tutors will:

- Administer the QRI at the first tutoring session.
- Score and develop a profile for the student's literacy needs.
- Share the score with the student to promote transparency and youth investment in their education.
- Develop an individual student goal targeting the literacy components with which the student is struggling as identified by the QRI, while comprehensively addressing all components of literacy to achieve a minimum of 1.25 years of growth in their reading level.

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- Use PASS templates and guidelines to target tutoring sessions using reading strategies to improve comprehension, fluency and vocabulary.
- Schedule regular weekly tutoring sessions for 50 minutes outside of classroom instruction time (during study hall, before or after school.)
- Prepare reading strategies for word analysis AND comprehension for each session.
- Log tutoring time and focus after each session to create a record of the tutoring intervention and for data collection purposes.
- Re-administer the QRI after 15 sessions to gauge progress and modify the student's plan. Share progress or lack of with student to promote student engagement in their education.
- Administer post QRI to determine overall progress.
- Track and submit pre, mid and post QRI results.

5. The outcome for this performance measure is improved academic performance in reading. Please remove references to math tutoring from this performance measure.

This will be removed. Note that we plan to pilot a math pre/post tool this year for students also receiving math tutoring and hope to include this upgrade in next year's application.

6. Explain why 12 sessions are sufficient to lead to improved academic performance.

A twelve session minimum was proposed at the time this grant was submitted as the minimum benchmark to qualify a student for the data collection cohort. Since submitting the grant, PASS has collected tutor performance data for 2010-2011 and on average, students are being tutored once a week with most students receiving well in excess of 12 tutoring sessions. Students receiving consistent

Narratives

tutoring demonstrated greater GPA gains. Given this data, PASS requests to change the proposed MINIMUM number of tutoring sessions required to include students in the data collection cohort to 15 sessions. The ACTUAL dosage of tutoring will be based on student need to achieve 1.25 years of growth in their reading level. Most students will be tutored a minimum of one-50 minute session a week with some receiving additional tutoring time based on need.

Explain why 25% is a reasonable target for reading improvement.

The goal of PASS is that students demonstrate 1.25 years of growth in reading level as measured by the QRI pre/post score.

1.25 years of reading growth is an ambitious, feasible and critical goal for student gains (5, 6, 7):

- Competent teachers are able to help students make one year of gains in the span of one school year (e.g. to progress from a 6th grade reading level to a 7th grade reading level without a tutoring supplement.)
- As tutoring is a supplement to regular education, it is reasonable to add a .25 reading grade level gain to what the student should be able to gain through in-class instruction.
- Because PASS members will be tutoring students who are reading below grade level and because reading proficiency in the middle-to-high-school transition is the number one predictor of student investment and achievement in high school, making more than a year of gain (an additional quarter of a grade level) is imperative to bridging the literacy gap for struggling readers.

7. Please describe the Qualitative Reading Inventory. What does it measure? Is it a reliable and valid

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instrument?

The Qualitative Reading Inventory is a leader among informal reading inventories (IRIs) emphasizing an authentic assessment of children's reading abilities from the earliest emergent to advanced readers (8). Like other IRIs, such as the Developmental Reading Assessment and Pinnell's running records, it incorporates graded word lists and numerous passages designed to assess a student's oral reading accuracy, rate of reading and comprehension of passages read orally and silently. The QRI has several unique features such as narrative and expository passages allowing the assessor to gauge prior knowledge. The QRI measures comprehension through an analysis of the student's retelling, through answers to explicit and implicit comprehension questions, through the use of look-backs and through the use of think-aloud to analyze the student's inner conversation during reading.

The QRI provides diagnostic options to identify reading levels and match students to appropriate text. The QRI verifies suspected reading problems, determines reader strengths and needs, and suggest directions for intervention. In addition, the QRI may be used for charting growth across a school year or after completion of a special intervention such as a tutoring.

The QRI is recognized as the leader in terms of reliability and validity among IRIs. Minimally, it meets the requirements presented in the Standards for Educational and Psychological Testing (1999). Inter-judge reliability, based on a sample of 393 passages, resulted in an alpha estimate of .94. When the variable was isolated to conceptual knowledge questions, the alpha estimate increased to .98 and when isolated for Total Accuracy and Total Acceptability the mean reliability was .97 and .95 respectively. Test-retest reliability was universally scored at above 80% with 75% of trials scoring above 90%.

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In terms of validity, the correlations between leveled passages and standardized test indicators were .85 in narrative text when the sample size was 50. Evidence of construct validity tested correlation between constructs rather than evidence of one construct as a predictor of the next. The correlation coefficient among all constructs was .59; between comprehension measures (conceptual knowledge, retelling and comprehension) r was statistically significant at all levels ranging from .39 -.47.

Sources:

- 1) Barbara Wasik, "Using volunteers as reading tutors: Guidelines for successful practices", *The Reading Teacher*, Vol. 51, No. 7, April 1998.
- 2) AMERICA READS: Principles and Key Components for High Quality America Reads National Service Program Initiatives, Corporation for National Service, 2010.
- 3) Evidence that Tutoring Works, Office of Under Secretary Planning and Evaluation Service, U.S. Department of Education, 1997
- 4) WI Department of Public Instruction, WINSS site, www.data.dpi.state.wi.us/data.
- 5) Farr, Teach for America, 2010
- 6) Brown, Morris & Fields, Howard Street Tutoring Model, 2005
- 7) The Education Trust, Gaining traction, gaining ground: How some high schools accelerate learning for struggling students. Washington D.C., 2005
- 8) Leslie, L. & Caldwell, J.S. Qualitative Reading Inventory 5th Edition, Boston: Pearson Education Inc., 2011.

Budget Clarifications

10. Criminal history checks for staff:

Narratives

The director is the only grant funded staff position. Given the director responsibilities for PASS are part of the CYF Prevention Manager position of the Department of Human Services, background checks for this position would be paid for by DHS and not through the grant.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 35

Service Categories

- Afterschool Programs Primary Secondary
Tutoring and Child (Middle Sch.) Literacy Primary Secondary

After School Programming

Service Category: Afterschool Programs

Measure Category: Not Applicable

Strategy to Achieve Results

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

Research indicates that youth who regularly participate in after school programming demonstrate better attitudes toward school, higher attendance, improved homework completion and better academic performance as measured by test scores and grades (9) (10). Beyond academics, after school programs serve a prevention function by providing youth a safe space during typically unsupervised hours when youth may be more likely to commit and be victims of crime (11). After school programs are associated with youth improving social skills, making healthy life choices and being less likely to engage in risky behaviors such as alcohol and drug use, delinquency and sexual activity (9) (10) (11).

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

35 FULLTIME PASS MEMBERS will develop, plan and facilitate youth programming at host sites during after school hours including summer, evenings and weekends to support educational needs, promote youth skill development and provide safe, supervised services for youth. Programming will occur at all rural and urban host site locations and will be tailored to each site based on the needs of youth in that community. Members will utilize practices that promote positive youth outcomes including: A) Encouraging regular attendance and sustained participation over time; B) Providing structured programming; and, C) Offering "hands on" learning opportunities to practice new skills (9). Activities will include, but will not be limited to, leadership development, career exploration and employment skill training, mentoring, book clubs, health and fitness, drug and alcohol prevention, team building, cooking, art, discussion groups on teen issues, computer skills, video production, and other topics that promote youth development.

Results

Result: Output

Thirty-five (35) PASS members will provide ongoing after school programming to youth including weekend, evening and summer hours. Ongoing is defined as youth attending programming at least 10 times a quarter.

Indicator: student beneficiaries

Target: Each year of the grant cycle, 1800 youth will participate in PASS after school programming at least 10 times in a quarter.

Target Value: 1800

Instruments: Participant attendance will be tracked at each host site using attendance logs.

PM Statement: Each year of the grant, 35 PASS members will provide ongoing after school programming to 1800 youth including weekend, evening and summer hours. Ongoing is defined as youth attending programming at least 10 times a quarter.

Prev. Yrs. Data:

Result: Intermediate Outcome

Youth who participate in after school programming at least 10 times a quarter will attend school at or above the NCLB target school attendance rate of 90% as a precursor to grade improvement.

Indicator: student beneficiaries

Target: 80% of youth who participate in after school programming at least 10 times a quarter will attend

Result: Intermediate Outcome

school at or above the NCLB target school attendance rate of 90% to be measured at the end of the school year. The first year of the grant, this Target n

Target Value: 80%

Instruments: At the end of the school year, school attendance data will be collected by members through the Madison school district database and from rural district teacher report. Days of attendance will be compared to days available to determine the attendance rate.

PM Statement: 80% of students who participate in PASS after school programming at least 10 times a quarter will attend school at or above the NCLB target school attendance rate of 90% as an indicator of school engagement and as a precursor to grade improvement.

Prev. Yrs. Data:

Tutoring

Service Category: Tutoring and Child (Middle Sch.) Literacy

Measure Category: Not Applicable

Strategy to Achieve Results

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

To address the educational needs of Dane County youth, 31 FULLTIME PASS MEMBERS will provide research based tutoring services to middle and high school youth. Members will focus tutoring efforts on literacy through planned, consistent, one-to-one or small-group sessions for at least 50 minutes a week. Tutoring will take place primarily at school, during the school day. Teachers will identify students in need of tutoring based on grade, test scores and classroom performance. Madison-based PASS tutors will work under the direction of a Tutor Coordinator. Members will regularly communicate with teachers and will review quarterly grade data to monitor progress and focus tutoring efforts. Spanish-speaking members will be sited at host sites with large Latino student populations.

Results

Result: Output

Thirty-one (31) PASS members will provide literacy tutoring to students using research-based methods.

Indicator: student beneficiaries

Target: 160 students will receive one-on-one literacy tutoring from PASS members for 50 minutes a week for a minimum of 15 sessions. Tutoring dosage will be based on student need to achieve the

Result: Output

target change in reading level.

Target Value: 160

Instruments: Student participation in tutoring sessions will be tracked by members using attendance logs.

PM Statement: Each year of the grant cycle, 31 PASS members will tutor 160 students for 50 minutes a week for at least 15 sessions focusing on literacy.

Prev. Yrs. Data:

Result: Intermediate Outcome

Students tutored 50 minutes a week for at least 15 sessions will demonstrate improvement in reading growth pre to post test using the Qualitative Reading Inventory (QRI).

Indicator: improved reading scores

Target: 80% of students tutored 50 minutes a week for at least 15 sessions will demonstrate 1.25 years of growth in reading level pre to post test using the Qualitative Reading Inventory (QRI).

Target Value: 80%

Instruments: The Qualitative Reading Inventory will be used to measure student improvement in reading. Members will administer and score the QRI when tutoring begins with a student and when tutoring concludes. Pre and post QRI scores will be submitted by members at the end of each school year of the grant cycle for analysis and reporting.

PM Statement: 80% of students tutored 50 minutes a week for at least 15 sessions will demonstrate 1.25 years of growth in reading level pre to post test using the Qualitative Reading Inventory (QRI).

Prev. Yrs. Data:

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable