

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		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:  11AC124881		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER:  09ACHMN0010002
<b>5. APPLICATION INFORMATION</b>			
LEGAL NAME: Duluth Area Family YMCA DUNS NUMBER: 071771380		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Blair Gagne TELEPHONE NUMBER: (218) 722-4745 125 FAX NUMBER: (218) 722-4746 INTERNET E-MAIL ADDRESS: bgagne@duluthymca.org	
ADDRESS (give street address, city, state, zip code and county): 302 West First Street Duluth MN 55802 - 1694 County: St. Louis			
6. EMPLOYER IDENTIFICATION NUMBER (EIN):  410693931		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: <b>Corporation for National and Community Service</b>	
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: AmeriCorps True North	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): True North serves 10 Northeast Minnesota rural counties (Aitkin, Cass, Carlton, Cook, Crow Wing, Itasca, Koochiching, Lake, Pine and St. Louis). These counties cover a geographical area of 22,650 square miles. They are bordered by Lake Sup		11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 09/01/11      END DATE: 08/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <u>MN 008</u> b.Program <u>MN 008</u>	
15. ESTIMATED FUNDING: Year #: <u>3</u>		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	
a. FEDERAL	\$ 836,536.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
b. APPLICANT	\$ 687,208.00		
c. STATE	\$ 0.00		
d. LOCAL	\$ 0.00		
e. OTHER	\$ 0.00		
f. PROGRAM INCOME	\$ 0.00		
g. TOTAL	\$ 1,523,744.00		
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: Blair Gagne		b. TITLE: Project Director	c. TELEPHONE NUMBER: (218) 722-4745 125
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:			e. DATE SIGNED: 01/07/11

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### Executive Summary

True North AmeriCorps (TNAC) is an AmeriCorps State program that has been serving a ten county area of Northeastern Minnesota since September 2004. It is fiscally managed and supported by the Duluth Area Family YMCA. TNAC places members at nonprofit organizations, schools and youth serving agencies. TNAC's mission is "to enhance the future success of at-risk children by increasing the number of positive adults in their lives".

Members serve youth in the areas of academic mentoring/tutoring, community-based mentoring and after-school programming. All members are asked to mobilize volunteers within their host sites. TNAC members are trained in civic engagement and are asked to design and implement service learning projects that will benefit both their service site and local community. TNAC has been a lead agency for Global Youth Service Day and Semester of Service projects for the past 5 years.

### Rationale and Approach

#### A. RATIONALE AND APPROACH

##### -COMMUNITY NEED-

True North AmeriCorps (TNAC) mission is "to enhance the future success of at-risk children by increasing the number of positive adults in their lives". TNAC builds developmental and academic assets through high quality mentoring and tutoring programs serving at-risk children in grades K-8. For 2009/12, TNAC will expand from 50 Member Service Years (MSY) to 55 MSY; from 43 sites to 48 sites; from 1100 children to 1400 children served; and integrate 5 new rural sites. TNAC will provide mentors and tutors to 1400 children and youth in Duluth Minnesota and 10 surrounding counties. It will facilitate 3500 one-time volunteers in 100 service-learning projects and 1050 long-term volunteers in youth development activities.

Demographics: Economic

TNAC operates in a rural, 22,650 square mile area of North East Minnesota (NE MN) severely impacted

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by low wages and high unemployment. With 86,000 citizens, Duluth is the area's only mid-sized city; other communities are under 10,000, many with less than 1000 residents. Communities are widely dispersed with average distances between towns exceeding 40 miles. American Indians make up 3.84% and other minorities 2.85% of the population. (US Census 2000).

In 2006, Duluth's average annual wage was 15% lower than the state average and nearly 37.7% lower than that of the Twin Cities, the state's largest metropolitan area. The hourly wage throughout NE MN averages \$3 less than the Twin Cities (MN DEED 2008). Unemployment rates for the Duluth area (6.5%) continues to be higher than the Twin Cities (5.7%), Minnesota (6.2%) and the U.S. (6.1%) Unemployment rates in the targeted rural counties are well above state and national averages. They range from 6.9% in Carlton and Crow Wing counties to 9.9% in Cass, Koochiching, Aitken, Pine and Itasca Counties. St. Louis County reports the lowest average weekly wages among MN counties ranking it 290th nationally; placing them well within the bottom quarter of the national wage scale. (Bureau of Labor Statistics, 2008).

The region has seen steady job losses across its blue collar industries since 2001: 1400 mining jobs, 300 jobs at Blandin Paper; 200 layoffs by St. Mary's Medical Center; 1300 jobs at a Postal Encoding Center. In 2008, aerospace, once touted as an emerging high skilled regional industry, suffered dramatic declines: Cirrus Design cut 30 % of their workforce, Northstar Aerospace cut staff by 15% and post-merger job losses are likely with the Northwest/Delta Airlines deal. The Northwest reservation center closed Duluth operations in 2005 severing 350 jobs and the Chisholm location is now likely to close early 2009, eliminating 500+ positions. The Duluth News Tribune eliminated 13% of its workforce and St. Mary's Medical Center laid off another 240 staff in 2008. The University of MN/Duluth (UMD) is eliminating support positions and professional staff. The City of Duluth faces a 6.8 million dollar deficit for 2009 that has this year caused the loss of 37 full-time and 140 part-time jobs, with additional 2009

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layoffs projected. Many layoffs impact Parks and Recreation; 8 youth centers have closed or drastically cut services.

### Demographics: Poverty

The region's poverty rate exceeds the statewide average in 9 of 10 counties (2000 US Census). 31% of Duluth residents struggle to get by on a daily basis (Housing Indicator Report, Duluth, 2008). Of these, 14.7 % meet the federal definition of poverty; an additional 17% are eligible for government assistance such as free or reduced lunch and energy assistance. The 15.5% poverty level for rural NE MN is higher in comparison to the national (12.4%) and state (7.9%) rates and disproportionately affects area children and minorities. United Way of Greater Duluth's 2007 Community Impact Report states that Duluth's poverty rate is 49% for American Indians, 19.5% for African Americans, and 20.9% for all children under the age of 5. 38% of Duluth school children are eligible for the Free and Reduced Lunch Program; 25% higher than the Minnesota average. In 8 of the 10 counties the percentage of children receiving free or reduced lunch exceeds the statewide average (MN Children's Defense Fund, 2003).

### Rationale for Focus

Research documents poverty's impact on academic and behavioral outcomes. The National Center for Education Statistics (NCES, 2007) found that students most likely to "drop out" come from low-income communities of color. Academic proficiency rates for youth in poverty decline as they move through the system (NCES, 2007). The 2005 MN Children's Report Card characterizes "children at risk" as those experiencing emotional and behavioral problems, poverty and poor health and notes that in order to thrive children need a balanced lifestyle that includes healthy relationships.

Dr. Keith Dixon, Superintendent of Duluth Public Schools (DPS), lists primary needs for youth: caring adults in their lives, safe and structured activities before and after school, literacy, and service

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opportunities. Dr. Dixon has stated, "the Duluth community is short on assets for kids. They need more quality, developmentally appropriate before and after school programs. TNAC is an exceptional program that makes a difference. I would love to see 2 or 3 AC members at every school in our district. The impact of not only the Member but of the many volunteers is helping our district achieve its academic goals."

Dr. Dixon insists that students lacking financial resources and living in unstable situations often need outside support to achieve academically and to develop positive social skills. Regardless, the 2003/04 MN Legislature reduced funding for childcare, public and community education, early childhood, school breakfasts and eliminated after-school enrichment funding. (MN Legislative Report). Local programs have yet to rebound from these cuts and today's State budget deficit (projected at \$7 billion) will produce another round of reductions over the next 2 years.

A meta-analysis of mentoring by DuBois (2002) demonstrates strong empirical evidence for mentoring as a preventive intervention for at-risk youth. Grossman & Tierney (1998) found increases in grades, better school attendance, peer and parental relationships and less drug and alcohol use in mentored children. Further, DuBois & Silverthorn (2005) reported mentored youth were more likely to exhibit favorable outcomes relating to education, reduced problem behaviors, heightened self-esteem, and better health. Tierney et al (1999) documented improvement in school performance, attendance, confidence, attitudes, expressions of trust, respect and relationships with adults of mentored students attending Boys and Girls Clubs.

Participants enrolled in Mentor Duluth (MD), TNAC's long-running partner program parallel TNAC demographics with 51% minorities, 97% low income and 78% single-parent households. 10 years of data indicates positive growth trends in participant's self-esteem, decision-making abilities and values. Assessment results showed MD participants viewed parental supervision more positively, enjoyed better

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school attachment, showed less rebellious behavior and cultivated more positive peer relationships.

### Needs Analysis

In 2003, the Duluth YMCA, ServeMN (MN's AC Commission) and 6 partners (Itasca YMCA, UMD, Mentor Duluth, Fond du Lac Tribal and Community College, Northland Foundation and the Arrowhead Interfaith Council of Churches) collaborated to survey over 200 human needs advocates/agencies representing all 10 counties. Ninety-five percent of respondents identified volunteer mobilization, mentoring, and academic tutoring for at-risk youth as their communities' most critical needs. The partners translated these results into the program design and goals of the TNAC program established in 2004.

In 2006, United Way conducted a comprehensive community needs analysis. Surveys of 410 households and focus groups including more than 250 participants from youth serving agencies, public schools, foundations, social services agencies, higher education institutions and tribal governments contributed input. In the Children and Families category, the top need was "positive ways for youth to spend time involved in academic and recreational programs after school, weekends and during summer."

In 2008, the YMCA verified community-based needs with 2 surveys. The 1st went to TNAC sites; 79% indicated they needed the same number of Members and 15% requested additional Members. Sites reported over 350 children on wait-lists for mentors. The 2nd survey solicited feedback from over 500 organizations or individuals throughout NE MN. Mentoring was a top priority, followed by volunteer mobilization, tutoring, and after school programming. Fifteen agencies are awaiting Members.

In 2008, the TNAC Committee verified TNAC community priorities through 6 focus groups. Four groups engaged young people and 2 engaged local youth service providers, resulting in feedback from

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100 youth and 25 adults. The urgency and need expressed during the focus groups compelled TNAC to organize a more comprehensive Youth Summit in fall 2008. Summit findings indicated that safe places, adult role models, youth input and transportation barriers remain critical challenges.

### -ACTIVITIES AND MEMBER ROLES-

Members serve within 3 areas, mentoring, tutoring or volunteer mobilization.

Mentoring: 36 MSY Total (26 FT & 25 PT): Research shows that mentors willing to commit to long term, one-on-one mentoring relationships have the greatest impact but are also the most difficult to recruit. TNAC has developed a creative solution to this conundrum and that is to offer 2 mentoring options. The 1st option provides a "gateway" mentoring opportunity in afterschool settings that is an initially less intimidating time demand to new mentoring volunteers while at the same time provides high quality services to children. Over 3 years, approximately 15% of these after-school mentors are inspired to make the commitment to long term, one-to-one relationships thus ultimately increasing the total number of long term mentors available to children. Specifically, this tiered approach to providing mentoring is as follows:

Option 1- 25 MSY serve in after-school-based mentoring at schools, community centers, faith-based organizations, and tribal entities, matching 750 children with 500 on-going adult volunteers. These Members support mentors in one-to-one and/or small group relationships.

Option 2- 11 MSY serve in community-based mentoring at youth agencies matching 300 at-risk K-8 children one-to-one with 300 on-going adult volunteers. These Members support mentors focused extensively on one-to-one relationships.

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Members supporting both mentoring roles implement research-based best practices developed by the National Mentoring Partnership (2003) and include 1) monitoring program implementation; 2) thoroughly screening mentors; 3) implementing a well-defined match process; 4) participating in and providing pre-match and on-going training for mentors; 5) providing ongoing supervision, support groups and structured activities for mentors; 6) facilitating parent support/involvement in mentoring relationships and activities; 7) providing well-defined expectations for frequency and length of contact; and 8) participating in on-going evaluation and analysis.

Members ensure the success of all mentoring relationships through an array of quality and interactive activities including educational games, service-learning projects, and homework help. Members also recruit and coordinate one-time volunteers for special activities/events such as "PAL" (Providing Adult Leadership) where volunteers pair up with children on a mentor waiting list for a monthly 4-6 hour activity. For example, a recent event matched adults one-on-one with children for a day of swimming, BBQ and games. PAL activities further facilitate recruitment of volunteers into long term mentoring relationships.

Tutoring: 14 MSY Total (9 FT & 13 PT): Members match 350 academically struggling students, referred by either teachers or social workers, one-on-one with 250 trained, on-going volunteer tutors to increase core subject proficiency. In rural communities with more limited volunteer resources, 13 Members provide direct tutoring in addition to managing fewer numbers of volunteers. 5 highly qualified Members provide and coordinate tutoring for children living in women's shelters, transitional housing programs and in alternative school settings. These Members are supported and supervised by University of MN/Duluth (UMD) faculty who bring this cadre together weekly for population-specific group support, problem-solving, and best practices.



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Members implement program delivery and recruit, train and support tutors. They coordinate all regional tutor trainings to ensure uniform training. Host site Tutor Support Teams meet weekly and include Members, supervisors, reading specialists, social workers, and counselors. The team facilitates connections with teachers and parents, alignment with school curriculum, as well as training, selection and monitoring of tutors and tutoring strategies.

Tutoring sessions are one-on-one, during or after school for 30-60 minutes, 1-3 days weekly. Members encourage care-givers to support academics at home through newsletters, bulletins, open houses and conferences. They organize and host events where families, volunteers and students participate in academic enrichment activities, and facilitate teacher/family progress reports.

Volunteer Mobilization: 5 MSY Total - (5 FT): Volunteer Mobilization Members annually place over 2000 volunteers at TNAC sites, provide training to volunteers, and support their management. One Member serves with the True North Volunteer Center to implement region-wide TNAC volunteer recruitment strategies. Two Members collaborate with UMD's Office of Civic Engagement to recruit college students through federal work-study or service learning programs. Two Members serve with Service Learning Duluth to integrate TNAC participating school children and volunteers into service experiences that build academic skills and community. Through these organizational partnerships, these members increase access to broader and targeted volunteer pools and help fellow Members build site capacity to recruit, support, and manage volunteers.

### Plan for Member Development, Training, and Supervision

TNAC staff support Members through pre-service and ongoing training, site visits, support and monitoring of site-supervisor performance, regular communications via e-mail, phone, and strategic technology. TNAC employs Google's Enterprise software as a unifying communication tool. Host site

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training and technical assistance includes site supervisor trainings: pre-service and on-going trainings that cover program policies and procedures, roles and expectations, communication structure, history and structure of National Service, evaluation and data collection, prohibited activities, evaluation, use of the TNAC websites, and supervisory skills and techniques. Veteran sites/supervisors guide new sites and facilitate small groups during supervisory trainings. Technical assistance to Members is based on site needs and includes best practices; a volunteer certification series for Members and staff; and capacity building. Annually Members create/update a TNAC site manual recording site activities, concerns, resources and tips to provide a seamless transition from year to year.

### Prohibited Service Activities

All host site and Member Service Agreements include policies and procedures to ensure compliance with rules on prohibited service activities. Members and host site supervisors also receive pre-service training on appropriate activities. TNAC staff ensures compliance through ongoing communication and site monitoring.

### Added Value

The 5 new MSY's will ensure success in meeting documented unmet needs, particularly in under-resourced rural areas, while maintaining high standards. Additional Members and sites will leverage new resources to serve additional at-risk youth. New Members and sites will benefit immediately from an established program, sound infrastructure, strong community partners, and successful past performance.

### -MEASURABLE OUTPUTS AND OUTCOMES-

Outcome 1: 70% of 300 community-based mentored children who meet 8-12 hours/month and are matched 6 months or more with a mentor will demonstrate an increase in 2 or more developmental

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assets: Healthy Lifestyle; Family, Values; Community; Communication; Mentor Relationship; School; Decision Making; Friends; and Self Concept.

Outcome 2: 70% of 750 students who participate 3 or more days in after-school mentoring programs will demonstrate an increase in one or more asset-based areas: academics; computer; everyday & social skills; attitude; confidence; enthusiasm; and special skills.

Outcome 3: 60% of 350 youth participating in tutoring programs meeting 1-3 times weekly for 30-60 minutes will improve by ½ grade level in the subject matter tutored.

Outcome 4: 1050 community volunteers engage in ongoing service activities and will serve 40,000 hours. 3500 community volunteers engage in one-time community service projects and will serve 12,000 hours.

### Tracking Outcomes

TNAC collects data on performance measures for mentoring, tutoring, volunteer mobilization, and civic engagement. For community-based mentoring, parents, children and mentors participate in annual assessment through structured interviews covering developmental assets. Children are entered into a comprehensive, research database that records over 350 fields of information updated yearly. A longitudinal evaluation system that includes 2 pre-post tools designed by the external evaluator measures the progress of children in the 10 assets listed in Outcome 1. These assets correlate directly to the 40 developmental assets that are demonstrated by socially and academically successful children (Search Institute 2003).

Academic and social outcomes are measured by either the ACES (after-school mentoring) or ACT

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(tutoring) inventory. ACES measures child outcomes in Academics, Computers, Everyday Skills, Social Skills, Attitudes, Confidence, Enthusiasm and Special Skills. ACT adopts the scale items from ACES that relate to confidence and academics, including reading, science, and math. Confidence scales measure a child's enthusiasm for learning and desire for success. Both tools are administered annually in fall and spring. The tools were reviewed for reliability and revised accordingly. Ten scale items are used from a Teacher Survey that evaluates change over the school year including homework, class participation, behavior, and motivation to learn. School grades and attendance are recorded and evaluated annually. Memorandums of understanding with schools and signed release forms from parents are used across sites and school districts.

TNAC maintains a number of databases, including the ServeMN online data entry system (OnCorps). ACES and ACT data is entered using Survey Monkey software. Longitudinal data is entered into Access for transfer into SPSS statistical analysis software. Analysis is done each summer for the annual report. Results are shared with sites during fall site visits and the January supervisor training.

### Self-Assessment and Improvement

TNAC performs annual, comprehensive self-assessment. Site Supervisors rate the program on site selection and support and Member recruitment, training and supervision support. For the 2007/08 program year, TNAC ratings for each variable were between 4 and 5 on a 5 point scale where 5 is excellent, The external evaluator utilizes this data to lead TNAC Committee discussions about program strengths, challenges, and continuous improvement strategies. Data is shared with ServeMN during an October site visit. Site supervisors and Coordinators document the impact of their member on their community/program through 2 annual written site evaluations. A program binder is updated annually, outlining all program policies and procedures, and documenting program evolution, including challenges and problem-solving responses.

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In 2008 a consultant guided the TNAC Committee through an assessment of strengths and weaknesses. Goals focused on increasing the committee & program effectiveness by recruiting community members that contribute a higher level of expertise and experience. Ensuing years will see a "high performance" committee leading TNAC towards sustainability, program quality, outcomes and expansion.

### Community Involvement

TNAC established an advisory committee during its planning grant which has remained active since. Its 12 representatives offer wide-ranging professional knowledge and community perspectives and include site supervisors, mentors, clergy, law enforcement, American Indians, parents, governmental and non-profit staff. Advisors serve a 3-year term, review site and staff selection, and program goals/objectives and evaluation, and participate in ServeMN site visits. The group provides input on surveys and needs statements and establishes program policies in compliance with the Corporation for National and Community Service (CNCS) and ServeMN.

TNAC led a Youth Summit in fall 2008 to define youth challenges and solutions. Community partners included State Farm, 3 local foundations, the City of Duluth, United Way, MN Alliance with Youth and Duluth Public Schools. More than 150 youth, youth professionals and community members participated. News media covered the event to raise awareness of pressing youth issues. TNAC disseminated findings to political entities, funders, school boards, and others with a stake in youth issues.

### On-going Engagement

TNAC contributes training and technical assistance and facilitates ongoing communication with its partners. TNAC has a strong relationship with local and regional funders and has strengthened faith-

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based connections through monthly meetings with clergy. TNAC staff sits on many committees and non-profit boards, the Martin Luther King (MLK) planning group and the Twin Ports Area Non-profit Coalition. Staff seeks out additional opportunities to serve with committees and task forces relevant to TNAC's mission. TNAC leads a new partnership with Duluth Public Schools' Service Learning Committee to develop a Young Professionals group to coordinate service learning events and activities that integrate academics and civic service.

### Other National and Community Service Programs

TNAC works in partnership with the Retired Senior Volunteer Program (RSVP), America Reads, Learn and Serve (Duluth Public Schools), Vista, Reading Partners, and Foster Grandparents. In 2005, TNAC initiated and continues hosting quarterly meetings of these programs to coordinate joint trainings, regional recruitment fairs and recognition events. TNAC also coordinates annually with Minnesota Promise Fellows, a state-wide AC program, to identify placements for 2-4 of their Members in NE MN. The Promise Fellow director serves on the TNAC Committee. Fellows are invited to all TNAC program opportunities, initiatives and trainings.

TNAC leads planning and implementation of annual, large scale events for MLK and Youth Service Days. TNAC received State Farm "Lead Agency" funds to facilitate service learning projects for the past 3 years. This year, Youth Service America (YSA) connected these 2 national service days by creating the Semester of Service (SOS). SOS encourages students, ages 5-25, to develop a semester-long service-learning project that launches on MLK Day and culminates on Youth Service Day. TNAC was one of 10 programs nationwide to receive both YSA and State Farm grants. TNAC contracts with the Minnesota Literacy Council (MLC) to implement Minnesota Reading Corps and place 22 MSY's in schools in NE MN. These Members are in addition to the current 50 TNAC MSY's. The programs jointly supervise one Coordinator who recruits and places the Reading Corps Members, eliminating competition for

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volunteers and duplication of effort. Outcomes for Reading Corps members are reported through the MLC's AC program.

Four local colleges, UMD, College of St. Scholastica, Lake Superior College and University of Wisconsin-Superior, assign over 350 student volunteers, interns and Federal Work Study students annually to TNAC sites. Staff and students who work in university volunteer/intern placement offices meet regularly with Volunteer Mobilization Members and staff.

### Replication

TNAC shares expertise and resources with other organizations, presents and participates at state and national conferences and shares evaluation reports. The mechanics of the TNAC/Reading Corps collaboration is being replicated by other AC programs to eliminate duplication. The Lake Superior Initiative (See Capacity Building) disseminates TNAC experience to 10 youth serving agencies and 65-70 human service organizations through technical assistance and trainings. TNAC's A-Z mentoring manual (best practices, trainings, resources, volunteer mgt tools) is shared with mentoring programs statewide. The ACES and ACT evaluation tools are increasingly used beyond TNAC programming.

### Organizational Capability

#### D. ORGANIZATIONAL CAPABILITY

The YMCA mission is "to empower all people to develop a healthy relationship with themselves, their God and their community." The Duluth YMCA has provided educational, youth, community and health programs for 127 years. Programs and services are based on four core values; caring, honesty, respect, and responsibility. The operating philosophy puts Members and participants first by employing professional staff, offering quality services and programs, and practicing financial integrity. The YMCA constantly reaches out beyond the facility's walls to develop new and successful partnerships with schools, human service agencies, community groups and colleges.

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### Programmatic Leadership

TNAC's success rests with the YMCA's considerable experience and extensive partnerships with school districts, non-profits, university volunteer programs, and other National Service programs. These initiatives provide the foundation and models that inform and support the TNAC program, including:

\*Volunteering/AmeriCorps -- See Volunteer Generation under Organizational Accomplishments.

\*Mentoring - YMCA has a long history of successfully delivering quality one-to-one mentoring services to at-risk youth ages 5 to 18 with roots in a program dating back to 1938. In 1997, YMCA serving as the fiscal and lead organization facilitated the development of a 7 agency collaboration called Mentor Duluth (MD) now serving 500 youth and families annually. MD, recognized as an exemplary program by both the YMCA of the USA and the MN Dept. of Ed., provides TNAC's mentoring model. MD staff provides in-kind implementation support to TNAC sites. In 2003, MD received the prestigious Karen Kydd Angel of Mentoring Award for outstanding statewide contributions in the mentoring field. This award is given to 1 program and 1 individual each year by the Mentoring Partnership of MN.

\*21st Century Community Learning Centers at three area magnet schools provide a documented successful model for TNAC after-school mentoring and tutoring and also provide benefits from shared best practices, training collaboration, protocols, and evaluation tools. The programs include family support, life skills, and cultural and academic enrichment components. Over four years, participants improved in attendance rates, academic performance and rate of social development.

\*Duluth Youth Agency Coalition --YMCA serves as fiscal sponsor and leader for 14 youth serving organizations that meet monthly. The Coalition provides several inter-agency staff training events



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attended annually by TNAC staff and Members.

On-going relationships allow TNAC to leverage resources and share best practices with area youth and human service agencies, K-16+ education, and civic organizations. Examples are:

\*Youth and human services such as: Boys & Girls Clubs, YWCA, YMCA's, Boy and Girl Scouts, local youth agencies, Special Olympics, Lutheran Social Services, Foster Grandparents, Retired Senior Volunteer programs, and United Ways

\*Education: 5 local public school districts, charter schools, 10 rural school districts, and 4 area colleges

\*Civic: Chambers of Commerce, business service clubs, County Social Services, Police Departments.

### Fiscal Capacity

The YMCA oversees an annual \$4.6 million operating budget. It employs 40 FT and 150 PT employees and serves over 3000 at risk youth annually. The YMCA has an endowment & receives funds through other trusts totaling more than \$5 million, and holds assets over \$11 million. The YMCA has administered millions of Federal and State grant dollars including \$2.25 million from Federal Compassion Capital Fund (Lake Superior Initiative), \$630,000 annually from the CNCS; \$576,000 from the Dept. of Ed. for mentoring; \$197,000 from OJJDP for Juvenile Mentoring; a \$347,000 State Incentive Grant and \$768,000 for the 21st Century Community Learning Centers. YMCA programs receive \$300,000 in annual support from local foundations including the Ordean, Northland & Community Foundations and the United Way. An on-staff accountant and assistant oversee monitoring and financial administration of grants. Finances are audited annually by an independent firm with no findings to date.

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### -MULTI-SITE PROGRAM OVERSIGHT-

#### Site Support & Supervision

Two Coordinators develop and sustain strong relationships with site supervisors. E-mail, web updates and e-newsletters provide constant and instant contact between staff and sites. Phone communication is weekly; new sites have 3 site visits in their 1st year and existing sites have 2 visits. Additional visits and technical assistance are provided as needed. Weekly contact with the Tutoring Support Team at each site provides ongoing support and feedback. All supervisors follow a site monitoring checklist.

Supervisors participate in 2 day-long trainings. Pre-program training for new supervisors covers AC 101. Both returning and new supervisors receive training in supervisory skills, program goals, objectives/outcomes, site expectation/requirements, contractual agreement, allowable & un-allowable activities, and inclusion training. A mid-year training covers program and site based evaluation, future program goals, site needs, and Member support and recognition.

The Mentoring Partnership of MN is creating a mentoring program accreditation process; one of only 4 in the country. Beginning in 2009, TNAC will require all mentoring sites to go through the accreditation process. TNAC will provide technical assistance including a day-long training in mentoring best practices.

#### Site Selection

TNAC releases an RFP in the spring through ads placed in nonprofit funding guides and word-of-mouth. The Lake Superior Initiative sponsors outreach sessions to 150 non-profits to promote TNAC as a capacity building tool. TNAC staff reviews applications for eligibility. Applicants of interest are visited by the Director who conducts an initial eligibility assessment to determine site commitment and capacity to

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host a Member. Sites must demonstrate alignment with TNAC vision, ability to achieve program goals and willingness to participate in extensive evaluation activities. Criteria include site program focus, populations served, community needs assessment, and program budget.

Sites applying for 2nd or 3rd year support are scored on past performance using indicators in 3 categories: site supervisor performance; Member performance; and evaluation compliance. Supervisors are assessed on training and recognition, attendance, on-time submittal of documentation and funds, and retention. Members are assessed on training attendance, participation in civic engagement activities, and documentation completion. Evaluation compliance requires that performance data is tracked and that goals are set and met. Sites not meeting expectations are placed on probation with 3 months to implement cited improvements or risk loss of their Member. This process encourages low-performing sites to quickly pinpoint and address weaknesses.

### Programmatic/Funding Relationships

The YMCA provides fiscal and programmatic oversight and support to numerous organizations: TNAC supports 43 AC sites; Mentor Duluth (7 agencies); the Duluth Youth Agency Coalition (14 agencies); 21st Century Learning Centers (2 agencies and Duluth Public Schools); True North Volunteer Center (119 agencies) and the Lake Superior Initiative (2 collaborative agencies and 70-75 partner organizations). These initiatives are supported through the ability of YMCA to secure local, state and federal funding.

### Compliance

Compliance is monitored through Coordinator oversight. Staff reviews Partner Site Agreements with the site supervisor at the 1st site visit to clarify AC guidelines related to site responsibilities. During the 2nd site visit, the Agreement is reviewed again against actual operating experience. Staff monitors in-kind contributions; review program goals and accomplishments; and assess areas of concern. If site issues

## Narratives

arise, staff follows-up immediately with additional visits and support.

### Ensure Program Vision

Partner Site Agreements adapt TNAC goals to individual sites, however evaluation tools are consistent. Program models of mentoring and tutoring are uniform, including selection and screening, training, and program implementation using best practices and performance goals.

### BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF

The YMCA recently reorganized and adopted a new leadership model to redefine the roles of its 2 boards: the Governing and Trustee boards. Board members now follow an active board model and have greater management roles. The YMCA raised expectations for Staff and Volunteers to provide quality program delivery; job descriptions are in place. All departments track action items and decisions for follow-through.

### TNAC Personnel

Program Director: Blair Gagne, MS, works with the TNAC Committee and host sites to oversee program success and grant guideline adherence, with YMCA accountants to provide fiscal oversight, directs quality control, adherence to best practices, coordinates evaluation, and provides member training/support oversight. Mr. Gagne has 32 years of youth program development experience. He is a national trainer at youth conferences; a YMCA of the USA trainer of trainers; and former Field Consultant for the mid-west and southern U.S. in family work. He serves on many boards including the MN Alliance with Youth, a governors Blue Ribbon commission on mentoring, a statewide commission on out-of-school time and the Mentoring Partnership of MN Board. Mr. Gagne has 22 years of mentoring program experience and was the 2002 individual recipient of the MN Karen Kydd Angel of Mentoring award.

## Narratives

Coordinator: Melissa Johnston, BA, Elementary Ed, minor in Social Studies. Employed at the Duluth YMCA for 7 years, Ms. Johnston started as a Program Director, then became Mentor Duluth's Program Advocate. Since 2006, as TNAC Coordinator, she recruits and enrolls over 70 AC members each year. She provides program support, manages the TNAC website and is the contact person for both Members and Site Supervisors. She serves on the SOS Planning and the Duluth Youth Agency Coalition Training Committees, and is a volunteer tutor.

Coordinator: Annie Harala, BA, Public Relations, recruits and enrolls Members, provides site-specific training, consults with host-sites, provides program support, addresses member issues, and serves as the TNAC Committee liaison. Ms. Harala served 2 years in the AC affiliated Lasallian Volunteer Program working with disadvantaged youth in Chicago and Yakima, Washington. Ms. Harala serves on the leadership team for the Northland SOS project, the Duluth Youth Agency Coalition's Make Kids Matter Conference Training Committee, and The United Way Self Study Committee.

External Evaluator: Dr. Sandy Woolum, Ph.D. Psychology, is an associate professor of psychology and past chair of the Psychology Department at the University of MN/Duluth. She is a licensed MN psychologist. She has extensive program evaluation experience and has been affiliated with YMCA programs for 12 years.

### Plan for Effective Technical Assistance

Technical assistance in the development, implementation and evaluation of mentoring, tutoring, after-school and volunteer programming is based on site needs, is responsive, practical, and reality-based, and builds capacity. Staff visits sites to assess needs and design technical assistance plans that address challenges and continuous improvement goals. Activities include electronic communication, webinars,

## Narratives

and site-based trainings on the basics of evaluation, data collection, technology needs and site-based programming impacting TNAC goals and performance measures.

### -ORGANIZATIONAL ACCOMPLISHMENTS-

#### Volunteer Generation and Support

The YMCA has a strong history of building coalitions that recruit and train over 1000 volunteers annually. YMCA facilitates workshops and seminars regionally and nationally, and offers assistance and consultation to other developing programs. It is recognized as the area's premier organization for advancing mentoring and volunteer services, conducting in-depth, science-based evaluation, and building and leading partnerships with other youth-serving organizations.

YMCA founded both the True North Volunteer Center in 2003 and the TNAC program in 2004. TNAC remains a YMCA-housed program. The Volunteer Center merged in 2008 with United Way but YMCA provides continued financial support and staff oversight. The Volunteer Center has become the region's premier volunteer connector. The merger expands volunteer capacity through incorporating United Way's sophisticated phone bank and on-line data base of services and opportunities, connecting with the national Hands On Network, and extending the Center's reach to adjacent Douglas County, WI.

#### Success in Securing Match Resources

Matching funds secured over three years include; \$24,000 from Duluth Superior Area Community Foundation for the Volunteer Promotion and Civility Project; \$6000 from United Way for Volunteer Center support; \$45,000 from the Northland Foundation for volunteer and business volunteerism; \$37,500 annually from Minnesota Youth Works to support AC Members; \$2000 annually from Youth Service America/State Farm for Youth Service Day; \$1000 from Delta Dental for Youth Service Day; \$5400 annually from the Points of Light Foundation for Volunteer Center support; \$3000 from Youth

## Narratives

Service America/State Farm for Semester of Service activities, and \$1000 from the National Service Learning Partnership for the Service Learning Young Professionals group.

Success in Securing Community Support

Other TNAC partnerships/collaborations include:

\* Fond du Lac Band of MN Chippewa enhances TNAC's ability to serve the area's largest minority population, partnering on recruitment and providing crucial expertise in cultural/diversity training through trainers, in-kind training space and program technical assistance

\* Itasca YMCA has decades of experience in youth programming and managing rural volunteers. They suggest rural sites most in need as well as capable of supporting Members and consult with TNAC to address the challenges of rural programming

\* The Arrowhead Interfaith Council, a faith-based coalition, adds guidance to increase faith-based volunteer participation with TNAC

\* The Duluth School District, Diocese of Duluth, and Duluth Charter Schools provide in-kind support through facilities, alignment with academic requirements, access to student grades and attendance

\* In 2008 43 organizations such as the Boys & Girls Club, YWCA, public schools, and rural communities hosted AC members. Over 60 agencies/organizations have either applied or sent letters of intent to host Member(s) in 2009/10

### LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

Local Cash

## Narratives

\* Host sites provide a \$3500 cash match for each MSY member, a \$1000 increase since 2004, totaling \$192,500

\* Youth Works from the State of MN provides \$41,250 for Member support

\*Duluth YMCA provides financial support for program and Member support totaling \$33,000

\* Local foundations and businesses are expected to provide support in 2009 similar to past support (approximately \$25,000). TNAC staff is pro-active in meeting with local funders to discuss the importance of continued match support to maintain TNAC as a vital NE MN program.

### In-kind

\*Each host site provides \$3100 of in-kind member support (\$148,800)

\*UMD staff oversees service & program evaluation providing in-kind training & consultation (\$4250)

\*YMCA Camp Miller contributes food and lodging for Member training retreats (\$1500)

\*Mentor Duluth commits to 1/2 FTE to support TNAC mentoring and tutoring (\$15,142)

### Community Stakeholders

The YMCA leads partnerships, coalitions and collaborations of diverse groups. School administrators, mayors of local and regional communities, business leaders and local/regional politicians are aware of and support TNAC. These relationships deepen over time. For example, Duluth's new mayor sat on the TNAC committee during its formative years. Articles on TNAC frequently appear in local and regional newspapers, and the program is spotlighted on TV and radio ads and through business partnerships.



## Narratives

The Chamber of Commerce, local religious leaders, minority leaders, superintendents of schools and school principals throughout NE MN support TNAC.

### Cost Effectiveness and Budget Adequacy

#### E. COST EFFECTIVENESS AND BUDGET ADEQUACY

##### CNCS Cost per Member Service Year (MSY)

The CNCS cost per MSY will not exceed the CNCS limit of \$12,600 per member. TNAC will increase the cash and in-kind match to support the proposed program expansion.

##### Diverse Non-Federal Support

Please see Local Financial and In-kind Contributions under Organizational Accomplishments.

##### Decreased Reliance on Federal Support

The required match for a program entering its 6th year of operation is 34% of the total request or \$357,000. The actual TNAC match is over 43%, or \$512,357. Over 3 years, YMCA secured 2 large grants (Capital Compassion and Department of Education) to supplement the programs and sites served by TNAC. Local support continues through area foundations, CDBG and business groups. Major in-kind support continues to increase through media outlets, business groups and universities. Mentoring program costs nationally range from \$1,200 to \$2,000 per match (Mentoring Partnership of MN 2008). Using these estimates, TNAC could expect to have a budget of \$1,260,000 to \$2,100,000 based on 1050 children being mentored not including the cost of overseeing tutors and episodic volunteers. TNAC requests roughly half this amount because of its extensive ability to leverage resources while maintaining high standards.

##### Budget Adequacy

TNAC's fiscal record reflects successful program implementation based on budgets derived from needs,

## Narratives

program design, and outcomes. The budget exhibits cost effective programming supported by its ability to utilize extensive partnerships and in-kind support. TNAC collaborates on high quality trainings for program staff and Members. The TNAC Director is part of the leadership team for the True North Volunteer Center, Mentor Duluth, the Lake Superior Initiative and the Duluth Youth Agency Coalition. These coordinated services and partnerships enables TNAC to make the best use of its resources; a key variable in its ability to continue to meet critical community needs during a time of increasing economic constraints.

### Evaluation Summary or Plan

#### F. EVALUATION

For the 2009/12 program cycle, TNAC's comprehensive evaluation plan will continue to solicit data and feedback from a number of sources and via multiple instruments to address performance measures/outcomes and continuous program improvements. The external evaluator will continue to oversee both processes.

TNAC's annual evaluation report submitted to ServeMN includes program methodology and results based on the performance measurement tools developed by the external evaluator (including the mentoring longitudinal study, ACES and ACT) that assess the outcomes of mentoring, tutoring, volunteer mobilization and civic engagement activities. A handbook developed for members guides them through the correct way to administer the tools; provides an overview of ethics in evaluation and 15 evaluation components that Members use to gain understanding of evaluation design.

#### Internal Evaluation/Program Continuous Improvement

A well-defined system is in place to receive feedback and monitor program policies, procedures and activities. Members complete evaluations after each training event. Year-end evaluations provide information on program satisfaction and suggest improvements. Exit interviews give staff the

## Narratives

opportunity to address Member concerns about their year of service and host site. Second year members lead peer groups designed to address site and program strengths as well as weaknesses and challenges. This information is relayed confidentially to program staff.

Site supervisors evaluate training events and participate in annual program improvement focus groups. Site visits provide supervisors an opportunity to share concerns and challenges and problem solve. Supervisors participate in an on-line confidential survey identifying site needs and assessing TNAC in the following systems; site selection, member recruitment, training, supervision, service results, retention, site visits and on-going communication.

The TNAC Committee oversees continuous improvement steps for staff and program policies/procedures. Greater community input is secured through an on-line survey sent to organizations across NE MN. The Committee and staff utilize these surveys to formulate the goals, performance measures and program policies.

Feedback received during regular meetings held throughout the year with the external evaluator guide programmatic changes that improve quality of service to sites, Members and the community. An example is the 2007 re-design of the training program. Instead of monthly 4 hour training sessions, bi-monthly day-long sessions were adopted with regional peer groups meeting in between training sessions. This reduced the travel time and expense of rural sites and helped members in neighboring communities foster closer friendships with one another.

An annual gathering of TNAC staff, external evaluator and committee representatives augments formal program evaluation. Program adjustments for the upcoming year are made based on the feedback of the previous year. This information is shared with the program officer from ServeMN during an annual fall

## Narratives

visit. This visit uses a checklist of program policies, procedures and systems to make sure the program is in compliance and all systems are in place. A program evaluation binder is updated annually to include all forms, systems, procedures and policies.

### External Evaluation Plan

The measures used to evaluate performance measures for TNAC will continue into our 2009/12 program cycle as will the online reporting systems such as Survey Monkey & OnCorps. Data is transferred into SPSS for analysis. Regular reports are provided for staff, site supervisors, AC members, program participants, funders and other interested stakeholders.

\*Community-based Mentoring. A longitudinal study evaluates the long-term impact of community mentoring. The study includes a number of variables: 1) demographics on children, families & mentors, 2) program variables with time waiting for a match and match length, 3) participation in focus areas -- academic enrichment, healthy life styles, fun and friendship, 4) school records including grades, attendance and behavioral incidents, 5) annual interviews with children, mentors and parents. The interviews include open and closed questions on 10 subscales (corresponding to the Search Institutes 40 developmental assets) of healthy life styles, community, school, friends, family, communication, decision-making, self esteem, values and mentor relationships. The interviews also include questions about smoking, drinking, drugs and match impact.

\*After School Mentoring. With numerous TNAC sites focusing on various site specific outcomes an evaluation was designed with a broad scope covering eight subscales, which spell ACES twice. (They include: academics, computer skills, everyday skills, social skills, attitudes, confidence, enthusiasm and special skills. Each subscale includes 5 items with 5 point Likert Scales. ACES is administered at the school year's beginning and end.

## Narratives

\*Tutoring. Outputs are measured by number of children enrolled and program attendance. Short-range outcomes are measured with a new pre-post inventory called ACT. It will adopt scale items from the ACES related to reading, science, math, the child's enthusiasm for learning and desire for success. At the end of the year, a Progress Survey is completed by AC members. The survey consists of 10 scale items that evaluate change over the school year in the areas of homework, class participation, behavior, and motivation to learn. Tutoring long-range outcomes are pre-post grades in the subject being tutored, reading, math, science and social science.

TNAC uses ServeMN's statewide performance measures for volunteer utilization and community engagement.

\*Volunteer Mobilization. For volunteers and service projects, outputs include numbers of one-time volunteers and ongoing volunteers, number of hours served and number of projects completed.

\*Member Civic engagement. Output is measured by number of members trained, training logs, a civic engagement survey and civic engagement action plans.

See TNAC's annual evaluation report submitted to ServeMN for detailed description of each tool and a more complete overview of evaluation processes.

### **Amendment Justification**

NA

### **Clarification Summary**

CNCS Clarification for PY 11/12 Applications

Start Date and Member Enrollment Period

The grant start date for TNAC will be 9-01-11. Member enrollment and orientation will take place on 9-

## Narratives

01-11. For members unable to attend the enrollment/orientation on this date alternative sessions will take place until all positions are filled. Enrollment will not overlap with our current program service year.

### Budget clarifications Items

Itemizations are included in budget

No personnel costs are included in the supplies line item. Each site, based on its programming, have various supplies needed. Monthly reports of these supply items are tracked by site. With 60 different sites, specific itemization is nearly impossible. General categories are listed in the site supply budget line.

Food is included during retreats and day long trainings as they take place off site and no other options are available. Snack are only included in half day trainings (coffee/juice/healthy options)

YMCA memberships are given to all AC members to help in their personal development. It is an opportunity to use a facility and participate in programs that help reduce stress enabling members to be healthy in mind, body and spirit. It is a desired "perk" that helps in our recruitment of members

### Programmatic clarification items:

Executive summary. Completed in e-grants

### Expected targets:

Expected targets were higher than targets set in egrants. Adjustments have been made in egrants to reflect our new targets based on past success. They are now reflective of our continuation/clarification narrative.

## Narratives

Criminal history checks. True North AmeriCorps will abide by the regulations for criminal background checks as outlined by CNCS. A check of the appropriate statewide criminal history repositories (such as the Minnesota BCA), the National Sex Offender check and an FBI fingerprint background check will be completed on all members and employees who receive a salary, education award, living allowance, stipend or similar payment whether from federal or non-federal share of the grant. We assume that all members, staff and those who supervise members have contact with vulnerable populations thus all people fitting into the above grant supported categories will undergo the required background checks. Meetings began well over a year ago with our board chair (past chief of police for Duluth), a local judge serving on our board and the Sheriff's department to put together our process to begin required checks as of 4-21-11.

Performance Measure clarification items:

Numerical changes related to MSY's were made in the performance measures

Civic Engagement was removed as a measure

Mentoring

Measures were re-aligned

Data Collection Methodologies

The YMCA as lead agency for Mentor Duluth began a longitudinal study 12 years ago to measure the impact of mentoring on children. The study includes a number of variables. They are 1) demographic information of parents, children and mentors, 2) programmatic information such as start date, and match

## Narratives

length, 3) the focus program for each child (Academic enrichment, Healthy Life Style or Fun and Friendship), 4) monthly logs of what the child and mentor do together with a code for each activity, 5) The What About You test which is given on an annual basis, 6) school grades, attendance records and incidence reports and 7) the annual interview of parents, children and mentors.

The interview assesses the child's needs and strengths on ten separate areas:

The interview assesses the child's needs and strengths on ten separate areas:

A. Healthy Lifestyle B. Community C. School D. Friends  
E. Family F. Communication G. Decision Making H. Self Concept I. Values J. Mentor Relationship

Each of these areas corresponds to the developmental assets as developed by the Search Institute. These are the subscales used in our TNAC evaluation. It interview is given annually and completed by parent, child and mentor allowing for a diverse view of the impact of the mentoring relationship.

ACES was developed when TNAC began. An evaluation tool was needed that could be used across programs throughout NE Minnesota. It is a pre-post questionnaire given to children in after school programs. It is given in the fall and again in the spring. Children can take the questionnaire using paper forms or on the computer. ACES was designed to consider the wide variety of skills that children may learn in after school programs, so it has eight subscales. (The subscales spell ACES twice.)

1. Academics such as reading and math.
2. Computers and technology.
3. Everyday skills including sports and health.
4. Social skills such as friendship and leadership.
5. Attitudes such as respect and honest.



## Narratives

6. Confidence and self-esteem.
7. Enthusiasm for school and learning.
8. Special skills such as art and music.

This tool has been used by 21st Century Programs, youth agencies and funders.

Both evaluations are transferred to SPSS (a statistical software program) and data analyzed each summer as we prepare for our final AmeriCorps report. Information is also shared by site so programs can use the results for their own reporting and grant writing.

### Tutoring

The youth targeted through our tutoring model have multiple risk factors that hinder their ability to be successful. Attendance and behavioral issues as well as core subject matter failings make the role of the tutor extremely important. School personnel target the most challenging students who in many cases are already failing and refer them to the AmeriCorps members. TNAC members are part of "Student Success Teams" in each school and help develop and support individualized learning plans for these failing students. These interventions often keep a child from a downward spiral. A 60% success rate is viewed highly by school staff. With early interventions the remaining 40% of children at least maintain academic performance, attend school and have less behavioral problems.

The ACT scale was developed by our evaluator (Dr. Sandy Woolum) in partnership with school personnel to focus on elements that lead to academic success....including questions that measure school interest, confidence, study habits, and attitude. The ACES evaluation tool (developed 6 years ago) focussed on OST skills which included academic skills. ACT zoomed in on the academic skills to be more specific to tutoring/academic mentoring.

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Academic proficiency is measured not only by grades (which we track as an end outcome) but the soft skills necessary for a child to be ready to learn. Tutors/academic mentors can support these soft skills while working with a child on a one to one basis. Each member (and tutors) are trained in how to help children learn to learn. As a pre/post we are able to measure how successful members and/or tutors are in these intermediate areas.

CNCS Clarification for PY 10/11 Applications

Legal Applicant: Duluth Area Family YMCA -- True North AmeriCorps

Program start and end dates: September 1, 2010 through August 31, 2011

### FY10 BUDGET CLARIFICATION RESPONSE

1. Personnel Expenses: Clarify how site staff support cost was calculated.

In-kind staff support from sites was based on a conservative calculation based on past reporting. Two hours per week of direct AmeriCorps member support (including one on one meetings, member orientation, and on-going training and supervision) is required of all members. Calculation is as

## Narratives

follows.....2 hours per week x 52 weeks x 52 supervisors x \$15.23 per hour = @ \$82,368 (note: some supervisors support more than one member thus combining their supervision time between more than one member)

2. Personnel Fringe Benefits: Clarify units in workers compensation calculation.

Workers Compensation benefits (as well as other listed benefits) are paid to True North AmeriCorps staff (this includes the Program Director, Program Coordinators and Program staff). Site staff support is not calculated as these positions are employed by other agencies/schools. Total wages (\$144,904) divided by 100 x 1.22 x 1.04 is the calculation we are directed to use by our Insurance carrier - West Bend Mutual Insurance Company. This equates to 1.269% of total wages.

3. Training: Clarify what is included in the calculation for training costs per member.

Each training item has its own calculation based on past experience/cost. The total amount per member for the listed training purpose is listed in the calculation. Example: The cost for the three day retreat at YMCA Camp Miller is \$110.00 per member x 88 members. All amounts are actual costs based on previous year costs. The total amount of training per member for the year (direct expenses) = \$157.10 Corporation support plus \$292.22 local support. Total direct training support per member = \$449.32. In-kind training support includes an additional \$9,244 which covers retreat center expenses and site specific trainings provided by sites. All members receive free YMCA memberships as part of their personal development plan to support an active and healthy lifestyle. This rounds off the in-kind support for member development/training. Following are the specific amounts for each training/member development item listed in the budget.

Pre-service orientation -- 88 members x \$4 (member hand-books which include all program requirements, calendars, evaluation tools, etc.) = \$352

Service Retreat -- 3 day retreat. \$55 for two nights lodging, \$40 food, \$5 materials, \$10 trainer

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stipends. Expenses total \$110 per member x 88 members = \$9,680

Service Trainings -- 3 day long trainings. (Poverty training through Homeless Shelter - \$16 per member), (Youth Development day long winter conference - \$12 meal/breaks, \$4 site rental, \$12 trainers, \$5 materials), (Diversity day long spring conference - \$5 meal, \$2 site rental, \$12 trainers, \$2 materials). Expenses total \$70 per member x 88 members = \$6,160

Mid-year Retreat -- 2 day retreat. \$30 for one night lodging, \$20 for food, \$3 trainers, \$2 training materials. Expenses total \$55 per person x 88 members = \$4,840

Year end Reflection event. \$2 site rental, \$3 trainers, \$5 materials, \$4 food. Expenses total \$14 per member x 88 members = \$1,232

Member support trainings. \$12 CPR/First Aid training, \$2 peer group expenses (includes training materials, snacks, special activities planned by peer groups). Expenses total \$14 per member x 88 members = \$1,232

Site Based trainings. Each member site is required to financially support their member in two 4 hour training workshops/conferences. Average cost in past years totaled \$44 per member x 88 member = \$7,744

Inclusion/volunteer site support. \$120 MAVA (MN Association for Volunteer Administrators) training - Eight 2 hours sessions, \$60 Technical Assistance/site visits -- up to 3 per site for inclusion issues and volunteer recruitment and support, \$4.36 materials. Expenses total \$184.36 per member x 88 members = \$10,140

Member personal development. YMCA memberships for all members. \$565 x 88 members = \$49,720 (supported through YMCA)

4. Living Allowance: The number of MSYs in the narrative does not appear to match the number of MSYs requested. Please provide a breakdown of both total MSYs and total slots (by type) to correspond with each proposed activity.

## Narratives

In 2010/11 we plan to support 65.19 MSY (88 members). The projected breakdown of MSYs, positions and focus area is as follows...

42.1488 MSY serve in after school and community based mentoring programs. 33 slots are full time (FT) and 25 slots part time (PT). The two focus areas and position breakdown of each area is as follows....

\* After school mentoring programs = 23 FT and 18 PT (PT will be broken into 9-900, 3-675, 4-450 and 2-300 hour positions).

\* Community based mentoring programs it is 10 FT and 7 PT (PT will be broken into 3-900 hour positions and 4-675 hour positions).

18.0412 MSY serve in tutoring/academic mentoring programs = 12 FT and 13 PT (Pt will be broken into 6-900, 3-675, 1-450 and 3-300)

5 MSY serve in the area of Volunteer mobilization = 5 FT

Totals above equal 50-1700 hr positions, 18-900 hr positions, 10-675 hr positions, 5-450 hr positions and 5-300 hr positions. This equates to 65.19 MSY.

5. Member Support Costs: Clarify units in workers compensation calculation.

Workers Compensation benefits are paid on behalf of all True North AmeriCorps members. Total living allowance (\$764,720) divided by 100 x 1.22 x 1.04 is the calculation we are directed to use by our Insurance carrier - West Bend Mutual Insurance Company. This equates to 1.269% of total living allowance.

6. Provide justification for increased cost per MSY.

The cost per MSY requested is within the parameters allowed by the Corporation for National and Community Services. For the 2010/11 year the minimum living allowance per MSY was increased by

## Narratives

\$400.00. Cost of Health Insurance and Workers Compensation also increased. FICA benefits increased as well based on a higher living allowance. The amount of direct support provided through True North AmeriCorps increased to help offset the increase living allowance and additional member support costs.

### CNCS Clarification for PY 09-10 Applications

Legal Applicant: Duluth Area Family YMCA

Application ID: 09AC093465

Recommended Funding: \$692,999

Recommended MSY: 55.19

Recommended Slots: 78

#### Clarification Items:

1. Clarify position types for after school mentoring and community based mentoring (MSY given without slot type breakout)

A total of 55.19 MSY's are requested. Of these a total of 36.1488 MSY serve in after school and community based mentoring programs. Of these 36.1488 MSY, 26 slots are FT and 25 slots PT. For after school mentoring programs the slot breakdown is 18 FT and 18 PT (PT will be broken into 9-900, 3-675, 4-450 and 2-300 hour positions). For Community based mentoring programs it is 8 FT and 7 PT (PT will be broken into 3-900 hour positions and 4-675 hour positions).

## Narratives

2. Applicant has assessed strengths and weaknesses. It is not clear how this information is used for continuous improvement. Please clarify.

An AmeriCorps committee was established in 2003/04 to provide guidance and support to the TNAC program. An annual survey is done of supervisors and members addressing satisfaction of program implementation, policies, procedures and general comments, suggestions and/or concerns. This feedback, along with site visit feedback and bi-annual member evaluations is presented by our external evaluator, who analyzes the surveys, for TNAC committee members and staff. Areas of concern are then addressed by committee and staff. Changes, when and if necessary, are made to the program. Past examples included changing our trainings from shorter but more often trainings to bi-monthly day long trainings making it easier for members who live far away. A second improvement was dividing our supervisor trainings into two parts....the first part for new supervisors followed by all supervisors meeting together thus alleviating experienced supervisors needing to sit through AmeriCorps 101 training for the 2nd or 3rd time. Most feedback has been very positive but staff and committee members have addressed concerns when only one or two people have issues or by addressing items that score 4.1 to 4.3 on the 5 point survey scale.

Bi-weekly staff meetings and bi-annual site visits from ServeMN staff address continuous improvement issues. A program binder is updated annually with new policies, procedures and systems.

3. Clarify member activities and how they are aligned with needs of the targeted community.

Community needs data (outlined in our proposal) over the past 6 years has identified mentoring, tutoring and volunteer mobilization as a high priority. All members are involved in one or more of these activities. Many members become mentors and/or tutors themselves. All members recruit volunteers to support the programs and activities of the site in which they are placed. All members participate in Civic Engagement activities, MLK day, Semester of Service, Global Youth Service Day and National Volunteer week activities within their respective communities.

## Narratives

### 4. Clarify training for supervisors and if supervision will occur daily.

All new supervisors are visited at their site for a program orientation and discussion of supervisor responsibilities. Two day-long supervisor trainings are held each year. Topics covered include supervision skills relating to AC members, program evaluation, mentor/tutor best practices, program goals, objectives, and future direction. A minimum of two site visits occur during the course of the year. If a member or supervisor is struggling the number of site visits increases to provide the support needed. Ongoing phone contact and e-mail to supervisors occurs weekly.

All supervisors are on site with their member(s). Daily contact with members takes place at all sites and supervisors are required to meet weekly with members to check-in and discuss progress, issues, concerns, highlights, and timesheets.

### 5. Clarify plans to retain members.

True North AmeriCorps staff provide continuous support to members. Each program coordinator is responsible for a caseload of members. They develop relationships with the members so as to be a primary support (along with program site staff). At supervisor trainings site-staff are told that the primary responsibility of TNAC staff is to support members even above the needs of sites. We want members to walk away with a positive experience, completing their term of service and when possible, doing a second year of service. (This coming year TNAC is looking at doubling the number of members returning for a second year of service from 8 members to 17 members). If a site is not providing the support and/or experience laid out in the site agreement a member may be moved to a new site to either complete their hours or gain new skills. TNAC's retention rate continues to increase, even with the challenges of rural sites where finding members to fit site needs is often a challenge. 2007/08 retention rate was 93%. Current projection for 2008/09 is 94.8%. This number would even be higher if not for the



## Narratives

following.....in September of 2008 all members were entered into WBBR's as soon as they signed their member agreement contract. Two members dropped out prior to even serving a day at their site. Both members were replaced but since they were already entered into WBBR's they were counted as member losses thus reducing our retention rate. The development of peer groups where second year members facilitate bi-monthly gathering of 7-9 members to discuss challenges, highlights and provide support to each other has proven to be a strong member retention activity. Members learn that they are not in it alone and that other members experience similar challenges.

6. Clarify if the school and/or teachers are receiving training on tutoring and other member activities that can lead to increased capacity.

All schools develop a mentor/tutor support team that consists of teachers, principal, reading specialists, site supervisor, counselors and AC member(s). They meet regularly to deal with site based policies, issues and referrals. Tutor training and education on best practices used at sites is part of these meetings. A Mentor Duluth program coordinator who works with school-based tutor/mentoring programs provides the tools, resources and training for teachers, tutor/mentors and AC members. AC members are trained to be trainers in the ABC's of Literacy tutoring through the Minnesota Literacy Council as well as the CNCS requirements for tutoring. The site based support teams also provide a group of people who can be supportive of the AC member and the other activities (besides mentoring/tutoring) that occur at each site. Family literacy projects, service learning activities, Semester of Service projects -- MLK day through Global Youth Service day, and National Volunteer week are activities that all school-based members participate in.

7. Clarify role of board with this program - True North.

## Narratives

True North AmeriCorps established a community board to provide oversight and support to the TNAC program and staff. Main functions include affirming and setting the vision, mission and strategic plan for TNAC. This is done every three years as TNAC applies for CNCS support. Continuous improvement is facilitated by the board and led by the outside evaluation consultant. Board members form a selection sub-group that reviews all the site applications then, along with TNAC staff, selects the sites and number of members for each site. This sub-group of the board also deals with sites which are denied members or those who have additional requirements for renewal placed on their site. The most frequent additional requirement is that sites must find a new supervisor for their member (usually because the previous supervisor did not meet the expectations of the TNAC program). A strong, positive supervisor at each site also leads to increased member retention as discussed above. The board is made up of community leaders who have a pulse on the needs of the community and region. A local judge, past chief of police, university professor, faith based representative, tribal elder, and past United Way president are some of the current members of the board.

8. Clarify the amount of time the 47 site supervisors will spend with the members.

All supervisors are on site with their member(s). Daily contact with members takes place at all sites and supervisors are required to meet weekly with members to check-in and discuss progress, issues, concerns, highlights, etc. At most sites members become part of regular staff meetings, serve on site based committees and participate in agency wide activities/events. Contact with other site base staff augments the regular contact with the official site based supervisor.

Budget Items:

1. Under personnel Fringe Benefits, clarify line item Health: Actual Cost.

The cost listed under Health Care is the actual cost paid by the YMCA (fiscal host). It includes 85% of

## Narratives

the premium for single coverage and 55% for family coverage. Director cost paid by the YMCA is \$298.58 per month or \$3,583.00 per year (single coverage). Program Coordinator 1 is \$326.32 per month or \$3,916.00 per year (family coverage). Program Coordinator 2 is \$190.32 per month or \$2,284.00 per year (single coverage). Total Health care cost = \$9,783.00. The actual cost is slightly higher than was previously listed in our budget. The change is reflected in e-grants. The Health Care anniversary date is March 1st of each year and amounts listed in initial budget were from the previous actual.

2. Clarify sending three staff to corporation sponsored training. Please itemize.

TNAC sends its program director and two full-time program coordinators to one of the Corporation sponsored trainings each year. Itemized expense listed are based on the upcoming National Volunteer Conference to be held in San Francisco, June 2009. Airfare (Duluth to San Francisco) = \$550.00; Conference registration = \$340.00; Hotel Cost (Conference Hotel) = \$218.86 x 4 nights = \$875.00; Transportation from airport to conference = \$40.00; Per diem = \$39.00 per day x 5 = \$195.00; Total cost per person = \$2,000.00.

3. In line item ServeMinnesota staff travel, clarify \$360 each meeting. Under Member Travel, clarify member support from sites. Are members reimbursed to and from sites?

Under staff travel the 360 number is miles (not dollars). It includes mileage to and from Minneapolis (ServeMN location). These meetings are for required program director meetings (4 per year) and National AmeriCorps week activities (1 per year) for a total of 5 meetings x 360 miles = 1800 miles @ .505 per mile = \$909.00.

Member support from sites under Member Travel is the actual reimbursement for members when they use their own vehicle to program areas, trainings, service activities, etc. These meetings do not include a member traveling to and from their home to their site. The amount of \$2,246.00 is based on the average

## Narratives

of the last three years of member travel support from sites.

4. Under the section supplies, clarify the line item Member support from sites at \$25,306.

This amount includes office supplies that members use to run the activities and programs they are implementing at their site. Examples include program supplies, postage, copying, brochures, materials for MLK day, materials for Global Youth Service Day and materials for Semester of Service activities.

The amount listed above is an average of the past three years for supplies provided by sites.

5. Explain why member training cost calculations are for 55 MSY rather than for 78 members. Describe what is included in the rates for training. If food and beverages are listed, affirm that it is necessary part of a day-long training.

Calculations were changed in e-grants to reflect 78 members rather than 55 MSY's. Training rates include the cost of trainers, facilities, and materials. When a training session or retreat is a full day or longer the cost of food and lodging is included (as is the case with the three-day service retreat and the mid-year retreat). Retreat and day long training sessions are held in facilities where members cannot leave the premise to buy lunch or dinner on their own.

6. Under Other Program Operating Costs, line item Member support from sites, please clarify, specifically how it is different from support previously noted under the line item Supplies.

Other program costs include the cost of office space, computers, phone, and internet access for members. These costs are based on the rate paid by the organization to support and host the member at their site. The total amount listed is the average amount paid by sites over the past three year. Office supplies, as explained above, differ from these program costs.

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7. Identify sources and amounts for foundations, business and local state grants sited in administrative/indirect costs.

The support listed under foundations, business and local/state grants is money that will come from a combination of the following funders.....United Way of Greater Duluth (\$7,000.00), Ordean Foundation (\$10,000), grants for the remaining \$8,000 have not yet been applied for but will be submitted to the Northland Foundation and the Duluth & Superior Area Community Foundation. Discussions with these foundations have occurred but they will not take applications prior to the proposed time period.

On e-grants the total amount of cash and in-kind support was listed under section three (administrative/indirect costs). In order to reflect the actual areas these funds would be spent under the totals were divided into section 1 and section 2. Section 3 will not include any cash or in-kind support from TNAC.

Note: Because of an increase in health care costs from original budget submitted (see explanation number 1 above) the total cash match contributed through TNAC will increase by \$402 to \$512,759. All changes have been made in e-grants and the budget has been verified.

### Continuation Changes

2011/12 continuation request:

The True North AmeriCorps program is requesting 10 additional MSY AmeriCorps positions for the 2011/12 program year. Our current retention rate for the present year is 100%. We will have a 100% placement rate as we have had each year since the inception of our program. The request for AmeriCorps members continues to grow well beyond our allotted numbers. Last year we requested and received 10 additional slots which were awarded to additional sites. Even with the additional slots we had to turn away many deserving programs, schools, and agencies. With minimal promotion of

## Narratives

AmeriCorps availability the requests for positions (as our program becomes well established and successful in NE Minnesota) continues to grow. Prior to our RFP being released we already had 12 new requests in our focus areas of mentoring, academic tutoring and volunteer mobilization. In 2009/10 we were able to add 13 new members through the ARRA AmeriCorps support. All the ARRA sites requested members through our TNAC program in 2010/11 but we were only able to award four positions because of the demand. Present sites are also looking to expand the number of member(s) they have. To date we have had 15 current sites ask for an increase in their member allotment. When added together we are aware of an additional 35 members being requested this coming year and our RFP process is just beginning. In the past two years we had many more AmeriCorps member applicants than we had positions thus we anticipate no member recruitment concerns for the 2011/12 program year, even with an additional 10 members. In 2010/11 we had 95% of our positions filled prior to our starting date of 9-01-10.

TNAC has facilitated a strong relationship with Duluth Public schools and has led the way in discussions between the superintendent, principals, funders, city, other AmeriCorps programs and youth organization receiving AC members in connecting OST programming with the school day. Agencies, with the support and prodding of TNAC and funders, have shifted common outcomes to include academic achievement as a top priority of youth serving agencies in our communities. TNAC has positioned itself as a lead partner in moving Duluth schools to a full service community schools model. This partnership is currently exploring the "Diplomas Now" program (an innovative school turnaround model utilized by City Year, Communities in Schools and Talent Development). Successes we experience in the Duluth community are shared and replicated at the smaller rural communities throughout NE Minnesota.

A city wide academic tutoring collaboration is being spearheaded by TNAC staff. Instead of numerous

## Narratives

programs providing a range of services and quality in the academic mentoring area there will be one collaborative program beginning in 2011/12. Only agencies who are part of the collaborative, all of whom will implement tutoring best practices, will be award TNAC members. These best practices will also be implemented in our rural school sites who utilize TNAC members as academic tutors. A relationship with the University of Minnesota Duluth to place student volunteers into schools as trained tutors/mentors is in place (minimally 300 volunteers a year). An upgraded training program utilizing the training capacity of the Mentoring Partnership of Minnesota, the University of Minnesota, and the reading and math specialist from the Duluth Schools will be implemented in 2011/12. All TNAC members will be trained in academic tutoring best practices. These will include specific interventions in core subject areas. Ten new positions will be allotted to Duluth School District sites that are part of the academic push being made by TNAC, the Duluth Schools, United Way of Greater Duluth and other local funders.

Adjustments to our budget and performance measures have been made to reflect this potential increase. The number of youth served over the past two years has been substantially higher than our initial goals so we have increased our goals for this coming year to reflect past performance. Cash support from sites, foundations, United Way of Greater Duluth, the State of Minnesota, Duluth Public Schools and the Duluth Area Family YMCA (fiscal and program sponsor) as well as in-kind support from sites and sponsors has allowed us to exceed our applicant match each year beyond the required percentages.

Performance measure changes are as follows...

In the area of mentoring we will increase the number of MSY members from 42.1488 to 47.1488 (38 slots are full time (FT) and 25 slots part time (PT). The two focus areas and position breakdown of each area is as follows....

## Narratives

\* After school time mentoring programs = 25 FT and 18 PT (PT will be broken into 9-900, 3-675, 4-450 and 2-300 hour positions).

\* Community based mentoring programs = 13 FT and 7 PT (PT will be broken into 3-900 hour positions and 4-675 hour positions).

Responsibilities of members will remain the same. Numerical outcomes will increase from 1,140 children served to 2,000 (we will set this number at 1,750 in e-grants) served. Tracking and evaluation tools will remain constant. The performance measure in our continuation grant has been updated to reflect these changes. Actual results for the 2009/2010 program year were substantially greater than our performance goal. A total of 2,152 youth were served.

In the area of tutoring/academic mentoring we will increase the number of MSY members from 18.0412 to 23.0412. Position breakdown will include 17 FT and 13 PT (PT positions will be broken into 6-900, 3-675, 1-450 and 3-300).

The number of students who will benefit from this increase in member support will go from 420 children to 900 (we will set this number at 750 in e-grants) children. Tracking and evaluation tools will also remain constant. The performance measure in our continuation grant has been updated to reflect these changes. Actual results for the 2009/2010 program year were substantially greater than our performance goal. A total of 982 youth were served.

All members in True North AmeriCorps are trained and supported in the area of Volunteer Mobilization and are each responsible for the recruitment and support of volunteers. Five MSY will serve primarily in the area of Volunteer mobilization (serving at sites that primarily focus on volunteer recruitment and placement). As a result of our increase in AmeriCorps members as well as past performance results, we will increase the number of on-going, long term volunteers (mentors and tutors) from 1,200 to 3,000 and the number of hours they serve will increase from 36,000 to 85,000. One-time, short term



## Narratives

volunteers (those involved in programs/events such as MLK day, Semester of Service, and Global Youth Service Day) will increase from 4,200 to 5,000 and the number of hours served from 12,000 to 25,000. Tracking and evaluation methods will remain the same. Once again, the performance measure in our continuation grant has been updated to reflect these changes. Actual results for the 2009/2010 program year were substantially greater than our performance goal. A total of 6,880 on-going volunteers and 5,633 one time volunteers were recruited and supported by TNAC members.

Our Civic Engagement performance measure will remain the same with the exception of increasing the number of AmeriCorps members from 65 MSY (88 members) to 75 MSY (98 members). This numerical change is reflected in our Civic Engagement measure.

As stated above our present year (20010/11) retention rate is currently 100%. Our rate has always been above 90%, even with the challenges faced in having many of our members placed in rural communities. The potential pool of volunteers in rural communities is limited by low population, poverty and large geographical areas. Attracting volunteers to these resource-poor communities is challenging as many sites have only PT staff with less training. Yet, these are the sites and children who have a strong need for Member support.

A continual improvement plan was adopted three years ago in an effort to increase our retention rate by providing additional support and technical assistance to struggling sites. Rural sites that struggle with retention receive intensive support that includes additional site visits, supervisory trainings, resource materials and TNAC staff participation in member selection. The development of peer groups where second year members facilitate bi-monthly gatherings of 7-9 members to discuss challenges, highlights and provide support to each other has proven to be a strong member retention activity. Members learn that they are not in it alone and that other members experience similar challenges. This focused support

## Narratives

has had the desired effect.....In our first few years of operation our retention rate was in the low 90% range. Upon implementation of our continuous retention support plan we saw our 2007/08 rate increase to 96% and our 2008/09 rate remain at 96% (this number would even be higher if not for the following.....in September of 2008 all members were entered into WBBR's as soon as they signed their member agreement contract. Two members dropped out prior to even serving a day at their site. Both members were replaced but since they were already entered into the system they were counted as member losses thus reducing our retention rate). Our 2009/10 rate was 95%. Through December of 2010 we are at a 100% retention rate.

TNAC recently was the recipient of a capacity building grant from the Northland Foundation (Strengthening Communities initiative funded through ARRA) which includes technical assistance, training and financial support. These resources will expand TNAC's capacity to better serve NE Minnesota as well as potentially other parts of our state. A strategic plan is being developed to help set the stage for our next three year Corporation for National and Community Service competitive grant application. The success of TNAC has been growing each year. The goals/performance measures established with our last three year grant application have been substantially exceeded each year. As we prepare for next year's competitive grant application we will adjust our goals/performance measures to reflect the actual numerical and qualitative achievements we have experienced over the last few years. Additional strategic plan outcomes will include a strengthened training program for members (including required implementation of best practices in tutoring/academic mentoring, community based mentoring and volunteer mobilization), expansion of TNAC partners to include state-wide organizations such as the Mentoring Partnership of Minnesota, University of Minnesota Extension, and the Search Institute, a branding and marketing plan for TNAC and finally, the establishment of a fund development plan.

## Narratives

2010/11 continuation request:

The True North AmeriCorps program is requesting 10 additional MSY AmeriCorps positions for the 2010/11 program year. Our current retention rate for the present year is 98%. We will have a 100% placement rate as we have had each year since the inception of our program. The request for AmeriCorps members continues to grow well beyond our allotted numbers. We are careful not to promote AmeriCorps availability but inevitably the requests for positions (as our program becomes well established and successful in NE Minnesota) continues to grow. Prior to our RFP being released we already had 16 new requests in our focus areas of mentoring, tutoring and volunteer mobilization. In 2009/10 we were able to add 13 new members through the ARRA AmeriCorps support. These sites, should another round of ARRA support not be available, will also be requesting members. Present sites are also looking to expand the number of member(s) they have. To date we have had 11 current sites ask for an increase in their member allotment. When added together we are aware of an additional 40 members being requested this coming year and our RFP process is just beginning. In 2009 we had many more AmeriCorps applicants than we had positions thus we anticipate no recruitment of member concerns for the 2010/11 program year, even with an additional 10 members.

Adjustments to our budget and performance measures have been made to reflect this potential increase. Cash support from sites, foundations, the State of Minnesota and the Duluth Area Family YMCA (fiscal and program sponsors) as well as in-kind support from sites and sponsors has allowed us to exceed our applicant match beyond the required 38% for a program in their seventh year.

Performance measure changes are as follows...

## Narratives

In the area of mentoring we will increase the number of MSY members from 35 to 42. Responsibilities of members will remain the same. Numerical outcomes will increase from 950 children served to 1,140 served. Tracking and evaluation tools will remain constant. The performance measure in our continuation grant has been updated to reflect these changes.

In the area of tutoring we will increase the number of MSY members from 15 to 18. The number of students who will benefit from this increase in member support will go from 350 children to 420 children. Tracking and evaluation tools will also remain constant. The performance measure in our continuation grant has been updated to reflect these changes.

All members in True North AmeriCorps are trained and supported in the area of Volunteer Mobilization and are each responsible for the recruitment and support of volunteers. As a result of our increase in AmeriCorps members we will increase the number of on-going, long term volunteers (mentors and tutors) from 1000 to 1200 and the number of hours they serve will increase from 30,000 to 35,000. One-time, short term volunteers (those involved in programs/events such as MLK day and Global Youth Service Day) will increase from 3,500 to 4,200 and the number of hours served from 10,000 to 12,000. Tracking and evaluation methods will remain the same. Once again, the performance measure in our continuation grant has been updated to reflect these changes.

Our Civic Engagement performance measure will remain the same with the exception of increasing the number of AmeriCorps members from 55 MSY (78 members) to 65 MSY (88 members). This numerical change is reflected in our Civic Engagement measure.

As stated above our present year (2009/10) retention rate is currently 98%. Our rate has always been above 90%, even with the challenges faced in having many of our members placed in rural communities. The potential pool of volunteers in rural communities is limited by low population and poverty.

## Narratives

Attracting volunteers to these resource-poor communities is challenging as many sites have only PT staff with less training. Yet, these are the sites and children who have a strong need for Members.

In an effort to increase our retention rate a targeted effort has been made to provide additional support and technical assistance to struggling sites. Rural sites that struggle with retention receive intensive support that includes additional site visits, supervisory trainings, resource materials and TNAC staff participation in member selection. The development of peer groups where second year members facilitate bi-monthly gathering of 7-9 members to discuss challenges, highlights and provide support to each other has proven to be a strong member retention activity. Members learn that they are not in it alone and that other members experience similar challenges.

### Performance Measures

#### SAA Characteristics

- AmeriCorps Member Population - None
- Geographic Focus - Rural
- Geographic Focus - Urban
- 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 65.19

#### Service Categories

- Afterschool Programs Primary  Secondary
- Tutoring and Child (Elementary) Literacy Primary  Secondary

### Mentoring

**Service Category:** Afterschool Programs  
**Measure Category:** Participant Development

### Strategy to Achieve Results

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

Forty MSY Members will recruit, screen, train, and match mentors with children. Structured and high-quality support and activities will be provided to each match focusing on developmental assets.

### Results

**Result: Output**

Children are enrolled in mentoring programs and matched with caring adults

Indicators: 1600 children enrolled Children are mentored by positive role models.

Indicators: 1600 children are matched (350 in community-based programs and 1250 in after-school based programs) with positive role models.

Indicator: student beneficiaries

Target: One thousand, six hundred children enrolled and matched with caring adults in mentoring programs.

Target Value: 1600

Instruments: Mentor Program Database  
OST attendance logs

**Result: Output**

PM Statement: Forty MSY Members will enroll and match 1600 children in structured, high quality supportive mentoring relationships in programs and activities focusing on developmental assets.

Prev. Yrs. Data

**Result: Intermediate Outcome**

Children increase their developmental assets.

Indicators: Improvement in developmental assets.

Indicator: student beneficiaries

Target: Seventy percent of children matched for 6 months or more will increase their developmental assets in two or more of the asset subscales

Target Value: 70%

Instruments: Mentor Duluth Longitudinal study data base  
ACES Pre/post inventory

PM Statement: Sixteen hundred children will be matched in high quality mentoring programs with caring adults. Seventy percent of children matched for at least six months will increase their developmental assets in at least two asset areas.

Prev. Yrs. Data

**Tutoring**

**Service Category:** Tutoring and Child (Elementary) Literacy

**Measure Category:** Participant Development

**Strategy to Achieve Results**

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

Twenty five MSY members and/or 500 community volunteers will tutor grade K-8 children in core subject areas using the standards of research-based tutoring.

**Results**

**Result: Output**

Students are tutored in core subject areas.

Indicator: student participants

Target: 750 students tutored

Target Value: 750

Instruments: Tutoring Log

PM Statement: Twenty three MSY members and/or 500 community volunteers will tutor grade K-8 children in core subject areas (reading, math, science and social science) using the standards of research-based tutoring.

Prev. Yrs. Data

**Result: Intermediate Outcome**

Students increase academic proficiency

Indicator: student participants

Target: Sixty percent of students will show growth in two or more of the ACT scale items

Target Value: 60%

**Result: Intermediate Outcome**

Instruments: ACT assessment will be given fall and spring to assess academic skills, confidence, behavior and motivation to learn.

PM Statement: Twenty five MSY members and/or 500 community volunteers will tutor grade K-8 children in core subject areas (reading, math, science and social science) using the standards of research-based tutoring. 60% of students who receive tutoring from members and/or community volunteers will increase their academic proficiency in two or more of the ACT scale items.

Prev. Yrs. Data

**Result: End Outcome**

Students increase their grade level in core subject areas (reading, math, science and social science.

Indicator: student participants

Target: Sixty percent of tutored students will show improvement of 1/2 grade level in core subject areas tutored.

Target Value: 60%

Instruments: School reading, math, science and social science grades.

PM Statement: Sixty percent of grade K-8 students who receive tutoring from members and/or community volunteers will increase 1/2 grade level in core subject areas tutored.

Prev. Yrs. Data



## Required Documents

**Document Name**

**Status**

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable