

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE <small>Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)</small>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 21-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC125839	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHMO0010002														
5. APPLICATION INFORMATION																
LEGAL NAME: Partnership For Youth, Inc. DUNS NUMBER: 054516690	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Bruce G. Bailey TELEPHONE NUMBER: (314) 772-9002 FAX NUMBER: (314) 772-7109 INTERNET E-MAIL ADDRESS: bruce@americorps-stl.org															
ADDRESS (give street address, city, state, zip code and county): 1315 Ann Avenue St. Louis MO 63104 - 4111 County: St. Louis (city)	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization															
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 431873533	8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):															
9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service		10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State														
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): The City of St. Louis, Missouri		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Education Corps 11.b. CNCS PROGRAM INITIATIVE (IF ANY):														
13. PROPOSED PROJECT: START DATE: 09/01/10 END DATE: 08/31/13		14. CONGRESSIONAL DISTRICT OF: a.Applicant <u>MO 003</u> b.Program <u>MO 003</u>														
15. ESTIMATED FUNDING: Year #: <u>2</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														
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 557,790.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 481,486.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 1,039,276.00</td> </tr> </table>	a. FEDERAL	\$ 557,790.00	b. APPLICANT	\$ 481,486.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 1,039,276.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 1,039,276.00															
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: Jerron Johnson	b. TITLE: Program Coordinator	c. TELEPHONE NUMBER: (314) 772-9002														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/06/11														

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Executive Summary

Forty Members of the Education Corps provide one-on-one literacy tutoring in grades K-3 to children who were already left behind. Each team of Members serve up to 40 children in nine impoverished and academically challenged schools. Since 2006, 91% of the students tutored reached grade level or above. In 2009-2010, 100% of students reached grade level.

Three Members serve city-wide to recruit and engage volunteers in service focused on the critical unmet needs of children and families.

Rationale and Approach

A. Rationale and Approach

EDUCATION PRIORITY AREA

Unmet educational needs within communities especially those that help children and youth achieve success in school and increase high school graduation rates.

We will be reporting on the EDUCATION standard performance measures:

1. Number of students who start in an AmeriCorps education program.
2. Number of students who complete participation in an AmeriCorps education program.

followed by the standard tutoring measure:

5. Number of students with improved academic performance.

Compelling Community Need:

Background

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Those unfamiliar with the St. Louis may conjure up the vision of a city acclaimed to be the Gateway to the West, the starting point of the Lewis and Clark expedition, the home of the Dred Scott trial, Scott Joplin jazz, Tennessee Williams writings, Anheuser Busch beer and Puhols homeruns. Likewise they may know that Susan Blow's introduction of Kindergarten is a part of the St. Louis Public School's (SLPS) legacy of innovation and excellence in teaching.

Today we are a far cry from that rich history. The City and School District have huge financial deficits. The School District is unaccredited. There has been a loss of 50% of the SLPS student population over the past five years. While the city is predominately African American, 8,600 new immigrants arrive annually, most of whom speak little or no English. In some schools, there are as many as 17 different languages spoken. And while teachers are trying to teach, there is a 33% student turnover in elementary schools, often necessitated when families are unable to pay their utilities and then move to secure them at a new address. Poverty is so rampant that three in 10 students in SLPS will be homeless at some point during the school year. Overall, 89% of SLPS students are eligible for free and reduced lunch. (source www.visionforchildren.org Children of Metropolitan St. Louis Report) In the schools where AmeriCorps St. Louis serves over 95% of children live in poverty. (Data source www.slps.org) Nationally, St. Louis ranks second in the nation for violent crimes. Missouri ranks 33rd in the nation on indicators of childhood well-being, with St. Louis ranking 115th out of 115 counties. (data source www.oseda.missouri.edu/kidscount). Poverty is an obvious underlying cause of many of these social ills. Children who have experienced at least a year of poverty are more likely to drop out of school or participate in delinquent behavior, (source www.visionforchildren.org Children of Metropolitan St. Louis' Report). Children's experiences in the education system have a major impact on the balance of their lives, building or undermining their full human potential.

The inability to read well, or to read at all, can make or break the vicious cycle of poverty. The

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opportunity cost in human and economic terms of thousands of undereducated children is unquantifiable. For a nine year-old child unable to read by fourth grade, the human cost is more accurately defined as a lifetime sentence of ignorance and poverty.

Why this need?

The ULTIMATE GOAL IS TO HAVE STUDENTS ON GRADE LEVEL IN READING BY FOURTH GRADE, because after third grade, students are no longer taught to read, but expected to use their skill in reading to learn other subjects.

Specifically, Partnership For Youth, Inc, d.b.a. AmeriCorps St. Louis Education Corps, focuses on intensive one-on-one tutoring for children ill prepared or already behind in reading in the early grades. The basic premise is this: children need to LEARN TO READ--so they can READ TO LEARN, attacking a root cause of poverty. Literacy is a gatekeeper--and the deadline for learning is alarmingly early.

In 2008, at the end of 3rd grade, less than 50% of students in St. Louis Public Schools were able to read proficiently at grade level. (www.dese.mo.gov MO Department of Elementary and Secondary Education). Worse yet, in a school district that is 81% African American, only 30% of African American students were able to read proficiently at grade level by the end of 3rd grade. On average, Kindergartners enter St. Louis Public Schools with only a 500-word vocabulary compared to 2,500-word vocabulary of children in suburban districts.

How The Need Was Identified

SLPS lost accreditation in 2006 after years of a dysfunctional Board and a revolving door of nine superintendents and consultants in eight years. SLPS is in crisis, which has been building for some years, taking a tremendous toll on students, their families, and their teachers. SLPS sought input from the community regarding the priorities they felt the District should pursue. AmeriCorps staff facilitated

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groups in neighborhoods across the city, listening to parents, residents, agencies and businesses alike. The process was excellent. The results were clear and concise. The priorities were Academic Achievement, Safe and Orderly Environment, Community Collaboration, Equity, and Efficient and Effective Support Operations, in that order.

Description of Activities and Member Roles:

The AmeriCorps St. Louis Education Corps is the only literacy program in SLPS that provides full-time tutorial service in reading for k-3rd grade students, with clearly defined performance measures.

Advised by the Great City Schools Report entitled: Raising Student Achievement in the St. Louis Public Schools, AmeriCorps St. Louis made a commitment to three recommendations:

First: To begin reforms at the elementary level focusing attention on children in grades K-3 with intensive one-on-one tutoring in reading. Presently and again in 2010-2013, forty of our forty-three Education Corps Members will serve in teams in 9 elementary schools. (see 'COMMUNITY OUTPUTS AND OUTCOMES' for a description of the remaining three Members) Members will continue to serve academically challenged students in K-3rd specifically in reading.

Second: To set measurable goals for academic improvement and high expectations for performance by challenging students. Our goal is to bring a minimum of 75% of the children tutored to grade level by the end of the school year. Each student receives 3 tutoring session a week.

And third: To monitor progress in real time, utilizing an outside assessment tool, LEARNS Literacy Assessment Profile (LLAP), developed by Bank Street School of Education and Northwest Learning Laboratory for the Corporation for National and Community Service; and,

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The standardized assessment tools provided by the SLPS District (presently DIBELS, the Dynamic Indicators of Basic Early Literacy Skills) a minimum of three times a year.

Over the past 16 years, AmeriCorps St. Louis has honed its focus, with the help of outside evaluation data provided in large measure by Washington University School of Social Work. Member roles are very specific, and the focus is very measurable. Members are trained in a tutor-specific skill set. As a result, over the last three years alone, an average of 88% of the students we have intensively tutored can now read on grade level. AmeriCorps St. Louis Education Corps has a full time commitment to addressing critical literacy needs in SLPS. Member Tutors focus on intensive one-on-one tutoring for children ill prepared or already struggling in reading in the early grades.

Organization And Partners To Address The Need

AmeriCorps St. Louis made a very strategic decision several years ago when it established itself as its own community based non-profit, dedicated to making a difference in the lives of our most at-risk children of the St. Louis urban public school system, while remaining an outside 'critical friend' of the District. As a critical friend AmeriCorps St. Louis is trusted and yet is able to ask provocative questions. As a critical friend we are able to provide data examined through another lens. As a critical friend we are committed to fully understand the context and the outcomes that the St. Louis Public School District is working toward, and advocate for their success.

In consultation with the district, and informed with the additional input of staff, alumni and the experience of other community and faith-based organizations, AmeriCorps St. Louis has been able to select school sites based on needs and challenges.

Outside of the bureaucracy of a large urban district, AmeriCorps St. Louis is able to respond to single

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site concerns quickly as they arise. For example, in a monthly review of time and sessions on task, a disparity in any one Member's numbers call for an immediate site visit and resolution. Serving as a critical friend for the past 16 years from outside of the district, AmeriCorps has been able to be clear of the fray caused by downsizing and changes in administration, and allowed us to remain focused on performance. Both AmeriCorps St. Louis and the District have benefited from the AmeriCorps St. Louis evaluation plan and methodologies. Prior to AmeriCorps St. Louis, although several outside providers serviced the District, there was no program that completed and shared a performance-based evaluation of services. Based on this positive experience, six years ago the District requested that all outside providers focus only on the District's priorities, and secondly, that each commit to performance measures that would determine future agreements. After years with any multitude of providers who could not defend their impact, and were not necessarily aligned with the District's priorities, the district finally had a common policy and procedure. AmeriCorps St. Louis was the first to enter in to this agreement, and remains an example for others. The relationship has served us both well. As a loyal critical friend we are proud to have earned the District's longest standing partnership of any outside agency.

To secure this partnership SLPS has contributed substantially, consistently and at great sacrifice. At the request of the Superintendent, AmeriCorps presented target schools under consideration as AmeriCorps sites. Criteria included: need (low reading scores, high mobility, English language learners (ELL), and poverty); capacity to support AmeriCorps Members; an alignment of objectives and methodology; a commitment to extended day programming; synergy of other community partners (or the lack of other partners); assignment of an on-site mentor; adequate resources (particularly space); a commitment to evaluation; a desire to embrace AmeriCorps Members as part of their school community; a commitment to be transparent and respectful of one another's institutional policies, governing rules and values; and, in some instances, past partnership history.

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What We Do

In years 17-19 (2010-2013) of the program, as in years past, AmeriCorps Members will provide one-on-one tutoring to children in grades K-3 in reading--children who were already behind. In 2008-2009 Members brought 86% of the children tutored to grade level, 11% of which were children who now read above grade level. In 2007-2008, AmeriCorps St. Louis brought 84% of the children tutored to grade level, which was particularly amazing due to the fact that a great number of the students were recent immigrants who had little English and had never learned to read in their native language. In 2006-2007, AmeriCorps St. Louis brought 94% of students tutored to grade level. The AmeriCorps St. Louis Education Corps has been able to provide one-on-one tutoring to an approximately 30-40 children per school. The AmeriCorps St. Louis Education Corps has consistently set measurable goals for academic improvement, established high expectations for performance, and used data to monitor progress and advise instructional interventions.

How We Do It

The process is simple. Teachers at each school recommend up to 10 students, grades K-3, for each of the Members serving at one of our nine schools. The referral process includes baseline data to verify that the child is academically challenged in comparison to his/her classmates, and is not receiving other special individual resources. In the first two weeks in their school assignment, Members spend time in classrooms observing the children who have been recommended and understanding what is grade appropriate. This is also a time to develop relationships with teachers.

In the last part of the selection process, in week three, Members introduce themselves to parents and sign an agreement that allows AmeriCorps Members to tutor their child, and requires a commitment that as parents or primary caregivers, they will be engaged in their child's learning, such as celebrating

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their child's achievements. This joint commitment is for the entire year, with one-on-one tutoring three times a week.

In addition, AmeriCorps Members daily provide a safe place with enriching activities and/or homework assistance for students after school a minimum of two hours three days a week. Members also facilitate special events for children, e.g. the Annual Champion Ceremony to applaud student achievement and effort towards academic excellence. Members also are able to provide activities on weekends using a whole battery of resources of AmeriCorps St. Louis, to include our indoor climbing wall, mobile initiatives, outdoor camping equipment, wilderness crafts, and our student 'give-away' library.

A Full-time commitment

To honor this commitment requires fulltime Members who understand that this is very much a full time commitment that will require an average of 43 hours per week.

We ensure that we do not violate non-duplication, non-displacement, and non-supplementation requirements.

Each year, AmeriCorps St. Louis enters into an agreement with the district that describes in detail the policies, procedures and prohibited activities of AmeriCorps, the scope of work, and the expectations of each party, to include access to all district student information and testing. The District is highly aware and supportive of Members unique role as intense reading tutors. Each school site also signs a letter of agreement which indicates an intention to support AmeriCorps service prohibitions. Members are required to wear attire identifying them as Members which also serves to reinforce their unique and specific role at sites. On-going field reviews by AmeriCorps staff regularly ensures compliance with AmeriCorps regulations.

Ensuring Compliance

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Every AmeriCorps Member receives a detailed handbook which covers prohibited activities. This written material is reinforced by an interactive staff and team leader orientation during the course of pre-service training. At the end of pre-service training, all Members sign a Corps Member agreement which certifies their intention to abide by these prohibitions. On-going field reviews ensure compliance with AmeriCorps regulations.

An AmeriCorps grant adds value to our existing service activities

Our administering Non-Profit, (PFY) exists solely to support three AmeriCorps programs. A grant from the Corporation for National and Community Service ensures that the Education Corps continues to provide service to children who would otherwise not have tutoring service, and provides for an added efficiency for the operation of all three programs.

Measurable Outputs and Outcomes:

AmeriCorps St. Louis Education Corps has consistently exceeded its direct service objectives since 1994. In the last three years, an average of 88% of the children Members tutored were brought up to or above grade level.

AmeriCorps St. Louis has developed methodologies and protocols for identifying and tracking student progress that have allowed us to monitor the impact of Members' service in 'real time' and make adjustments accordingly. With years of comparative evaluations and using LEARNS from its inception, AmeriCorps St. Louis has been able to create performance measures that, although extremely challenging, have been consistently surpassed.

One child at a time, AmeriCorps expects to meet the critical deadline for reading comprehension by raising the reading skills of young learners.

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The Education Corps will utilize an aligned output, intermediate outcome, and end outcome to measure the results and impact of service activities.

AmeriCorps Members will provide intensive individual tutoring for an average of 225 children each year.

As a result, our performance measures require that:

By the end of each school year, students tutored in K-3rd will show a marked improvement in reading according to LEARNS (Linking Education and America Reads through National Service) Literacy Assessment. (LLAP points and level targets differ by grade level)

There will be an increase in the reading level of students who are presently reading below grade level up to or above grade level. 75% of students will improve at least to basic grade level, 40% of whom will be able to read proficiently on grade level at the end of the year according to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

The AmeriCorps Program will address the EDUCATION PRIORITY AREA:

Unmet educational needs within communities especially those that help children and youth achieve success in school and increase high school graduation rates.

We will be reporting on the standard performance measures:

1. Number of students who start in an AmeriCorps education program.
2. Number of students who complete participation in an AmeriCorps education program.

followed by the standard tutoring measure:

5. Number of students with improved academic performance.

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Our Plan for Self-Assessment and Improvement:

Over the years, the AmeriCorps St. Louis staff, outside evaluators and generous assistance from Washington University, University of Missouri St. Louis and Fontbonne University, AmeriCorps St. Louis has been able to evaluate our performance against specific measures. With this information, annually we select at least one area to focus on quality improvement. In 2003-2004 AmeriCorps St. Louis Education Corps invested heavily in developing an evaluation system, advised by research based criteria. During years 2004-2007 the focus of improvement was on specific training for reading tutors through the University of Missouri's Des Lee Institute for Tutorial Education. During Year 2007-2008 we began an audit of the overall health of our agency, focusing on staff and board leadership. An independent firm completed the assessment and offered recommended capacity building ideas that we ought to invest in to bring our organization from 'good to great'. This assessment of our organization has been submitted to the Corporation for National and Community Service

Community Involvement:

Target Communities

As stated earlier, SLPS sought input from the community regarding priorities they felt the District should pursue. AmeriCorps staff facilitated that process in neighborhoods across the city, listening to parents, residents, agencies and businesses alike. Out of that process, AmeriCorps committed to the first priority--Academic Achievement. In turn, the District identified those schools that are particularly at risk for failure because of low student test scores and high mobility where AmeriCorps might choose to serve to address academic underachievement. AmeriCorps invited those schools to compete to be AmeriCorps sites. Initially 17 schools applied. To date, over 40 schools have applied. The process entails an initial screening of written requests by potential school sites. Interviews are conducted with the school leadership community, to include instructional coordinators, teachers as well as principals and other community partners. Barring insurmountable challenges, AmeriCorps St. Louis makes a

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commitment of at least three years with each of the eight schools selected. At the request of the City Academy, a private alternative school, AmeriCorps expanded its service to a ninth school, the only one outside of the District. Research documenting the specific challenges in these schools is compiled by the District's Division of Research, Monitoring and Evaluation, site Principals and staff, combined with research from the Annie E. Casey Foundation, Missouri KidsCount, and the Missouri Department of Elementary and Secondary Education websites.

Our Relationship to other National and Community Service Programs:

The AmeriCorps St. Louis Education Corps has sponsored numerous multi-corps signature projects, has repeatedly hosted regional Corps Member training events, and provided a number of workshops at regional and national service conferences to INCLUDE: Recruitment and Selection of Members, Building an Esprit de Corps and Evaluation with other corporation supported programs. Each year a number of Members are trained as CPR and 1st Aid trainers through the American Red Cross, and subsequently travel across the State of Missouri providing CPR and 1st Aid training for other national service Members and for numerous other non-profit groups. Representatives of Foster Grandparents have participated in our tutor training, Teach for America teachers and AmeriCorps Alums have partnered in schools, in training, in events and in social activities. AmeriCorps St. Louis always avails itself to mentor other programs, as requested by MCSC and directly from other programs. In the past year, staff members from other AmeriCorps programs from Missouri, Mississippi and Illinois have travelled to St Louis for mentoring. AmeriCorps St. Louis has sought advice from other programs in Missouri as well.

AmeriCorps St. Louis exists solely to support national service. The VISION of AmeriCorps St. Louis is to be a purveyor of skill, a beacon of hope, and a model of public stewardship. AmeriCorps St. Louis serves to create systemic change as well as provide direct service that impacts the well-being of the poor

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and disenfranchised, particularly children and elderly.

The MISSION of AmeriCorps St. Louis is to enhance the professional skills and life-long ethic of the young men and women who serve; to respond to critical unmet needs in the areas of urban education, emergency response, the natural environment, and the present high rate of unemployment; and, to build the capacity of our partnering agencies and communities we serve.

As a community based non-profit, we receive funding from the Corporation for National and Community Service in support of three AmeriCorps programs: The Education Corps, the Public Safety Emergency Response Team and the AmeriCorps St. Louis Career Corps. Not only has this contributed to an efficient and effective use of resources, it also allows Members the benefit of cross-training.

Potential for Replication:

AmeriCorps St. Louis serves the State of Missouri well by creating a model that can be replicated nationally. Since 1994, AmeriCorps St. Louis with both its Education Corps and Public Safety (ERT) Corps has proven to be an exemplary state community based non-profit. Over the last decade AmeriCorps St. Louis has developed an institutional expertise in recruiting, selecting and supporting a very diverse corps, partnering with community and faith-based organizations, multiplying our impact through the recruitment of volunteers, sponsoring city-wide service days, and designing replicable evaluation procedures. It has consistently agreed to mentor and train new State formula programs, and go beyond the call to represent national service as a whole.

AmeriCorps St. Louis has become a resolute collaborator, playing an integral role in devising matching systems for volunteers at state and local community and faith-based organizations across the state of Missouri, and in the City of St. Louis through an interactive website that can link volunteers to service. Because of our relationship with the AmeriCorps Emergency Response Team that also resides under the

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umbrella of AmeriCorps St. Louis, Members are able to receive cross-training in disaster mitigation, response and recovery, allowing them to inspire others to 'see the need, meet the need'. In a recent local winter storm emergency, AmeriCorps St. Louis opened its doors as an emergency shelter, Although the lead in this disaster were Members of the AmeriCorps Emergency Response Team, Members of the Career Corps and the Education Corps were trained, sought and accepted emergency response roles in the shelter on evenings and weekends. The high expectation of Members underscores the AmeriCorps St. Louis practice that the best reward for great service is, in fact, more responsibility.

Both directors have served as mentors to new AmeriCorps programs. Our staff and Members have been called upon by MCSC to provide workshops at statewide events and at quarterly program directors meetings.

AmeriCorps St. Louis is committed to creating a model that can be replicated nationally. Our AmeriCorps Members selection, training, retention and success are outstanding. Our methodologies and protocols for identifying and tracking student progress allow us to monitor the impact of Members' service in real time and make adjustments accordingly. With years of comparative evaluations, AmeriCorps St. Louis has been able to establish a credible and 'critical friend' relationship with the SLPS District, and create demanding performance measures, exceptional tutor training and support through the Des Lee Institute of Tutorial Education. And, best of all, our service to children is dramatic, showing, in short, that we are positively impacting the children who might otherwise have been left behind.

Organizational Capability

D. Organizational Capability

Sound programmatic and fiscal oversight

AmeriCorps St. Louis staff has a strong record of managing federal financial awards over the last fifteen years. Consistently Partnership for Youth, d.b.a. AmeriCorps St. Louis has had no findings in annual

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A133 audits. The Missouri Community Service Commission annually provides monitoring to ensure that our financial, payroll, human resource, and administrative systems are in place to provide the same effective management in the future, validating our strong record.

Board of Directors, Administrators, and Staff:

AmeriCorps St. Louis has a Board comprised of six respected civic and business leaders that includes the vice president of a bank, owner of small public relations firm, an insurance executive, the executive director of the SLPS's Human Resources Department, a Peace Corps alum, and a development executive from Missouri Higher Education Loan Authority (MOHELA). The Board meets at least quarterly to review both fiscal and programmatic performance. Between meetings, the Board operates within a committee structure to carry out supportive initiatives and participate in AmeriCorps events and celebrations.

Director, Kathleen Becherer, has served to build capacity in the St. Louis community for 35 years, focusing on enhancing social and human services. She has served as the Director of AmeriCorps St. Louis since its inception 16 years ago. Recently she was honored with the Des Lee Regional Institute for Tutorial Education Award for her commitment to excellence in education for the children of the City of St. Louis. Two years ago, she was honored with the Women of the Well Award for her lifetime commitment to underserved women and children. She is presently under consideration for the CORO Women in Leadership Award.

Kathleen volunteers on several advisory boards and has served on conference planning committees for the Corporation for National and Community Service (CNCS), the St. Louis Children's Agenda and for the St. Louis Service Learning Collaborative. She has presented five times for national CNCS conferences on: Recruiting For Diversity, Building An Esprit De Corps that Supports Retention, After-

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School Programming, and Evaluation. She has also spoken locally on the topics of service learning, America's Promise and after school programming. She and her skilled staff have consistently mentored other newly established AmeriCorps programs across the State of Missouri.

Over the years the staff members of AmeriCorps St. Louis have served as an inspiring and skilled leadership team. Of the seven staff positions, only two people over the past 16 years left short of a five-year commitment. Many of AmeriCorps St. Louis staff served two years as Members of AmeriCorps St. Louis. All of our staff have been involved in continuous training and have returned to provide mentoring or training to our corps as well as other national service programs. AmeriCorps St. Louis believes it is also important to state that 100% of our staff volunteer on their own time in the community. In October 2007, Jerron Johnson, School Site Coordinator, was chosen to receive the Presidents Volunteer Award, presented personally by President George Bush.

Three years ago AmeriCorps St. Louis Board of Directors worked with staff to develop a Junior Board comprised of young professionals, including four alumni. These individuals had never served on a board but had an interest in philanthropy and promoting civic progress in St. Louis. Since then, the Junior Board has served as an inspired resource, showcasing AmeriCorps activities and sponsoring quarterly events that raise enough resources to pay for all utility costs for the 25,000 square foot AmeriCorps St. Louis headquarters.

Cost Effectiveness and Budget Adequacy

E. Cost Effectiveness and Budget Adequacy

Cost Effectiveness and Budget Adequacy

Corporation Cost per Member Service Year (MSY):

Our Corporation cost per MSY is calculated to be \$12,972, which is \$28 below the 2010-2011 mandated MSY cap.

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b) Diverse Non-Federal Support:

Over the past sixteen years, AmeriCorps St. Louis has achieved a proven track record of sustaining and growing a portfolio of diverse private sector investments that rely on a mix of corporate, foundation and individual contributors to meet financial requirements. AmeriCorps St. Louis has creatively used Missouri Youth Opportunity tax credits to spark additional private sector investment and further develop our donor base. AmeriCorps St. Louis has a stable group of private sector sources that have consistently contributed support for many program grant cycles. These private sector resources are leveraged against an annual cash commitment from the St. Louis Public School District to provide an adequate financial platform upon which to operate the program. These cash investments have been further augmented by substantial in-kind donations. Members benefit from a 25,000 square foot headquarters facility which has received a quarter of a million dollars in private sector investment to support renovations. Substantial additional corporate support has been provided to expand Member capacities in computer assisted learning projects, resource identification and performance tracking.

Current Grantees Only: Decreased Reliance on Federal Support

Within the current application Program Operating Costs in budget section I are matched by our own applicant resources at 91%. Ninety-two percent of our support for program operations is in the form of cash. Member support costs are locally matched at 17% with local non-federal cash. No federal support for applicant administrative expenses is requested.

The previously described forms of local support are indicative of a long standing commitment to our AmeriCorps Education Corps. As we move forward we plan to combine proven development methods with new opportunities identified by our Board.

Narratives

Budget Adequacy:

The application budget is congruent and supportive of the proposed scope of services outlined in the program narrative. Member, staffing and operating cost have been clearly delineated. Adequate funds have been budgeted to support Members in their service and to support their personal development. The overall share of our applicant match is ahead of the progressive schedule of match required by CNCS guidelines. This is noteworthy in light of the current economic conditions. Further, virtually all match is in the form of cash and our program has not yet significantly relied on meeting match amounts with in-kind contributions.

Evaluation Summary or Plan

Submitted to the Missouri Community Service Commission.

Amendment Justification

N/A

Clarification Summary

CLARIFICATION RESPONSES FY10

Team Leader Benefits: What we have learned over the years is that the greatest benefit that we could provide to Members in leadership roles is more responsibility. Whenever possible, Team Leaders are trained as facilitators and/or trainers. Although this is a somewhat intangible benefit to Team Leaders as they serve, it will hopefully become a long-term benefit as Members leave the Corps and pursue lives of service.

MSY Discrepancy: The discrepancy between the 43 approved MSYs and the 40 MSYs accounted for in the Education national performance measure is the result of 3 Members who will be assigned to recruit and engage volunteers full-time.

FY10 BUDGET CLARIFICATION RESPONSES

Narratives

Section I: A. Personal Expenses: The School Site Coordinator is a St. Louis Public School staff member that serves as the on-site liaison for our member services within their school. We are not taking credit for their in-kind contribution within the budget at this time. The Senior Member Leader is one person (an alumnus) who is serving in a post-service leadership staff position to support current members.

Section I: C. Staff Travel: Staff Travel includes an out-of-state line item to cover expenses associated with staff traveling away from St. Louis to go to Program Director meetings, state member conferences and to collaborate with other directors on special multi-Corps projects.

Section I: C. Member Transportation: The program both commercially leases vehicles to support member services as well as contributes its own vehicles to meet program transportation requirements. The line item for fuel and repair covers receipted fuel for leased and owned vehicles. The repair item is only allocable to incidental repairs of program-loaned vehicles as incurred during program service activities.

Section I: E. Supplies: Supplies include materials for member-led classroom and after-school projects to enhance student learning. This supply line also includes books to reinforce student literacy development. This line is differentiated from the membership/books line item that includes curriculum and literacy development resources for members.

Section I: G. Training: Tutoring training is provided by master teachers/resource staff from the E. Desmond Lee Regional Institute of Tutorial Education, University of Missouri-St. Louis. The \$20 per day for mid-term training includes facility use, food and resources for an off-site, multi-day member learning retreat. Members are involved with staff in self-taught service reflection and skill development workshops.

Narratives

Section I: Other Program Operating Costs: The program has budgeted \$14 for each member and staff to cover the cost of criminal record checks (43 members, 3 program staff, total of \$644) This cost will be covered by grantee private sector funds.

Source of Funds: The St. Louis Public Schools contribute \$200,000 in local dollars to assist Partnership for Youth in meeting the grantee share of \$400,974 in match towards the Education Corps program.

clarification for fiscal year 11

a.

Beginning in 2010, St. Louis City Hall will become an AmeriCorps St. Louis service site for three Members. Working with the support of a liaison appointed by the Mayor, the AmeriCorps St. Louis Serves Team will serve as an anchor and catalyst to greatly expand volunteer initiatives within the City of St. Louis.

As part of volunteer engagement, the AmeriCorps St. Louis Serves Member team will:

1. Assess existing service levels and stakeholders within the city,
2. Assist in the development of a citywide plan to increase volunteerism that involves existing service and volunteer-reliant nonprofits, and other local volunteer management agencies,
3. Identify at least two high priority areas in which to comprehensively target volunteerism to advance existing or enhancing work in these challenge areas,
4. Expand the use of the MissouriServes.org website to efficiently and effectively attract and match volunteers to priority needs within the City,
5. Document both output and outcome performance resulting from this increased civic engagement.

In the first year, the AmeriCorps St. Louis Serves Team will plan and facilitate a minimum of four large-scale service events that address critical unmet needs across the city. A minimum of four hundred

Narratives

volunteers will partner with community and faith-based organizations to carry out service that is responsive to these needs.

b.

Two potential candidates backed out at time of program start. In the future we will keep a wait list of local people in anticipation of late drop-outs. Although we had a wait list, both waited potential Members were from out of town and could not make the move quickly. We filled one full-time slot first semester of the school year with two half time Members. Filling education tutors later than that is not plausible.

Continuation Changes

BUDGET CLARIFICATION:

The rise from an MSY cost of \$12,964 for Year 2010/2011 to a MSY of \$13,149 for Year 2011/2012 is directly attributable to a rise in mandated Member living allowance and accompanying support costs (i.e. FICA and insurance costs).

ENROLLMENT RESPONSE:

In the 2009/2010 program year, the Education Corps enrolled 39 of 40 allocated MSY slots. This number consisted of 38 full-time Members and 2 half-time Members (one enrolled in January 2010 and another enrolled in February 2010).

RETENTION RESPONSE:

During the 2009/2010 program year, the Education Corps lost 2 full-time Members due to compelling personal circumstances. One Member was exited as a result of combined medical/health issues that made the successful completion of her term of service unlikely without severe consequences to her well-being. Another Member was exited due to the abrupt conclusion of her summer service assignment

Narratives

(position eliminated) and the subsequent absence of a substitute/alternative assignment that would meet program criteria and provide adequate opportunity for the completion of her term of service.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 40

Service Categories

Tutoring and Child (Elementary) Literacy Primary Secondary

Intensive One-on-One Tutoring

Service Category: Tutoring and Child (Elementary) Literacy

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

In years 17-19 (2010-2013) of the program, as in years past, AmeriCorps Members will provide one-on-one tutoring three times a week to 225 children in grades K-3 in reading'children who were already behind.

The ULTIMATE GOAL IS TO HAVE STUDENTS ON GRADE LEVEL IN READING BY FOURTH GRADE, because after third grade, students are no longer taught to read, but expected to use their skill in reading to learn other subjects.

Specifically, Partnership For Youth, Inc, d.b.a. AmeriCorps St. Louis Education Corps, focuses on intensive one-on-one tutoring for children ill prepared or already behind in reading in the early grades. The basic premise is this: children need to LEARN TO READ'so they can READ TO LEARN,

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

attacking a root cause of poverty. Literacy is a gatekeeper'and the deadline for learning is alarmingly early.

National Performance Measures

Priority Area: Education

Performance Measure Title: Intensive One on one Tutoring

Service Category: Tutoring and Child (Elementary) Literacy

Strategy to Achieve Results

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

AmeriCorps Members will provide intensive one-on-one tutoring for 275 children already behind or ill-prepared for school. Each child will receive three tutoring sessions per week for the entire school year. Progress will be measured using two literacy assessments administered three times during the year (beginning, mid-year, and end-of-year).

Result: Intermediate Outcome

Result.

85% of students tutored by AmeriCorps Members will improve in academic performance by the end of the school year

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

Target : Students in grades K-3

Target Value: 191

Instruments: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and LEARNS Literacy Assessment Profile (LLAP) assessments

PM Statement: 85% of 225 students (191 students) in grades K-3 tutored by AmeriCorps Members will read at grade level or above by the end of the school year as determined by the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment and the LEARNS Literacy Assessment Profile (LLAP) assessment.

Result: Output

Result.

225 students will complete the AmeriCorps literacy tutoring program

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

Target : Students in grade K-3

Target Value: 225

Instruments: tutor logs

PM Statement: 225 students in grades K-3 will complete the AmeriCorps literacy tutoring program

Result: Output

Result.

275 students will be enrolled in the AmeriCorps tutoring program

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

Target : Students in grades K-3

Target Value: 275

Instruments: tutor logs

PM Statement: AmeriCorps Members will tutor 275 students in grades K-3 throughout the school year.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable