

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 19-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC124447	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHCA0010004														
5. APPLICATION INFORMATION																
LEGAL NAME: Bay Area Community Resources / BAYAC AmeriCorps DUNS NUMBER: 102947132	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Adolfo A. Rivera TELEPHONE NUMBER: (510) 525-9980 FAX NUMBER: (510) 525-9981 INTERNET E-MAIL ADDRESS: arivera@bayac.org															
ADDRESS (give street address, city, state, zip code and county): 3219 Pierce St Richmond CA 94804 - 5910 County:																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 942346815	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based 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 State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: BAYAC AmeriCorps															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): 6 San Francisco Bay Area counties: San Francisco, Alameda, Contra Costa, Marin, San Mateo, Santa Clara	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/25/11 END DATE: 08/24/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="CA 007"/> b.Program <input type="text" value="CA 007"/>															
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; font-size: small;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 1,363,753.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 2,097,717.00</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;">\$ 3,461,470.00</td> </tr> </table>	a. FEDERAL	\$ 1,363,753.00	b. APPLICANT	\$ 2,097,717.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 3,461,470.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 3,461,470.00															
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: Randy Szeto	b. TITLE: Admin. Coordinator	c. TELEPHONE NUMBER: (510) 525-5990														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/02/11														

Narratives

Executive Summary

BAYAC AmeriCorps is an intermediary that places 117 AmeriCorps Members per year at 35 San Francisco Bay Area community-based agencies, to provide youth development services to over 3,000 K-12 youth per year. BAYAC provides access to AmeriCorps for non-profits with long-standing capacity to meet community needs. Outcomes are increased youth development assets for youth served, development of AmeriCorps Members to help them become community leaders, and 1,000 volunteers per year.

Rationale and Approach

The Bay Area Youth Agency Consortium (BAYAC) proposes to continue its proven intermediary role by placing AmeriCorps Members and volunteers at 40 community-based and faith-based organizations in six counties within the San Francisco Bay Area. The BAYAC mission is to expand services and opportunities for youth in high-risk Bay Area communities so that they can create productive, successful lives. The lead applicant for the consortium will continue to be Bay Area Community Resources. BAYAC's partner agencies will assign 170 AmeriCorps Members to serve at 50 K-12 schools, in order to provide youth development services during the school day and in after-school programs in disadvantaged communities where students have limited opportunities for positive youth development. Our Members will also recruit 1,000 volunteers to serve in the target schools. Our partner agencies do not have the capacity to independently operate an AmeriCorps program, but they do have long-standing connections and commitments to their neighborhoods, and they are well-positioned to utilize AmeriCorps Members in ways that best meet community needs. AmeriCorps Members supported by BAYAC training and resources will add great value to the partner agency efforts to meet community needs. Our program will address three of the Corporation for National Service 2009-10 funding priorities: ensuring a brighter future for all of America's youth; engaging students in communities; and mobilizing volunteers.

Narratives

* * * COMPELLING COMMUNITY NEED * * *

All young people need emotional safety, positive relationships with adults, meaningful activities, and life skills in order to develop in a way that will lead them to succeed in school and into adulthood. Research by Werner and Smith (2004) shows how protective factors like caring adults and meaningful engagement can help students succeed and combat negative forces in their lives. This research indicates that poverty, neighborhood violence, limited exercise, and low performing schools negatively affect healthy development of children and youth, especially in urban, inner city communities (Werner and Smith. Resilience: A Universal Capacity. West Ed Publication, 2004). Frey (2005) shows that high quality youth development programs help build important competencies and resiliency assets that enable disadvantaged youth to develop academically, socially and emotionally despite their challenging environments. Frey shows that youth who have access to and take advantage of these youth development opportunities are more likely to avoid the risky behaviors so common in impoverished communities, such as drug and alcohol abuse and early pregnancy (Frey, K.S. et al. Effects of a school-based social-emotional competence program: linking children's goals, attributions, and behavior. Applied Developmental Psychology, 2005, 26, 171-200).

The children and youth to be served by BAYAC AmeriCorps Members face numerous daily challenges and stress factors that pose significant barriers to positive youth development. They live in some of the most impoverished communities in the San Francisco Bay Area: San Francisco's Bayview-Hunter's Point, Tenderloin, Mission, and Sunset districts; East and West Oakland; West Berkeley; San Rafael canal area; East Palo Alto; Redwood City; East San Jose; Richmond, Antioch, Brentwood and Pittsburg in Contra Costa County. All the targeted schools are low-performing: 78% have standardized test scores in the lowest 10% to 40% state-wide, and at least 50% of students score below proficient on the state

Narratives

academic test. In the communities served by BAYAC, the average high school drop out rate is 23%. Parents and guardians in these communities face real barriers for supporting their children's education and development: low educational attainment (62% have not graduated college); limited English proficiency (28% are foreign-born); and exhausting work schedules in a region with an extremely high cost of living. The neighborhoods our young people live in are unsafe, with high rates of crime and gang-related violence.

Our partner agencies see the impact of these stressors and the lack of youth development assets and skills in the daily behaviors of our disadvantaged children and youth. Many have significant trouble completing quality homework, staying focused in the classroom, resolving conflicts peacefully, setting goals, bonding with adults, asking for help, and feeling safe and connected to their school environment. Our children lack key assets and supports that can equip them to overcome the challenges they face at school and in life. In short, they lack the fundamental building blocks of a healthy and functional academic, social, and emotional life.

For our needs assessment, we drew on the California Healthy Kids survey conducted biannually in all California schools, standardized test data, a survey of students served by BAYAC AmeriCorps members in 2007-08, a 2007-08 survey of BAYAC partner agencies, two focus groups of BAYAC community partners, and needs assessments conducted by local government agencies.

The most recent California Healthy Kids Survey in all the 50 schools to be served by BAYAC reflects the urgent need for opportunities that build youth development assets. Across all the schools, 83% of students surveyed said no to the statements: "I do interesting activities at school. I help decide things like class activities or rules. I do things at my school that make a difference." Sixty percent said no to the statement: "A teacher or some other adult cares about me; notices when I'm not there, or listens to me

Narratives

when I have something to say." In other words, most of our young people lack caring relationships with adults at school or the sense that they participate meaningfully in their education.

BAYAC conducted a needs survey of all youth served in 2007-08. The results highlight the urgent need for access to safe and enriching after school programs. Among 357 4th-6th grade participants surveyed, 75% indicated that, without the after-school program they would "hang out (unsupervised) with friends in the neighborhood or at the school playground," or spend those same hours watching TV or playing video games. Only 40% felt safe outside their homes.

BAYAC's 2007-08 needs assessment survey of partner agencies reinforced this picture and identified specific youth development needs we must address. Partner agencies rated the following qualities as "greatly needed" for their target populations:

- communication/conflict management skills- 89%,
- knowledge of how and where to get help- 89%,
- ability to work cooperatively- 82%,
- access to caring adults- 76%,
- ability to bond with adults- 71%,
- ability to assume leadership roles- 70%,
- ability to complete acceptable homework- 64%,
- opportunities to participate in meaningful and fun activities- 64%,
- opportunities to develop new skills- 54%.

BAYAC conducted two focus groups with our community partners, who provided compelling, qualitative feedback about the youth development needs of children and youth in their communities. Three comments illustrate how their perceptions confirmed the results from our youth surveys and partner

Narratives

agency surveys:

- "One of the [after-school] kids ended up in foster care after she was abandoned by her incarcerated mother and her grandmother. When she came to the program this Oakland child did not really understand the concept of family. Later in the year she told me, 'My AmeriCorps Member makes me feel like family at school.' "

- "In San Rafael many of our kids live in very small apartments with multiple families sharing the space. When kids come home from school, the environment is very cramped and often chaotic, and they can't get individual help they need. Our Members are providing critically important help after school, enabling them to complete their work and learn new skills."

- "San Francisco has a significant group of newcomers who have recently come to this country from very diverse backgrounds. They start at their new schools and feel extremely vulnerable, emotionally unsafe, and isolated. Our Members provide them with safety and give them the support and encouragement they need to become active members of their school community."

Over the past few years the cities and counties served by BAYAC have assessed youth needs and developed strategic plans to address those needs, including the cities of Oakland, San Francisco, San Jose, East Palo Alto, Richmond, and San Rafael, as well as Contra Costa County and San Mateo County. The assessments in every community attested to the need for high quality youth development programs and supplemental community supports. In Oakland, for example, the Strategic Plan prioritizes youth development and outlines a youth development strategy that "promotes the social, emotional, physical, moral, and cognitive development of children and youth" and calls for comprehensive after-school programs that include, among other elements, "skills building to help with social and identity

Narratives

development" and opportunities for "strong emotional bonding between staff and children." The San Francisco Strategic Plan calls for after-school programs to meet the community's need for "youth development supports and opportunities that assist youth in becoming healthy, successful adults." The city of Richmond has embraced after-school youth development initiatives that have proven effective in combating alcohol and drug use among adolescents.

* * * DESCRIPTION OF ACTIVITIES AND MEMBER ROLES * * *

YOUTH DEVELOPMENT MODEL

Based on the needs data cited above, BAYAC proposes to deliver services to our target population that are designed to foster healthy youth development. Our program design, performance measures, and Member training are all aligned with the evidence-based Framework for Practice articulated by the Community Network for Youth Development (CNYD), which is a leading research and policy organization in the youth development field. The framework identifies five key supports and opportunities that should be provided to youth in order to build skills and internal resiliency: (1) safety, (2) supportive relationships, (3) meaningful youth involvement, (4) skill building activities, and (5) community involvement (www.cnyd.org/framework/index.php). These are the youth development practices that will be embedded in all service activities conducted by our AmeriCorps Members. Youth development theory and research have shown that providing these five key supports and opportunities leads to three types of "youth development assets": connecting and engaging with peers and adults, being productive in school and the community, and successfully navigating the school and community environment. CNYD research has shown that young people who can connect, be productive, and navigate are much more likely to succeed in school and adulthood. In order to build youth assets, AmeriCorps Members will provide students with more individual attention than would be possible from

Narratives

staff, either in the classroom or in after school programs.

PROGRAM STRUCTURE

BAYAC will place 170 AmeriCorps Members (98 full-time and 72 quarter-time) at 40 community agencies in six counties in order to provide youth development services to children and youth. The partner agencies will, in turn, assign the Members to serve in 50 schools. All 98 full-time Members will serve in classrooms during the school day and in after-school programs, for eight hours per day. All 72 quarter-time Members will serve in after-school program only. All full-time members will devote 144 hours per year to volunteer recruitment.

Our program structure is designed to maximize Members' potential to address community needs and achieve desired outcomes. In order to manage Members effectively, they will be assigned to geographic teams, with a BAYAC supervisor in charge of each team. The plan for partner agencies, schools served, number of Members, and youth served is as follows:

East County Team

- Boys & Girls Club; Hillview Jr. High School & Rancho Medanos Elementary School, 4 Members, 120 youth.
- Duvira; Kimball Elementary School, 2 Members, 60 youth.
- Village Community Resource Center; Brentwood Elementary School, 2 Members, 60 youth.
- Adebanke; Antioch High School, 2 Members, 60 youth.

East Bay North - Marin Team

- Cragmont Elementary PTA; Cragmont Elementary School, 2 Members, 60 youth.
- New Perspectives; Coleman Elementary School, 2 Members, 60 youth.

Narratives

- Youth in Arts; Bahia Vista Elementary School, 2 Members, 60 youth.
- Youth Spirit Artworks; Malcolm X Elementary School, 2 Members, 60 youth.
- Community Violence Solutions; Kennedy High School, 2 Members, 60 youth.
- Cycles of Change; Garfield Elementary School, 2 Members, 60 youth.
- DROC; DeAnza High School, 2 Members, 60 youth.
- Aspire Charter Schools; Berkley Maynard Academy & Monarch Academy, 4 Members, 120 youth.

East Bay South Team

- Berkeley High School, 3 Members, 90 youth.
- Bay Area Community Resources; Ruidsdale High School, 2 Members, 60 youth.
- East Bay Asian Youth Center; Roosevelt Middle School, 3 Members, 90 youth.
- Le Conte Elementary School, 2 Members, 60 youth.
- American Indian Child Resource Center; Westlake Middle School, 2 Members, 60 youth.
- Edible School Yard; King Middle School, 2 Members, 60 youth.
- Youth Support Project; Willard Middle School, 2 Members, 60 youth.
- Youth Together; Skyline High School, 2 Members, 60 youth.

Oakland Team

- Oakland Asian Students Education Services; Lincoln Elementary School, 3 Members, 90 youth.
- Bay Area Community Resources; Santa Fe Elementary, Whittier Elementary, & Bridges Elementary School, 7 Members, 210 youth.
- Oakland Technical High School, 2 Members, 60 youth.

San Francisco Team

- Youth Guidance Center; Youth Guidance Center Day School, 2 Members, 60 youth.

Narratives

- Chinatown Beacon Center; Lau Elementary & Francisco Middle School, 4 Members, 120 youth.
- Mission Beacon; Everett Middle School, 2 Members, 60 youth.
- Seven Tepees; Horace Mann Middle School, 2 Members, 60 youth.
- St. John's Educational Threshold; Sanchez Elementary School, 2 Members, 60 youth.
- Urban Service Project; June Jordan School for Equity, Presidio Middle School, & Bryant Elementary School, 8 Members, 240 youth.
- Golden Gate Recreation Center; Marina Middle School, 2 Members, 60 youth.

San Jose - Peninsula Team

- Bill Wilson Center; Santa Clara High School, 2 Members, 60 youth.
- East Palo Alto Charter School; East Palo Alto Academy High School & East Palo Alto Academy Elementary School, 4 Members, 120 youth.
- California Community Partners for Youth; Yerba Buena High School, 3 Members, 90 youth.
- Youth and Family Enrichment Services; San Mateo High School, 2 Members, 60 youth.
- Youth Engaged in Leadership and Learning; Kennedy Middle School, 2 Members, 60 youth.
- San Francisco 49ers Academy Charter School, 3 Members, 90 youth.
- Reading Partners; Belle Haven Community School, 2 Members, 60 youth.

Quarter-Time Team

- New Perspectives Marin; Davidson Middle School & Bahia Vista Elementary School, 22 Members, 176 youth.
- Making Waves- Richmond, 25 Members, 200 youth
- Making Waves- San Francisco, 25 Members, 200 youth.

SERVICES DURING THE SCHOOL DAY

Narratives

Many of our students arrive at school already stressed, anxious, hungry, and emotionally agitated. Consequently, they often require more targeted support in the classroom than teachers are able to provide. In the classroom, Members will provide regular, consistent, and structured support. Teachers will refer students to Members. Referrals will target students who are struggling to function effectively, who require extra attention, and who would benefit from youth development supports. We will use two surveys designed for this project (the Youth Support Survey and the Youth Development Asset Scale) to identify gaps for each child and monitor improvements resulting from their participation in the program. Each full-time Member will provide school-day services to an unduplicated total of 10 students during the year. They will continue to work with the same students all year, or until the teacher believes a student no longer needs special assistance. Some of the students will also participate in the after-school program, and the Member will work with them in that setting also.

As youth development coaches and mentors, Members will actively engage students one-on-one or in small groups to support students to: (1) actively engage in projects and assignments; (2) behave appropriately; (3) stay focused and on task; (4) understand activities taking place; and (5) solve problems and/or learn to ask for help. Members will support students' unmet needs for emotional safety, positive relationships with adults, engagement in meaningful activities, and building life skills.

SERVICES AFTER SCHOOL

Every target school has an existing after-school program funded by 21st Century Community Learning Centers, the state of California, cities, schools, and/or school districts. Our partner agencies manage these programs consistent with 21st Century and state regulations, including: (a) providing both academic/homework help and enrichment activities; (b) operating Monday through Friday from the end

Narratives

of the school day to 6 pm; and (c) providing a maximum student to staff ratio of 20:1. Each partner agency employs a full-time, on-site After School Coordinator to manage the program, and they typically hire teachers to oversee academic support and serve as liaisons between the school-day and after-school staff. Depending on the size of each program, at least two full-time Members per site will be assigned to serve in the after-school programs four days per week until 6 p.m. The other day will be devoted to Member training.

The After School Coordinators will refer to Members those students who need extra support. Coordinators will assign students to Members based on specific criteria: the student's behavior indicates a need for youth development supports; the Member is currently working with the student during the school day; and/or the Member has the greatest level of experience or expertise in that particular grade level. We will use the Youth Support Survey and Youth Development Asset Scale to identify key gaps for each child and to monitor improvements as a result of their participation in BAYAC AmeriCorps.

During the homework assistance portion of the program, Members will work with students assigned to them. They will provide 60-90 minutes of intensive homework assistance in a manner consistent with youth development principles. Full-time and part-time Members will work with an average of 15 students per day after school (20 per year given some turnover).

During the enrichment portion of the program, Members will lead an average of 15 students in enrichment activities (e.g., art, dance, sports, leadership, gardening, service learning) for 60-120 minutes every day. Students will sign up for an enrichment group for an entire quarter or semester so that strong adult/youth and peer-to-peer relationships will develop. After School Coordinators will train Members so that each activity will have its own goals, curriculum, and clear set of skills to teach. These activities will provide opportunities for students to try new endeavors; develop knowledge and skills;

Narratives

take risks; and build self-confidence in fun, relaxed settings. For our target group these are important, much needed developmental opportunities scarcely available in their communities.

Selected Members will conduct service learning projects as their enrichment activity. Students will sign up for a quarter- or semester-long service learning group, as they do for sports or art. We estimate 15 students per group. Students will create and operate their own service projects to meet real needs in their school or community. Members will guide and support every step of service learning, including needs assessment, project design, implementation, and reflection on accomplishments and lessons learned. Service learning meets students' need for meaningful participation at school, which is well-documented to increase youth development assets (Service-Learning: Linking Classrooms & Communities. California Department of Education, 1999.)

ALIGNMENT WITH BEST PRACTICES

Our youth development model is founded on a growing body of research documenting the benefits. Youth development programs that creates a supportive classroom environment through individualized attention lead to improved achievement by children (Flook, L. Classroom social experiences as predictors of academic performance. *Dev. Psych*, 2005, 41, 319-24; Flook & Ullman, *Developmental Psychology*, 2005). High-quality after school programs help meet the needs of disadvantaged youth for increased youth development assets and interpersonal competency skills (Cosden et al., Ed. *Psychologist*, 2001; National Institute for Out of School Time, www.niost.org; Yale study, pantheon.yale.edu). Low-income children involved in after school programs spend more time in learning opportunities and are rated by their teachers as having better work habits and interpersonal skills (J.K. Posner & D.L. Vandell. After-school activities and the development of low-income urban children: A longitudinal study. *Dev. Psych*, 1999, 35, 868-879). Structured and positive enrichment activities guided by evidenced-based youth development principles provide a forum for expressing youth

Narratives

identity or interests (Eccles & Barber, Journal of Adolescent Research, 1995). Strong connections between adults and children/youth in youth development programs have a great long-term impact in helping young people avoid risky behaviors, graduate from high school, and stay out of contact with the justice system (Grossman & Bulle, Journal of Adolescent Health, 2006). We incorporate all of these findings, supports, and activities into our program design.

HOW MEMBER TRAINING CONTRIBUTES TO DESIRED OUTCOMES

Member training, supervision, and support will all contribute directly to the desired outcomes for youth services, because all are specifically designed toward the goal of having Members provide excellent services to youth per the BAYAC mission. The pre-service Member training will include comprehensive coverage of youth development and service delivery. Weekly trainings and supervision by BAYAC Regional Supervisors will provide ongoing honing of service delivery skills. Regular trainings by partner agency supervisors and daily supervision and guidance by staff in the schools will further reinforce Members skills and their focus on positive youth development outcomes.

PROHIBITED SERVICE ACTIVITIES

Members and agency supervisors will be trained about prohibited activities for AmeriCorps, and BAYAC staff will continually monitor Member service to ensure that the policies are followed.

HOW AMERICORPS WILL ADD VALUE TO EXISTING SERVICES

AmeriCorps will add value for partner agencies and schools by providing critical additional resources to their efforts to meet students' developmental needs. BAYAC will provide these partners with AmeriCorps Members who have been selected because they have demonstrated a deep commitment to service and are specifically trained to be caring adults and to provide high quality youth development services. The Members will provide students with more individual attention than would be possible

Narratives

either in the classroom or in after school programs, especially attention that will address their developmental needs.

*** MEASURABLE OUTPUTS AND OUTCOMES FOR DIRECT SERVICES***

OUTPUT

3,516 K-12 students per year will participate in youth development programs, including 980 students during the school day and 2,536 students after school. Attendance rosters will collect data on youth served, with separate rosters during and after school.

The Youth Support Survey will measure intermediate outcomes and the Youth Development Asset Scale will measure end outcomes. Both instruments utilize a rubric and a 5-point scale for each item. Both will be completed three times per year by teachers or After School Program Coordinators who refer students to Members. We expect that 90% of students served, i.e., 3,164 students, will be low in at least one youth support or one youth development asset. The number 3,164 is the base for the outcome targets stated below.

INTERMEDIATE OUTCOMES

70% of 3,164 students who are initially rated as less than proficient in taking advantage of any youth support opportunity will increase by at least scale point on the Youth Support Survey for at least 50% of the items on which they were rated low. The Youth Support Survey measures how much students take advantage of the youth support opportunities of emotional safety, support from a caring adult, engaging and meaningful activities, and challenging skill-building experiences.

Narratives

END OUTCOMES

60% of 3,164 students who are initially rated as less than proficient in any youth development asset will increase by at least one scale point on the Youth Development Asset Scale for at least 50% of the items on which they were rated low. The Youth Development Asset Scale rates each student's youth development assets of connecting with adults and peers, being productive during and/or after school, and navigating the school environment.

*** PAST ACCOMPLISHMENTS FOR PERFORMANCE MEASURES***

In the first two years of the current grant cycle, BAYAC exceeded or came very close to every target in our direct service performance measures. For example, in 2006-07, members served 2,787 K-12 students in after school programs (output target was 2,760), 71% of students improved in peer relations and goal setting (intermediate outcome target was 70%), and 52% of students increased their California standardized test score by more than 8 points (end outcome target was 50%). In 2007-08, members served 2,940 students in youth development programs (output target was 3,120), 71% of students initially rated low improved on youth development supports (intermediate outcome target was 80%), and 85% of youth initially rated at risk increased on youth development assets (end outcome target was 70%).

*** PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT***

BAYAC will utilize quantitative data to assess our performance measure progress and established strategies to assess and continuously improve our program. Instruments have been developed to

Narratives

monitor performance measure progress. Members will record daily services to students on rosters, and After School Coordinators will manage daily volunteer sign-in sheets. Members will submit completed records monthly to BAYAC administration for analysis and reporting.

To assess youth service outcomes, we will use the Youth Support Survey and the Youth Development Asset Scale. The Youth Support Survey measures intermediate outcomes-- i.e., the extent to which a student is taking advantage of the youth support opportunities being offered by the AmeriCorps Members. The Youth Development Asset Scale measures end outcomes-- i.e., each student's youth development assets. These will be completed on every student in the program three times per year. After School Program Coordinators or teachers will complete the instruments. We will present the Round 1 and Round 2 results back to the teachers, After School Program Coordinators and AmeriCorps Members, in order to give them specific information they can use to assess progress and adjust their services for each student. If the data show that outputs or outcomes are not being met at a particular site, we will meet with the site supervisor to assess the challenges and create an improvement plan. If the data suggest systemic challenges, we will develop system-wide strategies to improve, for example through additional training or technical assistance for Members or partner agencies. The Round 3 results will present an analysis of the program's impact on students.

For Member development we will log trainings and utilize a performance review process three times per year. Each Member, the Regional Supervisor, and the partner agency supervisor will rate each other and develop improvement plans. We will report back to all partners quarterly about progress toward performance measures. We will continue to contract with Hatchuel Tabernik & Associates to conduct a rigorous independent evaluation of BAYAC services.

BAYAC has established a variety of methods to foster continuous improvement. Regional Supervisors

Narratives

gather input from Members, partner agency supervisors, and school staff to spot and fix problems. In weekly regional teams meetings and at the midyear retreat, Members reflect on their progress and plan for improvement. Semiannual performance reviews provide a venue for Members and Regional Supervisors to set goals for personal and professional improvement. Participants at all BAYAC trainings provide feedback about how to improve Member Development. Staff analyze every aspect of the program at weekly meetings and semiannual retreats. The BAYAC Steering Committee meets quarterly to review the entire program and recommend policies to spur improvement. These recommendations are passed along to Members, BAYAC staff and partner agency staff to support continuous program improvement.

* * * COMMUNITY INVOLVEMENT * * *

Community involvement is integral to BAYAC as an intermediary. Our partner agencies are all community-based or faith-based organizations located in our target communities. They frequently conduct needs assessments that provide BAYAC with "dialed in" community profiles and inform continuous improvement of the BAYAC training curricula, program goals, objectives, and practices. BAYAC is an established program with an integrated program planning and continuous improvement process. In developing this proposal, BAYAC held a series of meetings to plan every aspect of the program design. We consulted with partner agencies and schools about issues that needed discussion. The BAYAC Steering Committee consists of partner agency staff, AmeriCorps Members, and community partners who gave formal input into the program design. During implementation BAYAC continuously involves community stakeholders as partner agencies, service sites, recruiters of Members and volunteers, and as participants in National Days of Service.

Narratives

* * * RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS * * *

As an intermediary, collaboration is a core value for BAYAC. BAYAC has built partnerships with CaliforniaVolunteers, Public Allies, City Year, many school districts, and VISTA, among many others. We will continue to build on these partnerships into the future. For example, this past year we conducted a joint AmeriCorps launch with Public Allies of Silicon Valley and OCASA AmeriCorps. We regularly consult with and support other AmeriCorps programs in California through our active participation in the California AmeriCorps Alliance, which is a statewide group of AmeriCorps grantees.

* * * POTENTIAL FOR REPLICATION * * *

BAYAC utilizes an intermediary structure that is both worthy of and ready for replication. In fact, the BAYAC model was replicated by the OCASA AmeriCorps program in Oakland. BAYAC has created a set of best practices, policies and strategies for a "built to last" intermediary model, and we are planning to present the model at the National Conference on Service and Volunteerism in June, 2009 in San Francisco. We have begun preliminary planning to replicate our intermediary model in other high need communities when and if AmeriCorps expands, and we have found interest from other communities and the philanthropic sector.

Organizational Capability

SOUND ORGANIZATIONAL STRUCTURE

* * * ABILITY OF APPLICANT TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT * *

*

Narratives

Bay Area Community Resources (BACR) has been providing youth programs for over two decades in San Francisco, Oakland, San Rafael, Contra Costa County, East Palo Alto, and Berkeley. BACR is the largest provider of after-school programs in the Bay Area. BACR after-school programs have been recognized for their achievements. For example, the Gateway after school program in west Contra Costa County was awarded the American Medical Association award for excellence in prevention, and the cities of San Francisco and Oakland have both cited BACR programs as model programs. The City of San Francisco's evaluator cited our Youth Development and Philanthropy program as exemplary in youth leadership.

BACR has a \$24 million annual budget and is responsible for over 50 federal, state, and local grants. It has been the legal applicant for the BAYAC AmeriCorps grant for 15 years. Our fiscal department includes a CFO who is a certified public accountant, a controller, four project accountants, and a contracts manager. We have well-developed systems for accurate budget development, monthly balance sheet and profit and loss statements that use fund accounting, efficient billing and accounts payable systems, and annual audits. These processes are documented in a fiscal procedures manual. BACR engages in an annual planning process that includes analysis of current fiscal reality and continuous improvement processes.

We engage in an intensive annual planning/assessment process for all of our programs, including BAYAC, that includes an assessment of current reality and plans for program improvement.

BAYAC partners with small community-based and faith-based organizations that are rooted in the communities we serve. We select partner agencies that are managing after-school programs at schools in high-need Bay Area communities and that enable AmeriCorps to reach these communities with

Narratives

culturally competent, neighborhood-specific strategies. We also require that partner sites have the capacity to help recruit, train, supervise, and retain two or more Members at these schools and provide funding to support these positions. All implement our program model consistently in the pursuit of shared goals and output and outcome targets. All have demonstrated the relevant programmatic and fiscal capacity and compliance with our programmatic and Member training requirements. In order to foster this capacity, BAYAC monitors and supports partner agencies through a variety of mechanisms. At the beginning of each year, we conduct a training for all site supervisors, covering the role and rules of AmeriCorps, and how to supervise and support Members. The BAYAC Regional Supervisor makes weekly visits to each service site and at least a monthly visit with each agency supervisor, combined with regular phone contact. We hold quarterly regional meetings with all site supervisors to identify what is working well and what can be improved, to provide ongoing trainings concerning Member supervision and support, and to provide recognition for supervisors' efforts. Finally, we invite site supervisors to BAYAC celebrations and graduation in order to provide fun and recognition of Member and supervisor accomplishments.

BAYAC has secured all the necessary cash and in-kind match commitments from its partners. Each agency has also committed to in-kind supervision of Members and to providing training and technical assistance to BAYAC as needed. BAYAC establishes strong memoranda of understandings with its partners that clearly articulate the responsibilities of each party in developing and strengthening AmeriCorps program and fiscal capacity. BACR has committed to an in-kind contribution of administrative services to the BAYAC program. No additional resources will be needed. BAYAC staff will train all the partner agency staff regarding AmeriCorps rules.

* * * BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF * * *

Narratives

As legal applicant, Bay Area Community Resources (BACR) will provide the management for BAYAC. The BACR Board of Directors will provide overall governance of BACR and its programs, including BAYAC. BAYAC is also guided by a Steering Committee comprised of partner agency staff, AmeriCorps Members, and community partners. The BAYAC Steering Committee meets quarterly to provide leadership in program development, policies, advocacy in the community, and an external review of the program's progress.

The Bay Area Community Resources Executive Director, Martin Weinstein, has been integrally involved in BAYAC since its inception in 1994, and will provide hands-on guidance to the program. The Chief Fiscal Officer, Cate Campbell, leads an experienced fiscal department. The National Service Director oversees the BAYAC program, which is comprised of seven regional teams. Regional Supervisors manage Members in regional teams. These Regional Supervisors are overseen and supported by one Regional Director who is also responsible for the BAYAC member development and volunteer recruitment programs in all regions.

BAYAC will have eight paid staff. The National Service Director will oversee the entire program; serve as chief liaison to the California Volunteers and partner agency lead staff; lead the Steering Committee; and directly supervise all staff. He will report to Mr. Weinstein. The Program Coordinator will manage partner relations and youth services. The Regional Director will oversee Member recruitment, training, supervision, and support and volunteer recruitment. Regional Supervisors will provide supervision, training and support to Members in regional teams and will serve as liaisons with partner agency supervisors and school personnel in their region. Partner agency supervisors will provide hands-on daily supervision of Member activities.

Narratives

Martin Weinstein, Executive Director of BACR, has led BAYAC since 1994 and will continue to provide BAYAC with overall guidance and support. Adolfo Rivera, also involved with BAYAC since its inception, will continue as BAYAC National Service Director. Peter Hudson, who has been with BAYAC for eight years, will continue as Program Coordinator. Judith Ortiz who will serve as Regional Director has been with BAYAC for seven years.

* * * PLANS FOR SELF-ASSESSMENT OR IMPROVEMENT * * *

Bay Area Community Resources (BACR) utilizes a rigorous self-assessment and improvement process with several components. We create and monitor an agency-wide strategic plan that focuses on long-term goals. Our annual planning process for all programs, including BAYAC, includes articulating process and outcome goals for the year, identifying strategies that move the program toward those goals, and having our executive management team assess quarterly each program's movement toward its goals. The agency's annual plans also includes goals and continuous improvement strategies for the major internal management systems of finance, human resources, contract management, technology, and evaluation.

BACR also implements four other strategies to foster continuous improvement: (1) a professional development program for all staff that includes both internal and external trainings and conferences; (2) weekly individual and group supervision for all staff; (3) a monthly learning group to spur the development of emerging leaders within the organization; and (4) a rigorous succession plan aimed at increasing the leadership capacity of top management.

Narratives

* * * PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE * * *

As an intermediary, BAYAC provides technical assistance and training about AmeriCorps issues to all partner agencies. It is our role to ensure that all site supervisors understand the roles and the rules for AmeriCorps Members, and to ensure that the rules are followed. We also provide site supervisors with training and technical assistance concerning the "adaptive supervision" model for supervising Members, so that all supervisors are using the same methods and a common language for providing high quality supervision. The trainings occur at the beginning of the service year for all partner supervisors, and we provide technical assistance or additional trainings at quarterly regional meetings, as well as one on one technical assistance as needed for site supervisors. BAYAC Regional Supervisors closely monitor the activities of their Members and site supervisors through regular site visits, weekly team days, and continuous phone communication, so they quickly become aware of technical assistance needs. BAYAC generally does not provide technical assistance about direct services because the staff at the agencies and schools where Members serve are already very experienced. If technical assistance needs do arise, we will tap the expertise of partner agencies. BAYAC also seeks advice and technical assistance from California Volunteers when needed about AmeriCorps or service issues.

SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

* * * VOLUNTEER GENERATION AND SUPPORT * * *

Volunteerism is a key component of the Bay Area Community Resources mission, which is to promote the healthy development of individuals, families and communities within the San Francisco Bay Area

Narratives

through direct services, volunteerism, and building communities. All of our programs must have an annual plan for recruiting, supporting, and recognizing volunteers, as well as specific staff assigned to achieve the volunteerism goal. We engage a variety of people in volunteer service: professional people, clinical interns from local universities, adult community members, undergraduate college students, primary and secondary school students, AmeriCorps Members, and VISTA Members. In 2007-08, we recruited and supported 6,159 volunteers, who delivered 468,742 hours of service to youth and families. Those services were valued at more than \$4 million as an in-kind contribution. It is important to note that our volunteer program has been significantly influenced and improved over the years due to our participation in national service.

* * * ORGANIZATIONAL AND COMMUNITY LEADERSHIP * * *

Bay Area Community Resources (BACR) provides community leadership in a variety of ways. For example, in recent years we have led community collaboratives, such as managing after school programs for the cities of Oakland, San Francisco, and San Rafael. We served as the lead organization in the Bay Area to coordinate tobacco education programs for the state of California Tobacco Control Services agency. We serve as a fiscal sponsor for emerging organizations in order to help them build their capacity.

Since the inception of AmeriCorps, BACR has provided organizational leadership through a number of venues. For example, we have organized regional AmeriCorps events such as AmeriCorps launches, training days, and national days of service. We participated in the State's disability inclusion efforts and provided technical assistance and mentorship to new AmeriCorps programs. We helped CaliforniaVolunteers develop program standards, and we have provided workshops at

Narratives

CaliforniaVolunteers conferences.

Our Executive Director, Marty Weinstein, is the Chairperson and founder of the California AmeriCorps Alliance (an association of California AmeriCorps grantees), a member of the CaliforniaVolunteers network of state-wide programs, a member of the Voices for National Service Steering Committee, a member of the organizing committee for Service Nation, and a member of the host committee for the National Conference on Service and Volunteerism to be held in San Francisco in June, 2009.

* * * SUCCESS IN SECURING MATCH RESOURCES * * *

BAYAC has always been highly successful in securing the match resources, because the partner agencies contribute the cash match. This past year it became clear that we would need to increase the cash match from \$11,000 per full-time Member (and one-quarter of that per quarter-time Member) to \$13,000 per full-time Member in 2009-10. The San Francisco Bay Area has an extremely high cost of living, and we really needed to increase the Member living allowance. First we made the policy decision with the Steering Committee, and then the entire consortium was consulted. Virtually every partner agency agreed to increase the cash match by \$2,000 in order to provide better financial support for Members. The initial match required for partner agencies occurred in 1997 and was \$3,000. The fact that the match has increased to \$13,000 and there is still a waiting list for BAYAC agencies shows that we will continue to be successful in securing the match. In addition, all partner agencies contribute matching in-kind contributions in the form of training and supervision for AmeriCorps Members, with over \$400,000 of an in-kind match included in the proposed budget.

Narratives

SUCCESS IN SECURING COMMUNITY SUPPORT

* * * COLLABORATION * * *

Collaboration with community-based organizations, faith-based organizations, and schools is the heart of BAYAC as an intermediary. The 40 partner agencies and 50 school service sites in six counties proposed for 2009-10 provide a very large reach in terms of the number of youth served and the geographic spread of BAYAC services.

* * * LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS * * *

When BAYAC was founded in 1994, we secured the cash match from local private foundations. Within three years it became clear that we needed a source of local funding that was more diverse and more expandable. In 1997, the partner agencies began paying the match. The initial match was \$3,000, and it is now \$13,000. Partner agencies have always contributed a significant amount of in-kind contributions, because every Member receives training, supervision and support from a supervisor at the partner agency. BAYAC's contribution to the overall project budget has steadily increased, and in the proposed budget we will contribute 60% of the total project expenses. Moreover, our federal cost per MSY has steadily decreased over the years, and the proposed CNCS cost per MSY of \$11,656 is significantly below the federal minimum.

* * * WIDE RANGE OF COMMUNITY STAKEHOLDERS * * *

Narratives

BAYAC has two types of community stakeholders; the partner agencies that host AmeriCorps Members, and the schools where the Members provide services. The number and diversity of stakeholders has increased as BAYAC has grown over the years, with 23 partner agencies and about 30 schools in 1994, increasing to the 40 partner agencies and 50 schools that would participate in 2009-10. The stakeholder contribution of in-kind training, supervision and support for AmeriCorps Members has continued throughout the past 14 years, as each partner agency provides a staff person to oversee the AmeriCorps Member and each school provides a teacher and/or after school coordinator to support the Member throughout each day. The scope of stakeholder contributions has also increased, as partners began to participate in joint interviews and candidate assessments during Member recruiting, more joint trainings, quarterly meetings of site supervisors, and joint formal reviews with BAYAC staff three times per year of Member performance and their own performance as supervisors.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS

* * * CORPORATION COST PER MEMBER SERVICE YEAR (MSY) * * *

BAYAC's corporation cost per Member Service Year is significantly below the federal minimum, and it has steadily decreased. The proposed CNCS cost per MSY for 2009-10 is \$11,656. The cost was \$11,656 in 2007-08, \$11,541 in 2006-07, and \$12,254 in 2005-06.

* * * DIVERSE NON-FEDERAL SUPPORT * * *

The BAYAC matching funds include the extensive and diverse local funding from partner agencies and in-kind contributions of training, supervision and support for Members. BAYAC has consistently

Narratives

achieved its required non-federal matching funds. All matches are committed in advance by Memoranda of Understanding from partner agencies. Partner agencies obtain their resources for the cash match from a wide variety of state, county, city, foundation, corporate, and individual sources.

* * * DECREASED RELIANCE ON FEDERAL SUPPORT * * *

BAYAC has continually increased our share of overall program costs. For 2009-10 the federal share of total program costs will be approximately 40% and the grantee share will be approximately 60%, which is greater than the federal requirement. The cost per MSY will be \$11,656. BAYAC has secured all budgeted match resources.

* * * BUDGET ADEQUACY * * *

The proposed budget allocates sufficient resources from a programmatic and administrative standpoint. The lead agency Bay Area Community Resources brings a strong management infrastructure as a large, multi-county and multi-service organization. BAYAC has a strong and experienced management team, with most staff having worked at BAYAC for several years, and several staff being former AmeriCorps Members. Our partner agencies further support the adequacy of our resources through a large amount of in-kind contributions. The proposed budget includes sufficient funds for operational costs. The proposed Member living allowance was increased substantially from this year in order to make their financial support more adequate. Finally, the staffing pattern allows for ample oversight and training by the Director of National Service (90% FTE), the Program Coordinator (100% FTE), the Regional Director (100% FTE), and the Regional Supervisors (100% FTE).

Narratives

Evaluation Summary or Plan

* * * HOW PARTNERS WILL BE INVOLVED * * *

The BAYAC partnership will evaluate the AmeriCorps Program at a number of different levels. Our primary focus is likely to be on evaluating the effectiveness of the program in achieving its targeted youth development outcomes. We are also interested in evaluating BAYAC AmeriCorps Members training and development as they relate to implementing youth development programming for our target group of children and youth. However, as we move forward with program implementation, our partnership and our independent evaluator will discuss this preliminary evaluation plan with our partners (i.e., community-based organizations that host AmeriCorps Members in our targeted communities and schools at which Members are placed). We will get input from our partners regarding the evaluation questions they have and both process and outcome variables they wish to measure relative to Members' work at their sites. We will gather both quantitative and qualitative data for analysis. Our preliminary goals are to:

- Determine the efficacy of our Member training program in supporting our Members to deliver high quality youth development services to our target group of children and youth.

- Determine the degree to which participation in school day and after school programs supported by Members has led to increased youth development assets among our target group of children and youth as compared to a comparable group of youth who do not receive Member services.

- Utilize both process and outcome data to inform our process of continuous improvement.

Narratives

Bay Area Community Resources (BACR), the lead applicant, and our independent evaluator will solicit feedback from BAYAC partners with respect to evaluating the quality and effectiveness of the BAYAC AmeriCorps Program. This feedback will be discussed and reviewed at the BAYAC Steering Committee Meeting. Once the methodology is selected, our partners will also participate actively in the evaluation process by providing data on attendance (school day and after school) and measures of youth development gathered by using the Youth Support Survey and Youth Development Asset Scale completed three times per year by teachers and After School Site Coordinators. BACR Executive Director, Martin Weinstein, and BAYAC National Service Director, Adolfo Rivera, will oversee the independent evaluator's execution of the evaluation plan and will be responsible for reporting to the BAYAC Steering Committee regarding the progress and final results of the evaluation.

The evaluation process will begin with a training for teachers and After School Coordinators in the administration of the Youth Support Survey and Youth Development Asset Scale early in the fall of 2009. Teachers and After School Coordinators will be acquainted with the evaluation process and their role in accurately assessing their assigned students throughout the year. They will be provided an opportunity to conduct their preliminary assessment of students at that time. Subsequent rounds of surveys will be completed in January and May of 2010.

* * * ANTICIPATED EVALUATION QUESTIONS * * *

Our primary interest is to evaluate the effectiveness of the Member interventions as they relate to our direct beneficiaries. Our second priority is to evaluate how Member training affects youth outcomes. And finally, we are interested in using our evaluation to inform continuous program improvement. We anticipate that our partnership will determine our research questions and model by August of 2009.

Narratives

Currently, the following research questions are being explored.

MEMBER DEVELOPMENT

Question 1: To what degree did Member training and supervision regarding youth development provide Members with principles, practices, and skills that positively affected their ability to create positive relationships with at-risk children and youth during and after school?

Measures: Pre/post measures of knowledge and attitude with respect to at-risk children, effective practices, and self-efficacy in working with this population. Via tri-annual Member assessments and After School Coordinator surveys regarding Members.

Measures: Member satisfaction with BAYAC professional development programming. Via tri-annual Member surveys and focus groups.

PROGRAM EFFECTIVENESS

Question 2: To what degree are Member-supported children and youth gaining in youth development assets relative to comparable groups of students who are not receiving these services?

Measures: Tri-annual assessments of youth development based on YSS/YDAS inventories conducted with implementation and comparison groups.

Measures: Semi-annual assessment of student ability to connect, be productive, and navigate based on teacher and After School Coordinator ratings on standardized assessment inventories.

Narratives

QUALITY IMPROVEMENT:

Question 3: What elements of the BAYAC program (i.e., Member training, deployment, supervision) are amenable to improvement based on partner, Member and BAYAC staff input?

Measures: Semi-annual surveys of key informants, focus groups, and other stakeholders.

* * * ANTICIPATED EVALUATION METHODS * * *

To address our primary research question related to program effectiveness, we will use a mixed method approach using pre/post Member assessments, surveys (online and/or scanned), youth assessments completed by teachers and after-school Site coordinators, focus groups, and key informant interviews. Qualitative data (focus groups, interviews, and textual responses on surveys) will be coded and analyzed for themes that emerge from the various respondent groups. Quantitative data (e.g., surveys, assessments, and attendance data) will be cleaned, sorted and analyzed using appropriate statistical methods.

* * * TIMELINE * * *

Our preliminary timeline for the evaluation is as follows:

Narratives

- Establish evaluation methodology with partners-- August 2009

- Teachers and after-school Site Coordinators trained to conduct YSS/YDAS assessments-- September 2009

- Teachers and after-school Site Coordinators complete instruments-- Sept. 2009, Jan. 2010, May 2010

- After school attendance data collection-- Quarterly

- Data collection and Program Description-- April/May 2010

- School day attendance data collection for target group-- Summer 2010

- Data analysis-- April-September 2010

- Final Report-- Oct. 2010

- Longitudinal tracking in HTA database-- Annual comparison

* * * EVALUATION STAFF * * *

Hatchuel Tabernik and Associates (HTA), an independent evaluation firm will conduct the BAYAC

Narratives

AmeriCorps evaluation. HTA has successfully conducted three previous evaluations for BACR and BAYAC. HTA has many years of experience in evaluating school-linked services and brings outstanding qualifications and professionalism to their work. Its principal investigator for the BAYAC AmeriCorps program, Danielle Toussaint, has a masters degree in Demography, and a Ph.D. in Sociology. Her areas of content expertise include youth development, violence prevention, and juvenile justice. Her research portfolio covers a wide variety of fields. Dr. Toussaint is extremely adept at evaluation and research design, the use of both qualitative and quantitative methods, and implementation of statistical procedures. HTA has very rigorous protocols for anonymity and objectivity.

BAYAC is a data-driven organization with many years of experience with effective program evaluation. We are accustomed to reviewing information about the successes and challenges of our programs and making the required adjustments as they relate to community need and program effectiveness. We understand the value of objectivity in analyzing feedback that guides program improvement.

* * * EVALUATION FUNDING * * *

Bay Area Community Resources will fund the evaluation through a combination of private and public grants that support our programs. We will not require additional funding to carry out evaluation of the program.

Amendment Justification

NA

Clarification Summary

CLARIFICATION RESPONSE FY 2011

Narratives

All BAYAC staff funded by this grant receive criminal history checks including FBI background checks. The costs associated are covered through other grant sources

PERFORMANCE MEASURE CLARIFICATION

Youth Leadership Development Performance Measure (primary)

Output

CNCS comment:

"The output is clear with one target number (that includes during school and after school students). The only clarification appears to be a typo: the student group appears to be high risk K-5 but in the target field the staff included K-12 students."

BAYAC Clarification:

The Results Statement text box contains a typo. It says K-5 students, but should say: High risk K-12 students participate in youth development programs. The other text boxes correctly refer to K-12 students.

Outcomes

CNCS comments:

- "The intermediate and end outcomes are not clear: they appear to be measuring the same thing ' the overall ability of the students to cope with school and life building skills in general.
- The intermediate outcome indicator is: an increase in civic knowledge & skills measured by Youth Support Survey while the end outcome has an indicator of student beneficiaries (a term not further defined) and an instrument of a Youth Development Asset Scale. Both instruments appear to be

Narratives

administered 3 times a year. Please clarify the difference between the two instruments."

BAYAC Clarification:

The intermediate and end outcomes are, indeed, two different aspects of a healthy youth development process, but there are important differences. Youth Supports means the extent to which participants are taking advantage of the opportunities the program is providing, or the extent to which they are engaging in the program, versus attending but making no effort. Examples of items on the Youth Support Scale are: makes an effort to engage with peers, actively participates in activities, makes an effort to learn new skills or information. Taking advantage of Youth Supports is a predecessor to increasing personal youth development assets.

Youth Development Assets are personal qualities shown by research to make a student more likely to have healthy growth and school success. Examples of items on the Youth Development Scale are: has a positive connection with peers, takes on responsibility when asked, knows where and how to get help when needed.

It would be more clear within egrants to have selected different indicators for the intermediate and end outcomes. For both we should have selected "Other" from the drop-down box. Youth Supports would have been articulated as: the extent to which participants are taking advantage of the opportunities the program is providing. Youth Development Assets would have been articulated as: personal qualities shown by research to make a student more likely to have healthy growth and school success.

Additional Clarification:

Per CaliforniaVolunteers instructions, we deleted from egrants the Member Development performance

Narratives

measure and the Strengthening Community performance measure.

PROGRAMMATIC CLARIFICATION ITEMS

none

BUDGET CLARIFICATION ITEMS

Other program operating costs. The background checks item now specifies FBI background checks.

* * * * *

FY10 BUDGET CLARIFICATION RESPONSE

* Section I - Other Operating Costs: Criminal background checks are budgeted for members but not for staff, please clarify.

All BAYAC staff already have background checks completed. If we need to hire a new staff person the staff background check are donated as in-kind from Bay Area Community Resources.

* Please have Grantee clarify that they have verified none of the in-kind match is being used to match any other grants (this can be accomplished by adding it to the site and sub-grantee contracts).

Our agency supervisors are aware that supervising AmeriCorps members (In-kind supervision time) is not claimed as in-kind match for any other grants and we have made clear of this in the 2010-2011 MOU

Narratives

* Grantee needs to clarify whether they collect time and activity sheets for the salaried employees listed in the grant: National Service Director must have timesheets that show 90% of their time is spent in AmeriCorps Program activities. Program Coordinator must have timesheets that show 100% of their time is spent in AmeriCorps Program activities. All five Regional Supervisors must have timesheets that show 100% of their time is spent in AmeriCorps Program activities.

BAYAC collects time and activity sheets for the salaried employees listed in the grant: National Service Director must have timesheets that show 90% of their time is spent in AmeriCorps Program activities. Program Coordinator has timesheets that show 100% of their time is spent in AmeriCorps Program activities. All five Regional Supervisors have timesheets that show 100% of their time is spent in AmeriCorps.

* Clarify that (In-Kind staff supervision: BAYAC placement site staff provide on-site supervision and training of AmeriCorps Members, 117 person(s) at 41500 each x 10 % usage) BAYAC will collect in-kind forms from all sites and BACR stating staff time usage or site supervision of AmeriCorps members was accomplished, dated and signed by both BAYAC and Site staff. In-kind forms should state the period of time supervision was accomplished.

We collect monthly in-kind forms from all sites and BACR stating staff time usage or site supervision of AmeriCorps members was accomplished, dated and signed by both BAYAC and Site staff. In-kind forms state the period of time supervision was accomplished.

* Section 1-I: "Other Program Costs" - Provide the calculation that grantee uses to prorate the Copier, telephone, fax, internet, rent and utilities costs to the AmeriCorps Program and write it in each line

Narratives

item. For example, square footage allocated to the AmeriCorps program should be used to determine Utilities dollar amount in budget narrative line item. Criminal background checks are budgeted for members but not for staff, please clarify inclusion of staff with this requirement.

75% of our National Service Copier and Mail machine costs are allocated to BAYAC, because BAYAC has 75% of the National Service Members (117 BAYAC, 20 OCASA, 20 BACR VISTA). All facility and common costs of the Richmond office are allocated according to the number of FTE working in each program utilizing the Richmond office.

Continuation Changes

Program Design

No program changes

Enrollment

The current enrollment rate as of December 6, 2010 is 98.3%. We have filled 115 out of 117 full-time slots. Two slots were not filled because an organization that originally wanted AmeriCorps members backed out at the last minute because they could not afford to pay the cash match.

The same reasons occurred in prior years, and our plan for improvement this year was to create an MOU with each partner agency fairly early in the process in which they committed in writing to the cash match. This strategy was effective, because our enrollment went to 98.3% this year, but it will never be perfect as long as community agencies lose funding that they are counting on for programming.

Retention

The current retention rate is 99.1% as of as of December 6, 2010. We have retained 114 out of 115 full-

Narratives

time Members. The one Member who left did so for economic reasons. This retention rate is an improvement over the past years when retention hovered around 90%, because we have developed even greater support for Members, and helped candidates evaluated carefully whether they could afford to live for a year on the low AmeriCorps member living allowance. Since some circumstances beyond Members' control will arise, it is still possible to lose a Member even with the most careful planning and support.

We are now working with three potential partners to fill the three empty slots with 900-hour members.

Compliance with 30 Day Enrollment/Exit Policies

As of December 6, 2010, all members were enrolled within 30 days, and the one Member who left was exited within 30 days.

Explanation of any corrective action and actions taken to remedy compliance issues.

No corrective actions were required.

Explanation of audit conducted by CV, the Corporation, or the Office of Inspector General.

No audit was conducted.

Performance Measures

No changes

For Official Use Only

Narratives

Budget

No changes

For Official Use Only

Performance Measures

SAA Characteristics

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

Priority Areas

- Education
 Healthy Futures
Selected for National Measure *Selected for National Measure*
 Environmental Stewardship
 Veterans and Military Families
Selected for National Measure *Selected for National Measure*
 Economic Opportunity
 Other
Selected for National Measure *Selected for National Measure*

Grand Total of all MSYs entered for all Priority Areas 117

Service Categories

Leadership Development Primary Secondary

Youth Development Programs

Service Category: Leadership Development

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

(a) During the school day each Member works 3 hours with the same 10 K-12 students, as directed by the teacher' e.g., helping students understand assignments and stay focused, behavior interventions, and engaging students to resolve issues as they arise. (b) In after school programs, each Member works 3 hours in the same school as during the school day. Each Member works with a group of 15-20 students, providing homework assistance and enrichment activities.

Results

Result: Output

High risk K-12 students participate in youth development programs

Indicator: participants

Target: 3,516 K-12 students per year participate in youth development programs, including 980

students during the school day and 2,536 students after school.

Target Value: 3516

Instruments: Attendance rosters to collect data on youth served, including name, demographic data, and a check mark for each student who attended that day. There will be a separate roster for during school and after school students.

PM Statement: 3,516 K-12 students per year participate in youth development programs, including 980 students

Result: Output

during the school day and 2,536 students after school. Separate rosters will distinguish these groups. It is expected that 90% of the 3,516 students (3,164) will be initially rated less than proficient in taking advantage of at least one youth support or in at least one youth development asset, and they will be the focus of measurement for intermediate and end outcomes.

Prev. Yrs. Data

Result: Intermediate Outcome

Increase in youth development assets among targeted youth

Indicator: student beneficiaries

Target: 60% of 3,164 students [1,898] initially rated as less than proficient in a youth development asset

will increase by at least one scale point in subsequent measurements on at least 50% of the

items for which they were rated as less than proficient

Target Value: 1898

Instruments: Youth Development Asset Scale, completed 3 times per year by teachers or program coordinators, rates youth on youth development assets of connecting with adults and peers, being productive in and after school, and navigating the school environment.

PM Statement: 60% of 3,164 students [1,898] who receive 50 hours of service during the school day or 120 hours of service after school and who are initially rated as less than proficient in any youth development asset will increase by at least one level or scale point in subsequent measurement on at least 50% of the items for which they were rated as less than proficient.

Prev. Yrs. Data

Required Documents

Document Name

Status

Evaluation

Sent

Labor Union Concurrence

Already on File at CNCS