

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction	
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)			
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE:  21-JAN-11	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID:  11AC123715		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER:  09ACHDC0010001
<b>5. APPLICATION INFORMATION</b>			
LEGAL NAME: Latin American Youth Center  DUNS NUMBER: 038793675		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):  NAME: Mike Leon  TELEPHONE NUMBER: (202) 319-8641  FAX NUMBER:  INTERNET E-MAIL ADDRESS: leon@layc-dc.org	
ADDRESS (give street address, city, state, zip code and county): 1419 Columbia Road, N.W. Washington DC 20009 - 4705 County: District of Columbia			
6. EMPLOYER IDENTIFICATION NUMBER (EIN):  521023074		7. TYPE OF APPLICANT: 7a. Non-Profit  7b. Community-Based Organization	
8. TYPE OF APPLICATION (Check appropriate box).  <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/>  A. AUGMENTATION        B. BUDGET REVISION  C. NO COST EXTENSION    D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: <b>Corporation for National and Community Service</b>	
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:  Latin American Youth Center AmeriCorps	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):  Latin American Youth Center's AmeriCorps program focuses on Washington DC, particularly, Wards 1 and 4.		11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 09/01/11      END DATE: 08/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="DC 001"/> b.Program <input type="text" value="DC 001"/>	
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. FEDERAL	\$ 337,995.00	<input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:  DATE:  <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
b. APPLICANT	\$ 321,324.00		
c. STATE	\$ 0.00		
d. LOCAL	\$ 0.00		
e. OTHER	\$ 0.00		
f. PROGRAM INCOME	\$ 0.00		
g. TOTAL	\$ 659,319.00		
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?  <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO		18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.	
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:  Jeanne Konicki		b. TITLE:  Grant Writer	c. TELEPHONE NUMBER:  (202) 318-2225 8640
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED:  05/11/11	

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### Executive Summary

Executive Summary: Latin American Youth Center-a Washington, DC youth development leader founded in 1974- is now one of the nation's most respected youth development agencies. From our anchor site in DC's Ward 1, a satellite site in Ward 4, and 3 Maryland sites in Silver Spring, Langley Park, and Riverdale, LAYC provide services annually to approximately 4,000 low-income immigrant and minority children, youth, young adults, and their families. LAYC's DC AmeriCorps program will meet the priority area of Education and will participate in the National Performance measure for Healthy Futures. The program will have three performance measures: After-School Programming (primary), Elementary Education (secondary), and Healthy Futures.

### Rationale and Approach

Compelling Community Need: Urban renewal is changing the face of neighborhoods that Latin American Youth Center serves in Washington, DC, but the vast majority of residents remain low-income Latino, African-American, and immigrant families. Poverty, high unemployment, lack of affordable housing, low school performance, and high drop-out rates are the reality for residents of Wards 1 and 4, our target area: 40% of households are headed by single women with children; 12 % live at least 150% below the poverty line. Census tracts for our target area are designated by the D.C. Commission on Public Health as medically under-served and within a D.C. Department of Housing and Community Development Hot Spot, an area with unusual violence. Our proposed program will work with 2 schools and begin expansion to a third school in the Lincoln Hill Cluster (Powell Elementary School and MacFarland Middle School; expansion to 9th grade, Roosevelt High School.) 88.3% of students attending MacFarland and Powell are eligible to participate in the free or reduced-priced lunch program. Washington, DC is home to an ever-increasing number of children who are Non-English Proficient (NEP) or Limited English Proficient (LEP), first generation college-bound, and facing many other socio-economic barriers to school success. While a majority of our target area is African American (71%), there are many Latino residents, both US-born and recent immigrants, as well as language-minority residents

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from the Caribbean, Africa, Southeast Asia, etc.

Our target schools were chosen because of students' extremely low standardized test scores and high percentages of economically disadvantaged and NEP/LEP students, both factors that can hurt students' probability of performing well and staying in school. At Powell, 68% of students are designated LEP/NEP, at MacFarland, over 25%. Standardized test scores at these schools show extremely low levels of academic achievement in basic math and reading skills. In 2005, At Powell, 53% of the students scored "below basic" in reading; 63% scored below basic in math. MacFarland, a Title One school in its second year of restructuring due to failure to meet Annual Yearly Progress in math and reading, is undergoing administrative changes that include hiring a new principal and vice principal. Contributing to poor school achievement are the challenges that Lincoln Hill Cluster students face when not in school. The schools are located in DC's Ward 4, an area undergoing rapid and multi-directional change. Gentrification is putting pressure on housing prices at the same time as immigrant families try to move into the ward to escape deteriorating conditions in traditional immigrant neighborhoods. The difficulties of adjusting to U.S. culture and the separation of families too often lead to substance abuse and other high-risk behavior such as gang violence, all of which greatly impact young people's ability to achieve in school. One result is an extraordinarily high drop-out rate among Latino youth: between 32% and 50%, according to local research data. Additionally, over 25% of Ward 4's population had no high school degree in 2000 (DC Department of Health) and a per capita income of \$27,000.

Research suggests 9th grade is the make or break year for many potential drop-outs; thus, transition from middle to high school is a determining factor for academic success. Double the Numbers for College Success shows that only slightly more than half DCPS students successfully complete 9th grade and continue to 10th. Once students enter 10th grade, the rate of grade completion rises dramatically, directly impacting successful high school graduation. LAYC's AmeriCorps program noted this reality first hand and has chosen to address it as part of the program's structural change for the 2010 program year by having AmeriCorps members focus on youth in 8th grade at MacFarland, assisting them as they

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transition to Roosevelt Senior High School.

Description of Activities and Member Roles: LAYC's AmeriCorps Program will consist of 3 teams designed to address academic achievement through in-school tutoring and after-school programming, health education, and community involvement. There will be a total of 22 full-time and 8 part-time members.

Current Efforts: In partnership with MacFarland and Powell schools, LAYC AmeriCorps currently provides an in-school program to enhance student's academic achievement through individual and small group tutoring, in-school health education, community engagement classes, and service projects as part of the Service Learning Team. In the 2010 program year, as part of the redesigned Service Learning, 8th grade students at MacFarland will receive enhanced services, support, and guidance from 2 AmeriCorps Members to lessen the academic and social strains of high school transition.

Member roles: Education Team = 14 FT members providing in-school tutoring at MacFarland and Powell, Monday through Thursday. Members will work with 6 at-risk students in the classroom completing small group and individual tutoring sessions for a minimum of 4 hours per week. When not tutoring, they serve as teacher aides, assist with discipline, lesson planning, and mentor all students in the classroom. Corps members will complete weekly academic forms and enter data into LAYC's Efforts to Outcomes (ETO) system. To comply with AmeriCorps requirements under 45CFR2522.910, members who tutor and do not have a high school diploma or its equivalent will be required to pass a proficiency test to ensure they are qualified. In addition, LAYC staff will actively work with members to enroll in a GED or high school equivalency program during their term of service. All members will receive specialized pre-service and on-going training in line with DCPS Standards of Learning. School-based curricula and teaching styles will be integrated into trainings. The program aims to have DCPS qualified teachers and trainers participate in the trainings and will encourage teachers to mentor members to improve tutoring skills. Teachers are required to supervise tutoring sessions and approve monthly data reporting completed by Corps members. Health Education Team = 4 FT members providing in-school

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health education to 5th-8th graders based on 3 curricula: abstinence-based "Sex Can Wait," "Making Proud Choices," and peer teaching curriculum "Grassroots Soccer." This team will primarily serve MacFarland, working in other area middle schools as their schedule allows; typically, the team serves 3 schools. Members will conduct a pre-test survey to assess knowledge and understanding levels in workshop topics. Then, with the assistance of program and school staff, members will design workshops to target specific needs identified at each school. At completion of the workshop series, students will receive a post-test to measure program impact. Pre/post-test assessments and workshop attendance rates will be entered into ETO. Health Team will also plan and implement 2 community health fairs, bringing community health resources and information to MacFarland and Powell. Service Learning Team = 4 FT members providing in-school classes and planning 6 AmeriCorps service projects for the academic year. This is a new service description for the 2010 program year. Members will use the Alternatives Inc., K.I.C.K. (Kids Involved in Community Kindness) service-learning curriculum to facilitate a student-led, student-run service project. Students will learn the value of community involvement, volunteerism, and leadership skills and will also receive community service hours. While serving various student groups at Powell and MacFarland, this team will be the main service provider for the Individual Enrichment component of LAYC's Roadmap to Graduation/Mapa al Exito Escolar for 8th graders at MacFarland and 9th graders at Roosevelt. AT&T Foundation supports this program designed to ensure that middle school youth complete 8th grade and make a successful transition to high school. Electives will be offered after-school; K.I.C.K. curriculum workshops will occur during lunch hour. This team will also create community service projects for LAYC Corps members.

After-school: All 30 members, including 8 part-timers on the Education team, will run after-school programs at MacFarland and Powell. Members will work with youth on a 1:8 ratio and will enter data into ETO on attendance and homework completion rates. Academic activities include assistance with homework completion and tutoring in content areas when necessary. All members will also recruit for and lead enrichment activities, including fitness and recreation, creative arts, leadership/life skills clubs,

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and chess or games activities. Members also serve as mentors and build healthy relationships with students.

Member slots requested (22FT/8PT) are designed to support in-school and after-school programs. With 22FT members, the program can adequately support the in-school, health, and service learning programs. The program is requesting 2 additional FT program slots for the 2010-1011 than in previous program years to : 1) support the expanding Service Learning Team Road Map Program- both new FT positions will be part of this team; 2) Meet a community need- in 2009, the program received over 100 applications for the 20 FT slots available. The program has found that often members take PT slots but leave when full time employment becomes available. Additional FT positions will assist with the retention of members as members will be in positions that meet their needs. The 8 PT members give the program the capacity to serve a large number of students at both sites' after-school programs. LAYC will comply with AmeriCorps non-duplication, non-displacement, and non-supplementation requirements. LAYC does not hire any other staff persons that have identical or substantially similar duties as the AmeriCorps members. No personnel wages, benefits, or hours are displaced by dollars spent on the AmeriCorps program. LAYC maintains a regular level of state and local public funding that is not diminished or replaced by CNCS dollars.

LAYC AmeriCorps staff annually reviews and alters member development, training, and supervision policies to ensure that members are effectively prepared and supported throughout their service term. This continuous program improvement allows members to excel and keeps program staff current on community needs, grant requirements, and member development opportunities. By aligning all aspects of the program, and ensuring members are highly prepared and motivated to serve, LAYC is able to reach its desired outcomes for the AmeriCorps program.

LAYC AmeriCorps ensures that members comply with rules on prohibited activities. 1) All prohibited activities are outlined in the member contract. Members review the contract individually and as part of program orientation and must sign the contract that clearly states prohibited activities. 2) All service

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opportunities offered through the program are reviewed by program staff to ensure they conform to AmeriCorps policies on prohibited activities. 3) All program staff receive training on the member contract and prohibited activities. 4) Full-time supervisors are placed at the 2 main service sites to ensure compliance with service descriptions and AmeriCorps provisions.

Anticipated measurable outputs for the program: 1) In-School: # of students served, 2) After-school: # of students served during academic year, 3) Community Service: # of volunteers recruited, 4) Health Education: # of students served during academic year, 5) Member development: 340 hours of service-based training and development.

Measurable outcomes for the program: 1) In-School: Increased level of academic achievement in reading, writing, or math by one grade level for 25% of students obtaining more than 24 hours of tutoring; 2) After-School: Students with a 75% attendance rate or higher will have a 90% homework completion rate; 3) Community Service: Complete 6 community service events and recruit 100 volunteers; 4) Health Education: 80% of youth will show increased knowledge based on pre-/post-tests; 5) Member Development: 75% of AmeriCorps members will demonstrate observed behavioral changes based on increased knowledge of leaderships concepts, civic engagement, communication skills, and other professional and social skills.

Output and Outcomes Measurement: 1) In-school and after-school: Corps members will enter data weekly into LAYC's Efforts to Outcomes software (ETO). Members will submit participant demographic data at the start of the program and complete daily checklist to track student progress. Academic forms capture type of tutoring completed based on DCPS Standards of Learning, length of tutoring sessions, and student comprehension level. Members also track student attitudes and behavior weekly. For after-school, members complete daily homework assistance forms that track type of homework, completion rate, and student attitude and behavior. Data collection is monitored at each school site by the LAYC school coordinator and reviewed by the AmeriCorps Evaluation Assistant. 2) Health Education and Service Learning: Members collect demographic data on participants, complete pre/post-tests to track

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gains in knowledge, and attendance. All data is entered into ETO and is monitored by the Team Leaders and the AmeriCorps Evaluation Assistant. 3) Members record demographic data on volunteers and maintain sign-in/out sheets for each event. All volunteers fill out an application form via LAYC's volunteer management system and are included in the volunteer database. 4) Health Fairs and other community projects will be assessed through evaluations filled out by key participants: teachers, parents, administrators, and other community partners. 5) Member development outputs and outcomes will be tracked through an AmeriCorps pre-service skills assessment, used by LAYC staff to determine members' baseline knowledge and to assist in formulation of trainings. Members complete the skill assessment at the close of term of service to determine increases in knowledge gained through the service year. 6) Training hours are tracked on training sign-in forms and in a service log.

All data will be entered into ETO, reviewed by-weekly by the AmeriCorps Evaluation Assistant, regularly by the AmeriCorps Program Director, and on a quarterly basis by LAYC's Learning and Evaluation staff to ensure accuracy and progress to meeting performance measures. The program will also submit reports to comply with CNCS requirements. Additionally, student areas for improvement will be addressed with members and teachers to ensure proper strategies and methods are used to continually improve student's academic progress.

LAYC intends to operate a program that meets 2 of the priority areas for 2010-11 program year: Education and Healthy Futures. LAYC has performance measures in place for both priority areas, but will review the standard performance measures when released and will make alterations to meet those measures if appropriate.

Self Assessment and Improvement Plan: To ensure continuous program improvement, stakeholders will complete self assessments and program evaluations for the program and members. LAYC staff maintains open communication with teachers to gather feedback and resolve problems at service sites. Teachers complete surveys to gauge student progress and the impact of tutoring and mentoring by the Corps member. LAYC AmeriCorps staff maintains an on-going relationship with school principals,



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conducting formal and informal meetings weekly to address programmatic concerns. Principals are interviewed to assess school needs and service gaps and program adjustments are then made to best meet needs. Parents participate in program orientation and complete surveys to identify priorities for their children and provide feedback on after-school program structure. Parents are given LAYC staff contact information so that needs or concerns can be addressed directly with program staff. Parents also complete a year-end program evaluation. Members provide feedback through 1) regular, open-door communication on an almost daily basis with program staff, 2) liaisons who represent team concerns to the program director and are responsible for distributing announcements and schedule changes, 3) monthly journal entries by all members, providing program staff with invaluable feedback, 4) mid- and year-end feedback form regarding training, site placements, achievements, and overall satisfaction with the program.

Community Involvement: To carry out program services, LAYC's AmeriCorps has built extensive and lasting relationships with various community stakeholders. School principals, counselors, and teachers are involved in program set-up, implementation, and required reporting. Principals complete a "service project request" identifying a project for Corps members to complete within the school. Memorandums of Understanding outlining program requirements, each partner's responsibilities, and timelines are drawn up and signed. LAYC AmeriCorps staff hosts program orientations with teachers, counselors, and other school administration and address the role of the program, expectations and AmeriCorps prohibited activities, required documentation, weekly academic plans, monthly forms, program contacts, and related topics. During the program year, LAYC staff meet with principals and teachers to make continuous improvements to the program to ensure strong partnerships for the benefit of the school and students. LAYC also completes a DCPS-required Out of School time vetting application for approval to run programs at school sites.

Engagement of community partners and stakeholders: To ensure continued involvement of school personnel, they are invited to: participate with Corps members in pre-service orientation, help define a

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member-led service project in an area of school need, determine placement of members in classrooms with greatest need, assist in creation and update of curricula used by Health and Service Learning Corps, include Corps members in school planning meetings and professional trainings, and complete evaluations and program reviews. Corps staff attend DCPS teacher trainings, and members observe classrooms and meet with principals to review school handbooks and expectations for adults and students during school time. Members also participate in teacher meetings and preparation periods and have monthly meetings with principals.

Relationship to other National and Community Service Programs: LAYC's AmeriCorps program has built strong partnerships with other programs supported by Serve DC and CNCS. Each year staff and members plan and with the DC Commission and other DC AmeriCorps programs implement 6 community service projects; 4 recognize national service days: Make a Difference Day, Martin Luther King Jr. Day, National Youth Service Day, and All Corps Service Day. LAYC AmeriCorps has collaborated with NCCC, City Year Earth Conservation Corps, and Heads Up and hosted site visits by Serve DC and CNCS to highlight to new Corporation Board Members LAYC's AmeriCorps program and the overall AmeriCorps mission. Selected staff and members participate in monthly DC AmeriCorps Leadership Council meetings organized by Serve DC. These meetings offer an opportunity to collaborate and network with other AmeriCorps programs, to develop service conferences across DC AmeriCorps programs, and allow for social networking. LAYC staff also work to build a strong understanding of the value of national service and to educate members about the national program in which they are participating at a local level. Members visit the state commission at the start of the service year and meet with commissioners.

Other Corporation sources: LAYC's expansion into Maryland has resulted in funding through National Council of La Raza to run an AmeriCorps program in Langley Park, MD, and a planning grant from the Maryland Commission on Community Service to plan for an expanded Corps in Riverdale. DC Corps staff will provide assistance and best practice advice as the planning process evolves. DC and MD Corps

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often collaborate on service projects and share program experiences.

Potential for Replication: Respectful attention to and learning from stakeholder input and concerted development of best practices make LAYC AmeriCorps a replicable program. Success at various schools is due to valuable input received from stakeholders, resulting in program replication to fit the needs of individual schools. Over 13 years, the program has worked in 4 elementary schools, moving from schools that have made adequate progress under No Child Left Behind to schools where academic need is greater. LAYC AmeriCorps's effort to develop best practices has resulted in standardized procedures for data collection, member review, program orientation, and stakeholder evaluations. These procedures facilitate replication and ensure consistency not only at program sites but also in case of LAYC staff turnover. Replication has been achieved with LAYC's growth into Maryland and creation of a successful AmeriCorps program based on the DC model. DC's clearly defined structure, procedures, and policies were used to jump start the Maryland program. Specific strategies for replication include: 1) Maintain a strong internal documentation system, recording program policy for working with Corps members, schools, and partners so that systems can be easily replicated at new sites; 2) Identify the neediest academic schools as partners, offering clear objectives and evidence of successful outcomes to illustrate program value; 3) Conduct on-going planning meetings to determine the best strategies for program implementation, taking into consideration student needs, in-school and after-school program structures, and program adjustments necessary to fit each school structure; 4) Conduct Train the Trainer workshops so that critical knowledge is passed to new staff; 5) Develop in-school, after-school, and member program manuals to ensure program model replicability; 6) Outline a volunteer management plan to recruit tutors locally to sustain the program once AmeriCorps is gone; 7) Maintain close communication with stakeholders to address challenges quickly and ensure strong partnerships.

### Organizational Capability

Sound Organizational Structure

Ability to provide Sound Programmatic and Fiscal Over site: LAYC -- a Washington, DC youth

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development leader for over thirty years -- is now one of the nation's most respected youth development agencies. From our anchor site in DC's Ward 1, a satellite site in Ward 4, and 3 Maryland sites in Silver Spring, Langley Park, and Riverdale, LAYC provide services annually to approximately 4,000 low-income immigrant and minority children, youth, young adults, and their families. LAYC's services are clustered in 5 areas: Educational Enhancement provides academic enrichment, college preparation, and mentored recreation; Social Services provides prevention education and outreach, treatment, housing, and case management; WISE provides work and life skills training, GED preparation, and leadership development; Art + Media encourages youth to discover the power of their art as a means of self-expression and as a tool for exploring community issues; and Advocacy/Public Policy educates and involves youth in relevant public policies and civic activities . In cases where LAYC does not offer a needed service, long-standing collaborations with other community-based organizations, public (including government) agencies, clinics, and a range of private service providers allow us to meet each youth's needs without duplication, thereby increasing program impact. All LAYC's programs and services are designed to help youth meet 3 goals essential to a successful transition to young adulthood: 1) increased academic success, 2) employment with long-term career potential, 3) healthy behaviors necessary to lead a healthy and happy life. In addition, LAYC seeks to promote positive change in conditions, policies, and laws affecting youth.

Recent organizational accomplishments include: ) Recognition as one of the 2 most effective users of Efforts-to-Outcomes performance management software, which is used by approximately 6,000 organizations; 2) Recipient of one of five multi-year U.S. Department of Education High Quality Supplemental Educational Services and After-School Partnerships Demonstration Grants awarded nation-wide; 3) Selection of long-time Board member and current treasurer Rick England from among 500 nominees as Volunteer of the Year, by Invest in Others Charitable Foundation and Investment News. 4) Inclusion in Razoo 100, a list of 100 world-class nonprofit organizations dedicated to making an impact in the world; and 5) Presentation to Jasmin Benab, program coordinator of Girl's Leadership,

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of a 2009 Lewis Hine Award for Service to Children and Youth by the National Child Labor Committee to honor individuals who work to truly change America for new generations.

A sampling of organizational outcomes include: 1) In fiscal year 2008, LAYC's Upward Bound Program prepared 76 high school students for post-secondary education. All 16 seniors enrolled in the program graduated high school and are enrolled in post-secondary education; 2) From July 2005 through 2008, LAYC's Evening Reporting Center provided alternative juvenile detention services to 322 youth. During that period, less than 1% of LAYC's participants were rearrested while in the program and less than 3% failed to make all their scheduled court appearances. 3) In fiscal 2008, 221 youth received mental health and substance abuse treatment services. 72% of those youth showed decreases in problem behaviors and 28% showed improvements in coping skills.

For 32 years, LAYC has managed hundreds of foundation, local government, and federal grants and contracts, including AmeriCorps funding for thirteen years. LAYC will provide financial oversight of the AmeriCorps grant through its business office. We manage between 80 and 100 grants each fiscal year. LAYC completes an external annual audit in accordance with federal A-133 guidelines and maintains an accounting system in accordance with Generally Accepted Accounting Principles, including segregating funds according to Principles of Fund Accounting. The accounting system is completely computerized using the MIP Fund Accounting System. LAYC has no due and payable current obligations to the District of Columbia and Federal Governments, including delinquent taxes, Unemployment Insurance and Outstanding Judgments. LAYC's Chief Financial Officer will be in charge of financial supervision and controls for LAYC's AmeriCorps program and will oversee preparation of all required financial reports.

Over-site of Program sites: LAYC AmeriCorps has 3 main service sites: Powell Elementary School, MacFarland Middle School, and the Latin American Youth Center main office on Columbia Road. The aforementioned teams utilize all these facilities to design and implement their programs. LAYC has worked in this school cluster for nearly 5 years and has developed strong relationships with

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administrators, teachers, families, and students. LAYC provides no direct funding to any of the service sites. A full-time site supervisor is posted at each of these sites in order to oversee day to day operations, supervise and support the members, and establish relationships with the school administrators and staff. LAYC attempts to provide a comprehensive suite of services to meet the identified and individual needs of the school site. Site development and needs assessment entails meetings with principals and key school staff prior to the establishment of programming at the school site. An MOU is signed to define roles and responsibilities of both LAYC and the School. Currently, LAYC can receive recommendations or requests from the DCPS Out of School Time (OST) Office to be a provider for after-school services at a particular, previously unknown site. Generally, LAYC will begin providing one or two components of programming and then build their suite of services to the school site over a period of years, depending on the impact the programming has in meeting the need of the school and what future needs are identified. All services are linked through on-site LAYC staff, the AmeriCorps members and their set of job duties and responsibilities, and consistent language throughout MOUs and program performance measures. Documentation and data collection provide links between LAYC AmeriCorps program components and/or teams at a variety of different sites.

Board of Directors, Administrators, and Staff: Led by executive director Lori Kaplan, LAYC's senior management team of program area and "back office" (finance, IT, development, evaluation) directors has extensive experience conceptualizing and administering youth development programs. Most are bilingual, and many live in the neighborhoods served by LAYC. Drawn from the financial, academic, nonprofit, and business sectors, LAYC's Board of Directors reflects the cultural diversity of the communities with which we work. The Board provides strategic direction and oversight for LAYC operations. Several key staff persons will be responsible for the administration of this program. All staff members possess the educational background and professional experience to effectively plan, implement and monitor the AmeriCorps program. They are also dedicated to community service and youth development. The following describes the role and experience of each staff member.

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Key Staff: Sandra Gutierrez: Chief Operating Officer, joined LAYC's leadership team in 2008. Ms. Gutierrez's responsibilities include implementing LAYC's multi-year strategic plan and new initiatives and overseeing programmatic and daily operations. Her academic background includes an academic appointment in the Department of Human Development at Vanderbilt University -- Peabody College, Nashville TN, and a Master of Science in Public Administration from the College of Human Services (1995).

Ron Elum, Chief Financial Officer will be in charge of financial supervision and controls for the AmeriCorps Program. He will prepare all financial reports required under the terms of the grant.

Mike Leon, Deputy Director for LAYC's Educational Enhancement Division, has worked as a team leader for over 3 years so he has known many LAYC participants personally. He has managed program grants and has worked as a case manager and with recently adjudicated youth over the past several years; he was the driving force in founding LAYC's Pancho Gonzalez Tennis Academy for Youth.

Karen Brumbaugh, Program Coordinator (100%), was the former Stages of Life Coordinator and became the Community and Leadership Team leader in 2007, which oversees the AmeriCorps Program. Karen served as a Peace Corps Volunteer in Nicaragua for 2 years where she provided health and nutrition education to youth and young mothers. She holds a B.A. in International Development and Latin American Studies from George Washington University where she was a Presidential Scholarship Awardee.

Inti Trejo, Assistant AmeriCorps Coordinator (100%), is a former LAYC AmeriCorps Member who is bilingual (English and Spanish) and has extensive classroom experience in the schools we currently serve. He is completing his undergraduate education at the University of the District of Columbia. He attended the Duke Ellington School of the Arts and Wilson Senior High School in Washington, DC, where he graduated in 2001. He will serve as the liaison among the DCPS we serve and the anchor site at 1419 Columbia Rd., NW.

Galen D'Amato, Program Coordinator, directs the Stages of Life (SOL), a health education program

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designed to encourage positive life decisions (5-8th grades). Currently, Galen trains and supervises AmeriCorps members who teach Stages of Life (SOL) in the schools. Her program funding comes from the District of Columbia Department of Human Services. Her services are provided to the AmeriCorps project as an in-kind contribution.

Kumara Genet, Powell Site Coordinator: Kumera recently relocated to the Washington area from Texas, where he earned a B.A. in International Relations with Latin America from Texas State University. As the Powell Site Coordinator, Kumera serves as a liaison between the Americorps staff, faculty, students and parents. He is also the Coordinator for the Civic Engagement Team, which encourages students to adopt a positive role in their community.

Brandi Jackson, MacFarland Site Coordinator: Brandi is a certified teacher, with over 9 years of experience working in several different school districts. She earned her B.A. in history and pre-law and is currently completing her MBA with a concentration in Management at Strayer College. She is an accomplished teacher trainer and maintains a high level of dedication to middle school students, specifically.

Horacio Olivas, AmeriCorps Evaluation Assistant: Horacio was formally a program coordinator for LAYC's New English Proficient/Low English Proficient (NEP/LEP) Program. He received his degree in accounting at Instituto Tecnológico de Chihuahua (ITCH), in Chihuahua, Mexico. He has a history of working with immigrant youth, teaching them about American culture and how to excel in the U.S. school system. He possesses a strong skill set in data analysis.

On-going planning and internal assessment helps LAYC remain on the cutting edge of youth development programming, advancing our mission by enhancing programs having the highest impact on youth and providing data required to trim or alter other programs. Through a grant from the Edna McConnell Clark Foundation, LAYC completed a theory of change and business planning process in FY08 that helped staff more clearly define our target population, goals, and objectives and enabled us to move "from good to great" by providing even better services and enhanced outcomes to youth and



## Narratives

families. To better meet community needs, beginning in FY08, LAYC adopted a "youth-centric" approach by providing the additional support of a promotor guide to youth at highest risk. Promoters serve as client managers. They do not provide direct services but instead proactively encourage youth to participate in a broad set of LAYC programs and services, based on the results of an intake assessment and creation of an individual service plan. The experiences of LAYC staff and youth participants confirm the findings of youth development research: a strong relationship with a caring adult is perhaps the critical component to a youth's ability to achieve successful outcomes. LAYC believes that in order for the highest risk youth in our community to achieve the target outcomes, they must have the opportunity to forge a powerful relationship with an LAYC staff person committed to the "relentless pursuit" of the youth's success. Of course, not all youth need or want a promotor. LAYC will continue to serve all youth in our target population, and as always, youth who do not have promotores will be free to enter those programs that are of most interest to them. The addition of promotores to the LAYC organizational structure will allow the AmeriCorps program to strengthen services to both youth and AmeriCorps Members. Promotores will be available to youth at AmeriCorps service sites, but will also be supports to members themselves.

In addition to agency-wide strategic planning, LAYC undertakes on-going planning and internal assessment in finances, human resources, and evaluation.

Finances: During strategic planning, LAYC's Board and senior management developed a detailed multi-year financial plan with quarterly financial benchmarks. Each quarter, staff present a four-part dashboard to the Board (available to staff as well) quantifying accomplishments in operations (HR), Board of Directors, youth served (program), and finances. Financial information on the dashboard includes expenses to date for current fiscal year, revenue to date, percentage of revenue from various sources (government, foundation sources, individuals), and funds raised by strategic plan area.

Human Resources: LAYC undertakes human resources planning in professional development, mid-manager training, and succession planning. Currently, LAYC staff at all levels are working with LEA

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Consulting to chart core competencies and career pathways in each job category. According to the consultant, LAYC is doing pioneering work in regard to talent management for a community-based non-profit agency. When positions open or new ones are created, supervisory staff look within the organization to promote or transfer staff, 30% of whom are former program participants, before recruiting from outside. Staff also take special care to ensure that young staff who have grown up inside the agency are helped to make the transition from youth participant to adult staff. Led by LAYC's Chief Operating Officer (COO), mid-management training covers program, human resources, and financial planning. The COO also leads periodic brown bag lunches open to all staff on topics including how to promote a sense of community agency-wide and within programs.

To avoid the difficulty faced by community-based organizations when long-term executive directors (ED) leave, LAYC has a written succession plan for the ED, Board Officers, chairs of Board committees, and all senior management. Approved by the Board's Human Resources Committee, the plan was successfully used this fall when the HR Committee chair had to resign unexpectedly due to job exigencies. Human resources planning helps LAYC advance its mission by allowing us to train and retain high-quality staff as well as give them forums to express ideas and feelings about the work environment.

Evaluation: Not only is LAYC considered one of the nation's leading youth development agencies, it has been called a model for successful integration of measurement and evaluation. In only 3 years, LAYC has transformed itself into an agency guided by measurable program objectives and outcomes. Hiring a full-time Director of Learning and Evaluation as part of the senior management team, as well as 2 evaluation specialists and demonstrating to staff how evaluation can help them better perform their jobs has resulted in a culture of results-driven programming. LAYC uses ETO, an Internet-based data collection system, to collect customizable demographic, process, output, and outcome information.

Plan for Effective Technical Assistance: To secure financial and programmatic technical assistance for the program, LAYC will pursue all grant and in-kind opportunities to support the program. In addition

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to applying for the Serve DC AmeriCorps grant, the program will attend available technical assistance trainings offered by the commission and will search out additional opportunities to attend trainings. Each year the AmeriCorps Members participates in various Serve DC trainings to orientate staff on financial and programmatic updates and changes. Additionally, the program remains in contact with commission officers if questions arise. AmeriCorps staff are encouraged to communicate professional development and training needs to supervisors so that potential trainings can be researched.

### Sound Record of Accomplishment as an Organization

Volunteer Generation and Support: Volunteers come from a range of backgrounds: from the disabled community to every ethnic background LAYC has served. Area high school students looking to complete required community service hours as well as college students from universities such as Georgetown, George Washington, Howard, and American Universities tutor and/or mentor youth at LAYC. The volunteer coordinator fields phone, email, and walk-in inquiries from potential volunteers and then interviews them to ascertain their interests and skill levels before recommending them to program staff; she also maintains a volunteer page on LAYC's website to inform the public of the current volunteer opportunities and lists the staff contact person for each to streamline the application process and get potential volunteers more quickly in touch with the programs that need their support. In a couple notable instances a volunteer has become integral to the management of LAYC; long-standing Board member Rick England first came to LAYC to volunteer and now serves as its treasurer and the chair of its finance committee and Lori Kaplan, LAYC's long-standing Executive Director, first started at the agency as a volunteer.

LAYC requires a local police and FBI background check on all volunteers who will be working directly with youth (tutors, art instructors, fitness specialists, etc); they must be fingerprinted and pay a fee to have this service done. In addition, we require specialized skills to meet our clients' needs, which include reading /math tutoring, counseling, ESL classes, substance abuse treatment/prevention, parenting classes, job training, art classes, etc.

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Organizational and Community Leadership: As an organization, LAYC has received local and national recognition for leadership. For example, 1) received a multi- year investment from the Edna McConnell Clark Foundation- one of only 7 organizations nationally to be included in the Clark multi-service portfolio; 2) received the Bank of America Charitable Foundation's Neighborhood Builder award, given annually to 2 organizations in each Bank of America service region; 3) LAYC's Multicultural Youth Centers received the Maryland Governor's Commission on Hispanic Affairs Hispanic Heritage Award in recognition of commitment to the Hispanic community.

Throughout the 13 year history of the AmeriCorps Program, LAYC has successfully raised matching funds from private and city sources to support the program. The organization has actively sought out new funding sources that support the mission of the LAYC AmeriCorps program. The on-going challenge for the LAYC AmeriCorps Program is the yearly increased match percentage. As LAYC has committed to providing members with a stipend higher than Corporation required levels, the organization must raise matching funds that fund stipends rather than matching Corporation funds solely with in-kind sources.

Collaboration: LAYC has long-standing relationships with other service providers, policy makers, funders and community organizations throughout Washington DC and in several counties in Maryland. By networking and collaborating with these groups on a regular basis, LAYC is able to increase its effectiveness and avoid program duplication. We work with a large number of public and private partners at the local and national levels, including American University, George Washington University; Smithsonian Institution; YouthBuild USA; DC Department of Employment Services; La Clinica del Pueblo; Mary's Center for Maternal and Child Health; and DC Public Schools to name a few. In Maryland, LAYC's programs are dependent on substantive relationships with programmatic partners, including the University of Maryland, Montgomery College, National Council of La Raza, 10 public schools in both counties, the Arts and Humanities Council of Montgomery County, Prince George's County Parks & Recreation, government agencies, community members, parents, and other community-

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based organizations. LAYC maintains a list of the services it provides directly to clients as well as a list of services for which it refers clients to other agencies and/or clinics. In some instances LAYC has a formal Memorandum of Understanding with those community partners and other times it is a more casual working relationship.

Local and In-kind Contributions: LAYC has long standing relationships with business members and organizations in the neighborhoods in which we operate. For example, many locally owned restaurants have supplied reduced rates or in-kind donations to the organization for community events. As the neighborhoods have changed and larger corporate businesses have moved into the area- LAYC has continued our relationships with locally owned businesses but has also expanded our local focus to include corporations such as Target and Best Buy who now have stores one block from the main LAYC building.

Community Stakeholders: LAYC's community stakeholders include multi-cultural and multi-lingual youth, their families, its own staff members, volunteers, and board of directors. From its inception 35 years ago, LAYC has actively ensured that diverse perspectives are represented and valued at all levels of the agency. Non-financial support from stakeholders has grown in size and scope along with the agency. While nationally recognized, LAYC has not lost its community base. Approximately 30% of staff are former youth program participants, most Latino and African-American, well-versed in community problems and knowledgeable about effective strategies for working with youth. Because many of our clients only speak their native language, being bilingual is a requirement for many staff positions.

Experience working with populations similar to our client population is often valued as much as a college degree. LAYC's senior management team has extensive experience administering educational, social service, and job-training programs for children, youth, and young adults. Additionally, most of LAYC's senior and mid-management staff have had significant cross-cultural experience. As a youth-serving agency, LAYC must embody young peoples' experiences and perspectives. Older staff have had to acknowledge that younger staff and youth communicate in different ways using different media. In

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response, we launched a youth section of LAYC's website with the aim of connecting young people to what's happening at LAYC and in the community, region, and nation. Currently the section has 3 components: the Immediate Reaction blog, a new-media journalism project led by youth at LAYC's Arts + Media House; LAYC's Facebook group, a network of young people and adults; and Decimos {We Say}, containing writing on a range of topics by youth. The section is open to all youth who participate in LAYC programs. These pages not only give youth a healthy and engaging forum through which to express themselves but it also helps LAYC keep its website current and inviting, which helps drive new readers and potential donors to it.

### **Cost Effectiveness and Budget Adequacy**

Cost Effectiveness and Budget Adequacy : The program currently has ongoing support from the following entities: DC Office of Pregnancy Prevention (grant); England Family Foundation (grant); DC Children's Youth Investment Trust (grant); as well as volunteer tutor support from 3 area universities-- American University DC Reads Program, George Washington University DC Reads, and Georgetown University (federal work study students). LAYC additionally receives federal funding, which is not used as a match for the program, but does cover some staff salaries and provides funding for program support such as staff training and transportation. Thus, in our AmeriCorps budget the staff training and transportation line item is left blank under both the Corporation and grantee share. In order to build continued community support, the program will work collaboratively with community stakeholders and ensure a visible presence of AmeriCorps members and volunteers at various community events and development efforts. Each year, LAYC's Development division works strategically to maintain and increase support for the AmeriCorps program; relationships with donors are maintained throughout the year keeping them abreast of program accomplishments and inviting them to join in community events and service projects. LAYC's development division also manages files on all donors and will use its database to track information on donors to the program including amount of grant, date of grant, grant requirements, reports due, etc. LAYC's grantee share is fundraised in house from a wide array of funding

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sources that include local government, private foundations, and individual donors. This strategy has allowed us to sustain the AmeriCorps program for the past 10 years. Request for budget is to support 24 Member Service Years which serve 100% in in-school and after-school AmeriCorps programs.

### Evaluation Summary or Plan

Evaluation Summary and Plan: LAYC is viewed as a nonprofit leader in the use of performance management and outcome measurement techniques to continuously improve program delivery and service provision. LAYC has 4 full-time in-house staff devoted to the development of performance management systems for all LAYC programs. Staff members work closely with each program staff member to train them in the use of data to improve services to participants. This includes regular examination of program components that are successful, as well as those that need to be improved or even eliminated. For LAYC's AmeriCorps program, LAYC's Director of Learning and Evaluation works regularly with AmeriCorps staff to identify difficulties in data collection or service provision. These regular meetings focus on developing policies or procedures designed to improve the capabilities of AmeriCorps members as well as to improve the quality and content of academic support that each AmeriCorps member provides. Since 2005, LAYC has evaluated its AmeriCorps program internally, through the use of a quasi-experimental design overseen by LAYC's Learning and Evaluation Design. The evaluation design focuses on collecting and measuring 3 types of data: demographic, output, and outcome. Output data includes program attendance and hours of service provided; while outcomes include improved academic performance by students as measured through homework completion, report card grades, and standardized test scores (when available). The evaluation design examines changes among participants that result from LAYC's AmeriCorps program in two ways. First, the evaluation looks at participant changes over time by comparing report card grades prior to youth receiving AmeriCorps services to report card grades after services have been provided. Second, the evaluation compares LAYC AmeriCorps participant standardized test scores in reading/language arts and mathematics to standardized test scores of students that do not receive LAYC AmeriCorps services.

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The LAYC AmeriCorps program is committed to continuous improvement. LAYC programs use ETO to analyze program achievements and challenges. The program has developed the following steps to measure program outcomes and to analyze the overall impact for the community.

Analysis of Community Impact 1) Program staff meets with in-house evaluation director at end of program year to review data collection systems, outcomes, and achievements and make adjustments for the upcoming year to data collection processes, performance measures, or programmatic design; 2) Program staff meets quarterly with in-house evaluation staff to review program progress on stated performance measures and process quarterly progress reports; 3) Tools to analyze community impact: member skills assessment, in-school weekly data forms, after-school weekly data forms, health education pre/post test assessments, attendance rosters, volunteer logs, event sign-in sheets, training sign-in sheets, training evaluation forms, parent logs and surveys.

Data Collection 1) AmeriCorps members will receive training on how to collect and enter data into Efforts-To-Outcomes, LAYC's online evaluation software; 2) Members will gather daily efforts for enrollment, in-school tutoring, after-school homework assistance, after-school academic enrichment, and attendance; 3) Health Team and Service Learning Team members will gather data on attendance and pre/post-tests; 4) AmeriCorps Program Evaluation Assistant will provide oversight of data collection, review data entry on a weekly basis, and work with any members falling behind or struggling with data entry; 5) To ensure accuracy of data collection and entry, incentives will reward members who are most successful in this area

Evaluation Outcomes for LAYC AmeriCorps Program 2007-2009:

2006-07 program year, successfully met required performance measurements: In-school tutoring, Corps members worked with 153 students and recorded 6,325 hours of tutoring time over 9 months; 35% of students receiving at least 24 hours of language arts tutoring increased report card grades by at least one level in either reading or writing.

After-school programming to students at local elementary and middle schools, 233 students



## Narratives

participated and completed 9,496 homework sessions totaling 5,318 hours of homework assistance during the academic year. Participants attended 82.1 % of sessions; their overall homework completion rate was 91.4%.

Youth Leadership Development, .25 members received 310 hours of training including pre-service orientation and on-going trainings. 75% of members showed increases in knowledge based on skill assessments.

Community Revitalization, LAYC AmeriCorps recruited 114 volunteers and completed 6 service projects. 2007-08 program year, successfully met required performance measurements: In-school tutoring, Corps members worked with 76 students. 59.3 % of students receiving at least 24 hours of language arts tutoring increased report card grades by at least one level in either reading or writing.

After-school programming, 123 students obtained after-school homework assistance, attending 75.8% of sessions; their overall homework completion rate was 91.5%. .

In-school and after-school components: Corps member completed 3,415 hours of Language Arts tutoring, 3,146 hours of Math tutoring. 2,082 hours of tutoring in other subjects. In total, members gave 8,643 hours of academic tutoring during the program year.

Youth Leadership Development, 16 full-time members received 177 hours of training; 16 part-time members received 110 hours of training; 70% of those who completed their service term showed increases in knowledge based on skill assessments.

Community Revitalization, Corps recruited 136 volunteers and completed 6 service projects. Total event beneficiaries: 1,560.

2008- 09 program year: LAYC met 4 out of 5 intermediate performance measures and 1 out of 3 end outcomes for 2008-2009. LAYC achieved outcomes equivalent to the performance measures contained in this narrative, making adjustments to increase goals in terms of student enrollment and achievement.

In-school tutoring, members worked with 104 students. 42% of students receiving at least 24 hours of language arts tutoring increased report card grades by at least one level in either reading or writing.

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After-school programming to students at local elementary and middle schools, 161 students participated with 75% attendance rate and 83% homework completion rate.

Youth Leadership Development, members received 200 hours of training including pre-service orientation and on-going trainings. 47% of members showed increases in knowledge based on skill assessments.

Community Revitalization, Corps recruited 115 volunteers and completed 6 service projects.

Health Education, LAYC served 322 students with overall attendance rate of 77%. 72.6% of students showed increases on pre/post-tests.

### Amendment Justification

N/A

### Clarification Summary

Clarification Edits completed on April 28, 2011:

Desired grant award start date: September 1, 2011

Enrollment Period Start Date: September 5, 2011

Criminal History Checks: LAYC's AmeriCorps program requires all members and staff who receive a salary, educational award, living allowance, stipend, or similar payment from the grant to complete criminal history checks. Criminal history background checks included an FBI fingerprint check, state registry check, and NSOPR.

Required Retention Rate: LAYC's AmeriCorps Program will pursue the highest retention rate possible for AmeriCorps members.

## Narratives

Latin American Youth Center Edit on May 24th 2010

For the Healthy Futures National Performance Measure aligned intermediate outcome has been entered and target value has been changed from 75% to 188 students based on 75% attendance rate.

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Latin American Youth Center Narrative Edits due May 17th 2010

- 1) Tutoring Requirements: LAYC recruits and selects members to provide tutoring who have a high school diploma. LAYC AmeriCorps uses the following two researched based curricula during pre and in-service training: An Instructor's Guide to Afterschool Training Toolkit- Produced for the U.S. Department of Education by the National Partnership for Quality Afterschool Learning and Afterschool Style in Practice, 25 Skill-Building Meetings for Staff- produced by the Center for Afterschool Education Foundations, Inc.
- 2) Number of Schools Served: LAYC currently provides health education at four schools: MacFarland, E.L. Haynes, Meridian and Shaw Middle Schools.
- 3) Criminal History Check: LAYC requires all grant funded staff and AmeriCorps Members to complete the following background checks: Washington DC local police clearance, Federal FBI finger print clearance, and National Sex Offender Public Registry (NSOPR) clearance.
- 4) Education Priority Area: The Education Priority Area focuses on high school aged youth and successful completion of high school. As the primary target of LAYC's program is elementary and middle school youth, the program has chosen to opt out of the Education Priority Area.

## Narratives

Target Numbers: Target number of youth served under LAYC's Healthy Futures output and intermediate outcome performance measure for the 2009 program year was 250 students. The program was able to exceed this target number and served 322 youth. While the program was able to exceed our target for 2009 and hopes to again to exceed the target number for the 2010 program year, we have chosen to remain consistent and again have a target number of 250 youth served for the Healthy Futures measure. Past experience running the health workshops at DCPS school sites has shown that number of youth served can fluctuate depending on workshop scheduling, overall school enrollment, and changes in school administration.

National Performance Measure: Information on National Performance Measure for Health has been updated in e-grants. End Outcome measure has been removed for alignment with the National Performance Measure in the Performance Measure section of e-grants. As the program will continue to collect this information for internal use, End Outcome results in the narrative section are still accurate.

Priority Area: Error of .85 MSYs has been corrected in e-grants. Education has now been entered as a program priority area and 22 MSYs have been assigned in the corresponding MSY chart. Additionally, the Healthy Futures has been selected as a priority area and national performance measure and 4 MSYs have been assigned in the MSY chart.

Members per performance Measure Activity: The following number of AmeriCorps Members complete each performance measure:

Elementary Education: 14 FT Members

After-School Programming: 30 Members (8PT/22 FT)

Community and Economic Development: 30 Members (8PT/22FT)

Youth Leadership Development: 30Members (8PT/22FT)

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## Narratives

Narrative Clarification Items:

Health Teams: The LAYC AmeriCorps program has created the Health Team as a component of the AmeriCorps program to meet the compelling need of students for health education programming. The AmeriCorps Health Team addresses numerous health concerns for youth in the District of Columbia by providing quality workshops and events that address a variety of topics. Outlined below is data on the substantial need for health education programs for youth in the District of Columbia:

Sexually Transmitted Disease, HIV, and Teen Pregnancy: While HIV prevalence remains low among LAYC's target population, teen pregnancy, and sexually transmitted infections (STIs), which have related risk factors, are plaguing LAYC's target population and indeed the nation as a whole. Nationally adolescent birth rates have increased 5% between 2005 and 2007 and Latino teens now have the highest pregnancy and birth rates (Moore, K., Teen Births: Examining the Recent Increase. The Campaign to Prevent Teen Pregnancy, 2008). According to The National Campaign to Prevent Teen Pregnancy State Data, studies show that the rates of Latino teen pregnancy are declining at a much slower rate than their non-Latino counterparts. According to DC's STD Control Program, Washington, DC has the 6th highest rate of Chlamydia in the country and the majority of cases are among teenagers 15-19 and 20-24, with more than one in 3 cases of Chlamydia being diagnosed among adolescents 15-19 years of age.

Substance Abuse: A community needs assessment of Wards 1 and 4 (location of AmeriCorps school sites) conducted for LAYC by the George Washington University Prevention Research Center (Phase I Needs Assessment Report, GWUPRC, 2006) and additional research data gathered demonstrate the presence and extent of the risk factors:

Data on the high marijuana and alcohol use in the District among residents aged 12 or older suggests overall favorable attitudes toward use. Annual averages for 2002-2004 of past month alcohol use among residents over the age of 12 years old in Wards 1 was 56%. Annual averages for 2002-2004 for past month marijuana use among residents aged 12 and older is approximately 10% for Wards 1 in DC (Community Epidemiology Profile, The Center for Substance Abuse Research, Univ MD at College Park

## Narratives

2007).

The 2000 DC Household Survey found that one in every three District adolescents between 12 and 17 (34%) consumed alcohol in the past-month. Drug use initiation occurs at an earlier age and while dependency rates are low, they increase sharply at age 18 to 24. Ward 1 surveys showed that US -born and African-American youth used more substances beginning at a younger age, and that this occurred in connection with high rates of unprotected sexual activity among foreign-born and Latino youth in this 18-and-under age group.

Nutrition and Obesity: According to the Trust for America's Health 2007 Report: F as in Fat, youth in the District of Columbia fare far worse than the national average for childhood obesity. In 2007, DC had the highest rates of childhood obesity in the nation with 22.8 percent of youth considered overweight or obese. Being overweight or obese as a child has long-term impact on health, increasing risk for heart problems, high blood pressure, diabetes, and other medical conditions. Obesity also has large financial impact. As noted on the National Conference of State Legislators website, between 1998 and 2000, the District of Columbia spent \$327 million dollars annually on medical costs related to obesity.

Compliance with requirement for tutors to have a high school diploma: AmeriCorps applicants are required to submit a copy of their high school diploma or GED certificate in order to be enrolled in the AmeriCorps programs. Copies of the high school diploma or GED certificate will be kept in each members AmeriCorps file. In instances that a potential AmeriCorps member is enrolled in an LAYC GED program while applying to the AmeriCorps program, the potential member will be required to submit testing results from their GED pre-test and have an appointment scheduled to take the GED exam before the start of the AmeriCorps program. Records of the appointment, results of the GED pre-test and final results of the GED test will be kept in the member's file.

Detail regarding number of schools served: The LAYC AmeriCorps program has offered programming at a total of 9 District of Columbia Public and Charter Schools since the program began in 1997. Previous

## Narratives

program sites include: Adams, H.D. Cooke, Bruce Monroe, and Tubman Elementary Schools, Shaw and Meridian Middle Schools, and ABC Public Charter School. LAYC's current program sites are Powell Elementary, MacFarland Middle School and Shaw and Meridian Middle Schools (Health Education). Changes in program location have occurred based on the needs of the student population or expansion of program services to middle school students. For example, Adams Elementary School was the first program site for the LAYC AmeriCorps Program, and at that time students' AYP test scores fell below basic. Decisions were made to move to another school site when students test scores at Adams increased to Proficient on AYP tests.

Parents as Volunteers: Parents volunteer in numerous ways as part of the LAYC AmeriCorps Program. First, parents participate as In-school classroom volunteers providing general classroom assistance with an AmeriCorps Member. Second, parents volunteer as assistance in after-school Clubs, for example, a parent who has experience with dance, has worked with an AmeriCorps member to lead the dance club and teach dance instruction. Last parents have volunteered at individual AmeriCorps events such as a Latino Heritage Celebration- parents lead youth activities, cooked and donated food items, and did presentations on aspects of Latino heritage.

AmeriCorps Volunteers verse Organizational Volunteers: For the 2008-2009 program year, the LAYC AmeriCorps Program recruited 116 volunteers to participate in program activities and events.

Volunteers recruited by and for the AmeriCorps Program activities and events are recruited separately from organizational volunteers and organizational volunteers are not counted toward the AmeriCorps program volunteer numbers. Organizational volunteers are recruited by the LAYC volunteer coordinator and are assigned to other LAYC programs. As a multi-service organization, with over 50 individual programs, volunteers are assigned to programs based on skills sets and interests. Annually, the organization recruits approximately 50-75 volunteers.

AmeriCorps members volunteer recruitment: AmeriCorps members are involved in recruitment of volunteers through a variety of methods. First, Members encourage members of the community to

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participate in events or activities hosted by the AmeriCorps Program through word of mouth, posters, or flyers. This includes friends, family, and neighbors, but additionally school site staff, teachers, parents, and youth. Second, members create more formal recruitment campaigns for events through the LAYC AmeriCorps Facebook page, twitter, mass e-mailings, blogs, and mailings. These efforts reach out to the community at large and the AmeriCorps network of former members who served at LAYC or at other AmeriCorps programs throughout the District of Columbia.

Increase in MSY from \$12,595 to \$13,000: The program's overall budget has increased based on the request for an additional two MSYs for the 2010 program year. The two additional FT member costs- stipend, benefits, and member costs, are reflected in the overall increase of the corporation and grantee shares of the budget. This cost, along with cost of living increases for the two LAYC AmeriCorps staff is reflected in the increased cost per MSY from \$12,595 to \$13,000.

Verify that all members and staff will have criminal history checks: All AmeriCorps member are required to complete a criminal history check prior to enrollment in the DC AmeriCorps program.

Documentation is kept in member's files and personnel records.

All LAYC staff- including AmeriCorps grant funded staff- are required as part of the LAYC personnel manual required to obtain a criminal background checks. As stated in the LAYC personnel manual: "All individuals selected to fill full-time and part-time positions are subject to a background records check and drug testing as a condition of new or ongoing employment. Because of contractual obligations, some positions may require background checks and drug testing as a part of employment and may be subject to checks and testing at scheduled and unscheduled intervals."

Performance Measure: LAYC AmeriCorps has opted into the Healthy Futures Priority Area. The program will not opt into the Education Priority Area.

Budget Edits



## Narratives

Edits have made directly into the budget and budget narrative. Outlined below is additionally clarification for budget narrative items:

Supplies: Additional Educational Materials covers material used as part of the Health Education program for classroom posters, displays, and diagrams; (estimated @ \$500) and for educational materials for after-school program workshops or clubs such as workbooks for the KICK curriculum (30 workbooks x \$5.00 each= \$150), and tutoring workbooks with student activities estimated at \$350.

Contractual and Consultant Services: Health Care presenters assist with the development and implementation of two school wide community health awareness fairs and provide health resources and presentations at the events.

Trainings: Costs outlined (10 days x \$300 per day= \$3,000) cover specific training sessions as part of the 4 week pre-service training and follow-up training sessions. Training cost charged are: First Aid, CPR, Team Building Retreat, K.I.C.K curriculum training, Health Curriculum Training, Diversity/LGBTQI Awareness, Arts Education and three sessions on classroom management.

Other trainings held during the 4 week pre-service and follow sessions are lead by AmeriCorps program staff, teachers at partnering schools, community organizations with specific specialization or other LAYC staff for volunteer their time to the program.

Edits made to Continuation application as of 1/6/10:

Performance Measures

\*Performance Measure Order: E-grants will not allow a change to the order of performance measures in the performance measure section. Additionally, LAYC's In-school Performance Measure has listed an intermediate outcome of "students will receive 4 hours of tutoring". This should be an intermediate output, but e-grant does not have this option in the drop down bar, thus the program has listed it as an intermediate outcome.

\*Community Revitalization: Both results (100 volunteers recruited and 6 service projects) have been

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changed to outputs.

### Budget

\*Travel Costs for National Conference on Volunteering and Service have been moved from Staff Training to Travel to CNCS-Sponsored Meetings.

\*Member travel costs have been changed to \$300.

\*Education Material Costs have been clarified as follows: Covers Health Ed. for posters, displays, and diagrams; (estimated @ \$800) After-school workshops for clubs (estimated at \$5 per youth x 145 = \$725), KICK workbooks (50 workbooks x \$5.00 each= \$250), tutoring workbooks estimated at \$225.

\*Grantee Share of Corporation Fixed Amount: LAYC meets our required match rate through foundation and DC government support in Budget Sections 1 and 2. As the organization does not need to show additional in-kind match in Budget Section 3 under this line, we have chosen not to increase this line to the allowed 10%.

### Continuation Changes

Latin American Youth Center AmeriCorps Continuation Edits for 2011-2012

Summary of Accomplishments for 2009-2010 Program Year

For the 2009-2010 program year, the LAYC AmeriCorps program had the following outcomes based on our performance measures:

Primary Performance Measure, Elementary Education: AmeriCorps members served 92 students as part of the in-school program. On average, students received an average of 5.71 hours of tutoring per week. 52% of students receiving at least 24 hours of tutoring increased their math or reading grades during the academic year. Additionally, 25% of students served increase3d both their math and reading grades during the academic year.

## Narratives

Secondary Performance Measure: After-School Programs. AmeriCorps members served 203 students as part of the after-school program. The program maintained an overall attendance rate of 71%. A total of 48% of participants met the attendance target of attending 75% of all available sessions.

Healthy Futures: AmeriCorps Health Team SOL 323 participants in Academic Year 2009-2010 and the had an overall attendance rate was 88%.staff administered a Pre- and- Post Test to gage knowledge increases. A total of 163 participants completed both the Pre- and Post- Tests and 92 % of participants demonstrated improvements in their knowledge of topics covered by the program between the Pre-and the Post-Tests, with an average increase of total score of 5.79 points.

Community Revitalization/Improvement: AmeriCorps members completed a total of 12 community service projects including the MacFarland book drive and MLK Interview History Project. The AmeriCorps program leveraged a total of 110 volunteers of various ages and dispositions to help conduct these events.

Youth Leadership Development: Full time AmeriCorps Members received 200 hours of training and Part time members received 150 hours of training. Additionally, 57% of AmeriCorps members showed increases in knowledge based on pre and post tests.

Corrective Actions: LAYC's AmeriCorps program met all performance measurements except for the required 75% increase in knowledge for the Youth Leadership Development performance measure. The program did have a 10% increase in the percent of Corps members who showed an increase in knowledge from the 2008-2009 program year (from 47% increase to 57% increase in 2009-2010). AmeriCorps staff will continue to review pre-tests for specific areas in which training and development

## Narratives

can be strengthened based on members needs. Additionally, the program will implement a two-tier pre-testing phase at the start of the service year. Members will be pre-tested during pre-service training to gauge basic training needs and will complete a second pre-test one month into placement at the service site. We believe this will lead to more accurate data collection. Program staff have discovered that many members have no frame of reference by which to assess their knowledge of necessary service assignment skills and information. As a result, members rank their skills higher during pre-testing and lower in the post-test, by which time they have learned that did not have as much knowledge as they had assumed before beginning their assignment. For example, members may rank themselves at the top of the scale for classroom management based on individual experiences with babysitting or one-time exposure to elementary age youth. Once placed in a classroom, they realize that they ranked themselves too high on the scale and downgrade their skill levels on the post-test. The two-phase pre-test will generate a more accurate assessment of member skill sets and thus more accurately reflect the percentage of members who show increases in knowledge on the pre- and post-test.

### Rational and Approach

For the 2011-2012 program year, the LAYC AmeriCorps program will implement two program changes as part of services provided:

1) LAYC AmeriCorps will change the primary performance measure from Elementary Education to After-School Programs. This adjustment better captures the service outcomes for our entire Corps. In the current program year, all 24 MSYs perform homework completion as part of after-school programs at Powell Elementary School and MacFarland Middle School, while only 14 MSYs provide services as part of the Elementary Education performance measure.

2) LAYC AmeriCorps will remove the title of "tutor" from the Education Team In-school AmeriCorps

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member service position description. The new title will be "classroom assistant." Education Team members provide numerous additional services as part of the in-school program including classroom management, discipline, lesson planning and mentoring. The new title of "classroom assistant" more accurately reflects the services provided. The program will continue to collect data on time spent providing individual or small group assistance to students in the classroom.

### Member Outputs and Outcomes

Enrollment: For 2009-2010 program year, the LAYC program had 100% enrollment.

Retention: The program had a retention rate of 76.2% for Full-Time Members and 87.5% for Part-Time Members. The overall retention rate for the program was 79%.

Corrective Actions: The LAYC AmeriCorps program continues to strive to meet the required retention rate of 90%, but with a relatively small Corps, the loss of one member places the program in danger of not meeting the required retention rate. To address this concern, the program has increase the level of support provided to members through (1) additional staff supervision and (2) availability of counseling and support services offered by LAYC's professional counseling staff and extensive referral database. Support services include access to LAYC's Promotor Pathway, an innovative case management program that provides youth with intensive long-term support during and after completion of the AmeriCorps program. Since not all members requiring additional support will qualify for a Promotor, the program will implement a newly revised mentoring component. The LAYC AmeriCorps program has provided at minimum monthly mentoring sessions for members. In addition, members are often mentored by LAYC staff who supervise Corps members at service sites. Because site supervisors may discipline members for contract violations or performance, their role may conflict with the goal of providing mentoring. To remedy this, mentoring will be separated from supervision. Members will now have a Site Supervisor

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and an LAYC staff mentor who will conduct monthly check-ins with members. Purposely separating the roles of supervisor and mentor will strengthen program structure and increase the support provided to each Corps member, allowing members a "safe place" to address site placement or any other concerns.

### Organizational Capacity

LAYC's AmeriCorps program had changes in three staff positions:

AmeriCorps Director: Karen Brumbaugh, the AmeriCorps Director, resigned her position effective September 2010 and was replaced by Carlous Price. Mr. Price has over ten years of experience in project management, staff supervision and leadership development. His former work experience includes: Program Director at the Skinner Institute, Member of Executive Team at the Coalition for Christian Outreach, and Program Manager/Education Liaison at St. Christopher-Ottillie School in Queens, New York. Mr. Price holds a Bachelor of Business from Howard University and is currently pursuing a Masters in Non-profit management from the University of Maryland.

Health Team Coordinator: Galan D'Amato resigned her position in July 2010 and was replaced by Malane Cobourne. With the refilling of this position, LAYC adjusted the job title to Special Teams Coordinator, and as such, Ms. Cobourne will now oversee both the Health and Community Service Teams. Ms Cobourne joins the LAYC AmeriCorps staff with an extensive background in health education and community service. She served for three years as a Peace Corps volunteer in Guyana serving as both a health educator and as a health education trainer. She later worked as a Program Assistant at The Young Woman's Project. Ms. Cobourne holds a Bachelor of Arts in Acting from the Columbia College Chicago.

MacFarland Site Coordinator: Brandi Jackson resigned her position in June 2010. She was replaced by

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Rebecca Mintz. Ms. Mintz has a background in education and mediation skills. Former positions include: English teacher at Universidad Interamericana, Diversity Education Facilitator at Wesleyan University of Affirmative Action and National Organizer for the Committee in Solidarity with the People of El Salvador. Ms. Mintz holds a Bachelor of Arts in American Studies from Wesleyan University.

Additional Changes made in E-grants:

Applicant Info: The program start date has been updated. The program start and end date for the 2011-2012 program year are:

Start Date: September, 1, 2011

End Date: August 31, 2012

Executive Summary: Executive Summary entered in the executive summary section of E-grants.

Performance Measures: The primary performance measure has been changed to After-School Programming. Elementary Education is now the secondary performance measure. The Elementary Education performance measure has been modified. To reflect the AmeriCorps member title change from "tutor: to "classroom assistant", the program has removed the word "tutoring" from the performance measure and replaced it with "academic assistance".

Budget: LAYC has updated matching funds sources in Budget Section 3. Matching fund sources are: State and Local Matching Funds: DC Department of Human Services Income Maintenance Administration Teen Pregnancy Prevention Program (TPPP) and District of Columbia Public Schools Office of Bilingual Education (Totaling \$170,000)

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Private Foundations: Wachovia Foundation, M&T Bank, Edna McConnell Clark Foundation, Bernstein Family Foundation, England Family Foundation, DC Children and Youth Investment Trust Corporation (Totaling \$179,000)

In-kind Match: World Vision and Urban Alliance (Totaling \$20,000)



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

Grand Total of all MSYs entered for all Priority Areas 26

#### Service Categories

- |                        |   |   |
|------------------------|---|---|
| Afterschool Programs   | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/>            |
| Elementary Education   | Primary <input type="checkbox"/>            | Secondary <input checked="" type="checkbox"/> |
| Other Health/Nutrition | Primary <input type="checkbox"/>            | Secondary <input type="checkbox"/>            |

### After-School Programs

**Service Category:** Afterschool Programs

**Measure Category:** Needs and Service Activities

#### Strategy to Achieve Results

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

LAYC AmeriCorps will provide an after-school program that provides homework assistance to students at Powell Elementary School and MacFarland Middle School.

#### Results

**Result: End Outcome**

101 students (or 70% of the total 145 students enrolled who have an attendance rate of 75% or higher) will have a homework completion rate of 90%. (Homework Completion defined as: At start of each session, staff and youth agree upon homework to be completed in that session. After each session, staff enter Yes or No on daily Academic Assistance Form: agreed-upon task completed or not completed.)

Indicator: student beneficiaries

Target: 101 students (or 70% of the total 145 students enrolled who have an attendance rate of 75% or

**Result: End Outcome**

higher) will have a homework completion rate of 90%.

Target Value: 101

Instruments: Homework completion will be tracked on the daily homework completion form for all students but reported for 70% of students who maintain the 75% attendance rate.

PM Statement: 101 students (or 70% of the total 145 students enrolled who have an attendance rate of 75% or higher) will have a homework completion rate of 90% as tracked on the daily homework completion forms.

Prev. Yrs. Data

**Result: Output**

145 students enrolled in the after-school program will participate in homework based after-school programs four days per week for two hours per day.

Indicator: student beneficiaries

Target: Students in need of homework assistance at Powell Elementary School and MacFarland Middle School in Washington, DC.

Target Value: 145

Instruments: LAYC AmeriCorps members will use daily after-school homework completion data forms tracking type and amount of homework completed.

PM Statement: 145 elementary and middle school students in need of homework assistance will participate in LAYC AmeriCorps after-school programming four days per week for two hours per day.

Prev. Yrs. Data

**Result: Intermediate Outcome**

Of the 145 students enrolled in the after-school program, 70% (or 101 students) will maintain an attendance rate of 75%.

Indicator: student beneficiaries

Target: Of the 145 students enrolled, 70% (or 101 students) will maintain an attendance rate of 75%.

Target of 70% of students (or 101 students) was determined based on previous program year data illustrating that approximately 70% of students

Target Value: 70%

Instruments: Attendance will be tracked on daily homework assistance forms.

PM Statement: Of the 145 students enrolled in the after-school program, 70% (or 101 students) will maintain an attendance rate of 75% as tracked on daily homework assistance forms.

Prev. Yrs. Data

**In-School Program**

**Service Category:** Elementary Education

**Measure Category:** Needs and Service Activities

**Strategy to Achieve Results**

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

14 AmeriCorps members will provide individual and small group academic assistance during the

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

school day to the six lowest performing students in each classroom as designated by teachers and school administration.

**Results**

**Result: Output**

75 students who are the lowest performing in their classroom will receive 4 hours of academic assistance per week during the 2011-2012 school year.

Indicator: student beneficiaries

Target: 75 students will be provided with 4 hours per week of individual and small group academic assistance during the school day to improve their reading and math skills.

Target Value: 75

Instruments: AmeriCorps members will use in-school academic assistance data collection forms to track amount of academic assistance, type of assistance completed, and attendance of students.

PM Statement: 75 students will be provided with 4 hours per week of individual and small group academic assistance during the school day to improve their reading and math skills based on data collection tools and report cards.

Prev. Yrs. Data

**Result: Intermediate Outcome**

30 percent of students who receive 24 hours or more of academic assistance will demonstrate improvements of one grade level in reading, writing, or math.

Indicator: student beneficiaries

Target: Percentage of students who demonstrate improvement. Target is determined by program data collected on this performance measure since 2007. Data has shown that the program has met the previous 25% target, and has now increased the target to 30%.

Target Value: 30%

Instruments: Report cards will be used to measure percent of students who improved one grade level in reading, writing, or math.

PM Statement: 30 percent of students who receive 24 hours or more of academic assistance will demonstrate improvements of one grade level in reading, writing, or math as measured by report cards.

Prev. Yrs. Data

## National Performance Measures

**Priority Area:** Healthy Futures

**Performance Measure Title:** Healthy Futures

**Service Category:** Other Health/Nutrition

### Strategy to Achieve Results

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

AmeriCorps Members will provide health education workshops to students in the 4th to 8th grades.

### Result: Intermediate Outcome

Result.

75% of students attending at least 5 of 6 available sessions will demonstrate increased knowledge of health

education topics as measured by pre and post tests.

Indicator: Pre and Post Test

Target : Of 300 students, 70% will attend 5 of 6 sessions. Of these students, 75% will show increases in

health education knowledge as measured by pre and post tests.

Target Value: 158

Instruments: Pre and Post Tests

PM Statement: Of 300 students, 70% will attend 5 of 6 sessions. Of these students, 75% will show increases in health education knowledge as measured by pre and post tests.

### Result: Output

Result.

300 students will participate in health education workshops.

Indicator: H4: Clients participating in health education programs.

Target : 300 4th through 8th grade students will receive health education classes.

Target Value: 300

Instruments: Daily attendance collection

PM Statement: 300 4th through 8th grade students will receive health education workshops as measured on daily attendance logs.

## Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable