

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: 20-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC124876	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHCA0010020														
5. APPLICATION INFORMATION																
LEGAL NAME: Los Angeles Brotherhood Crusade DUNS NUMBER: 099017667		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: George Weaver TELEPHONE NUMBER: (323) 846-3322 FAX NUMBER: (323) 235-5536 INTERNET E-MAIL ADDRESS: batmanweaver@aol.com														
ADDRESS (give street address, city, state, zip code and county): 200 East Slauson Avenue Los Angeles CA 90011 - 5347 County: Los Angeles																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 952543819	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization 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: Reach Me, Teach Me															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Southwest and 77th Area of South Los Angeles (Figueroa Corridor)	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 10/01/11 END DATE: 09/30/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="CA 035"/> b.Program <input type="text" value="CA 035"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 313,411.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 663,144.00</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;">\$ 976,555.00</td> </tr> </table>	a. FEDERAL	\$ 313,411.00	b. APPLICANT	\$ 663,144.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 976,555.00	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	\$ 313,411.00															
b. APPLICANT	\$ 663,144.00															
c. STATE	\$ 0.00															
d. LOCAL	\$ 0.00															
e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 976,555.00															
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: George Weaver	b. TITLE:	c. TELEPHONE NUMBER: (323) 846-3322														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/06/11														

Narratives

Executive Summary

Reach Me, Teach Me is an evidenced-based, comprehensive, well-coordinated prevention strategy that uses AmeriCorps Members as mentor/tutors to address the severe academic and socio-behavioral challenges of high-risk South Los Angeles youth and significantly reduce youth gang violence. The program improves the functional grade level and social behavior of youth as measured by validated and reliable quantitative and qualitative industry-accepted and aligned assessments.

Rationale and Approach

The Los Angeles Brotherhood Crusade is requesting \$313,412 in AmeriCorps funding to subsidize the cost associated with bringing to scale our Reach Me, Teach Me Program, a comprehensive, well-coordinated gang violence prevention strategy for youth with severe academic and socio-behavioral issues. This model will inform South Los Angeles Building Healthy Communities (part of The California Endowment's Building Healthy Communities Initiative) Youth and Family Focus Workgroup efforts to effectuate policy and systems changes that will significantly transform the marginalized community of South Los Angeles.

RATIONALE AND APPROACH

South Los Angeles is the youth gang and homicide capital of the world. More murders occur within the 40 square miles that define the area than the total murder count in 10 states combined [US DOJ, 2005]; the Crime Index exceeds 210% of Los Angeles County's Crime Index [LA Life, 2007]; every child in the community lives in a violent crime area [LAPD PACMIS/COMPSTAT, 2005]; and the incidence of homicide, rape, robbery, and assault is 335%, 116%, 442%, and 54% higher than the county average, respectively [LA Life, 2007].

As a result of these extraordinary levels of violence: 27% of South Los Angeles youth have symptoms of post traumatic stress disorder and 16% test as clinically depressed [Stein et al, 2003]; only 72.1% of parents with children ages 1-17 report that they can easily get to a park, playground, or other safe place to play [LA DPH, 2005]; just 57.7% of parents report that they think their neighborhood is safe [LA

Narratives

DPH, 2005]; the area is rated 0.5 out of 10 for safety [LA Life, 2007]; and the risk that residents will be victims of violent crime is an astonishing 1 in 51 [LAPD PACMIS/COMPSTAT, 2005], nearly four times greater than the risk for California residents (1 in 188) [CA Crime Facts, 2008].

Compelling Community Need

California cannot thrive unless its communities are equipped to raise healthy, responsible, productive, and joyous children. Therefore, there is an urgent need to significantly reduce and eventually eliminate the extraordinary levels of youth gang violence and delinquency that plague the 800,000 residents in the South Los Angeles community.

This need was identified as the focus of the Building Healthy Communities Youth and Family Focus Workgroup because of the immediate and far-reaching impact youth gang violence and delinquency continues to have on South Los Angeles' perpetual marginalization [Advancement Project, 2008; Harder & Company, 2008; Herz et al., 2008; Weaver, 2005, South Central Los Angeles Community Plan, 2000; Sjoberg & Evoshenk Consulting, 2008].

Origin of the Problem: Overwhelming evidence suggests that South Los Angeles' youth gang violence and delinquency issues are primarily perpetuated by youth with severe academic (academic proficiency is or was three or more grade levels below their current or last enrollment grade) and socio-behavioral (exhibit 75% of the risk factors that contribute most to youth joining gangs or engaging in delinquency) issues. Indeed: 87% of the community's gang and youth violence issues involve these youth; 97% of incarcerated youth have socio-behavioral issues relating to aggression, negative life events, delinquent beliefs, antisocial behavior, parental supervision, and/or a commitment to delinquent peers; 85% of the area's incarcerated youth have less than a 6th grade academic proficiency attainment level; recidivism rates for youth demonstrating academic proficiency below 4th grade level is 93%; and recidivism rates for youth earning diplomas or General Education Degrees is less than 2%.

Theory of Change: Communities need "adequately functioning systems of service and sufficient support to enable their citizens to achieve basic standards for quality of life. This includes ... quality education ...

Narratives

[and] freedom to pursue obligations and interests without fear". In the absence of comprehensive and well-coordinated conditions, a service response may provide temporary relief, but fail to address the fundamental structural problems [Netting et al, 2008].

Given this compelling research, Brotherhood Crusade, The California Endowment, the City of Los Angeles Gang Reduction and Youth Development (GRYD) Office, and the Los Angeles Community Development Department (CDD) simultaneously concluded that providing comprehensive, coordinated services and support to youth with severe academic and socio-behavioral issues will significantly impact and reverse South Los Angeles' negative outcomes. This theory facilitated the Endowment's Building Healthy Communities Initiative as well as Reach Me, Teach Me; the GRYD; and CDD's FamilySource programs.

Accordingly, Brotherhood Crusade partnered with the Endowment and GRYD, and serves as a subcontractor to a CDD partnering agency to provide intensive holistic services to youth with severe academic and socio-behavioral issues through the Reach Me, Teach Me Program.

Description of Typical Program Youth: As a condition of enrollment, youth must exhibit at least 75% of the risk factors that contribute most to youth joining gangs or engaging in youth violence. The typical youth in the Reach Me, Teach Me program: is 10-15 years of age (middle school age or high school freshman); is three or more grade levels behind (assessed academic proficiency compared to current school grade level); is routinely truant, absent and/or tardy; routinely commits school violations relating to fighting, substance use, weapons possession, teacher abuse, robbery, theft and/or assault; is involved in the juvenile justice system and is arrested twice annually on average; has been victimized by sexual or physical assault; is dealing with significant familial issues such as child abuse, parental or sibling substance abuse, domestic violence, and/or siblings or guardians involved with gangs, prostitution, drug distribution, and/or criminal activity; has suffered a negative life event (i.e., the violent loss of a friend or family member); is committed to gang-affiliated, delinquent and/or street-oriented peers; demonstrates symptoms of clinical depression, post traumatic stress disorder, low self-confidence and

Narratives

self-esteem, unwarranted aggression, and/or learning disorders; and does not reside in a two-parent home. Without intentional, well-coordinated intervention, history has shown there are only two alternatives for these youth -- incarceration or pre-mature death.

Identification and Referral: Brotherhood Crusade partners with Los Angeles Unified School District, Los Angeles Police Department, Los Angeles Probation Department, and other stakeholders who refer youth to the Program. Referred youth are administered five assessments:

1. Youth Services Eligibility Tool: University of Southern California tool that measures 14 risk factors that contribute most to youth joining gangs.
2. Behavioral and Emotional Screening System: Pearson assessment that measures attitudes, behaviors, and beliefs associated with gang membership, dropping out and delinquency.
3. Socio-Behavioral Assessment: This compilation of validated, reliable assessments measures violence-related attitudes, behaviors and influences among youth.
4. Academic Proficiency Assessment: Aligned with the California Standards Test, this assessment measures grade level academic proficiency as it pertains to specific California Content Standards for Public Schools in all core subjects.
5. Active Relationships among Adolescents and Youth Pro-Social Relationships Assessment.

Member Placement Sites: Brotherhood Crusade currently provides remedial education, life & social skills training, and recreation & diversion programming to 10-15 year old youth with severe academic and socio-behavioral issues at four South Los Angeles learning facilities: Manual Arts High School, Foshay Learning Center, Horace Mann Junior High School, and the African American Unity Center (AAUC). Three of these facilities -- Manual Arts, Foshay, and Horace Mann -- are Los Angeles Unified School District (LAUSD) sites with which Brotherhood Crusade maintains a Memorandum of Understanding to provide the identified services both during school and in the after school hours. The fourth facility, AAUC, is a community-based non-profit facility with whom Brotherhood Crusade maintains a Memorandum of Understanding to provide services to youth that are "off-track" or out of

Narratives

school. [Due to the large number of students attending LAUSD schools, LAUSD developed "tracks" or shifts to space out or stagger the number of students attending school at any one time. For example, Track A may attend from January 1 to January 31; Track B from January 15 to February 15; Track C from February 1 to February 28; and Track D from February 16 to March 15 with each track having one month off before they resume again. When students are not scheduled to be in school, they are "off-track"]

Project-specific programming at each facility is facilitated by our Educational Service Directors (ESDs), Mental Health & Family Support Director, and Youth Advocates (YAs): one ESD is assigned to Manual Arts & Foshay; one ESD is assigned to Horace Mann & AAUC; one Mental Health & Family Support Director supports all four schools; and one YA is assigned to each of the four schools. All of the schools reside within a four mile radius.

Activities and Member Roles

Twenty full-time AmeriCorps members will be recruited as Youth Assistants to provide one-on-one and small group remedial tutoring and assist with life skills, recreation and cultural training at one of our four learning sites. Each member will be assigned to only one learning site; serve 40 hours per week (Monday -- Saturday) from that site; be extensively trained to implement youth-specific educational and behavioral support & family strengthening plans; and be assigned to work, for a period of at least one year, with no more than five youth who are enrolled at the member's assigned learning site.

Supervision: Members report to and receive direction from the ESD in charge of their respective learning site. ESDs will also facilitate member Support by providing extensive training (orientation, 40-hour initial classroom training, 40-hour practicum (on-the-job) training, and 8 hours per month professional development training), weekly case review sessions, an open door discussion policy, monthly reflection and celebration events, weekly & impromptu meetings, quarterly performance review, and weekly review of Daily Session Summary Sheets (describe daily activities conducted, their purpose, the goals and objectives they were designed to achieve, pertinent observations, outcomes

Narratives

realized, and any other relevant information). ESDs administer baseline and quarterly academic assessments, develop individual educational learning plans for each youth, direct the implementation of these learning plans, prepare daily itineraries for the members, monitor the progress of program youth towards their educational objectives, monitor member-youth interactions and member performance, and provide member support.

The Mental Health & Family Support Director oversees the provision of life & social skills programming, parenting & family empowerment training, and mental health support at all four learning sites. Member training and support in this arena is facilitated by this Director. The Director and/or the Director's highly-qualified staff is also available for personal consultation and support assistance should the member require or desire such services. Additionally, the director administers baseline and quarterly socio-behavioral assessments, develops individual mental health plans for each youth, directs plan implementation, trains members to assist with youth and family life & social skills training, monitors the progress of youth and their family towards established mental health objectives, monitors member interactions with the youth and their families, monitors member performance and provides member support.

Youth Advocates (YAs), who serve as case managers for the youth to whom the members will be assigned, will also work closely with the members to facilitate youth engagement (attendance, transportation, scheduling, nutrition, health, etc.). YAs serve as liaisons between the members and the youth; govern each youth's relationship with the member; monitor each youth's progress with respect to program goals, objectives, and desired outcomes; monitor member-youth matches; coordinate parent meetings; maintain communication with the youth's parents; advocate on behalf of the youth; and provide peer support to members.

Daily Activities: Members will typically be assigned to youth who are all on the same track. As such, members have two typical workdays: In-School (assigned to Manual Arts, Foshay, or Horace Mann); and Off-Track & Out of School (summer, vacations, etc. Assigned to AAUC). NOTE: In both cases,

Narratives

members will be scheduled to work on Saturdays. LAUSD schools offer special classes on Saturday to assist students that are substantially behind. We provide Saturday programming to both maximize the LAUSD opportunity and ensure that this population of youth, a population that historically struggles to make prudent decisions about how to use their time in the absence of structured programming, is provided with positive opportunities in pro-social environments; thereby eliminating both their opportunity and desire to join gangs or engage in delinquent behavior.

In-School Schedule: Monday--Thursday: 10:00 AM: Review daily itinerary and consult with YA; 10:30 AM--3:00 PM: Conduct classroom visits to 1) ensure youth are attending class; 2) help youth understand the lesson being taught (many youth have attention disorders or are unable to understand instructions in a classroom setting); and 3) assist youth by providing one-on-one instruction. [one-hour lunch]; 3:00--5:00 PM: Provide content standard learning gap-specific one-on-one or small group (2:1 or 3:1 ratio) remedial instruction as prescribed in individual learning plan. [30-minute nutrition break]; 5:00-6:30 PM: Assist certified facilitator in supervising youth and conducting the social and life skills programming prescribed in the youths' mental health plans; 6:30-7:00 PM: Complete Daily Session Summary Sheets and debrief with YAs.

Friday: 10:00 AM: Review daily itinerary and consult with YA; 10:30 AM--1:00 PM: Conduct classroom visits. [one-hour lunch]; 1:30-2:00 PM: Complete Daily Session Summary Sheets and debrief with YAs.

NOTE: On-going training will typically be scheduled on Friday afternoons. Members will not be scheduled to serve on the Saturdays that follow a training they attend on Friday.

Saturday: 10:00 AM: Review daily itinerary and consult with YA; 10:30 AM--12:00 PM: Provide content standard learning gap-specific remedial instruction as prescribed in individual learning plan; 12:00-1:30 PM: Assist YAs in supervising physical fitness/diversion activities. [30 minute lunch]; 1:30-2:00 PM: Complete Daily Session Summary Sheets and debrief with YAs.

Off-Track & Out-of-School Schedule: Monday--Thursday: 10:00 AM: Review daily itinerary and consult with YA; 10:30 AM--3:30 PM: Provide content standard learning gap-specific one-on-one or small

Narratives

group remedial instruction as prescribed in the youth's individual learning plan. [one-hour lunch and 30-minute break]; 3:30-5:00 PM: Assist certified facilitator in supervising youth and conducting the social and life skills programming prescribed in the youths' mental health plans; 5:00-6:30 PM: Assist YAs in supervising physical fitness and diversion activities; 6:30-7:00 PM: Complete Daily Session Summary Sheets and debrief with YAs.

Friday: 10:00 AM: Review daily itinerary and consult with YA; 10:30 AM--1:30 PM: Provide content standard learning gap-specific one-on-one or small group remedial instruction as prescribed in the youth's individual learning plan. [30-minute lunch]; 1:30-2:00 PM: Complete Daily Session Summary Sheets and debrief with YAs. NOTE: On-going training will typically be scheduled on Friday afternoons. Members will not be scheduled to serve on the Saturdays that follow a training they attend on Friday.

Saturday: 10:00 AM: Review daily itinerary and consult with YA; 10:30 AM--12:00 PM: Provide content standard learning gap-specific one-on-one or small group remedial instruction as prescribed in the youth's individual learning plan; 12:00-1:30 PM: Assist YAs in supervising physical fitness and diversion activities. [30-minute lunch]; 1:30-2:00 PM: Complete Daily Session Summary Sheets and debrief with YAs.

NOTE: Under no circumstances will members be responsible for preparing educational or mental health plans or for conducting or facilitating counseling or therapy sessions.

Value Added: The evidence is compelling and clearly demonstrates that addressing the needs of youth with severe academic and socio-behavioral issues effectively and significantly reduces youth gang violence [Kumpfer & Alvarado, 1997; Szapocznik & Kurtines, 1989, Szapocznik, 1997; Catalano et al, 1999; Maguin et al, 1995; Maguin & Loeber, 1996; Henggeler SW, 1989; Elliot & Voss, 1974; Hawkins & Lam, 1987; Gottfredson, 1988; Johnson et al, 2001; Netting et al, 2008]. Despite this knowledge, comprehensive interventions based on intensive remedial education, mental health, and family support services have not been implemented because they are resource- and personnel intensive; require well-qualified, thoroughly-committed, and highly-dedicated staff, volunteers, partners, and management;

Narratives

and usually require meeting modest milestones over several years to realize desired outcomes and effectuate transformational change. As such, the approach has been deemed too cost-prohibitive and not conducive to annual performance-based funding cycles.

Reach Me, Teach Me leverages member efforts to address the intensive personnel requirements associated with this approach. Moreover, because members are assigned to a finite number of youth (five or less depending on the severity of their issues) for an entire year, youth are able to develop meaningful relationships and receive services of sufficient intensity and duration to effect significant change. Research shows that delinquent youth who receive six or more hours per week of structured and focused one-on-one intervention demonstrate statistically meaningful academic and socio-behavioral improvements within one-year. Lastly, because these slots were specifically created for members and volunteers, the opportunity to violate non-duplication, non-displacement, or non-supplementation requirements has been eliminated.

Training & Curriculum: Youth with severe academic and socio-behavioral issues present unique challenges.. Working with the targeted youth population described previously requires an understanding of their thought processes, communication skills, coping skills, challenges at home, community dynamics, cultural dynamics, peer affiliations, and motivational factors. It also requires working knowledge of neighborhood dynamics and gang culture. This is not to describe this population as excessively difficult for a member to work with, but to highlight the need for more intensive, specifically structured training that adequately prepares members to be effective and successful, while assuring that they will happily complete their term of service.

Members receive 40 hours of initial classroom training, 40 hours of practicum (supervised on-the-job training), and at least 8 hours per month of professional development. Topics include post traumatic stress disorder, communication skills, relationship building, dealing with cutters, substance abuse, the nature of gangs, child abuse, domestic violence, kleptomania, attention deficits and disorders, and addressing learning disorders. Our training combines various evidence-based curricula, training guides,

Narratives

and lesson plans including Active Relationships among Adolescents and Youth, Life Skills for Vocational Success, Working with Culturally and Linguistically Diverse At-Risk Students, Reflecting on the "How" as well as the "What" in Effective Reading Instruction, Alternative Assessment Instruction Method, Ten-Step Tutor Cycle, Elements of Effective Charting, Helping Children Become Strong Citizens, Raising African American Student Achievement, Seizing the Middle Ground: Why Middle School Creates the Pathway to College and the Workforce, Building Relationships, Tools for Mentoring Adolescents, Mentoring Youth Who are Delinquent or High Risk, Understanding the Limits of Confidentiality and the Boundaries of the Mentoring Relationship; Skills for Recognizing and Dealing with Inappropriate or Abusive Behavior by Adults; Obtaining assistance if there are Questions or Concerns, Addressing Community Gang Problems, Child Delinquency Early Intervention and Prevention, Epidemiology of Serious Violence, Preventing Adolescent Gang Involvement, and Preventing Violence the Problem Solving Way.

Additionally, members, directors, administrators and YAs shall participate in two hours of training on prohibited service activities. At the conclusion of the training, participants will be required to sign a statement indicating they fully understand and will comply with the service requirements. Any violation of these requirements is grounds for dismissal or termination.

Self-Assessment and Improvement: This program is intensively assessed on three levels.

Youth Improvement (Level 1): Baseline and quarterly socio-behavioral, academic, and social acuity assessments gauge youth progress towards the realization of goals, objectives and desired outcomes. A baseline (youth's current performance measure status) is established for each youth entering the program and serves as the basis for measuring the youth's progress in moving toward the realization of program goals, objectives, and outcomes. The baseline evaluation is comprised of stakeholder feedback (parent, teacher, coach, pastor, tutor, peer, etc., data gathered as part of the application process), staff observations (orientation, interview, and ongoing), and socio-behavioral assessment data. Socio-behavioral data is collected using target behavior appropriate assessments, which include: BASC-2

Narratives

Behavioral and Emotional Screening System (BESS); Facets of Success (FOS); and Measuring Violence-Related Attitudes, Behavior, and Influences among Youths: A Compendium of Assessment Tools, Second Edition (CDC). All socio-behavioral assessments are quarterly administered, scored and evaluated by appropriately certified personnel.

Program Quality (Level 2): Quarterly audits assess twelve measures of program quality (outcomes; safety; participation in planning; connection; nutrition; equity in participation; relationships; continuous improvement; skills, agency capacity, sustainability; and collaboration). Qualitative stakeholder surveys (distributed to youth's circle of influence - parent, youth, teacher, pastor, etc.) also measure service provision quality.

Member Effectiveness (Level 3): Member performance is evaluated based on the observations of the Directors, the improvement of the youth to whom they are assigned, self assessment, and qualitative feedback from stakeholder surveys (distributed to the YAs with whom the members work, parents, youth, teachers, etc.).

Feedback from all three levels of program evaluation is used to inform correction.

Measurable Outputs and Outcomes

Brotherhood Crusade will participate in the 2010 National Performance Measures Pilot Program for Education. Specifically, we will adopt and use:

Measures 3, 75 disadvantaged youth/mentor matches will be commenced.

Measure 4, 60 disadvantaged youth/mentor matches will be sustained for one year.

Measure 5, 60 students will improve academic performance, based on content-standard specific California Standards Tests, by 50% in math or English language arts within one year in the specific content areas being addressed.

Measure 6, 35 mentees will improve school attendance by 50%.

Measure 7, 60 students will not be suspended over the course of the program as measured by in school incident and disciplinary reports.

Narratives

Measure 8, 60 youth will decrease substance abuse, arrest, or gang involvement as measured by incident reports, police records, socio-behavioral assessments, and pre and post self, parent, and mentor reports. We anticipate a 50% median decrease in each category.

Community Involvement

Brotherhood Crusade is one of a 30-member Planning Committee and serves on the 9-member Steering Committee of South Los Angeles Building Healthy Communities, a California Endowment Building Healthy Communities Initiative. Through monthly meetings and information sharing, the Planning Committee is informed by more than 500 community based organizations, residents, governmental agencies, private entities, and other stakeholders. Brotherhood Crusade also partnered with Los Angeles Community Impact (LACI), a University of Southern California student run pro-bono consulting organization that advises and strengthens local non-profits and small businesses. LACI recommended the Reach Me, Teach Me Program be scaled up to become a demonstration model for serving youth with severe academic and socio-behavioral issues as well as to facilitate policy and systems change. This recommendation mirrored suggestions made by community residents during South Los Angeles Building Healthy Communities Town Hall Meetings held on August 15, 2009, and December 5, 2009. Accordingly, this project represents consensus suggestions of more than 750 community residents and agencies. Moreover, 125,000 residents were asked to comment on the project's merits in a full-page advertisement that ran in the Los Angeles Sentinel newspaper on June 11, 2009.

Substantial ongoing community involvement in planning, design, and implementation differentiates the California Endowment Building Healthy Communities Initiative and, in particular, the South Los Angeles Building Healthy Communities process from traditional efforts. Although the Planning Committee makes the final decisions as to how policy and systems change efforts will proceed, the Committee's decisions and actions over the next three years will be highly influenced by community residents and stakeholder input from the Youth and Family Focus Workgroup and Planning Committee forums. All community residents are permitted and encouraged to join the Workgroup or Planning

Narratives

Committee General Assembly.

Potential for Replication: This project was created as a replicable and transferable model gang and delinquency prevention strategy and brings to scale the Reach Me, Teach Me Program Pilot

Organizational Capability

ORGANIZATIONAL CAPACITY

Sound Organizational Structure

Sound Programmatic and Fiscal Oversight: The Los Angeles Brotherhood Crusade is a 501(c)(3) not-for-profit human and social services organization. It was founded in 1968 when a group of men and women calling themselves The Black Congress sat down to create an agenda and possible solutions for issues that affected the black community. Their think tank called for economic autonomy, defending integrity, creating unity, and the formation of a creative force to guide that unity through peace and mutual respect. Community leader Walter Bremond mortgaged his family's home to acquire \$15,000, which was used to keep the doors of two vital community institutions open and founded Brotherhood Crusade as the creative force. Its mission was and still is to build and sustain an institution that raises funds and resources, distributes those funds directly into the community to address the unmet needs of the community. Self-help, assimilating fiscal, in-kind and volunteer resources from within the community to help the community became both the organization's model and mantra.

In the 41 years since its founding, Brotherhood Crusade has assisted more than 100 agencies by facilitating the accumulation and distribution of more than \$60 million. Additionally, the organization has provided human and social services to more than 100,000 South Los Angeles residents annually. These services include educational enrichment & academic assistance services, arts & drama appreciation, at-risk youth prevention programs, health education, life & social skills training, domestic violence assistance, character development training, appreciation of diversity training, employment readiness, post-employment services, counseling, financial education, health screening, health education, access to cultural and artistic excellence, core capacity training for minority-led organization,

Narratives

food for the homeless, legal services, recreational services, homeless services, and the provision of emergency food, clothing, and shelter.

In 1972, Brotherhood Crusade extended its self-help model nationally when Walter Bremond founded the National Black United Fund (NBUF), a black philanthropic organization created to provide a viable, systematic, and cost efficient mechanism for Black Americans to make charitable contributions to Black American organizations engaged in social change, development, and human services. In 1980, Bremond challenged the federal government to allow federal employee contributors to have a choice in their annual payroll deductions campaign, the Combined Federal Campaign, for their charitable gifts. At the time, the only charitable elections offered to people of color, were entities and organizations that provided no or limited services in their communities. This unprecedented challenge resulted in NBUF becoming a model for reform in other government and corporate employee campaigns.

Brotherhood Crusade established itself as a voice of advocacy for underserved, disenfranchised, and impoverished people of color in the 1970s. The organization's efforts led to numerous civil rights victories for people of color, gays and lesbians, and other marginalized populations.

Today, under the leadership of Bremond's daughter, Charisse Bremond Weaver, the organization has become a model of collaboration and resource leveraging. Bremond Weaver's unique ability to bring quality people and necessary resources together for a common cause not only exemplifies the Brotherhood Crusade self-help model, but also significantly strengthens its relevance in the 21st Century.

In 2005, Brotherhood Crusade began to develop its pioneering 10-Year Community and Economic Development Plan, which emphasizes youth development and focuses specifically on youth with severe academic and socio-behavioral issues. Reach Me, Teach Me represents the core structure of the Plan. It was pilot tested in September of 2007 and is scheduled to be fully launched in September of 2010.

Currently, under this model, more than 1,400 high-risk youth are served annually with 200 receiving daily services.

Narratives

Service Sites: As described under Member Sites and Activities and Member Roles above, this project involves placing five members each at four learning sites: Manual Arts, Foshay, Horace Mann, and AAUC. Selection of these sites, which are within a four mile radius of each other, was predicated on their current status as Reach Me, Teach Me pilot program sites for which a supervisory structure and partnership agreements are already in place. Project-specific programming at each facility is facilitated by our ESDs, Mental Health & Family Support Director, and YAs: one ESD is assigned to Manual Arts & Foshay; one ESD is assigned to Horace Mann & AAUC; one Mental Health & Family Support Director supports all four schools; and one YA is assigned to each of the four schools. Members report to the ESD responsible for the learning site to which they are assigned. ESDs oversee the sites and the members through the use of monitoring tools (daily itinerary, Session Summary Sheets, stakeholder surveys, etc.), weekly team meetings, weekly case review sessions, and frequent site visits.

Site Compliance: Brotherhood Crusade staffs an internal evaluator who collects Reach Me, Teach Me programmatic data and prepares progress reports monthly, randomly audits the program, and formerly audits the program quarterly. Additionally, an external evaluator audits the program annually.

Brotherhood Crusade also staffs a bookkeeper and bookkeeper assistant that are responsible for managing the program's fiscal components, preparing monthly progress reports, and facilitating annual audits conducted by external auditors.

Site Connection: Although our sites are geographically separated, their close proximity combined with the uniformity of our programmatic elements and shared service providers (partners) creates a virtually seamless connection that ensures our overall mission and vision for both the AmeriCorps and Reach Me, Teach Me Program are maintained at each site. Specifically, each site operates from the same template, are served by the same partners, utilize the same curricula, and are managed by ESDs who work together to formulate uniform directives.

Experience with Federal and State Grants: Reach Me, Teach Me is well-positioned to have a significant and meaningful impact, realize its measurable outcomes, and sustain its ability to impact upon its

Narratives

desired outcomes long-term. Its pilot program has already effectuated statistically meaningful accomplishments (described above under Performance Measures), which were realized as part of and in compliance with a US Department of Education Office of Safe and Drug-Free Schools federal grant and Governor's Office of Emergency Services CalGRIP state grant. Brotherhood Crusade staffs an internal evaluator, bookkeeper, bookkeeper assistant and program coordinator to manage and ensure full compliance with all federal grants received. Moreover, we employ an external auditor to further ensure such compliance. In administering the AmeriCorps grant, this level of management will be employed.

Partners and Staff Roles: The Reach Me, Teach Me Program is managed by Brotherhood Crusade, who serves as the lead agency, and guided by an Advisory Board comprised of a mental health professional, educator, child development specialist, and law enforcement professional. The Advisory Board meets weekly and governs the Reach Me, Teach Me partnership with respect to program direction, programmatic offerings, disciplinary measures, communications, scheduling, evaluation and monitoring, requests to allocate funding, identification of resources, partner roles and responsibilities, and new partner memberships. Each partner is responsible for their staff and sub-contractors. However, these individuals must be approved by the Advisory Board. All directors report to the Advisory Board, who subsequently reports to the President.

Our partners (with the dates the partnership was established in parenthesis) include: 1) Green Dot Public Schools (October 2008) and View Park Accelerated Charter Schools (August 2008) will provide proven remedial education models and curricula, member training, and technical assistance; 2) the Center for the Empowerment of Families (February 2007) will provide mental health (counseling, therapy, communication, coping skills, etc.) and family support (life & social skills training, parenting, family empowerment, relationship support, etc.) services, member training, member support, and individual mental health plans for youth; 3) AAUC (December 1991) will provide classrooms conducive to learning, recreation and cultural diversion support, and member support; 4) St. John's Well Child Center (May 2009), Weingart YMCA (July 2009), and Why Can't We Make A Difference Foundation

Narratives

(July 2007) will provide health services and healthy lifestyles support and member training; 5) Community Centers Inc. (November 2009) will provide staffing support, member support and member training; 6) Brotherhood Crusade will provide case management, cultural awareness, supervision, mentoring support, evaluation and monitoring, fiscal compliance, program compliance, member training, member support, member performance evaluation, member peer support, reflection events, and performance incentives; and 7) South Los Angeles Building Healthy Communities (May 2009) and the North Area Neighborhood Development Council (July 2009) will provide community input, feedback, and support as well as a vehicle to facilitate policy and systems change.

This collection of partners began to strategize about combining resources to more effectively serve South Los Angeles when South Los Angeles Building Healthy Communities was established in May of 2009.

[South Los Angeles Building Healthy Communities is a California Endowment Building Healthy Communities initiative that is managed by a 30-member Planning Committee, informed by a general assembly, and supported by outcome-focused workgroups. Its groups are comprised of community residents & stakeholders and feature continuously growing memberships]

Brotherhood Crusade Management Structure: Brotherhood Crusade operates under the leadership of Brotherhood Crusade's President and CEO who is supported by a Chief of Staff, an executive assistant, a bookkeeper, a bookkeeper assistant and seven program directors (Mental Health & Family Support (1), Educational Services (2), Evaluation (1), Gang Reduction and Youth Development (GRYD, 1), Mentor and Me (1), and Public Education/Social Awareness (1)). Each director is further supported by an advisory board that consists of community peers and colleagues with expertise in director's area of service. Brotherhood Crusade builds bridges of collaboration between well-respected service providers to leverage its 25-member staff and effectuate its programming.

Key Project Positions: A detailed description of key personnel duties was provided above under Activities and Member Roles. This project will primarily be directed by our ESDs Laurie Dickey, M.A., and Sandra Ascencio, M.Ed. Life and social skills training will be facilitated by Dr. Sharon Rabb. GRYPD

Narratives

and Mentor and Me YAs will serve as case managers and work closely with the members. Compliance will be monitored by our evaluator, bookkeeper and bookkeeper assistant.

Sharon Rabb, Ph.D., LMFT: Dr. Rabb, our Mental Health and Family Support Director, directs the implementation of each youth's mental health plan, trains members in life and social skills, administers socio-behavior assessments, prepares individual mental health plans, and evaluates member performance. Dr. Rabb founded The Center for the Empowerment of Families and has provided more than 25 years of clinical expertise in developing skills that make positive changes within families and that empower others in their communities; instructing teens in relationship skills that emphasize respectful, fostering positive dialogue to enhance self-esteem and improving communication; and counseling to assist with building better relations and overcoming inappropriate beliefs and behaviors. Dr. Rabb was selected as the primary counselor for Los Angeles County juvenile justice system youth and facilitates detainee visits three times per week.

Sandra Ascencio, M.Ed.: Sandra Ascencio serves as one of two Educational Services Directors. Ms. Ascencio is a bilingual certificated instructor that has specialized in alternative and experiential instruction of severely under-performing youth for more than 10 years.

Laurie Dickey, BA (Multiple Subject Teaching Credential, Bilingual Certificate of Competency), MA: Ms. Dickey is our other bilingual Educational Services Director. Her after school tutorial programs produced the statistically significant academic outcomes highlighted above under Performance Measures. Ms. Dickey previously taught as a mentor teacher for LAUSD and worked for the Los Angeles County Office of Education as a Professional Expert, managing High Priority School Grants.

Hal Walker: Mr. Walker is immortalized in the Smithsonian Institute as the individual responsible for determining the distance between the moon and the earth. He is one of the country's foremost experts on laser technology.

Bettye Walker, Ph.D: Dr. Walker served as the principal of Bunche Elementary School in Compton, where she implemented an experiential curriculum that she and Mr. Walker designed. At the time,

Narratives

Bunche had a low Academic Performance Index ranking (bottom 10%). Today, as a result of their curriculum, African American and Latino students attending Bunche rank in the top 10% of all students in the state.

The Walkers serve on the ESD Advisory Board and assist in curriculum development.

As described under Activities and Member Roles above, the ESDs will supervise the members, administer baseline and quarterly academic assessments, develop individual educational learning plans for each youth, direct the implementation of these learning plans, prepare daily itineraries for the members, monitor the progress of program youth towards their educational objectives, monitor member-youth interactions and member performance, and provide member support.

Overall Program Self Assessment: As described under Self Assessment and Improvement above, Brotherhood Crusade conducts quarterly audits to assess twelve measures of program quality (1) outcomes; 2) safety; 3) participation in planning; 4) connection; 5) nutrition; 6) equity in participation; 7) relationships; 8) continuous improvement; 9) skills, 10) agency capacity, 11) sustainability; and 12) collaboration). Each measure is supported by a minimum of eight measurement parameters (e.g., 1) Outcomes: a) program meets needs of client; b) program outcomes are established; c) outcomes are measurable; d) outcomes are relevant; e) outcomes are realistic; f) data gathering method is acceptable; g) method and timeline for reports are acceptable; h) program's latest report shows program is making progress toward goal realization; i) program provides data related to the outcome). Quarterly qualitative stakeholder surveys, distributed to and collected from the youth's circle of influence (parent, youth, member, pastor, etc.) also measure program quality.

Technical Assistance: Our intensive training (described under Training and Curriculum above) and orientation (described under Member Support above) provide members with immediate and ongoing technical assistance. Additional free or low-cost core capacity building (adaptive, leadership, management and technical) and technical assistance is provided through collaborative partner (e.g., California Endowment, US DOE office of Safe and Drug-Free Schools, California Wellness Foundation)

Narratives

and other (e.g., Weingart Foundation and Annenberg Foundation) resource training programs.

Technical assistance needs are further identified and supplemented by South Los Angeles Building Healthy Communities partners.

Sound Record of Accomplishment as an Organization

Volunteer Generation and Support: Brotherhood Crusade recruits 20,000 volunteers annually to support its youth programs (Mentor and Me, March to 1000, Brother to Brother, Youth Sports League and GRYD) community engagement events, social services programs (food and clothing distribution; health screening for diabetes, HIV, HCV, cardiovascular disease, breast cancer, etc.; and social awareness campaigns), and vocational training programs. Volunteers include community residents recruited through word of mouth and public service announcements, youth recruited through our school programs and partnerships with organizations like the Pacific Asian Alliance and Community Coalition, and professional volunteers recruited through our public and private partners such as the US Postal Service.

Organizational and Community Leadership

The mission of Brotherhood Crusade is to improve the lives of underserved, disenfranchised, and impoverished South Los Angeles residents by enhancing educational opportunities, promoting health and wellness, enhancing economic development, and building community institutions. Our menu of programs and services continually evolve as a result of addressing community needs in these areas. The following provide examples of our community leadership.

1. Low-income African Americans are most at-risk of being infected with the hepatitis C virus (HCV). An estimated 180,000 Los Angeles County residents are unknowingly HCV infected. Despite this, the Department of Health Services (DHS) struggled to identify and screen high-risk individuals through their HCV campaign. Brotherhood Crusade, in its first campaign year, brought awareness to more than 750,000 residents, tested 5,000 high-risk residents, and found and facilitated health services for the 3% (150) of residents found to be HCV-infected. These numbers exceeded DHS's effort in the area for the

Narratives

entire decade.

2. Brotherhood Crusade successfully argued that many federal, state, and local employees were not given options to donate to charities that serve their communities through payroll deduction. This argument resulted in a successful lawsuit that now allows more than 1400 nonprofit agencies to be selected as government payroll deduction options, which has significantly increased the capacity of these organizations.

3. Through its fundraising and re-granting programs, Brotherhood Crusade preserved the existence of vital community organizations whose doors would otherwise have been closed. Challenger's Boys and Girls Club, whose severe financial crisis would have forced it to close its doors was provided a grant to bridge the Club's fiscal shortfalls. Today, more than 35,000 South Los Angeles children have graced the Club and taken advantage of its education, leadership, arts, career development, fitness and health programming.

Similarly, the Jenesse Center for Domestic Violence was on the brink of distinction when they received a grant from Brotherhood Crusade. Today, the Jenesse Center is the oldest domestic violence intervention program in South Los Angeles. Over five hundred women per year enter the doors of the Jenesse Center 30-day Emergency Shelter program through the Jenesse Center Intake office. Many are dropped off by family members who wait anxiously for them to be admitted into the program before leaving with saddened eyes and hope that their loved one will get the help he or she so desperately needs. Some mothers and children are brought by local law enforcement officers in the middle of the night. Still others make their own way despite having been beaten and bruised. Halle Berry, fundraising chairperson, and television chef G. Garvin are two of the many celebrities who provide their financial support and donate time to the organization. As a consequence, the Jenesse Center has grown to become the oldest and most respected domestic violence intervention, support, and education organization in Los Angeles County.

4. Brotherhood Crusade's Reach Me, Teach Me Program model is making a significant impact in South

Narratives

Los Angeles' gang prevention efforts. In 2008, CalGRIP program officers nominated the program for the National Criminal Justice Association 2009 Outstanding Criminal Justice Program Award.

Success in Securing Community Support

Collaboration: Reach Me, Teach Me is a collaborative approach that assimilates public, private, and community resources to address a critical compelling need. Collaborating with the City of Los Angeles GRYD Office, Governor's Office of Emergency Services CalGRIP, US Department of Education Office of Safe and Drug-Free Schools, Los Angeles Recreation and Parks Department, Los Angeles Probation Department and California Department of Education Supplemental Educational Services program has significantly increased the quality of our services by increasing the referral base for target youth and the service provider base from which we are able to draw.

Similarly, our collaboration with The California Endowment, Microsoft, Verizon Foundation, Wachovia, Wells Fargo, Bank of America, JP Morgan Chase, State Farm, Southwest Airlines, Los Angeles Lakers Youth Foundation, The California Wellness Foundation, and the Los Angeles Times provides volunteers, technical assistance and professional development training, fiscal resources, exposure opportunities, and support systems that increase quality of instruction and increases the number of youth to whom effective high-intensity services can be provided.

Lastly, our collaborations with South Los Angeles Building Healthy Communities, local community based organizations, law enforcement agencies and the community at large allows us to leverage needed resources, heighten awareness and facilitate policy and systems change.

Local Financial and In-Kind Contributions: The harsh reality of the economic crisis has caused sharp decreases in philanthropic contributions. Simultaneously, it has caused funding agencies and individuals to take a more discriminating look at the ability of service organizations to deliver quality, community transforming services in a cost-effective manner.

Brotherhood Crusade is experiencing a 30% increase in contributions due to a more diverse donor base fueled by new partnerships and the re-engagement of partners who have not contributed for some

Narratives

prolonged period of time. Our partners attribute their interest to the success of the Reach Me, Teach Me Program which they believe will significantly impact South Los Angeles' severe academic, gang violence, and delinquency challenges among youth. Several partners credit our strong evaluation program and statistically meaningful results as a key contributing factor. Other contributors indicate they are impressed with our ability to maximize "bang for the buck" while remaining in compliance and fiscally solvent.

Wide Range of Community Stakeholders: Stakeholder membership in South Los Angeles Building Healthy Communities continues to grow. The coalition started in May of 2009 with a membership of 30 community organizations. Today, more than 500 community stakeholders represent the general assembly. The coalition has become more diverse by adding youth, community residents, public and private agencies, and faith-based organizations. The current demographics of registered coalition members reflect 50% Latino, 45% African American, 2% Caucasian, 2% Asian/Pacific Islander, and 1% Native American. Members range from 11 to 84 years of age.

Special Circumstances: South Los Angeles was selected as one of 14 communities targeted by The California Endowment Building Healthy Communities Initiative because the community is extremely marginalized. An estimated 73.3% of South Los Angeles residents are designated as individuals with low or moderate incomes [US HUD, 2009], the unemployment rate exceeds 28% [Claritas, 2009], greater than 86% of South Los Angeles students participate in the federal free or reduced lunch program [CA DOE, 2009], and nearly 36% of South Los Angeles residents and more than 40% of parents with youth ages 10-15 are individuals with incomes below the poverty level [LA Urban Research, 2008]. Despite these challenges, the area is resource-poor (per capita) with respect to academic and economic resources from philanthropic, government, and human service entities [Healthy City, 2009]. These challenges place significant and increasing demand on human and social service providers who are struggling to provide more services with fewer resources.

Project Implementation

Narratives

Ultimately, this three-phase project seeks to effectuate policy and systems changes that will transform South Los Angeles. In Phase I, we will provide intensive one-on-one and small group remedial education during and after school at least four (4) hours per day, individual and small group counseling and therapy four (4) to eight (8) hours per week, diversion and physical activity four (4) to twelve (12) hours per week, family counseling and therapy a minimum of two (2) hours per week, and 24-hour on-call family support to 200 youth with severe academic and socio-behavioral issues. Twenty members will be assigned to 75 of these 200 youth for one year, with no member being assigned to more than five youth over the course of the year. Phase I expands and enhances the successful two-year Reach Me, Teach Me pilot program conducted on 132 youth with severe issues between September 2007 and September 2009.

Phase II provides South Los Angeles Building Healthy Communities, a coalition of community residents, public agencies and private entities, with evidence of sufficient scale to demonstrate that holistically addressing the needs of youth with severe academic and socio-behavioral issues will transform marginalized communities.

Lastly, in Phase III, South Los Angeles Building Healthy Communities will recommend and facilitate policy and systems changes that will impact: Los Angeles Unified School District; Los Angeles County Department of Mental Health; Los Angeles Recreation and Parks Department; Community and Faith-Based Organizations; Corporate Entities; and Private Foundations

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS AND BUDGET ADEQUACY

The City of Los Angeles Gang Reduction and Youth Development Office has granted Brotherhood Crusade \$649,085 per year for four years for this project, assuming its performance continues to be exemplary. This cash will be used to match the \$313,412 or \$15,671 per MSY being requested from the Corporation.

California projects its future prison capacity needs based on the academic proficiency of third grade

Narratives

students. According to this data, every youth targeted by this project will be incarcerated within 20 years. In 2008, the cost of incarcerating a juvenile prisoner in California for one year was \$252,312.00. This budget request is higher than the national average due to the intensity of service and training required to perform the project's critical services. However, the alternatives to providing the interventions proposed by this project are incarceration and homicide. This AmeriCorps program has the potential of creating a far greater impact at a cost that pales in comparison to the cost of the alternative. Moreover, as described above, the budget adequately provides for a sufficient number of members to effectuate meaningful and measurable change, thorough evaluation and fiscal management, comprehensive training, strong member support, and competent supervision

Evaluation Summary or Plan

N/A

Amendment Justification

N/A

Clarification Summary

CLARIFICATION RESPONSE 2011

PROGRAMMATIC CLARIFICATION ITEMS.

* Please provide a justification for 7 full time staff supervising a corps of 20 members.

The significant level of supervision reflected in the Reach Me, Teach Me program is a direct indicator of the nature of the population being served by the program. Unlike most AmeriCorps programs that focus on education, Reach Me, Teach Me works with the most difficult to reach, difficult to serve population -- a population with which most programs will never attempt to work and often discharge from their programming. The typical Reach Me, Teach Me youth exhibits at least 75% of the risk factors that

Narratives

contribute most to youth joining gangs or engaging in youth violence and: is 10-15 years of age (middle school age or high school freshman); is three or more grade levels behind (assessed academic proficiency compared to current school grade level); is routinely truant, absent and/or tardy; routinely commits school violations relating to fighting, substance use, weapons possession, teacher abuse, robbery, theft and/or assault; is involved in the juvenile justice system and is arrested twice annually on average; has been victimized by sexual or physical assault; is dealing with significant familial issues such as child abuse, parental or sibling substance abuse, domestic violence, and/or siblings or guardians involved with gangs, prostitution, drug distribution, and/or criminal activity; has suffered a negative life event (i.e., the violent loss of a friend or family member); is committed to gang-affiliated, delinquent and/or street-oriented peers; demonstrates symptoms of clinical depression, post traumatic stress disorder, low self-confidence and self-esteem, unwarranted aggression, and/or learning disorders; and does not reside in a two-parent home. Without intentional, well-coordinated intervention, history has shown there are only two alternatives for these youth -- incarceration or pre-mature death.

Working with this population of youth requires considerable amounts of high-quality training and strong supervisory support from youth advocates (case workers) and child development professionals who are familiar with the youth as well as with techniques such as de-escalation. It is especially critical when working with this population of youth that members have the ability to contact a youth advocate who has intimate knowledge of the youth with whom the member is working within 10 minutes. It is similarly important that the members have direct and timely access to educational and socio-behavioral professionals who are intimately familiar with the youth with whom they are working.

Lastly, given the nature of AmeriCorps, a well qualified director is needed just to run the program, ensure compliance, and manage the members. Consequently, seven full time staff are tasked with supervising the members: one socio-behavioral professional, one educational professional, one program director, and four youth advocates (one per site from which the youth are assigned).

Narratives

PERFORMANCE MEASUREMENT CLARIFICATION

o The target for ED-5 needs to be a numerical value of 40 and not a percentage (80%).

The target for ED-5 will be changed to reflect that 40 of the 50 youth will realize the target.

o Please confirm the ambitious goal of students improving two grade levels in one program year.

Brotherhood Crusade agrees that the goal of improving two functional grade levels in one program year is ambitious. In fact, it is quite a bit more ambitious than what Brotherhood Crusade proposed in its original application to CaliforniaVolunteers.

Given the opportunity, Brotherhood Crusade would like to propose a more reasonable minimum functional grade level improvement of 1 year.

o Please also explain the rationale for having a high ratio of 20 members serving 50 youth.

Unlike most AmeriCorps programs that focus on education, Reach Me, Teach Me works with the most difficult to reach, difficult to serve population -- a population that is often discharged from traditional programming.

The 20 members to 50 youth ratio is not only necessary, but critical to the success of the youth in order to realize our academic objectives.

Narratives

BUDGET CLARIFICATION ITEMS

* The budget submitted for the 2011-12 program year is exactly the same as the budget submitted for the program's first year of operation. Please confirm this is still correct.

Brotherhood Crusade requested a budget modification in December of 2010 that was not approved until after the competitive continuation application was submitted. The budget that is currently represented in the system is no longer correct.

* CNCS realizes the program had a late start of its first year of operation and therefore may need to revise its budget during clarification to reflect accurately its second year of operation.

Brotherhood Crusade has revised its budget to reflect accurately its second year of operation.

* In addition to updating the budget and budget narrative fields, the program should provide a narrative update of its budget updates in the "Clarification Summary" of the application.

Brotherhood Crusade Reach Me Teach Me revised its living allowance provided to AmeriCorps members as a result of a decrease in the financial match commitment that was allocated to the Reach Me, Teach Me program. Brotherhood Crusade moved match support funds from the following budget line items: Member Living Allowance \$98,000 and Member Support Costs \$21,021. Brotherhood Crusade increased match for the following budget line items: Personnel \$82,140, Personnel Fringe Benefits 17,346 Supplies \$12,200 and Evaluation \$7,335.

Brotherhood Crusade Reach Me Teach Me revised its budget to better align the budget with program

Narratives

design. Changes to the CNCS budget share are as follows:

Personnel Expenses- Increased by \$50,000 to add Program Director position.

Living Allowance- Decreased by \$50,000 to accommodate personnel change.

Changes to the Grantee budget share are as follows:

Personnel Expenses- Decreased by \$50,000 to add Program Director position to CNCS budget share.

Additional Personnel Changes: Educational Service Director/Site Supervisor-\$45,000; Educational Services Director/Site Supervisor-\$27,500; Program Support/Site Supervisor-\$30,000; Site Supervisor-\$30,000; Site Supervisor--\$24,000; Youth Advocate-\$15,200; Youth Advocate-\$12,900; Youth Advocate-\$11,400; Mental Health Director-\$18,540; Program Assistant-\$25,460; Living Allowance-Increased by \$50,000 to add Program Director position to CNCS budget.

Continuation Changes

PERFORMANCE MEASURES:

With respect to Performance Measurements, this Continuation does contain a change in verbiage to correct typos and clarify stated outcomes to exactly reflect the 2010-11 Performance Measures approved for contracting with CaliforniaVolunteers. However, this alteration is minor in nature and does not change or modify the measurements.

ENROLLMENT:

There is no data to report as the program has not yet started.

Narratives

RETENTION:

There is no data to report as the program has not yet started.

COMPLIANCE WITH 30-DAY ENROLLMENT/EXIT POLICY:

There is no data to report as the program has not yet started.

AUDIT PARTICIPATION:

This is not applicable to the Reach Me, Teach Me program.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 8.8

Service Categories

Secondary Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Members will be trained & serve as remedial education tutors to no more than five high-risk youth a minimum of five hours per week per youth for a period of one year (50 weeks). Note: Reach Me, Teach Me is a year-round program. Program service is not disrupted when school is out. In fact, youth remain in and are served by the program even when they have been suspended from school and have not yet relocated to a new school.

Tutoring will be provided in accordance with an educational services plan developed specifically for the youth. Members will use certified and approved curricula; administer validated and reliable assessments that align with the California Content Standards for Public Schools and the youth's regular school day studies; and provide remedial tutoring to the youth during after school and weekend hours.

Youth will be transported to their respective program sites where they will meet with their mentor/tutor (the member). The member will then ascertain the youth's individual Youth Development Plan and initiate the youth's remedial education programming for that day as directed in the plan. The plan highlights the discipline(s) (math or English language arts) in which the youth needs assistance and the specific content standard areas that need to be improved. Instruction is designed to move the youth from the earliest (lowest functional grade level) content standard learning gap to the most recent (highest functional grade level). Appropriate curricula and exercises are recommended and prescribed to further assist the member in delivering tutorial assistance. Members retrieve the prescribed curriculum and recommended exercises for the day, which are maintained in the program site curriculum library, and begins to work with the youth in a space that ensures intimate one-on-one or small group (less than five youth) instruction. The member may employ games, manipulatives, hands-on experiences, video assistance or other traditional or innovative instructional tools to build the academic proficiency of the youth. Additional guidance and instructional design assistance is provided to the member by the Educational Services Director who is either on-site or able to get to the site in less than 10 minutes; site supervisor; and onsite youth advocate.

The member will continue to tutor in the designated content standard area and will not move on to another content standard area until the youth has demonstrated consistent mastery of the current content standard.

National Performance Measures

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

When mastery is determined, the member will administer a proficiency assessment to clearly delineate the youth's current level of performance from his or her baseline level of performance. This assessment will be re-administered quarterly to assure that the youth has truly mastered the subject matter.

In the absence of a daily lesson plan for the youth, the member will utilize the prescribed curriculum to work with the youth on the last content standard area mastered. First, the member will administer an assessment exercise to determine if the youth continues to demonstrate proficiency with the subject matter. If proficiency is not demonstrated, the member will follow the youth's plan and provide remedial tutoring with respect to the deficient content standard. If mastery is indicated, the member will advance the youth to the next identified content standard and initiate instruction accordingly.

Small group tutoring is provided in a manner similar to one-on-one instruction except that youth with similar academic learning gaps and needs are placed in groups of no more than five; thereby ensuring that the instruction provided is relevant for all of the youth.

At the conclusion of each tutoring session, tutors complete Tutor Logs & Session Summary Sheets to document the work completed, the goals & objectives of the work, the alliance of the work with the youth's educational services plan goals & objectives, and any relevant observations or occurrences d

Result: Output

Result.

Youth will be tutored

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

Target : 50 youth will receive tutoring.

Target Value: 50

Instruments: Tutor Logs to collect data on the number of hours youth participate in tutoring.

PM Statement: 50 youth will receive tutoring.

Result: Intermediate Outcome

Result.

Youth will increase their functional grade level

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

Target : 40 of 50 (80%) of youth who receive 300 hours of tutoring will increase functional grade level by

National Performance Measures

Result.

one year in ELA and math.

Target Value: 40

Instruments: Saxon Assessment and modified California Standards Test to collect data on functional grade level improvement in youth.

Completed by students. Frequency four times per year.
CSTs to compare to Saxon Assessment and modified CST results annually.

PM Statement: 40 of 50 (80%) of youth who receive 300 hours of tutoring will increase functional grade level by one year in ELA and math.

Result: Output

Result.

Youth will begin tutoring.

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

Target : 50 youth will begin tutoring

Target Value: 50

Instruments: Tutor Logs to collect data on the number of youth who begin tutoring.

PM Statement: 50 youth be tutored as measured by tutor logs that collect data on the number of youth who begin tutoring.

Priority Area: Education

Strategy to Achieve Results

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

Members will be matched with as few as one and no more than five high-risk youth who all attend the same school or program site through Brotherhood Crusade's mentor-mentee match process. Mentors will spend a minimum of three hours per week providing one-on one or small group (less than five youth per mentor) life and social skills mentoring. Specifically, there are two mentoring scenarios for a typical member workday: IN-SCHOOL (assigned to Manual Arts/EXPO Center, Foshay Learning Center, or Horace Mann Junior High School); and OFF-TRACK & OUT OF SCHOOL (summer, vacations, assigned to the African American Unity Center, etc.).

NOTE: In both cases, members will be scheduled to work on Saturdays to complement special classes offered by Los Angeles Unified School District on Saturday (to assist students that are substantially behind).

IN-SCHOOL SCHEDULE: Monday-Friday: 8:00 AM-3:00 PM: During these hours, members conduct classroom visits to ensure youth are attending class. This task also reiterates the importance of attending class by demonstrating that it is a high-level concern for the child's mentor. During the classroom visits, members help youth engage in the instructional curricula by re-visiting concepts just shared by the instructor, challenging the

National Performance Measures

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

youth to repeat what the teacher has shared, and assisting the youth with developing an understanding of what the teacher has shared and its practical importance. Members may join the youth for lunch during which time they employ the mentoring skills of listening, re-visiting the youth's instruction in his or her previous classes and helping them understand the principles and context of the lesson, addressing youth concerns or challenges, and/or providing guidance by helping the youth see different alternative solutions to their challenges. If the previously described organic opportunities are not available, the member will work with the youth in accordance with prescribed mentoring programming that is outlined in the youth's individual Youth Development Plan. This may include discussing the long-term effects of truancy and suspension, the pitfalls of drug use, the effects of alcohol abuse, positive influences, avoiding delinquency, the benefits of education, dealing with relationships on all levels, and the importance of these and similar behavioral characteristics.

OUT-OF SCHOOL SCHEDULE: Monday-Friday: 3:00-7:00 PM and Saturday: 9:00 AM - 2:00 PM: Members: 1) assist certified facilitators in conducting the social and life skills programming prescribed in the youths' individual Youth Development Plan; 2) spend time with youth engaging in recreation, homework assistance, discussions about life, research and exploration, or other mentoring activities that align with prescribed interventions in the youth's individual Youth Development Plan; or 3) spend time with a small group (no more than five) of youth engaging in recreation, homework assistance, discussions about life, research and exploration, or other mentoring activities that align with prescribed interventions in the youth's individual Youth Development Plan. When small groups are formed, the mentoring programming is designed by grouping common or similar needs such as physical activity, educational enrichment in math (math games, science experiments, etc.), or group discussions on the importance of forgiveness and respect (based on a formatted curriculum).

In all cases, the member's role as a mentor is to help youth understand that different and often positive alternatives to their thought processes exist, encourage youth to consider all alternatives before engaging in an act, and help youth understand and consider the consequences of their actions. Members are not to prescribe any specific behavior or action.

Describe the 1:1 approach. The details should be as if I was there looking at it happen.

As described above, mentoring takes place Describe the small group approach. The details should be as i

Result: Output

National Performance Measures

Result.

Youth will be mentored.

Indicator: (DELETED) ED3: Youth/mentor matches started.

Target : 50 youth will be matched with a mentor.

Target Value: 50

Instruments: Mentoring Logs to collect data on the number of hours youth participate in mentoring.

Completed by the member. Frequency once per week.

PM Statement: 50 youth will be matched with a mentor.

Result: Output

Result.

Youth will be mentored

Indicator: (DELETED) ED4: Youth/mentor matches sustained.

Target : 50 youth will be mentored 240 hours each.

Target Value: 50

Instruments: Mentoring Logs to collect data on the number of hours youth participate in mentoring.

Completed by the member. Frequency once per week.

PM Statement: 50 youth will be mentored 240 hours each.

Result: Intermediate Outcome

Result.

Youth will not be suspended

Indicator: ED7: Students with fewer disciplinary referrals or suspensions.

Target : 35 of 50 (70%) of youth will not be suspended while being mentored.

Target Value: 35

Instruments: School reports to collect data on youth suspension.
Completed by school personnel. Frequency monthly

PM Statement: 70% (35 of 50) of youth who receive 240 hours of mentoring will not be suspended while being mentored.

Result: Intermediate Outcome

Result.

Youth will stop using illicit substances (drug and alcohol).

Indicator: ED8: Youth with decreased crime/gang involvement.

Target : 5 of 50 (10%) of youth who receive 240 hours of mentoring will test negative on drug test for six consecutive months.

Target Value: 5

Instruments: Drug test results to collect data on the number of youth testing negative on drug tests.

Completed by the substance abuse treatment facility. Frequency once a month.

PM Statement: 5 of 50 (10%) of youth who receive 240 hours of mentoring will test negative on drug test for six consecutive months.

National Performance Measures

Result: Intermediate Outcome

Result.

Youth will not be truant.

Indicator: (PRIORITY) ED6: Youth w/improved school attendance.

Target : 35 of 50 (70%) of youth will not be truant while being mentored.

Target Value: 35

Instruments: School reports to collect data on youth truancy.

Completed by school personnel. Frequency monthly

PM Statement: 70% (35 of 50) of youth who receive 240 hours of mentoring will not be truant while being mentored.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Sent