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Executive Summary

The premise of the Mobilizing Skilled Volunteers AmeriCorps program is that children and adults facing challenging life issues -- such as educational struggles or financial collapse -- need sustained and individualized support to turn their lives around. Our AmeriCorps members will mobilize more than 800 volunteers to provide that support and measure the results in terms of academic achievement for low-performing high school students and improved financial literacy of adults.

Rationale and Approach

1. COMPELLING NEED WITHIN THE TARGET COMMUNITY.

Dane County, Wisconsin, is a vibrant community for many people. Madison, home to more than half of our residents, is a university town, a state capital, and a center of innovation. In jobs and economic success as well as in school performance, while the top tier of Madison's residents excel, there is a growing divide between their success and the attainment of many low-income, African-American, Latino, Southeast Asian, and other less advantaged residents. Poverty is growing at a staggering rate: 52,615 residents of Dane County lived in poverty in 2008, up 35% from 38,815 in 2005, and the recession is making that rate even higher. In 2008-09, 50% of the students in the Madison Metropolitan School District came from low-income families, up from 24% in 1995. The city is also becoming more diverse. For example, the percent of Madison public school children from communities of color rose from 27% to 49% from 1995 to 2008.

United Way of Dane County does not accept that as our county changes it will inevitably lead to a compromised future for its residents. In 2001, the United Way Board of Directors decided it must work to reduce or eliminate the most challenging problems facing our community. The Board created a multidisciplinary task force of local leaders (i.e. CEOs, academia, faith leaders, justice, education, community leaders) that met for a year to study local data, listen to experts, and engage the community in numerous forums. This process led the identification of seven significant areas of concern. Five

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pertain to this proposal; they are: (1) A significant academic achievement gap: the graduation rate in Dane County was 93% for Whites, 83% for Asians, 74% for Hispanics, and 64% for Blacks (2005). (2) A significant school readiness problem: 42% of entering kindergarteners do not show proficiency on basic skills on the entrance screener; the racial disparity was worrisome: 76% of White students showed these basic skills, compared to 19% for Southeast Asian children, 29% for Hispanic, and 41% for African American. (3) Families with children represented more than 50% of the homeless population. (4) The recidivism rate for persons released from prison was 66%. (5) Non-profit agencies were concerned that they were unable to meet ever-growing needs in the community without enhanced leadership, management and volunteer expertise.

In January 2003, the United Way Board of Directors approved a plan for our work which is called the Agenda for Change. We set goals to address these critical problems. We set up community leadership teams to lead our work on each issue. These teams identified research-based strategies to achieve our goals. We partnered with agencies eager to implement this work and we set up mechanisms to measure the results of this work - not merely the outputs (clients served) but their impact on improving the specific problem (i.e. low graduation rate, recidivism).

All of our Agenda for Change work is guided by multi-year strategic plans. As we developed plans in each issue area, we found that we need a substantial mobilization of volunteers. In particular, as described under "activities," we need volunteers to make extended commitments to service, such as a tutor committing to weekly sessions for a semester or full school year or a financial coach advising a very low-income family weekly for months. We knew nonprofit agencies would be challenged to do this. According to the report *Volunteering in America* (2009) by the Corporation for National and Community Service, Dane County is consistent with national averages on rates of volunteerism (41.5% of residents volunteer). However, at 36.3 hours of volunteering per resident per year, our rate of

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volunteerism ranks us 42nd among mid-sized cities in the U.S. In other words, we have many people volunteering relatively few hours, which limits their ability to have a significant impact on addressing our community challenges. Since United Way of Dane County is home to the county's Volunteer Center, we recognized we needed to take the lead on developing a plan to mobilize and train more long-term volunteers. The work proposed in this application is one component of that Volunteer Mobilization Plan.

This AmeriCorps program will recruit and mobilize twenty AmeriCorps members at five agencies, including United Way's Volunteer Center, with a primary task to recruit, train and place volunteers to meet five of the challenges identified through our community engagement and study process described above. Two of these AmeriCorps members will serve with our Volunteer Center to improve best practices in volunteer management in at least 60 organizations. The combined results of this service will be the recruitment, training, and placement of 855 volunteers to engage in extended service to help our community's most poor and disadvantaged reach their full potential.

2. WELL-DESIGNED ACTIVITIES THAT ADDRESS THE COMPELLING NEED.

REDUCING THE RACIAL ACADEMIC ACHIEVEMENT GAP. United Way's goal is to boost the graduation rate in Dane County to 95% by 2015. To do so, we are working to virtually eliminate the racial academic achievement gap by implementing four research-based strategies in concert with the county's school districts and nonprofit partner agencies. These are: (1) one-to-one and one-to-two tutoring of students in concert with the teacher's curriculum, (2) truancy reduction programs, (3) early identification and treatment of students with mental health issues, and (4) drop-out recovery programs. These programs combined are called Achievement Connections.

Ten full-time AmeriCorps members will be placed in the four main Madison high schools (Memorial,

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East, West and La Follette), the Middleton/Cross Plains high school and the Sun Prairie upper middle school, through the auspices of the Urban League of Greater Madison. (Since the high schools each have more than 2,000 students, members are placed in sets of two at most schools.) These schools were selected because they have the highest truancy and drop-out rates; they also have some of the highest proportions of minority and low-income youth in the county. We started one-to-one tutoring in Madison and Middleton/Cross Plains during the 2008-09 school year, substantially as a result of an American Recovery and Reinvestment Act grant that supports six AmeriCorps members.

These AmeriCorps members will serve as on-site Volunteer Coordinators to recruit and screen volunteer tutors; work with the school district to get them trained; match the volunteers with high school students that are functioning at a basic level and are willing to work to succeed; facilitate and/or schedule one-to-one or one-to-two tutoring; and provide support, evaluation and recognition of the volunteers in accordance with volunteer management best practices. The tutoring methodology is research-based and meets AmeriCorps standards.

The result of this tutoring will be improved academic performance, as measured by grades, using the National Performance Measure Pilot Education performance measures 1, 2 and 5: "number of students with improved academic performance."

This tutoring is a major extension of existing tutoring at the high schools (e.g. peer-to-peer study hall tutoring) and does not duplicate or supplant the work of current school or nonprofit agency staff. Program staff, school district staff and staff from other nonprofit agencies (i.e. Centro Hispano) meet very regularly as a coordinating group to target resources and avoid duplication.

While this program follows the highly effective Schools of Hope tutoring model launched in 1995, this

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program is distinct and included in a separate proposal for several reasons, the biggest of which are: (1) The Urban League is focused on teenaged youth and provides unique community leadership with this population, a population that is very distinct from the elementary school children tutored in the Schools of Hope program operated by our Schools of Hope partner RSVP (described more later). (2) The tutoring model for high school students is designed to develop into a school-based mentor-like relationship that spans the high school years and fosters high school graduation, as opposed to elementary model where the tutor typically focuses on the children in one classroom or grade, (3) Schools of Hope is well-established in the elementary school community, whereas the Achievement Connections tutoring program is just getting a foothold in the complex high school environment. It operates in the context of United Way's other Achievement Connections programs as well as a major high school restructuring initiative. Significantly, the Madison school district has assigned two different liaisons to the Schools of Hope program and to the Achievement Connections program - one with expertise and responsibilities related to elementary school and the other related to middle and high schools. (4) The members in this new program will benefit from the cross-fertilization of ideas that will come from significant overlaps in training and team activities with other members recruiting volunteers to serve at-risk and disadvantaged youth and adults.

FINANCIAL LITERACY COACHING FOR LOW-INCOME FAMILIES. There are many individuals and families who struggle to manage their household finances in Dane County because the cost of living (notably housing) is above the national average while wages are below average. The family self-sufficiency standard estimates how much income a family would need to cover basic costs such as housing, food, child care, and health care. An estimated 35,000 households (20% of Dane County families) live below that rate, with incomes of \$27,065 or less annually. That number is increasing as a result of increasing local home foreclosures (up 39%), evictions (up 7%), and job layoffs (unemployment up 50%) as well as plummeting retiree investments.

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We are partnering with the Financial Education Center and University of Wisconsin Assistant Professor Michael Collins, a locally-based national expert on the issue of financial education, to develop this program. Dr. Collins has focused his work on how to help individuals and families improve their ability to manage their cash flow, credit, savings and other financial issues despite very low incomes and educational, language, cultural and/or other barriers to knowledge about money management. Research shows that classes on budgeting and money tend to be underutilized by poor families. Dr. Collins is eager to implement a financial "coaching" strategy (sustained, personalized financial literacy guidance) in Madison that has been successfully implemented with low-income families in a few other communities (with the support of the Annie E. Casey Foundation). Dr. Collins will help train the AmeriCorps members and conduct an evaluation.

The coaching program has three components: (1) Clients participate in a two-hour Grow Your Green money management workshop designed for low-income families. (2) Clients receive an hour-and-a-half financial management assessment to review their finances and determine their financial management goals, conducted by a trained financial coach. (3) The financial coach then meets with the client monthly for a half-hour to an hour for six to eighteen months (depending on the needs of the client) to guide a process to help the client develop effective financial management skills.

Three full-time AmeriCorps members will work with the Financial Education Center to recruit, train, and match/ place volunteers to provide financial literacy training and coaching. (1) One AmeriCorps member will help launch a Financial Coaching Institute using a research-tested methodology. The goal is to provide intensive coaching services to at least 50 low-income clients the first year, more in subsequent years. (2) A second AmeriCorps member will work with the Financial Education Center for about half the year to recruit and organize volunteers for its Volunteer Income Tax Assistance (VITA)

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site. The member will recruit, train, and coordinate twelve volunteers to work an average of one three-hour shift weekly for ten weeks. This will allow the VITA site to be open for eighteen hours weekly with two volunteers providing free tax preparation assistance. For the other half of the year the member will work on the Financial Coaching Institute. (3) The third AmeriCorps member will organize financial literacy training opportunities for youth using a financial education curriculum that the Financial Education Center developed in partnership with Wisconsin departments of Public Instruction, Financial Institutions and the Treasurer as well as implementing youth programs for Money Smart Week. The result of this work will be "the number of economically disadvantaged individuals receiving financial literacy services," the first Opportunity performance measure.

INCREASING COMMUNITY SAFETY. In 2003, United Way convened a county-wide Safe Communities, Strong Neighborhood leadership team to spark a public dialogue on community safety, improve community leaders' understanding of the issue, and promote better performance by the government and service providers. One component of that discussion was around prisoner recidivism: at that time 342 of the 500 prisoners released from prison had been sent back to prison within two years, making the recidivism rate 66%. Of grave concern is that the crime is disproportionately taking place in our poorest neighborhoods, with high concentrations of people of color, bringing harm to residents already struggling to find success despite the pressures and barriers that come with poverty and prejudice. From that dialogue emerged the Journey Home program.

Journey Home is an innovative partnership of law enforcement, the justice system, local government, community and faith groups, social service agencies, and health care providers to help released ex-offenders reintegrate into their communities. It is run day-to-day by Madison Urban Ministry. Journey Home works with ex-offenders in four areas that research and best practice indicate are critical to help prisoners reintegrate into their communities and get on a positive life course: housing, employment,

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emotional and social support, and treatment for mental health and addiction issues (if necessary). Ex-offenders are frequently released with less than \$100, a single change of clothes and a one month supply of medication. This means it is essential that during the first months a person returns to the community we provide them with the supports and services they need to be successful. About 70% of the approximately 500 ex-offenders who return to Dane County each year elect to attend Journey Home's monthly Resource Fairs. About one hundred ex-offenders engage in one-on-one sessions on an ongoing basis with a Resource Specialist who helps them set goals, establish plans, and find resources. The recidivism rate has plummeted to 19% for the ex-offenders released from prison to Dane County in 2008. Of the 571 individuals who worked one-on-one with a Resource Specialist in the first three years of the program's operations (2006-2009), only 40 (7%) have returned to prison.

One component of this program for which demand far exceeds supply is the social and emotional benefits provided by the Circles of Support program. Circles of Support is a nationally recognized program wherein a group of four to five trained adult volunteers (often a combination of an ex-offender and members of a faith community) meet with a parolee weekly as a group and provide ongoing support, such as helping access free furniture or transportation to appointments. But mostly it is encouraging them to stay on track despite set-backs, assisting with problem solving, reducing isolation (since the returning prisoner may be staying away from former associates who were a negative influence) and increasing accountability. MUM has demand for eighteen or more Circles.

Two full-time AmeriCorps members will be placed at Madison-area Urban Ministry as Volunteer Managers to recruit, screen, and train (in partnership with expert staff) volunteers. These volunteers will work as Circle of Support team members as well as provide assistance during the monthly Resource Fairs. The goal is for the AmeriCorps members to recruit 30 volunteers to make a commitment to ten hours of training plus two hours a week for six months. This would create Circles of Support for at least

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six to eight returning prisoners. Since Journey Home ex-offenders will be invited to participate in financial coaching at the Financial Education Center, which is located in the same building as Journey Home, this work will contribute to meeting the performance measure "the number of economically disadvantaged individuals receiving financial literacy services."

PREPARING CHILDREN FOR SCHOOL. Census data tells us that there are 27,914 children under the age of five in Dane County. As noted earlier, 42% of entering kindergarteners do not show proficiency on basic skills on the entrance screener, with much lower levels of preparedness among low-income, Latino, and African-American children. While research tells us that all children need high-quality early childhood experiences to ensure a successful start in school, studies show that children from low income homes are less likely to have these experiences inside or outside of their homes. Parents want to help their children master skills to be successful in school, but surveys indicate that sixty percent or more say they do not always know how to do that.

Home visiting programs have been proven to strengthen parenting skills, improve parent-child relationships, increase early language and literacy skills and reduce child abuse and neglect. Home visiting programs pair parents of young children with home visitors who provide parenting information, resources and support. Research has shown that paraprofessionals and volunteers can effectively conduct home visits if the volunteer is properly trained and supervised by professional staff. The home visitor works with parents in their home to model ways to help their child develop (i.e. reading to the child, encouraging the child to draw, promoting regular check-ups) and practice effective parenting techniques, including the ability to nurture their child as they grow.

Two full-time AmeriCorps members will serve at the Exchange Center to develop a Volunteer Parenting Mentor program. The members will recruit, train, supervise, evaluate and recognize a corps of trained

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volunteer parenting mentors to visit new parents. Under the guidance of trained early childhood and parenting professionals who are certified home visiting specialists, the volunteer home visitors will visit weekly or bi-weekly for up to six months to model parenting techniques, provide support and connect the family to resources.

IMPROVING VOLUNTEER MANAGEMENT. Two full-time AmeriCorps members will be placed at United Way's Volunteer Center. The members will serve together on three areas of activity: (1) To strengthen nonprofits ability to increase their use of volunteers and use best practices in volunteer management, the members will coordinate two volunteer management training series for about 50 volunteer managers (25 in each series). The series typically includes seven ½ day sessions spread over six or seven months, but will be tailored to the needs and responsibilities of the group. (2) To create a cadre of volunteer management leaders available for mentoring less seasoned professionals, the AmeriCorps members will coordinate an advanced peer-to-peer training series, guided by University of Wisconsin-Madison School of Business faculty Scott Savage, who is an expert in this train-the-trainer model. Approximately twelve seasoned volunteer management professionals will meet on a monthly basis to brainstorm, share best practices, and provide mutual support. (3) To work with program staff at United Way and our partner agencies to identify at least one more Agenda for Change area (other than those in this proposal already) that could benefit from the substantial mobilization of skilled volunteers and help the agency develop and implement a plan to mobilize skilled volunteers.

INFORMATION AND REFERRAL/ EMERGENCY PREPAREDNESS - UNITED WAY 2-1-1. The purpose of United Way 2-1-1 is to help people facing a difficult situation to find the resources they need. Community Resource Specialists answer the phone line and provide assistance twenty-four hours a day, 365 days a year, using a database of more than 2,054 programs and services at 1,066 agencies -- such as food pantries, health clinics, and eviction prevention programs -- to help callers connect with the help

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they need. United Way 2-1-1 made its resource database available on-line starting in 2008, allowing community members and professionals (i.e. social workers, school counselors) with internet access to search for resources directly and Resources Specialists to give their primary attention to people who do not have internet access or who need help determining which resources they need.

United Way 2-1-1 covers eight counties (Dane, Columbia, Green, Iowa, La Fayette, Lincoln, Rock and Sauk), but the resource listings for the counties other than Dane are limited to emergency numbers (i.e. police, fire), one local human service organization, and the public health department. United Way 2-1-1 has partnerships with emergency management in all of these counties to disseminate public safety information during disasters. For example, United Way 2-1-1 assisted 1,444 callers during the flood disaster of 2008 with information on safe roads, damage reporting, help with prevention of damages, access to FEMA, volunteer opportunities, and other issues.

Our service model is unique among 2-1-1 programs in Wisconsin in that we depend heavily on trained volunteers to cover 2-1-1 shifts. Currently a core of fifteen volunteers supplement four full-time staff. With the economic recession, not only has call volume increased, we are also getting more callers with complex issues (i.e. a caller who is unemployed, has an uninsured health problem, and is battling depression). This has put an enormous strain on our system and we have had a significant increase in wait times and hang-ups by people unable or unwilling to wait. Additional personnel are needed to expand our volunteer recruitment efforts in order to increase the number of volunteers and improve our retention rate.

One full-time AmeriCorps member will have five areas of responsibility within 2-1-1. (1) To help recruit, train and place more volunteers. (2) To gather resource listings for the seven counties in our service area for which we have very limited listings. (3) To set up "2-1-1 Plus" sites in at least three locations in

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Dane County. 2-1-1 Plus sites are computer stations located in public locations (i.e. a community health clinic or senior center) that allow community members free access to the 2-1-1 database. (4) To answer the phone for one-third to one-half of their time, providing direct assistance to callers needing help. (5) To be available to provide help in the event of a disaster (a nearly annual event -- flu, flooding, tornado, storm).

For all of the activities described in this section at all the partner agencies, the AmeriCorps members will be conducting new program activities at their service sites and will not violate AmeriCorps' non-duplication and non-displacement requirements. The AmeriCorps orientation at the beginning of their service, review and signing of their contract, as well as on-going supervision will train and support the AmeriCorps members to assure that they comply with all rules on prohibited service activities. (See section B.3. for more details.)

3. MEASURABLE OUTPUTS AND OUTCOMES.

United Way of Dane County is opting to participate in the National Performance Measure pilot within two priority areas: Education and Opportunity. Regarding Education, we intend to use the performance measures regarding improved academic performance. Regarding Opportunity, we intend to use the performance measure relating to financial literacy services.

PLAN FOR SELF ASSESSMENT AND IMPROVEMENT - United Way compiles quarterly reports to Serve Wisconsin to track and evaluate our progress in program implementation, progress towards our performance measures, and financial status. These reports include information about successes and challenges regarding implementation and performance. These quarterly reports are used as a tool to determine how program sites are doing, address problem areas, and take advantage of opportunities that will improve the program for the members and people served. In addition to these formal reports,

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we have many other tools for program assessment and improvement: (1) Weekly AmeriCorps member meetings; (2) Quarterly site supervisor meetings; (3) Mid-term and end-of-term evaluations of members to assess personal progress, set goals for the remainder of service term/post-service, and provide suggestions for program improvement; (4) Semi-annual retreats include opportunities for members and coordinators to assess program goals, discuss challenges, and strategize regarding program improvements; and (5) Annual surveys from partner agencies, schools and volunteers. Of course, supervisors are available at any time to meet with individual members or groups of members to discuss concerns, ideas for innovations, or new opportunities.

4. COMMUNITY INVOLVEMENT.

4.i. COMMUNITY ROLE IN IDENTIFYING NEEDS AND ACTIVITIES.

As described in the section on the rationale for this work, the programs and partnerships with which each AmeriCorps member will serve were initially developed out of a year-long community examination and discussion of the most pressing social concerns in Dane County and identification of research-based strategies to address them.

The implementation of that work is overseen by issue-focused Community Solutions Teams (CST), each comprised of a diverse representation of about twenty community stakeholders in that area. For example, the financial literacy coaching work falls within the purview of the Basic Needs CST. Tutoring and home visiting work fall under the Growing Up, Getting Ready CST. The CSTs review program and community level results of our work and make annual funding recommendations to the Vision Council (our cross-program leadership committee) and the Board. CSTs meet monthly (except in the summer).

Our Achievement Connections work (the focus for half of the AmeriCorps members in this program) was developed by a team of more than two dozen top Dane County leaders who met for one year,

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reviewing data, research on best practices, holding community forums, consulting with the school districts and nonprofits, all towards the goal of developing a consensus on a goal regarding graduation rates and a research-backed set of strategies to accomplish that goal. The ongoing work is guided by leadership teams for each school district to assure integration and evaluation at a school district and community level. These teams meet monthly in the start-up phases and quarterly or semi-annually in communities such as Madison where they have been working for nearly fifteen years (previously focused only on the Schools of Hope elementary school tutoring). Further, a staff subcommittee meets bi-monthly that consists of several United Way volunteers, school board members, representatives of non-profit organizations, and other community partners. New and/or important project developments are reported to the subcommittee, which monitors the project.

With issue and program specific leadership ongoing, United Way remains committed to engaging the community to examine issues from a community-wide perspective on a periodic basis. In 2004 we conducted a comprehensive community assessment. The document consolidates demographic and service data across government and private sectors sources as well as compiling the goals and priorities of Dane County's major human service funders, notably government agencies and health systems. This has allowed all of us to improve how we (a) identify strategies that that provide added value to address critical health and human needs, (b) organize our work and collaborate with each other, (c) set our funding priorities, and (d) identify the indicators that will measure our success.

In early 2009, with the major economic downturn, United Way recognized we needed to bring the community together again to understand what is going on and how we need to respond. On May 5, United Way of Dane County held an Economic Summit with a hundreds of community leaders. There were keynote presentations from the Chief of the Office of Economic Advisors at the Department of Workforce Development, the Director of Wisconsin's Office of Recovery and Reinvestment, the County

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Executive, and Madison's Mayor. Working groups formed to hear presentations by experts and then discuss action on mergers, measures and accountability, collaboration, managing administrative costs, boosting employee performance, and the use of volunteers.

4.ii. RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY PROGRAMS.

United Way of Dane County has served as lead agency for the past three years for an AmeriCorps grant for our Schools of Hope program, and is applying to continue that program. The Schools of Hope program provides tutoring to elementary school students. Our partner agency on that grant has been RSVP, a Senior Corps agency funded by CNCS, which has benefited our work greatly. RSVP has had success recruiting seniors and Baby Boomers and we will use lessons from that experience to engage Baby Boomers and seniors as Achievement Connections volunteers. In addition, we meet as part of a team of program directors working in the schools that includes the AmeriCorps Partners for After School Success program and the representatives from Learn and Serve programs.

4.iii. POTENTIAL FOR REPLICATION.

We anticipate that this program will be replicated either by another Volunteer Center, another United Way or another medium to large multi-service agency. As described under section D.1.i, we are a Center of Excellence and hold annual trainings for other United Ways looking to emulate our work. Our Volunteer Center is also known regionally and nationally as a seasoned and effective program; others look to us for best practices.

Our Achievement Connections work is a replication of the key elements of the Schools of Hope program.

It is the fourth time the program has been replicated locally; the other times were to the preschool level in Madison and to two small local school districts. We frequently share organizational best practices, tutoring handbooks and guidelines, management tools, surveys and evaluation outcomes with other

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United Ways and school districts interested in replicating the program. We welcome these opportunities to share our expertise.

Organizational Capability

1. SOUND ORGANIZATIONAL STRUCTURE.

1.i. SOUND PROGRAMMATIC AND FISCAL OVERSIGHT.

United Way of Dane County was founded in 1922 to serve as an agent to collect funds for local charities, as well as to coordinate relief services, counsel and refer clients to cooperating agencies, and make emergency assistance grants. While significantly more proactive and results-oriented than at our beginnings, we remain the largest united appeal in our community (with 1,600 participating employers), we operate the county's 2-1-1 information and referral line, and we train and coordinate volunteers through our Volunteer Center and cooperative VolunteerYourTime.org web site.

United Way of Dane County is one of three Centers of Excellence among the 1,250 United Way agencies nationally. We have gained this status for our work to focus our programs, people and resources to address the underlying causes of the greatest areas of human need in our community. Key to this success is how we have aligned our goals to the funding of research-based strategies. This has required leadership to encourage partner agencies to adopt evidence-based practice, careful monitoring of faithful implementation of those practices, and collecting evaluation data to monitor our progress on achieving our goals. Our successes are reported in Community Outputs C.1 and elsewhere.

Our expertise in grants management is multi-faceted, spanning program performance, agency operations, and fiscal stewardship. United Way's volunteer leaders (Board, Vision Council and CSTs program committees) each year award program-specific grants to an average of 120 nonprofit agencies totaling up to \$8 million. (Other funding is directed by donors to specific agencies.) Agencies submit new applications bi-annually, with renewal applications in the alternate year. Our volunteers and

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United Way staff conduct a deep review of each applicant's program, organizational, and financial capacity, integrity, efficiency and effectiveness. Funded programs submit two reports annually that are reviewed by staff and volunteers. Major initiatives such as Schools of Hope and Housing First receive even more frequent monitoring, as much as quarterly or monthly.

The working relationships between United Way of Dane County and our program partners and placement sites extend far beyond a typical funder-grantee relationship. These agencies and site partners are a part of the comprehensive Mobilization Plans that are guiding our work to reduce or eliminate underlying problems in our community. They are selected for their program goals and organization capacity. We have reviewed each agency's capacity in terms of quality, innovation, sustainability, quality of leadership, past performance, and community involvement, in accordance with AmeriCorps regulations. Upon funding, we will sign Memorandum of Agreement with these agencies and sites that detail responsibilities and expectations regarding grants administration and performance measures. United Way has agency agreements and/or site agreements with all of these organizations already, except the Financial Literacy Center, which has been a program partner but not a funded agency for many years.

All of the site directors (program and fiscal) and the AmeriCorps members will come together multiple times throughout the year. At the beginning of the year, they will receive joint training and engage in team-building activities, which will include strong orientation about volunteerism and the work of the Corporation for National and Community Service and its service branches. They will attend the Serve Wisconsin statewide opening and closing ceremonies. The program and fiscal staff will meet quarterly at United Way to review program implementation and compliance issues. All of the AmeriCorps members will meet quarterly for training, team building, information sharing, networking, reflection and other activities. (Members in each program area meet weekly.)

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While the majority of United Way's revenue is from annual workplace campaigns, we are successful stewards of many major gifts targeted to expand specific programs. Most recently we have received \$1.36 million from the Henry J. Predolin Foundation over two years to implement housing and food initiatives for children and \$513,850 from the Caritas Foundation over three years to expand our Play and Learn program for young children. Each funder has required detailed program and fiscal reporting which has been successfully received. United Way of Dane County also has over ten years experience managing federal, state and local grants. From 1998 to 2004, United Way of Dane County operated a VISTA program, successfully stewarding several hundred thousand dollars in federal funding. We have been awarded and successfully managed \$893,120 in CNCS funding from 2007 to 2010 for our Schools of Hope program for the elementary schools. We have also successfully administered grants from the Wisconsin Division of Public Health to support the growth of our 2-1-1 service.

1.ii. BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF

United Way of Dane County is led by a thirty-nine member Board of Directors, leaders from all sectors of our community, including business, academia, labor, health care, and government. Our Board of Directors meets monthly and is actively engaged in decision making on all key policy, fiscal and program decisions. Board members serve on working committees such as finance, personnel, campaign cabinet and the Community Solution Teams that oversee all of our programs and initiatives. Every board meeting includes time for at least one deep discussion on an issue that impacts our ability to deliver on our Agenda for Change goals, such as updated research on our strategies or new outcome data. Our President and three key Vice Presidents, including the Vice President of Community Impact, meet weekly regarding the work of the organization. Management staff meets monthly to discuss the progress and challenges of the organization.

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As a multi-site program, the program has agency lead staff as well as site-specific lead staff.

Elisabeth Marx, Director of Strategic Collaborations at United Way, will have responsibility for oversight for all AmeriCorps-related requirements and program management; will prepare program reports; coordinate orientation and citizenship training; coordinate multi-site meetings and trainings, and other coordinating duties. She will be helped on the administrative and clerical aspects of this role by an AmeriCorps Coordinator. Ms. Marx has a M.S. in Nonprofit Management and Policy Analysis as well as 27 years experience in the nonprofit sector, including ten years as a program officer then executive director for a private family foundation. For five years she played a lead administrative role for an AmeriCorps program.

Kathy Hubbard, Director of Community Impact, has a M.A. in Social Work and has been with United Way since 1982. She has been lead staff for Schools of Hope, the Born Learning early childhood initiative, and Achievement Connections since their inception, staffing the teams of volunteers who oversee the project for United Way and the community: the Growing Up Getting CST, the Schools of Hope leadership teams, Delegation for Disconnected and Violent Youth and Achievement Connections leadership teams.

Judith Rosario, Project Director, provides overall leadership for the Achievement Connections tutoring program, is in charge of overall program management, program level collaboration with school district and agencies. Ms. Rosario has a B.A. in Criminal Justice with minors in Criminal Investigations and Education. She has worked in the education field over 25 years, including at UW- Milwaukee as Academic Advisor, Madison Area Technical College as Youth Program Specialist, and for the last four years as the Program Director for College Readiness and Career Development with the Urban League of Greater Madison and Centro Hispano of Dane County.

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JoAnne Akeampong is Assistant Director of the tutoring program and is responsible for member hiring/training, day-to-day member supervision, project collaboration at the site level, and preparing the project report for this portion of the project work. Ms. Akeampong has over sixteen years of youth development work experience. She holds a B.S. in Criminal Justice and M.A. in Human Services. She is a member of the Madison Network of Black Professionals.

Julie Koenke is our liaison at the Madison Metropolitan School District. She will be our point person in the district for coordination with the schools (including creating site Memorandum of Agreement), coordination with the school research and evaluation team for data collection and analysis, assisting with AmeriCorps member and tutor training, technical assistance, and member professional development. Ms. Koenke has fifteen years of professional experience in the field of youth development; extensive professional experience in creating, organizing, supervising, and managing educational programs for middle and high school aged youth. She has a Masters of Education.

Kathy Martinson, Director of the Volunteer Center and 2-1-1 at United Way, will be responsible for member hiring/ training, day-to-day member supervision, project collaboration at the site level, and project reporting. For more than twenty years, Ms. Martinson has worked at United Way to coordinate organizational development services for nonprofit agencies, manage a nonprofit resource library and coordinate workshops for nonprofit staff and volunteers. Ms. Martinson currently serves on boards for the Dane County Administrators of Volunteer Services, the University of Wisconsin Morgridge Center for Public Service and 2-1-1 Wisconsin. Ms. Martinson served on the Volunteer Center National Network Council through the Points of Light Foundation and is the past-Chair of the Volunteer Center Association of Wisconsin.

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Deb Neubauer, Director of the Financial Education Center, will be responsible for member hiring/training, day-to-day member supervision, project collaboration at the site level, and project reporting. Ms. Neubauer has been director of the Financial Education Center for five years and previously worked for eighteen years at Chase Bank in the areas of personal banking, human resources, and community reinvestment.

Teri Weiland, Director of Programs at the Exchange Center, will be responsible for member hiring, training, day-to-day member supervision, project collaboration at the site level, and project reporting. Ms. Weiland has two Masters Degrees and certification in Home Visitation. Prior to assuming her current position she held positions as a Marriage and Family Therapist, Middle School Assistant Principal, and Family and Consumer Education Teacher. Ms. Weiland has specialized expertise in parenting as well as many other family issues.

Linda Ketcham, Executive Director of the Madison-area Urban Ministry, will be responsible for member hiring/ training, day-to-day member supervision, project collaboration at the site level, and project reporting. Ms. Ketchum holds a Master's Degree in Criminal Justice Sciences with a concentration in counseling. Ms. Ketchum has nearly 30 years of experience in social justice and human services, including work with incarcerated parents. She was a volunteer for 12 years with the Illinois Department of Corrections and was a co-founder of Family Connections, a program that takes children to visit their incarcerated moms. She is a Deacon at First Congregational United Church of Christ, Madison.

1.iii. ORGANIZATIONAL SELF-ASSESSMENT AND IMPROVEMENT

United Way goes through agency-wide in-depth strategic planning every five years. Annually, United Way produces a detailed internal Management Report that compiles our progress on our goals as well as an external Annual Report on our programs and finances. Each department holds an annual retreat to

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review their prior year performance and set goals for the following year. Cross-departmental staff teams develop action plans for cross-department goals and objectives. The goals for each department and cross-department functions are brought together with leadership goals to create a coherent agency-wide set of annual goals for the President, whose final approval is made by the Executive Committee of the Board. Each staff member develops personal goals and objectives aligned to the organizational goals. Review is ongoing by supervisors, with formal bi-annual assessments. Every three years, United Way participates in a national assessment of our progress towards reaching Standards of Excellence established by the network of United Ways nationally.

1.iv. EFFECTIVE TECHNICAL ASSISTANCE.

United Way has four ways we secure training and technical assistance for ourselves, our programs and our service sites. First, our leadership teams call on experts to advise the development of our major initiatives. For example, the Schools of Hope and Academic Achievement projects have benefited from a close working relationship with the University of Wisconsin-Madison's School of Education. Deans and faculty members have advised us on the development of a research-based model, helped us develop strategies for effectively working with low-income students and students of color, and conducted evaluations of our work.

Second, our partnerships are designed to reduce duplication and maximize effectiveness. For example, we work very closely with the expert staff at the central offices and schools of our partner school districts. They are critical to deploying AmeriCorps members where they are most needed, providing rigorous training on the curriculum and teaching methods used by the schools, and conferring on data collection and evaluation of results.

Third, United Way's Volunteer Center provides group and individual training and consulting to our

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partner agencies, from a seven session volunteer management training to Board training on responsibilities regarding Sarbanes-Oxley and fiscal oversight. Our Volunteer Consulting Service is a group of nine consultants from across disciplines that provide services or recruit others from their discipline in response to agency requests.

Fourth, we avail ourselves of a variety of Serve Wisconsin and CNCS training opportunities both to assure tight grant compliance and to maximize program effectiveness. We will use these or any other needed methods to respond to the training needs of our program partners and placement sites. We will be responsive to other training or technical assistance needs however they emerge: as requests from staff, at the weekly meetings where AmeriCorps members share their successes and challenges, in program staff meetings, as part of AmeriCorps program or financial reporting, or through program reviews and evaluations.

2. SOUND RECORD OF ACCOMPLISHMENT.

2.i. GENERATE AND SUPPORT DIVERSE VOLUNTEERS.

In 2008, United Way of Dane County recruited 918 volunteers who provided 72,487 hours of service to help us accomplish our Agenda for Change goals. (This does not include the 6,353 volunteers and groups of volunteers recruited and placed in 315 nonprofit organizations as part of our Volunteer Center.) Community leaders serve on our Board of Directors, seven standing committees, and our six Community Solution Teams (see rationale 4.i. for details). Further, we have issue and community specific leadership teams when a strategic area of work requires a dedicated vision and oversight team. Volunteers are recruited with special attention to diversity in race, ethnicity, geography, age, and gender as well as occupation. All staff of United Way are trained in volunteer management and are well versed in how to support the work of these volunteers.

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2.ii. LEADERSHIP WITHIN THE COMMUNITY.

As a "Center of Excellence" among United Ways nationally, we are a training site for other United Ways. Our president Leslie Ann Howard teaches at the La Follette School of Public Affairs and the School of Social Work at the University of Wisconsin-Madison, was named a local Woman of Distinction in 2000, and serves in many leadership roles including on the Board of Directors of American Family Insurance and as Chair of the Health Council, a committee composed of the CEOs of the major health care systems in Dane County. The Director of our Agency and Volunteer Development work Kathy Martinson sits on the Volunteer National Network Council. Kathy Hubbard, United Way staff member for the Schools of Hope program, sits on numerous leadership committees concerning services for at-risk children and youth and is an alumnus of Leadership Greater Madison. These are just a few examples from a staff that is deeply involved in the community on seven major areas of work. In 2002 United Way and RSVP received the Wisconsin Community Service Award for cross-stream collaboration given by the Wisconsin State Commission because of our partnership work with the Schools of Hope program in the elementary schools.

2.iii. MATCHING RESOURCES.

United Way of Dane County was awarded AmeriCorps*State funding in 2007, 2008 and 2009 for the Schools of Hope elementary program. We successfully met the match of \$413,660 and \$373,120 in the first two years and are on track to meet our match of \$267,238 this fiscal year. We received an American Recovery and Reinvestment Act grant this year and are on track to meet the match of \$90,249.

3. COMMUNITY SUPPORT.

3.i. COLLABORATIONS.

Collaboration truly drives our work because it takes place at both the leadership and program implementation levels. When we set goals and expectations regarding program design and outcomes,

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top leaders in the community, in the organizations providing the service and among organizations and people who will partner with us in the community are clear in the expectations and goals. Our Basic Needs Community Solutions Team (CST) is responsible for our work related to housing, financial literacy and food. Our work on home visiting and tutoring is led by our Growing Up, Getting Ready CST. Journey Home is overseen by our Safe Communities, Strong Neighborhoods CST. The four core collaborative partners on this grant are: the Urban League of Greater Madison, the Financial Education Center, Madison-area Urban Ministry, and the Exchange Center.

Urban League of Greater Madison (founded 1968) is a recognized leader in convening the community to create hope and opportunity for African Americans, other persons of color, and all economically disadvantaged people. As part of a vibrant national movement promoting equal opportunity, the Urban League provides direct services which address racial and socioeconomic disparities in access to education, employment, housing, and other areas. The majority of individuals served by the League are persons of color and nearly three-fourths are under age seventeen (consistent with the CNCS definition of "disadvantaged youth".)

The Financial Education Center opened in 2005 as a result of the leadership of the University of Wisconsin's Morgridge Center, the Madison Public Library, RSVP and others. These leaders were concerned that too many low-income people using the Volunteer Income Tax Assistance program were behind on their bills and were using their tax refund to pay off debt. The Financial Education Center now provides year-round programs on money management for adults and youth

Madison-area Urban Ministry began as an experimental urban ministry in 1970, a collaboration of the United Church of Christ (UCC), Church Women United, and a neighborhood association formed to provide programs and services to meet community need. MUM's programs include eviction prevention,

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re-entry support for formerly incarcerated people, healthy neighborhoods (food pantry and a wellness center), mentoring children who have a parent that is incarcerated, and community dialogues on critical issues. MUM has been particularly effective in engaging volunteers from faith communities.

The Exchange Center, founded in 1984, is a non-profit, community-based organization dedicated to the primary prevention of child abuse and neglect -- in other words, stopping the abuse or neglect from happening in the first place by identifying, reaching and teaching parents that are at risk of maltreating their children. For every dollar spent on primary prevention, seven dollars are saved in later intervention. The Exchange Center provides a personal parenting support network for at-risk families through in-home training and support, advocacy, and access to community resources and professional services.

3.ii. LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS.

United Way of Dane County has a strong support from the residents of Dane County: we are projected to meet our 2009 goal of \$16,650,000, which is the same goal we set and met last year. Over the fourteen years since we began our community impact work with the Schools of Hope program, our campaign has grown by over 205%, from about \$8.0 million to \$16.6 million. The campaign enjoys support at all levels: corporate gifts, employee gifts, leadership giving, and direct mail. United Way provides the entire cash match for this AmeriCorps program, securing a Memorandum of Understanding with our community partners to make in-kind contributions of supervisory staff, space, a workstation and some direct program costs, such as supplies.

3.iii. WIDE RANGE OF COMMUNITY STAKEHOLDERS.

United Way is proud to represent the diversity of our community in our stakeholders of our organization. Represented are the corporate community, labor, communities of color, government,

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retirees, small business, faith communities and youth, to name a few. We work hard to maintain this diverse representation as we recruit for board and committee positions. With our change from being primarily a fundraising/fund distribution organization to a community-impact organization, our volunteers often give us dozens of hours of their expertise annually as they work year-round to solve community issues. Volunteers also often sit on multiple committees within United Way and represent us on various leadership teams and task forces. We have seen in particular a growing interest by the faith community as we partner with local congregations and groups seeking meaningful and effective volunteer opportunities.

Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS

1. A. CORPORATION COST PER MEMBER SERVICE YEAR

We are requesting 20 full-time members at a Corporation Cost Per Member Service Year of \$12,859. The total corporation cost is \$257,188.

1. B. DIVERSE NON-FEDERAL SUPPORT

The proposed AmeriCorps program incorporates a 51% match of non-federal funding from the United Way. These are entirely local community dollars from businesses, individuals and foundations. Additional support for this work comes in the form of substantial in-kind resources provided through supervisory staffing and training expertise (shown in the budget), space and office supplies for the members (not shown in the budget) that is being provided by our four program partners.

1. C. DECREASED RELIANCE ON FEDERAL SUPPORT

Although as a first year program we are only required to provide a 24% match, we are committing 51% from sources other than the Corporation to keep our reliance on federal support at a level that we can

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wean away more readily. United Way is able to assure this level of support for at least the next several years.

2. BUDGET ADEQUACY

All key activities in our program design are supported by specific line items in our budget. The budget includes all the required costs specified by the Corporation as well as necessary personnel, training, supplies, transportation, evaluation and other expenditures needed to meet program goals. We have leveraged community matching contributions (i.e. partner agency supervisors) and partnership arrangements (i.e. school district and UW-Madison faculty training) to keep our operational costs as low as possible.

We prioritized support for AmeriCorps members in the allotment of budget dollars in order to help ensure their success at carrying out our program goals. The percent of the budget we have requested from the Corporation going toward direct support for members through supervision, support, training, professional development, and their living allowances and benefits is 92% of our total budget.

Our proposed budget is based on eleven years of experience engaging VISTAs and AmeriCorps members in the work of mobilizing and supporting community volunteers to address academic achievement issues as well as our experience with operations of the Volunteer Center, 2-1-1, Journey Home, and Home Visiting.

Evaluation Summary or Plan

We are working with the Madison Metropolitan School District research and evaluation staff and Dr. Adam Gamoran, an evaluation specialist in education at the University of Wisconsin-Madison to develop an evaluation plan for the new Achievement Connections tutoring program. All three participating school districts have agree to release student performance data for students participating

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in the tutoring program. In addition, Dr. Michael Collins at the UW-Madison will be conducting the evaluation of the financial coaching work as an extensive of a multi-site evaluation of this model he is conducting with Annie E. Casey Foundation funding.

Amendment Justification

NA

Clarification Summary

CLARIFICATION FOR 2011-2012

1) Confirm our desired grant award start date and member start date.

We would like to start the grant on August 15, 2011 and start member enrollment on August 17, 2011.

2) Criminal Background Check Process.

We will adhere to all the new requirements regarding criminal background checks for AmeriCorps members and staff who have not been approved prior to April 2011 under one of the previously required background check processes. Our new process will include a review of the statewide criminal background check repositories, the National Sex Offender Public website, and an FBI fingerprint check, since all of our staff and members work with and serve with vulnerable populations. We increased our budget line for criminal background check to accommodate these increased requirements.

3) Performance Measures Clarification Issues.

PM#1 - High School Tutoring.

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We have rewritten the High School Tutoring performance measure to substantially increase the projected number of students to be tutored, the number of students who will receive a substantial dosages of tutoring, and the number of students who will show measurable results in their academic performance on valid and reliable assessment tools. The reason we have done this is that all 10 of our AmeriCorps members serving to increase academic achievement among high school students will be Volunteer Tutor Coordinators, which is the activity of PM#1. Originally, we had planned to have half work on this work and half launch a new Achievement Connections program.

Based on our experience implementing the tutoring program in 2010-2011, we have decided to reduce the number of tutors and students we recruit (from 410 in 2010-2011 to 300 in 2011-2012) in order to focus our members' energy on engaging the students in school and getting them to attend tutoring on a more regular basis. In 2010-2011, the AmeriCorps members recruited an astonishing number of volunteers and tutors, but that required them to spend a lot of time on volunteer management and not enough time on engaging the students to come more regularly and focus on developing their core math and literacy skills. These struggling students too often sought out urgent assistance on a homework assignment or a test the next day. By focusing on fewer students we believe we can have a greater impact on the student's performance.

AND PM#3 - Education ED1 ED2 ED15.

Unfortunately, we are unable to launch the Achievement Scholars program in 2011-2012. As a result of severe budget cuts at the school district, the schools are unable to provide us with a teacher-in-charge to oversee the college readiness and life skills programming, which also means the students can not get academic credit and we can not get a classroom. We are eager to explore this option for the next school year, but we can not do it now. As a result, we have deleted this performance measure.

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4) Other.

As a result of a commitment we made to change our home visiting model to the highly successful Parent Child Home Program, we are moving one AmeriCorps member from the Financial Education Center to the Exchange Center. This will not compromise our work on Financial Coaching, since the member slot we are moving was targeted to youth financial education. Unfortunately, we were not able to generate enough enthusiasm for youth financial education to merit continuing that full-time position.

CLARIFICATION FOR 2010-2011

1) Clarify that the 2-1-1 member will not be doing the same service that current volunteers and staff do for 2-1-1 to assure that displacement is not taking place.

United Way of Dane County's 2-1-1 takes over 77,000 calls annually. Approximately 42% of the calls are for assistance to find food at food pantries. United Way has four full-time staff members whose responsibilities primarily focus on the 2-1-1 line. These include (1) the Assistant Director who supervises the 2-1-1 operation, (2) a resource specialist who keeps the resources on the database current, (3) a volunteer coordinator who arranges for the volunteers to cover shifts on the service, (4) a resource specialist who provides community and labor outreach. According to data compiled by the Association of Information and Referral Services (AIRS), the national accrediting organization for information and referral services, we significantly below both the recommended and the national average staffing levels for information and referral lines our size. While part of the reason is good -- our model was set up to rely substantially on the use of volunteers -- we are currently in a near-crisis situation when dealing with the increased call volume due to the economic recession. A review of the history of the 2-1-1 service will

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help clarify the situation.

When United Way developed our information and referral service (now called 2-1-1), the design was to have staff identify resources and keep them current and to have volunteers from a nonprofit organization called Attic Angels answer the calls. Attic Angel, a local nonprofit heavily involved in services to for the elderly, recruited and trained the volunteers. They drew substantially from the retiree community. About seven years ago, Attic Angels indicated it could no longer fulfill the role of volunteer recruiter and trainer and United Way took on that function. Currently, our four staff members take 3 to 4 shifts a week on the 2-1-1 line in addition to their other responsibilities. We have about 15 active volunteers who take 4 hour (1/2 day) shifts throughout the week, some of whom have been volunteers for over 15 years. At any time we have an additional 10 to 15 volunteers who serve for more limited periods, such as a student who volunteers weekly for a semester as part of a community serve project.

Starting last year, we have seen a dramatic increase in the number of calls for assistance, particularly in the areas of food, housing and employment. (We have also had call spikes related to floods and health issues.) The call volume is overwhelming our system. We are unable to pick up calls in a timely manner and we have a high "drop" rate, meaning people who hang up while on hold. We are considerably out of compliance with the standards set by AIRS.

The AmeriCorps member will take four hour shift to supplement the current number of staff and volunteers. This will allow us to better serve the community, especially those individuals and families who are suffering the most as a result of the economic downturn. There have been and will be no changes to our staffing or volunteers levels or to the number of staff or volunteers dedicated to the 2-1-1 service. AmeriCorps members will not supplant any staff or volunteer positions at United Way.

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2) Clarify that a plan exists for addressing member satisfaction and rewarding of members.

Member satisfaction is a critical focus for us: members who have opportunities to grow and learn, have their ideas explored, and their concerns addressed will be the most productive and likely to complete their term of service successfully. Members will meet with their supervisor weekly to review their activities, set goal and attend to their needs and questions. Members meet as a team monthly for team building, training, and service planning. Members' satisfaction with their service will be evaluated through their weekly check-ins with their site/program supervisors, monthly all team meetings, mid-term evaluations, and the AmeriCorps Coordinator's monthly "Idea and Suggestion Box" email feedback from the members. Staff will be guided in planning trainings and member meetings by member feedback on professional development, team building, AmeriCorps service, career planning and other needs they may have. We will use AmeriCorps, United Way, placement site and newly created opportunities to recognize the achievements of the members so that they can see the value of their work to our many program partners.

3) Please describe how the program will adequately support and oversee the multiple sites, including members at six different types of programs and multiple sites.

United Way of Dane County currently oversees more than 250 programs at about 90 agencies in Dane County. All four partner agencies (Urban League, Financial Literacy Center, Exchange Center and Madison Urban Ministry) receive grants and extensive programmatic and fiscal oversight by United Way staff. Each program has a "trusted advisor" (director-level staff) within our Community Impact department who has a comprehensive understanding of the agencies' operations, including the design and expected outcomes for its funded programs. These United Way staff are responsible for the programs at which the AmeriCorps members will be placed: Schools of Hope (Kathy Hubbard), Home

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visitation (Kathy Hubbard), Journey Home (Angela Jones), and Financial Coaching (Nan Cnare).

These United Way staff members are in regular contact (no less than monthly, typically every other week) with the agency directors and/or program staffs at the programs where the AmeriCorps members are placed. These United Way staff will be part of orientation and implementation meetings to assure that the members are integrated into the agencies and programs and are being properly supervised and supported.

Upon receipt of this AmeriCorps grant, we will sign Memorandum of Understanding to detail roles and responsibilities for the agencies, United Way and other partners (i.e. the school districts). It is the job of the Director of Strategic Collaborations, assisted by the AmeriCorps Coordinator, to assure that the AmeriCorps program becomes integrated into these programs and site supervision structure. In particular, to assure that members are engaged in the meaningful and productive worked planned; are supported, guided, trained and rewarded; fulfill all of their contract requirements; and comply with all AmeriCorps, CNCS, OMB and other relevant requirements.

The full 20 person AmeriCorps team will be working within 5 miles of each other, with 15 based in buildings next door to each other on the south side of Madison. The full 20 AmeriCorps members will meet as a group no less than quarterly (mostly every other month) for training, reporting, team building, appreciation, planning, coordination and celebration. The program supervisor team will meet monthly to review program progress, share information, and assure compliance and plan for AmeriCorps team activities that cut across sites (i.e. living on the AmeriCorps stipend, resume writing, timesheets, and meeting performance measure goals). More detail on this is in the proposal under program and fiscal oversight.

4) Please clarify if the AmeriCorps Coordinator s a new position or existing position and whether it is a

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percent time of this position or a new employee.

This is a newly created position dedicated to the AmeriCorps coordinator role. This person will be a half-time employee. No specific person has been identified. Our ideal candidate would have experience with the AmeriCorps program and must be highly attentive to details.

5) Please discuss how the AmeriCorps grant will add value to the program.

For each program the answer is a little different. For the high school this grant would continue the high school tutoring programs started at three schools (West, Memorial and Middleton) started with Recovery Act funds and expand into two new schools (Sun Prairie and East). For the Financial Education Center this will triple the size of a financial coaching program that is being launched this year with a private grant. For the Madison Urban Ministry, this will more than double the number of individuals that can be supported through the Circles of Support program. For the Exchange Center, this will launch an entirely new home visiting program by volunteers.

For each of these four programs, the impetus to participate in the program was an effort to mobilize an increased number of skilled volunteers to help community members overcome deeply rooted challenges to their success: academic achievement (tutoring), entrenched poverty (financial literacy coaching), involvement in crime (support and mentoring), and child development delays (home visiting).

6) The Fiscal Staff is minimally mentioned. Provided detailed information on the fiscal staff responsibilities and methods used to ensure fiscal integrity, such as past successful audits.

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Rick Spiel is United Way's Executive Vice President and Chief Financial Officer with responsibility for Finance, Personnel, Information Technology and Building operations. Rick has been a professional with the United Way of Dane County since 1982. He is currently the Secretary for the United Way of America's (UWA) Financial Issues Committee (FIC), and chaired the FIC Sub-Committee for reconciling the Membership Requirements and the NPC Policy for Reporting Total Resources. He is also serves as Secretary Treasurer for United Way of Wisconsin. Rick is a graduate of Madison Business College with a major in accounting. Rick has held similar positions for American Society for Training and Development and Forest Products Research Society. He is assisted on this project by Nicholas Wood, Assistant Director of Finance, who has a B.A. in Business Administration in Accounting and Finance and prior experience in public accounting with McGladrey and Pullen.

United Way of Dane County's Financial and Audit Committee chaired and comprised of community leaders with expertise in business and finance, core activities are to (1) Review the internal financial statements of the United Way of Dane County and report such information to the Board of Directors on a monthly basis. (2) Develop financial policies and monitor compliance of financial management procedures. (3) Review, accept and deliver to the Board of Directors the annual audited financial statements of the organization. (4) Monitor cash and investments of the United Way of Dane County as governed by the investment policy and report status on an annual basis to the board of directors. (5) Through the annual budget process furnish the United Way Vision Council with amounts available for distribution through the community investment process. (6) Oversee grants and fiscal sponsorships. (7) Review and recommend the annual operating budget for the organization. A thirty-three page document to describe its full responsibilities, polices and procedures is available on request.

Our program and fiscal staff work as a team to assure complete and thorough fiscal oversight. Fiscal staff from partner agencies for this grant will submit monthly reports on budget progress. United Way

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staff will review these and assure that the agencies are on track and in compliance with regard to program expenses. (Program staff assures that expenses are appropriate programmatically as well as confirm personnel and AmeriCorps members participation and human resource compliance with the grant.) Any problems will be addressed promptly. Further, United Way will conduct periodic on-site review of the agencies' fiscal operations -- minimally at the program outset in the fall and in the spring -- using the Fiscal Desk and Member file review protocols to assure the agency staff are fully aware of the grant requirements and monitoring protocols. We will also have them attend fiscal staff training. United Way has received VISTA and AmeriCorps grants since the mid-1990s and is extremely familiar with the stringent and demanding fiscal compliance and reporting requirements of CNCS and have had no substantial financial compliance or audit findings to date. United Way has enjoyed unqualified external audits of our work for more than ten years.

7) New criminal background checks that are currently required in Wisconsin -- the state criminal registry check, National Sex Offender Public Registry check, and Wisconsin Circuit Court Access/CCAP check -- will be done on all staff and AmeriCorps members funded by this grant (directly or as match).

Continuation Changes

2011 -- 2012 CONTINUATION CHANGES (2nd program year)

United Way of Dane County is submitting a request to increase the size of our project that will (1) strengthen our alignment with the Corporation's goals to improve educational outcomes for disadvantaged children and youth and (2) do so by refining our adherence to research-based practice.

To recap, premise of the Mobilizing Skilled Volunteers AmeriCorps program is that children and adults facing challenging life issues -- such as educational struggles or financial collapse -- need sustained and individualized support to turn their lives around. Further, we believe that volunteers can provide that

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support if they are thoughtfully recruited, trained and supported to implement evidenced-based programs, such as tutoring or financial coaching. Our AmeriCorps members will recruit more than 1,000 volunteers to provide from 20 to 50 hours of service to children and adults to achieve measurable improvements in their lives.

ENROLLMENT AND RETENTION

We have 100% enrollment in our program this year and believe we are on track to obtain 100% retention. (We achieved 100% enrollment and retention with our American Recovery and Reinvestment Act program.) We are particularly proud of the diversity of our AmeriCorps team and the knowledge and experience they bring to our work. Two are over 60; four are African-American; three are non-native born; and several have gone down troubled paths, including involvement with the criminal justice system, and who are now eager to give back and become strong role models.

INCREASE IN NUMBER OF MEMBERS AND PROGRAM REFINEMENTS

We currently have twenty full-time AmeriCorps members and propose adding six additional full-time AmeriCorps members to increase our work on academic achievement and school readiness as well as on community safety as described below.

1. REDUCING THE RACIAL ACADEMIC ACHIEVEMENT GAP. United Way of Dane County has a goal to boost the high school graduation rate in Dane County to 95% by 2015. To do so, we are working in multiple partnerships to implement four research-based strategies: (1) individualized tutoring of students, (2) parent engagement and support, (3) early identification and treatment of students with mental health issues, and (4) drop-out recovery programs. These initiatives combined are called our Achievement Connections mobilization plan.

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Currently we have ten full-time AmeriCorps members serving as on-site Tutor Coordinators in six high schools through the auspices of the Urban League of Greater Madison. Starting in the fall of 2011, we want to expand the focus of this work to a more comprehensive initiative that addresses academic enrichment, social and life skill competencies, graduation and college preparedness. We call it the Achievement Scholars program. We would pilot Achievement Scholars with five of these ten members in three of the six schools in which we currently have the tutoring component alone.

The Achievement Scholars program is a tutoring, student engagement and college access program for high school students who are identified as under-achieving. The program combines two evidence-based programs under United Way's county-wide Achievement Connections initiative. One component is the evidence-based Schools of Hope tutoring program. Schools of Hope has been implemented at the elementary program since 1995 in partnership with RSVP and at the middle school level since 2004 with the Urban League of Greater Madison. The other component is Project Ready, a program developed by the National Urban League, the Academy for Educational Development and Noel S. Anderson. The Project Ready evidence-based curriculum places an emphasis on helping high school youth (with their parents/ guardians) prepare an individual plan on how they can get ready to attend college, and then support them to develop the attitudes and skills as well as academic performance to realize that plan.

Launching Achievement Scholars will bring three key changes to our academic achievement work. First, five of the ten AmeriCorps members at three high schools will recruit students to enroll in the Achievement Scholars program rather than tutoring alone. At these schools, tutors will only tutor students enrolled as Achievement Scholars. They will use tutoring modules that are designed to build the competencies in which a student has been found wanting on the benchmarked series of Project Ready assessments of reading and math skills, to bring them up to or above local and national standards. Tutors will also provide assistance with the student's homework, to promote success in their

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coursework.

Second, these five Achievement Scholars AmeriCorps members will coordinate with school staff to implement interactive sessions on social and life skills that promote school success such as time management, study skills, peer pressure, cultural awareness, and understanding the relationship between grades, test scores and college admission and successful college completion.

The third proposed change is to add two full-time AmeriCorps members to serve as a high school-based Parent Engagement Coordinator. We know when kids are struggling in school that sometimes it is a symptom of problems at home with parents, and other times parents are trying to help but do not know how to. These members will engage parents of Achievement Scholars as well as other parents. This year we deployed one of our AmeriCorps members to serve full-time developing programs to support parents to be more effective in helping their high school student succeed, such as educational forums and affinity groups. As part of this service, each of these three AmeriCorps members will recruit volunteers to serve as on-going parent leaders, mentors, and trainers.

2. SCHOOL READINESS. United Way of Dane County is also focused on preparing children for school.

We have two AmeriCorps members recruiting volunteers to serve as home visiting Parent Mentors for parents facing extra life challenges, a core strategy in our Born Learning initiative to increase school readiness. Home visiting programs have been shown in research to strengthen parenting skills, improve parent-child relationships, increase early language and literacy skills and reduce child abuse and neglect.

Our current AmeriCorps members have been successful in recruiting volunteers and making successful parent-mentor matches. However, over the past months we have decided to shore up the likelihood of

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making strong impacts on the children's school readiness by adopting the Parent Child Home Program (PCHP) model. The PCHP is evidence-based and research-validated program to help children from ages two to five develop the skills to be ready for school. Parents receive home visits twice a week for 23 weeks each year for two years. Each program week the home visitor brings a gift of a book or educational toy and models to the parent how to play, read and interact with their child to foster the child's development and skills.

We plan to start implementing the Parent Child Home Program (PCHP) in the fall of 2011 and add two more AmeriCorps members to help with the newly expanded program. Each member will visit families themselves as well as recruit volunteers to provide home visits to other families. One powerful aspect of the PCHP is that research has shown it to be extremely effective when implemented with paraprofessionals who are culturally and linguistically connected to the families they visit. Nationally about 30% of PCHP home visitors were former program clients. We will work diligently to recruit AmeriCorps members from the communities we will be serving to fill these positions.

3. INCREASING COMMUNITY SAFETY. United Way's Journey Home program -- a partnership with the faith-based Madison-area Urban Ministry -- is an exceptionally successful county-wide initiative to reduce the number of newly released ex-offenders who return to prison for a new offense. Journey Home is an evidence-based program that provides ex-offenders with access to areas research has shown they need to be successful: Residency (housing), Employment, emotional and social Support, and Treatment for behavioral health and addiction issues (if necessary), known by the acronym REST.

Our two current AmeriCorps members serving with Journey Home's Circles of Support program are recruiting and managing volunteers to provide emotional and social support to newly released prisoners. This is going very well. We are requesting to add two more AmeriCorps members to serve as

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part of the Journey Home initiative - one to assist with helping the clients find and obtain employment, the other to find mentors for the children of the prisoners.

Finding employment is particularly challenging for ex-offenders. Most ex-offenders have low skills and often no real work history. Even with these barriers, the Journey Home initiative has been responsible for finding employment for 230 ex-offenders since 2006. Currently, a Journey Home staff member provides pre-employment skill-building and job placement coaching to as many Journey Home clients as he can. One AmeriCorps members would expand Journey Home's capacity to run workshops and provide individualized employment support to additional Journey Home clients. Further, the AmeriCorps member would recruit volunteers to serve as employment mentors to guide and support the clients as they seek and secure employment.

The other new member will recruit and manager volunteers to serve as mentors to the children of prisoners as part of MUM's Mentoring Connections Program. The lives of the children of prisoners are very negatively affected by incarceration. These children can benefit enormously from having a positive and supportive role model while their parent is incarcerated. Also, while in prison many prisoners lose their connection to their children. Since a disproportionate number of prisoners are males who have child support orders, their motivation to help their children financially when they are released will be enhanced if they have maintained a connection to them. The program does in-reach at prisons to identify prisoners who want to try to stay connected to their children and who agree to have a mentor serve as a support to their child during their incarceration. The volunteer mentors visit the prison and meet the parent as part of their mentoring experience. The AmeriCorps member will serve with the coordinator to expand the program's capacity.

4. Our financial coaching, volunteer management and 2-1-1/disaster preparedness programs are going

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very well and we do not propose any changes to them at this time.

PERFORMANCE MEASURES

1. **ACHIEVEMENT CONNECTIONS:** We have split our high school tutoring performance measure into two measures: one for the five members who continue the high school tutoring alone and one for the five members who implement the Achievement Scholars program. The latter is aligned with the national performance measure pilot. We believe the addition of the evidence-based curriculum enhancements and two Parent Engagement Coordinators will increase our success in helping high school youth improve their academic performance.
2. **FINANCIAL LITERACY:** We are leaving our Opportunity performance measure unchanged. We believe the addition of the two new members as part of the Journey Home program will increase our success on this performance measure. Our Journey Home and financial coaching programs are located in the same building. Journey Home clients are participating in the financial education and coaching programs. Lack of income and employment, as well as social isolation, present huge barriers to ex-offenders' attaining their goals for financial stability.
3. We will add a third performance measure related to school readiness next year. The Parent Child Home Program is a two-year program. In 2011-2012 we will get the program launched and track the children's developmental gains. In 2012-2013 the first cohort of children will graduate and take a (valid and reliable) kindergarten readiness screener that will determine if the program is successful in getting the children ready to achieve success in school.

BUDGET CHANGES

Narratives

We have made budget changes to accommodate the addition of these six new members, to support the launch of the Achievement Scholars program and Parent Child Home Program, and the required new minimum living allowance. Our AmeriCorps grant request has increased to \$333,866 for 2011-2012 from \$257,188 in 2010-2011, an increase of \$76,678. Our cost per MSY has decreased slightly from \$12,859 to \$12,841 and our match rate has increased to 55% from 51%.

Below we provide the rationale for the changes in the budget by line item, except changes to the match rate on any given line, since the match rate for the program as a whole is above the required level.

PERSONNEL: (1) UL: High School Asst Director is now called the High School Coordinator and the High School Director is now called the Director of Learning. The salary and fringe budget lines are unchanged. (2) UWDC: Program Director/ Director of Strategic Collaborations FTE increased from 15% to 20% and the AmeriCorps Coordinator FTE increased from 50% to 100%. These two increases support the increase in members and program expansions. (3) ExC: A Parent Child Home Program Coordinator will replace the Director of Program as AmeriCorps site supervisor. (4) MUM: The Associate Director was added to supervise two new members.

STAFF TRAVEL: (1) MEMBER TRAVEL: Member Travel was increased to account for additional members.

SUPPLIES: (1) UWDC: orientation and training materials increased due to the increase in number of members. (2) AmeriCorps gear increased due to the increase in number of members and a decision to provide jackets since the members are often in semi-formal office settings. (3) ExC needs books and toys for participants in the Parent Child Home Program -- these will be provided through private

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donations. (4) ExC office supplies are to accommodate the PCHP and will be provided in-kind utilizing private donations. (5) MUM office set-up was included to accommodate two new members. (6) MUM office supplies were included for the increase program size.

TRAINING: Member training was increased to accommodate new members.

OTHER PROGRAM OPERATION COSTS: (1) There is an increase in the background check cost as a result of the new FBI background check requirement and the increase in number of members. (2) ExC office space and insurance are provided in-kind utilizing private donations. (3) MUM telephone costs were included as a result of the addition of two new members there. (4) UWDC OnCorps costs increased with the increase in number of members. (5) Recognition of members and volunteer tutors was removed from the budget and will be provided with private contributions and are not being carried on this budget.

MEMBER COSTS: (1) Member living allowances increased as a result of the new minimum rate and the addition of 6 members.

ADMINISTRATIVE/ INDIRECT: Corporation Fixed Percentage increased with the changes in the grant

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 12

Service Categories

Tutoring and Child (High Sch.) Literacy
Consumer Education

National Performance Measures

Priority Area: Economic Opportunity

Strategy to Achieve Results

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

We are partnering with the Financial Education Center as well as the University of Wisconsin-Madison Assistant Professor Michael Collins, a locally-based national expert on financial education, to develop this program. Dr. Collins has focused his work on how to help individuals and families improve their ability to manage their cash flow, credit, savings and other financial issues despite very low incomes, educational, language, cultural and/or other barriers to knowledge about money management. Research shows that classes on budgeting and money tend to be underutilized by poor families. Dr. Collins is eager to implement a financial "coaching" strategy - sustained, personalized financial literacy guidance - in Madison that has been successfully implemented with low-income families in a few other communities (some with the support of the Annie E. Casey Foundation). Dr. Collins will help train the AmeriCorps members and conduct an evaluation.

The coaching program has three components: (1) Clients participate in a two-hour Grow Your Green money management workshop designed for low-income families. (2) Clients receive an hour-and-a-half financial management assessment, conducted by a trained financial specialist, to review their finances and determine their financial management goals. (3) The financial coach then meets with the client monthly for a half-hour to an hour for six to eighteen months (depending on the needs of the client) to guide a process to help the client develop effective financial management skills.

Three full-time AmeriCorps members will work with the Financial Education Center to recruit, train, match, manage and support volunteers to provide financial literacy coaching. Two of these members will contribute specifically to this performance measure. One AmeriCorps member will help launch a Financial Coaching Institute using a research-tested methodology. The goal is to provide intensive coaching services to at least 50 low-income clients the first year, more in subsequent years. A second AmeriCorps member will work for half of the year in partnership with the first member on the Financial Coaching Institute, expanding the Institute's capacity to allow it to serve at least 15 more individuals and families. The other half the year the second member will recruit and organize volunteers for its Volunteer Income Tax Assistance (VITA) site.

Result: Output

Result.

Number of unduplicated economically disadvantaged individuals receiving financial literacy services

National Performance Measures

Result.

Indicator: O1: Individuals receiving financial literacy services.

Target : Economically disadvantaged individuals (primarily adults with children)

Target Value: 65

Instruments: (1) Enrollment form. (2) Session attendance sheets, (3) Client database that tracks client demographic data (assuring alignment with AmeriCorps definitions); number, type and duration of training sessions attended; and number, type and duration of financial coaching sessions attended.

PM Statement: Sixty-five unduplicated economically disadvantaged individuals receive financial literacy services

Result: Intermediate Outcome

Result.

Number of unduplicated economically disadvantaged individuals with improved financial knowledge.

Indicator: O9: Individuals with improved financial knowledge.

Target : Economically disadvantaged individuals (primarily adults with children)

Target Value: 58

Instruments: Dr. Michael Collins of the University of Wisconsin, a nationally recognized expert on financial literacy training with low-income populations, is working with United Way of Dane County and the Financial Education Center to select one of several research-tested surveys that have been determined reliable and valid in measuring increases in financial literacy knowledge.

PM Statement: 58 unduplicated economically disadvantaged individuals will improve financial knowledge.

Priority Area: Education

Strategy to Achieve Results

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

The Schools of Hope started in 1995 as a leadership team convened by United Way of Dane County to develop strategies to reduce the racial achievement gap. We brought together some of the best minds from across our county, including leaders from the Wisconsin State Journal, University of Wisconsin-Madison School of Education, Madison Metropolitan School District, Madison Teachers Inc, Madison Area Technical College, 100 Black Men, Dane County Juvenile Court, and numerous community groups. We started by addressing the achievement gap at the elementary level. Schools of Hope strategies featured the mobilization of hundreds of volunteers to tutor using research-based methods, as well as reducing class size, consistent reading curriculum and instruction across classrooms, increased teacher training and regular in-class assessments. RSVP and the Madison Metropolitan School District have been our lead partners in implementing the program at the elementary level since 1995.

United Way of Dane County provides overall guidance and direction to the Schools of Hope program that now

National Performance Measures

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

extends from the preschool to the high school level. We convene the program's leadership teams, assure faithful implementation of the program design, monitor and analyze performance data, and assure fiscal sustainability. As we have expanded from the elementary to high school levels, this has required convening additional partners and redesigning the tutoring component (i.e. tutor training, tutor methodology, student engagement, teacher liaison) to be geared to the very different developmental level of the student and school structure at the middle and high school level.

For the middle and high school tutoring programs, we partner with the Urban League and Centro Hispano to recruit, train and supervise the AmeriCorps members. The school district provides a senior staff member to liaison between the program and the district, office space and other support for AmeriCorps members, space for the students to be tutored, teacher and other staff referrals, mechanisms to link with teachers and other school instructional and support staff, student assessments and student demographic and performance data. After-school programs also provide referrals and space for tutoring.

Tutors are recruited from numerous sources: businesses, retirees, college students (independently and as part of service learning, internship, work-study and other programs), part-time workers, and parents.

Training and on-going support of the volunteer tutors is one of the most critical features of the program to assure that the outcomes are achieved. (1) The AmeriCorps members provide a pre-placement orientation to all new tutors regarding the goals of the program, their responsibilities and program expectations. (2) Tutors are then required to attend at least two training sessions by school district staff on math and literacy curriculum as well as on effective tutoring techniques. (3) Tutors receive a comprehensive tutor manual. (4) When tutors are matched with a student, they are guided in the content and method of tutoring the student with whom they are paired by the student's teacher(s) or other school district staff, such as the literacy learning specialist at the high school. Periodically, the tutor is provided with an updated assessment of the student's progress and guidance on what next to work on with the student. (5) Tutors also receive on-going support and guidance from the AmeriCorps member and other school staff on addressing and managing the non-academic aspects of supporting the

National Performance Measures

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

student. There is a strong emphasis on building a strong relationship between the tutor and the student, to foster increased engagement of the student. In 2011-12, we will concentrate on tutoring fewer students per site but that those students receive more tutoring - at least once a week, and ideally twice a week, for at least a semester.

Result: Intermediate Outcome

Result.

Low-performing high school students who receive tutoring will demonstrate measurable improvement on progress monitoring assessments.

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

Target : Number of students who demonstrate measurable improvement on progress monitoring assessments.

Target Value: 169

Instruments: (1) Valid and reliable progress monitoring instruments. These will be used to assess the student's proficiencies and deficits prior to and after tutoring. (2) The district's centralized student database to track the students' grades, attendance, demographics, standardized test scores, and other interventions. (3) Our student tracking database to cross-reference the dosage of tutoring (amount, frequency and subject) with the results of the academic progress monitoring

PM Statement: 169 of the 225 (75%) low-performing high school students who receive at least 10 hours of tutoring sessions tailored to their specific educational needs will demonstrate measurable improvement on progress monitoring assessments.

Result: Output

Result.

Low-performing high school students receive at least 10 hours of tutoring tailored to their specific educational needs in math and/or literacy.

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

Target : We will determine the math and literacy tutoring needs of the students based on the research-based assessment tool as well as teacher referral/recommendation, student self-identified need, and homework assignments.

Target Value: 225

Instruments: We use the student tutoring spread sheet to compile data on each student who receives tutoring; for each tutoring session we track the date, the length of the session, the subject in which the student received tutoring, and the name of the tutor.

PM Statement: 225 of 300 (75%) of the low-performing high school students served by the program receive at least 10 hours of tutoring tailored to their specific educational needs in math and/or literacy.

Result: Output

Result.

Low-performing high school students will be recruited to be tutored in math and/or literacy using research-based methods.

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

National Performance Measures

Result.

Target : Our target student will (1) have a GPA between 1.5 and 2.5, (2) be attending school at least 80% of the time, and (3) will not be enrolled in any other intensive academic achievement program, such as AVID.

Target Value: 300

Instruments: (1) Our student tutoring spread sheet, which logs all student recruited into the program. (2) The district's centralized student database to track the students' grades, attendance, demographics, standardized test scores, and other interventions. We cross-reference these two databases to assure that we are serving our target group of students.

PM Statement: 300 low-performing high school students will be recruited to be tutored in math and/or literacy using research-based methods.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Sent