

# 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: 11AC124268		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHCA0010018														
<b>5. APPLICATION INFORMATION</b>																	
LEGAL NAME: Girls Incorporated of Alameda County DUNS NUMBER: 081846545		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Megan Mcdevitt TELEPHONE NUMBER: (510) 357-5515 235 FAX NUMBER: (510) 357-5112 INTERNET E-MAIL ADDRESS: mmcdevitt@girlsinc-alameda.org															
ADDRESS (give street address, city, state, zip code and county): 13666 E 14th St San Leandro CA 94578 - 2538 County: Alameda																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 941558073		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization Local Affiliate of National 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: Girls Inc. AmeriCorps Program															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Oakland and San Leandro (Alameda County, CA)		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/12/11      END DATE: 06/30/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="CA 013"/> b.Program <input type="text" value="CA 013"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 465,001.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 432,876.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 897,877.00</td> </tr> </table>		a. FEDERAL	\$ 465,001.00	b. APPLICANT	\$ 432,876.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 897,877.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 465,001.00																
b. APPLICANT	\$ 432,876.00																
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f. PROGRAM INCOME	\$ 0.00																
g. TOTAL	\$ 897,877.00																
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																	
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Megan Mcdevitt		b. TITLE: AmeriCorps Manager	c. TELEPHONE NUMBER: (510) 357-5515 235														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:			e. DATE SIGNED: 05/02/11														

## Narratives

### Executive Summary

Girls Incorporated of Alameda County's AmeriCorps members provide literacy and youth development programs serving over 400 youth in low-resource communities each year. The literacy initiative brings daily, after-school programs designed to increase school success of kindergarten through third grade children in Oakland and San Leandro. The Youth Development program increases the familial engagement, physical fitness, literacy skills, self-esteem, and academic success of fourth and fifth grade girls. Through activities in sports, health, STEM (science, technology, engineering, math), and homework assistance, members take an integrated approach that helps underserved girls and their families grow and develop to their full potential. Outcomes include: improved literacy skills, youth development assets, and school engagement and attendance; professional development of 33 full-time AmeriCorps members; and successful leveraging of over 400 community volunteers annually.

### Rationale and Approach

#### 1. Compelling Community Need:

Girls Incorporated of Alameda County (Girls Inc.), in partnership with Super Stars Literacy, Inc. (SSL) and the Oakland and San Leandro school districts, proposes an expanded AmeriCorps program targeting economically disadvantaged children in grades K-5 and their families in after-school programs in Oakland and San Leandro. This program directly addresses the national service priority area of education.

Researchers have isolated factors that put students at risk for low academic achievement, including reading below grade level, low socioeconomic status, racial or ethnic minority background, a single-parent family, a mother with a low level of education, and limited proficiency in English. Students remain at risk of struggling academically and dropping out as they move through the school system, as they may lack the linguistic, educational, social, and financial supports that high-achieving students typically can access(i). To address these conditions affecting children in our local community, our

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program takes a two-pronged approach, concurrently addressing: 1) the unmet educational needs to help children and youth achieve success in school and prevent them from dropping out before high school graduation; and 2) the unmet needs of their families relating to economic opportunity including financial literacy, housing assistance, job training, and nutritional assistance. Our program model provides children, youth and families with consistent educational and social-emotional support (students are typically enrolled in the program from grades K-5) while helping provide resources and support to families to increase knowledge and access to resources. By addressing both the educational and social-emotional needs of children and youth, along with family needs, we are able to provide comprehensive services that care for the whole child.

Determination of Need: In order to determine community challenges and service gaps, Girls Inc. conducted a comprehensive needs assessment, collecting and reviewing both quantitative and qualitative data, as well as reviewing best practice literature. Activities included analysis of academic performance data; city, county, and state demographics, crime statistics, and health data; interviews with principals, after-school program coordinators, and parents; and a review of major city initiatives.

Need for Academic Supports: Research shows that children who are not reading at grade level by third grade struggle to ever catch up in school and are at much greater risk of dropping out before graduation (ii). School district achievement data for our targeted school communities strongly demonstrates the need for additional academic supports. By the end of grade 3, few students in schools to be served by AmeriCorps are proficient in English Language Arts (ELA) based on the 2009 California STAR test. Further, English Language Learners (primarily Spanish-speaking)--a group that represents half or more of the populations at the Community United, East Oakland Pride, Futures, International Community and Wilson school sites--have significantly lower rates of reading proficiency. Examining each school, the percentages of students proficient in reading in 3rd grade are as follows:

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- Community United (CUES)- 9%
- East Oakland Pride- 11%
- Futures Academy-16%
- Hoover Elementary- 6%
- International Community (ICS)- 11%
- Parker Elementary- 36%
- Think College Now (TCN)- 73%
- Wilson Elementary- 25%

While students at Think College Now fare far better academically than their peers at other targeted schools, they are still at high risk for poor academic performance once they complete middle school. In 2009, among eighth-grade students at the middle school that Think College Now feeds into, less than 14% scored proficient or advanced in ELA on the California STAR test. 90% of students attending Think College Now are on the Federal Free- and Reduced-Priced Meals Program. Furthermore, drop-out rates at the high schools these students are likely to attend far surpass state averages (iii).

The need for academic support was echoed in principal and other key stakeholder interviews conducted in spring 2009 at school sites. Concerns about the effects of budget cuts and increased class size in the early grades were consistent themes. Principals and teachers highlighted the need for additional support during the school day, as well as increased academic enrichment opportunities after school.

To further refine our understanding of community and school needs, we gathered survey data on the need for after-school programming, family literacy and other family support services at Wilson, the largest of the elementary schools we serve. In a bilingual survey distributed to all school families in December 2008, more than 100 families responded (1 in 8). Of these respondents, 58% identified the

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need for expanded after-school programming, 76% requested additional homework assistance and 69% identified literacy supports as a priority need.

Need for Youth Development Programming: In addition to academic underperformance, the challenging environments faced by many Oakland and San Leandro children and their families create an urgent need for supports to help youth develop assets and grow into healthy, productive young adults. According to the most recent California Healthy Kids Survey data, only 22% of Oakland 5th graders and 20% of San Leandro 5th graders report they have opportunities for meaningful participation in school. Further, in both cities less than half of 5th graders report feeling very safe at school (iv). Oakland has also identified youth development as an urgent need through the voter-approved Measure OO initiative, and the community of San Leandro through its "Health is Not Just Health Care" collaborative. The neighborhoods that we serve include some of the most racially and ethnically diverse communities in the country. The areas are rich in culture, housing people from all over the world, both new immigrants and multi-generational residents, with more than 44 languages spoken among the population (v). At the same time in the Oakland neighborhoods we serve, a quarter of families live below the poverty line. Rates of unemployment, public assistance, domestic violence, child abuse, and juvenile arrest in the neighborhoods are among the highest in the city (vi). The areas also experience some of the highest crime rates in the United States.

Although San Leandro is a smaller community, it shares many problems with Oakland, its neighbor to the north. San Leandro has the third highest homicide rate among cities in Alameda County, along with the third highest concentration of juvenile probationers (vii). Rates of hospitalizations resulting from alcohol use, drug use, and mental health disorders surpass county averages (viii). In addition, the city has one of the highest rates of juvenile felony arrests in the county. These statistics reflect a growing risk of involvement in substance abuse, violence and gang activity for young people.

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Need for Family Supports: As evident in the statistics on San Leandro and Oakland above, families in the neighborhoods we serve often encounter barriers to accessing services needed to lift themselves out of poverty. Without viable opportunities, many cannot sustain themselves or contribute to the success of their schools and communities. In fall 2008, to address these challenges, Girls Inc. implemented F.A.C.E.S. (Families Achieve Community through Empowered Support), a family strengthening program servicing our after-school community. To ensure F.A.C.E.S. is responsive to community need, Girls Inc. conducted individual interviews with 90 families whose children attended our youth development program (WOW!) during the 2008-09 school year. Through this process the following were identified by parents and care-givers as high needs: ESL classes; financial literacy trainings; strategies to help navigate the school system and support children's learning; nutrition workshops; and housing and health service supports.

Target Populations: To ensure the Girls Inc. AmeriCorps Program is serving students and parents in highest need, our organizations target schools that primarily serve families of low socio-economic status. Depending on the school site, 72% to 90% of our students qualify for the Federal Free- and Reduced-Priced Meals Program. In addition, over half of the students are English Language Learners or speak a language other than English at home and live with parents whose highest level of education is a high school degree or lower--factors which can negatively affect students' literacy development.

Participants in our literacy programs (GIRLStart and Super Stars Literacy) are referred by classroom teachers based on reading level (at grade-level, up to six months behind grade level, or six months to two years behind grade level) as assessed by the Denver School's Teacher Reading Scale. If there are more referrals than available slots, youth are prioritized based on reading level and then social and emotional needs. Participants' reading levels are assessed three times per year, initially to determine need, and

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subsequently to track progress and modify interventions. Students who participated in the program in previous years are automatically re-enrolled in the program.

In the youth development program (WOW!), girls are referred through meetings with principals, recommendations by GIRLStart staff, parent interviews, participant interviews, and teacher consultations. Participants are selected based on need for after-school services to improve academic or social-emotional skills and previous participation in Girls Inc. programs. Youth Development participants are assessed three times per year on youth development assets and social-emotional development.

### 2. Description of Activities and Member Roles:

Member Roles: Of our proposed AmeriCorps members, 27 will primarily engage in direct service activities with children and youth and 2 will provide direct service family strengthening activities. In addition, 2 members will spend the majority of their time in volunteer recruitment and support.

After-School Programs School Year: The after-school programs collaborating in the Girls Inc. AmeriCorps Program are designed to help children and their families develop the academic and life skills needed to succeed in school and to break the cycle of poverty. GIRLStart and Super Stars Literacy are early-literacy skill-building programs for children in grades K-3. In addition to the 60-minute literacy/language-arts time, children participate in activities including sports, math and science workshops, and field trips. Our Youth Development program targeting girls in grades 4-5, focuses on developing literacy, sports, and social skills to help girls become successful students, athletes, and leaders.

In 2010-2011, we will place 27 members in the after-school programs. There will be 6 members placed at

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Wilson Elementary; 2 at Futures Academy; 2 at Community United Elementary Schools; 3 at Think College Now; 4 at International Community School; 6 at Parker Elementary School; 2 at East Oakland Pride; and 2 at Hoover Elementary. The number of members placed at each site is based on student enrollment.

Literacy Programs (GIRLStart and Super Stars Literacy): 18 members work at after-school programs providing academic activities primarily in the area of Language Arts. Members work with participants 14 hours each week with a group size maximum of 15:1. Members separate youth by reading level to work on individual skills through centers activities (e.g. pen-pal letters, sight word bingo, word families, long and short vowel sort), as well as deliver literacy curriculum to the whole group. All participants receive an average of one-hour of Language Arts instruction daily in the after-school program. Homework assistance, offered daily for 30 minutes, is designed to provide support to children in starting or completing their homework.

Youth Development Programs (WOW!): 9 members work with a group (17:1 maximum) of upper elementary girls to provide youth development programming for 14 hours each week after school. Program components include growth and development, nutrition, literacy enrichment, homework, sports and fitness, and math, science and technology.

In addition to after school programming, all of the 27 literacy and youth development program members provide academic support to students during the school day for approximately 10 hours per week. Working in cooperation with classroom teachers, members typically provide school-day interventions such as running literacy centers for small groups (focusing on sight words, writing, or read and responds, for instance) and targeted remediation activities (1:1 reading, or phonics instruction). While our members' primary supervisors are Girls Inc. and SSL afterschool staff, teachers provide direction



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and guidance during school-day hours.

Placing full-time members at school sites strengthens the integration between school-day and after-school programs. Members become familiar with school-day curricula, teaching strategies, and materials and use this knowledge to inform after-school activities. Providing academic support in the two environments also helps members build relationships with individual youth as well as teachers.

Direct service activities break down as follows:

- Direct service in after-school program (35%)
- 1:1 or small group assistance (25%)
- Supervision, meetings, and training (17.5%)
- Lesson planning and prep (10%)
- Miscellaneous--field trips, parent conferences, service activities, volunteer recruitment (10%)
- Travel to/from site (2.5%)

Family Strengthening (F.A.C.E.S.): In 2010-2011, we will place two members in the F.A.C.E.S. project. These members will work with families to help them access services and resources in their community and will provide training to families in a variety of areas including healthy cooking, language arts at home, navigating the school system, and accessing community resources. One member will provide services to families of students receiving literacy and youth development services at the Parker and TCN/ICS sites and the other will provide services at the Wilson and Futures/CUES sites.

Volunteer Coordinators: Volunteer recruitment and support is the primary focus of two AmeriCorps members. One Volunteer Coordinator member is placed at Girls Inc. and one is placed at Super Stars Literacy. Our Volunteer Coordinator members focus on recruiting and supporting volunteers for the AmeriCorps after-school programs and for national days of service.

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AmeriCorps Members' Additional Value: AmeriCorps members--unlike either our volunteers or site coordinators--see each child daily throughout the school year, forming supportive relationships with the children and their families. Youth development research confirms that consistent, caring relationships with adults are critical in helping at-risk children achieve positive academic and personal outcomes (ix). AmeriCorps members receive extensive training in this youth development model, and their activities working in the classroom and with families are aimed at nurturing children's developmental assets.

AmeriCorps members add value to existing Girls Inc. and SSL programming in the following ways:

- Members increase service hours beyond what is now possible with our current staff, while enhancing the adult-to-participant ratio in our programs. This is especially true of our family strengthening project, where one-on-one work with families requires extensive tracking, resource referral, and follow-up.
- Members improve our capacity to train and support the organization by leveraging the Member Development, professional development, and training resources AmeriCorps brings.
- Members increase the number of volunteers we can recruit, train, support, and retain as our programs expand. We will continue to utilize two AmeriCorps members to build Girls Inc.'s and SSL's capacity to recruit new volunteers and to implement more extensive volunteer training and support.

We are mindful of the non-duplication, non-displacement, and non-supplantation requirements in our member placements. The teacher and paraprofessional unions in both the Oakland and San Leandro school districts have been fully apprised of the roles of AmeriCorps members in our after-school and school-day programming, and we have received union concurrence. We have a strong staff structure and an AmeriCorps Program Handbook that help ensure members understand and comply with the rules on prohibited service activities. The program further discusses prohibited service activities with members prior to the signing of member contracts and reviews them during member orientation.

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Plan for Self-Assessment and Improvement: Our partnership upgrades and improves Girls Inc. and SSL program design and curricula throughout the year based on feedback from staff, parents, teachers, and children. Weekly supervision meetings, training opportunities, and consultations with specialists in child development ensure constant feedback from members and school site staff to the managerial staff. For example, our family strengthening program arose directly from families' frequent requests for additional supports. Another significant improvement occurred this past year as we reduced lesson planning time in order to allow members to spend more hours in direct service to high-need youth during the school day. This change occurred as a direct response to preliminary results from our external evaluation of our 08-09 year.

Annually, our partnership collects extensive internal and external data that inform our continuing operations. Girls Inc. has a contract with the independent research firm SRI International to evaluate the entire continuum of K-12 programs, including GIRLStart, WOW!, and F.A.C.E.S. In addition, we conduct internal evaluations as needed. For the AmeriCorps program, the AmeriCorps Program Manager and Coordinator analyze all evaluation data in collaboration with Girls Inc. senior leadership. The data we receive from these evaluations is important in guiding program development and improvement.

Measurable Outputs and Outcomes:

Girls Inc. plans to participate in the National Performance Measures Pilot in 2010-2013 for the primary needs and service activity. Specifically, within the Education Priority Area, we will use Measure 1 (Number of students who start in an AmeriCorps education program), Measure 2 (Number of students who complete participation in an AmeriCorps education program), and Measure 5 (Number of students with improved academic performance). We anticipate member activities in our primary PMW will

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improve participants' academic performance.

Literacy Program (Primary):

Member Output: Our primary PMW will provide services to 220 children at various partner sites. Initial reading level is determined through teacher referrals and surveys, as well as, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) pre-assessment. The member output includes working with participants in an after-school setting approximately 14 hours each week, leading practice on individual skills through centers activities, such as, pen-pal letters, sight word bingo, word families, or long and short vowel sort, as well as, delivering literacy curricula, such as KidzLit. In addition, members spend approximately ten hours per week providing one-on-one or small group literacy activities to youth reading below grade level. This occurs during the school day and is managed in partnership with school principals and teachers.

Intermediate Outcome: The intermediate outcome states that 35% [42 of 120] of participants identified as below grade level receiving 70 hours of services will show an improvement of ½ grade level on both the DIBELS assessment and teacher surveys. In addition, 85% [85 of 100] of participants at or above reading level receiving 70 hours of service will maintain or increase their reading level.

End Outcome: The end outcome states that 50% [60 of 120] of participants identified as below grade level receiving 100 hours of services will show an improvement of ½ grade level on both the DIBELS assessment and teacher surveys. In addition, 85% [85 of 100] of participants at or above reading level receiving 100 hours of service will maintain or increase their reading level.

Youth Development (Secondary): 9 members will provide service to 110 youth resulting in 80% [88 of 110] of participants attending 150 hours of program demonstrating an improvement of at least 1 point level [scale 1-5] in 23% of questions regarding attitudes and engagement.

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Family Strengthening: 2 members will provide service to 100 families resulting in 25% [25 of 100] of families attending a minimum of 2 trainings or workshops to demonstrate a change in behavior or access a new resource.

A calendar for administering tools and instruments is created during the final Steering Committee meeting of each year to ensure all partners and staff are in alignment for the coming year. The AmeriCorps Coordinator collects all surveys and assessments, enters them into a custom Excel spreadsheet, and analyzes them. Once analyzed, the results are shared with the partnership. Programs make strategic changes based on the results both mid-year and at year-end. Together, the partners reflect on challenges and plan adaptations to improve the programs.

### 3. Community Involvement

Our communities provide ongoing input, identifying needs and offering feedback and suggestions. Currently, parents of children in our literacy and youth development programs are surveyed at least twice annually, and parent and family events are held quarterly. Parents have made significant impact on program design. For example, homework assistance was not initially a daily activity in our literacy programs, but was added when parent surveys showed it was their top priority. Homework assistance is now a daily component of all after-school programs.

Each time the Girls Inc. AmeriCorps Program partners with a new school, we consult with school administrators, teachers, and families to learn how their school functions, what their expectations are, what they can tell us about their students, and how we might best serve them. Our family strengthening program (F.A.C.E.S.) was initiated in response to families' and school administrators' requests for additional family supports. It is expanding our capacity to engage families and other community members at specific school sites. Through FA.C.E.S., Girls Inc. facilitates a Parent Leadership Council

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that brings together parents from all the schools to discuss needs in their community, build leadership skills, and contribute feedback to the after-school programs and the schools. In addition, Girls Inc. and SSL staff members attend school-wide events and observe school-day instruction to better align our after-school programs with the culture and needs of the schools. Our staff members participate in joint professional development with the school district. Additionally, the Girls Inc. AmeriCorps Program plans National Service Days in conjunction with partner organizations and engages community members as participants and attendees at these events. We continually seek ways to engage community members in our programs, through volunteer recruitment, an active Advisory Board of community stakeholders, and frequent community events.

Relationship to Other National and Community Service Programs: We regularly collaborate with other agencies receiving AmeriCorps funding including BACR, Unity Council, and PlayWorks to streamline and improve our professional development activities. We also presented our AmeriCorps model and provided technical assistance to Girls Incorporated affiliates across the country at the Girls Inc. annual regional conference in 2009. In addition, we are partnering with Team-Up for Youth, another local non-profit, in their 2010 proposal to become a placement site for part-time AmeriCorps members focusing on youth fitness.

Potential for Replication: Our AmeriCorps program has already earned a reputation as an exemplary model among local after-school providers. Our staff regularly fields inquiries from organizations interested in understanding how AmeriCorps service can enhance and expand their capacity.

In addition, two of the projects that comprise our AmeriCorps program have been recognized by the national Girls Incorporated organization as promising models for replication. GIRLStart is currently being replicated at 4 Girls Inc. sites throughout the country in a pilot program that will be evaluated by

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researchers at the State University of New York, Buffalo. Also, the F.A.C.E.S. Project received the 2009 Family Strengthening Award from the Annie E. Casey Foundation and the national Girls Inc. organization. Information about both programs is being distributed to a national network of Girls Inc. affiliates that annually reaches more than 800,000 youth. As Girls Inc. continues to grow our programs and publicize our successes, we are committed to sharing how important the service of AmeriCorps members is to our success in meeting the literacy and family strengthening needs of underserved communities.

### End Notes:

(i) R.E. Slavin & N.A. Madden (1989) What Works for Students at Risk: A Research Synthesis.

Educational Leadership, v46 n5 p4-13 Feb 1989.

(ii) L. Diamond (2000) Universal Access: When All Means A-L-L and not S-O-M-E, With a Closer Look at English Language Learners, Special Education, and Advanced Learners. Consortium on Reading Excellence, Inc.

(iii) California Department of Education 2009.

(iv) California Healthy Kids Survey, Oakland Unified School District 2007 Technical Report (Elementary). California Healthy Kids Survey, San Leandro Unified School District 2008 Technical Report (Elementary).

(v) Oakland Unified School District, Consolidated Application 2008-09.

(vi) City of Oakland, Measure Y Stressors Report, REVISED STRESSORS- Released January, 2009 -- CP Beats 20x,21x,21y,27y,29x,30x,30y,34x <http://measurey.org/uploads/Stressors%20FINAL%201-1-04%20thru%206-30-08%20for%20web.pdf>

(vii) Alameda County Probation Department "A Look Into Probation" (Monthly Statistical Report) September 2008, California Department of Justice Statistics, 2005.

(viii) Select Health Indicators for Cities in Alameda County (2007), Alameda County Public Health

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Department, Office of the Director, Community Assessment, Planning, and Education (CAPE) unit.

(ix) Search Institute, "Boosting Student Achievement: New Research on the Power of Developmental Assets." Insights & Evidence: Promoting Healthy Children, Youth, and Communities. Vol. 1.1 (October 2003). Available at <http://www.search-institute.org/system/files/IE-10-03-Achievement.pdf>

### Organizational Capability

#### 1. Sound Organizational Structure

##### i. Ability to Provide Sound Programmatic and Fiscal Oversight:

Girls Inc. has been providing literacy, academic support, sports, and leadership skills development programs in underserved, high poverty areas of Oakland and San Leandro for more than fifty years. As an affiliate of the national Girls Incorporated, Girls Inc.'s mission is to inspire all girls to be strong, smart, and bold. Girls Inc. of Alameda County was founded in 1958 as the first Girls Club in Northern California, later changing its name to align with shifts in the national organization and to better reflect the local organization's expanding service base. The organization reaches nearly 7,000 Alameda County girls and families annually and offers a continuum of programs and services that identify and nurture the potential for success in every girl from kindergarten through high school. GIRLStart and WOW! are the first two programs in Girls Inc.'s comprehensive continuum. Ideally, a girl who enters GIRLStart in kindergarten will continue to participate in Girls Inc. programs through her high school years, receiving support for her personal and academic success.

Girls Inc. prioritizes serving students from low-income communities of color in the highest need areas of Oakland and San Leandro through after-school and summer learning opportunities as well as mental health and case management services. Through strong partnerships with more than 20 schools, the San Leandro and Oakland Unified School Districts, and many community-based organizations, Girls Inc. has earned a reputation as one of the premier after-school providers in the Bay Area. In the local community, Girls Inc. has served as a lead agency for two highly successful after-school programs at



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high-need elementary schools, coordinating large collaboratives funded by the After-School Education and Safety (ASES) program, 21st Century Community Learning Centers, and the Oakland Fund for Children and Youth.

In response to community needs for high-quality literacy services, Girls Inc. created and implemented GIRLStart at Wilson Elementary School in San Leandro in 1999, and now has the capacity to serve approximately 205 girls per day at four sites. WOW!, the next step in our continuum of service, was created in 2002 and is now offered at four sites to approximately 135 girls per day.

Girls Inc. has demonstrated consistently sound financial management over the years. We operate with an operational reserve of \$1.7M, which Girls Inc. has never had to draw down. With an operating budget of \$6.2M, Girls Inc. has managed funding from numerous public agencies, including AmeriCorps; the U.S. Department of Education; the National Science Foundation; the California Departments of Education and Health Services; Alameda County Departments of Probation, Behavioral Health Services, and Social Services and Office of Education; as well as the Oakland Fund for Children and Youth (OFCY). Girls Inc. manages funding from numerous public agencies that in combination, provide support for a variety of our programs. We currently hold approximately \$3.5M in government grants, subcontracts, and reimbursements for services. To ensure grant compliance, Girls Inc. has infrastructure and systems in place to make certain all grant deliverables, reports, and invoices, are consistently complete and on time. The AmeriCorps team, in cooperation with the Grants Department and the Chief Financial Officer (a registered CPA) and fiscal staff, has developed processes (including monthly time allocation tracking) to implement grant requirements, and ensure that funding is not supplanted across over 50 funding sources each year.

Our independent auditors have consistently reported that our financial statements are presented fairly

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in all material respects and in accordance with generally accepted accounting principles (GAAP). The organization's financial systems ensure accurate financial records are kept and its financial resources are used in furtherance of its charitable purpose and in accordance to donor and contract restrictions when specified. The Girls Inc. AmeriCorps Program has established strong, centralized fiscal and programmatic systems in its first three years of operation. We have maintained all required records and met reporting deadlines. We have never been placed in Corrective Action.

### ii. Partners and Staff Roles:

Partnership Structure: Our partnership consists of Girls Inc., Super Stars Literacy, Inc. (SSL), Oakland Unified School District (OUSD) and San Leandro Unified School District (SLUSD). Girls Inc. has had a strong partnership with SSL since the organization was founded seven years ago. Girls Inc. staff members collaborated with the Junior League of the East Bay (JLOEB) to adapt the GIRLStart model in 2002 and implement it as the SSL program at Hoover Elementary. As a result of a successful expansion, SSL recently became an independent nonprofit organization. SSL's close ties with both JLOEB and Girls Inc. continue to form a solid foundation for the partnership.

Our longstanding partnerships with targeted school districts help ensure consistency and stability for children in challenged neighborhoods and in school environments with high rates of teacher and administrator turnover. Girls Inc. has partnered with SLUSD since 1976 and with OUSD since 1991. We currently provide after-school programs at 13 OUSD schools and 4 SLUSD schools. All of these schools refer students to our programs; teachers consult with our staff about the skills, needs, and progress of individual students; and the districts provide us data about participants to assist us in documenting and evaluating these programs. GIRLStart has served at both Wilson Elementary School in San Leandro and the Lockwood campus (now split into the small schools, Futures Academy and Community United) in Oakland for more than 10 years. In Oakland, we have been at Parker for 7 years and TCN/ICS for 3

## Narratives

years. In addition, through our partnership with SSL, we have expanded to reach two additional high need schools--East Oakland Pride and Hoover Elementary--in Oakland over the last 2-5 years.

The Girls Inc. AmeriCorps Program is committed to partnering with high-need schools, especially those that are or recently have been in Program Improvement (PI), as defined by the No Child Left Behind Act. Even as schools begin to turn around academically and emerge from PI status, we continue our strong partnerships, as we recognize that neighborhood conditions and community stressors may continue to put a school's population at risk.

The Girls Inc. AmeriCorps program will continue to place members at partner sites with a strong, long-term track record of collaboration around program implementation, data reporting, and administrative responsibilities. Currently, Program Coordinators at each school site meet with the principal at least twice yearly to discuss program and administrative issues. They also meet monthly with after-school program coordinators at each site and are in ongoing communication with classroom teachers about students' needs and progress. The Girls Inc. AmeriCorps Program Steering Committee consists of staff members from Girls Inc. and SSL who supervise AmeriCorps members. The Steering Committee meets monthly to provide a forum to share highlights, concerns, reporting requirements, funding compliance issues, and to identify needs for further technical assistance. This structure ensures that all partners in the Girls Inc. AmeriCorps Program are focused on a common mission and goal: creating a safe, nurturing and stimulating environment for the students during after-school hours. To date, the key accomplishments of the Girls Inc. AmeriCorps Program have been to initiate school-day assistance for high-need students, enhance family support services, and share resources among our collaborative partners.

Staff Roles: Our operational programs are under the direction of our Chief Operating Officer, Judy

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Glenn, who has worked for Girls Inc. for over 30 years and has overseen all our publicly funded programs since 1986. Overall organizational leadership is provided by Chief Executive Officer Linda Boessenecker. The Program Managers and Coordinators devote their full-time efforts to the programs, ensuring all after-school participants experience safe, engaging, and educationally sound literacy and enrichment programming.

Other key staff members include:

AmeriCorps Program Manager: Megan McDevitt has worked with Girls Inc. since 2004 and became the AmeriCorps Manager in June 2007. Ms. McDevitt has a B.A. from Santa Clara University and in May of 2010 will graduate from Gonzaga University with an M.A. in Organizational Leadership. Ms. McDevitt takes primary responsibility for member recruitment; develops and administers member orientation and training; acts as a liaison with after-school program coordinators, managers, and directors; oversees evaluation; heads partnership meetings; and manages grant reporting.

Senior Director of Training and Service Programs: Whitney Morris has worked with Girls Inc. since 1998 and became Training Director for Girls Inc. in January 2007. Ms. Morris holds a B.A. from Pomona College and a M.Ed. in Gender Studies from Stanford University. Ms. Morris works closely with the AmeriCorps Program Manager to develop and deliver the Member Development curriculum.

AmeriCorps Coordinators:

- Kirsten Hawkins joined Girls Inc. in 2007 as the half-time AmeriCorps Coordinator. Ms. Hawkins graduated magna cum laude from Bryn Mawr and received her M.A. from Clark University in International Development and Social Change. She provides assistance to the AmeriCorps Manager with recruitment, evaluation, and reporting. She is responsible for analyzing students' assessments and reporting to programs to help inform interventions and improve program quality.

- The second half-time AmeriCorps Coordinator, a new position, will focus on AmeriCorps trainings and 1:1 school-day interventions with a focus on bolstering interventions through research and training on a

## Narratives

new curricula and strategies for working with youth one-on-one or in small groups.

### iii. Agency-wide Plan for Self-Assessment or Improvement

Girls Inc. and SSL upgrade and improve all curricula every year. Suggestions and challenges are communicated through clear lines of supervision reaching from the AmeriCorps members to organizations' senior leadership. All staff and AmeriCorps members have opportunities to contribute to ongoing improvements in program design and administration through frequent program meetings and weekly one-on-one supervision meetings.

With the endorsement of our Board of Directors, Girls Inc. recently embarked on a major new initiative to assess and increase the cultural competency of the organization as it serves a very diverse client base, and attracts board members, employees and volunteers from many backgrounds and cultures. In collaboration with expert facilitators from CompassPoint Nonprofit Services, we are engaging in a project that will impact Girls Inc. programs and services both within the agency and in our wider community by enhancing high-quality professional development for all staff and volunteers and ensuring the organization can better meet the needs of our diverse, multicultural communities.

### iv. Plan for Effective Technical Assistance

Our partnerships with OUSD, SLUSD, and SSL are firmly established. As the lead agency for ASES and 21st CCLC grants in the school districts, Girls Inc. has developed strong collaborations with community partners, including SSL, that include timely and effective technical assistance and sharing of resources. For example, when the City of Oakland shifted to an online reporting system, Girls Inc. provided technical assistance and grant compliance workshops to staff from Girls Inc. and from SSL on entering data in the new online formats.

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Each year, the Girls Inc. AmeriCorps Program orients site coordinators and administrators to the program through the steering committee and principal site visits.

The Girls Inc. Training Department provides the majority of technical assistance and training support, including expertise in youth development principles, gender-specific programming, nonviolent communication and mediation, coaching, and leadership. We are continually increasing agency and staff capacity by sending key personnel to national and regional conferences, training seminars, and leadership development programs, including those hosted by the Corporation and by CaliforniaVolunteers.

### 2. Sound Record of Accomplishment as an Organization

#### i. Volunteer Generation and Support

Girls Inc. and SSL have strong ties to the communities we serve and a long track record of recruiting a skilled and enthusiastic volunteer base. First we utilize the many websites such as VolunteerMatch.org, and HandsonBayArea.org to post our agency's volunteer needs. A second strategy is to recruit through local non-profits that work with people who need to do community service to complete a course requirement or reduce a legal fine. Thirdly, we table at events in our community such as health fairs, service events on college campuses, and farmer's markets. Finally, our current volunteers themselves are often the best recruiters for Girls Inc. When they have a meaningful experience, they reach out and invite their communities to join them in their efforts.

Support for volunteers is ongoing during their time with the agency. Before volunteers begin their service, they are prepared with a three-hour orientation and training. Supervisors provide one-on-one connections and learning on-site for volunteers. The Volunteer Coordinators or Manager contact each ongoing volunteer after their first week of service and at least twice yearly by phone or email to assess

## Narratives

their satisfaction and the quality of their experience. Additionally, volunteers receive a monthly email newsletter, which offers information about new opportunities and recognizes the accomplishments of volunteers. The volunteer team also offers three workshops annually to deepen the skills and knowledge of our volunteers. These workshops are presented by staff or community experts on issues of literacy, health and fitness, and helping kids resolve conflicts. Finally, volunteers are invited to attend an annual recognition event where staff speak to the impact each volunteer has had in the programs; and volunteers receive special thank you notes from girls and staff during National Volunteer Recognition week each spring. Girls Inc. has shared its model and resources for volunteer recruitment and retention with SSL and we continue to work together to strengthen both programs capacities to support volunteers. Last year, more than 600 volunteers participated in volunteer opportunities with Girls Inc.

### ii. Organizational and Community Leadership

Girls Inc. actively partners with numerous organizations that leverage resources and influence policy to better serve our communities. For example, Girls Inc. is a leading member of Oakland Community After School Alliance, a group of over 40 community-based providers that work to sustain and improve after-school programming in OUSD. This group was instrumental in passing Measure OO this year, ensuring that \$10 million from the City of Oakland general fund be dedicated to support youth programming each year over the next decade. In this role, Girls Inc. staff, parents, and participants spoke at City Council meetings, met with Council members, blogged, and organized phone banks to garner support for the Measure.

In spring 2009, Girls Inc. took a leadership role in the Oakland Fund for Children and Youth's strategic planning process. Girls Inc. staff facilitated one of four meetings of the Community Listening Tour. This community meeting brought a panel of city officials and community-based organizations to the Fruitvale district in East Oakland. More than 30 families from the neighborhood (which houses the Think College

## Narratives

Now/International Community School campus) attended to share their vision for Oakland's children. To best reach the community, the meeting was conducted in Spanish with English translation headset available. Based on this feedback, city officials set strategic directions that will guide children and youth programming in the City of Oakland through 2013.

### iii. Success in Securing Match Resources

In 10-11, Girls Inc. will provide an all cash match at 50%, far above the minimum 26% required match. The Girls Inc. AmeriCorps Program has successfully secured matching resources from a diverse array of public and private sources, including OUSD's ASES grant, the Oakland Fund for Children and Youth, the S.D. Bechtel Foundation, the Y & H Soda Foundation, and other private foundations, corporations, and individuals. Although the current economic downturn has affected several of our funding sources, we have met the challenge through new and expanded strategies including online fundraising campaigns; an expanded Board of Directors and Advisory Board with more expertise and capacity in fund development; and strategic collaborations with other nonprofit and public agencies to ensure the best use of community resources.

### 3. Success in Securing Community Support

#### i. Collaboration

As two of the leading providers of after-school literacy programs in Alameda County, Girls Inc. and SSL are charter members of the Oakland Literacy Coalition, a collaboration of service providers, community- and faith-based organizations, foundations, businesses, Oakland city representatives, OUSD and other community partners committed to the goal of equipping all Oakland children with the life skills of reading, writing, and communication by the end of third grade. Senior staff of the coalition meet regularly to share best practices and research that can help them reach a shared vision of a city-wide network of high quality early literacy resources that are accessible, collaborative, integrated, and well



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supported.

Girls Inc. is the lead agency for after-school collaboratives at both Parker and Wilson Elementary Schools, coordinating after-school program providers at each site and facilitating strong ties between the school-day teachers and the after-school instructors. In addition, our programs benefit from a diverse and growing array of community partners, including Team-Up for Youth, the U.C. Berkeley Women's Basketball Team, Suigetsukan Dojo, the Yoga Dana Foundation, Kaiser Permanente Oakland and Hayward, Healthy Families and the Medi-Cal for Families Program, Alameda County Office of Education, Alameda County Behavioral Health Services, and local Wells Fargo and Union Bank branches. These collaborations add value to the programs and provide expertise and skill-building opportunities on topics that benefit our youth and their families.

### ii. Local Financial and In-kind Contributions

Over the last few years, Girls Inc. has continued to receive significant local contributions from state, city, and county government agencies, as well as local family foundations and corporations. The Oakland Fund for Children and Youth each year provides significant support to our GIRLStart and WOW! programs, as does the Dreyer's Foundation, the Evelyn & Walter Haas, Jr. Fund, and several local community foundations.

In addition, Girls Inc. has turned to new strategies of fund development to grow our local individual donor base in the last year. Using tailored mailing lists, online strategies, and event cultivation, we are now reaching more new donors than ever. Over the last year, we have seen a significantly higher response rate to our mailings and increased the number of new donors by more than 20%. And at our largest fundraising event, Women of Taste, we raised over \$170,000 to support Girls Inc. programs and services and attracted approximately 1,100 attendees. In addition, over the last year and a half, we have

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put strategies into place that, by June 2010, will have resulted in a 7% increase in major donor gifts. The majority of these donors are from local Bay Area communities. Finally, as part of Girls Inc.'s overall web strategy, we launched our first viral campaign last spring resulted in an increased number of online donations.

### iii. Wide Range of Community Stakeholders

Long standing external partners include but are not limited to: the Alameda County Office of Education; OUSD and SLUSD; Alameda County Department of Public Health; Alameda County Behavioral Health Services, U.C. Berkeley School of Public Health, SRI International, and a large and diverse group of community-based organizations. Girls Inc regularly comes together with these youth services agencies to share informational resources, provide joint trainings, provide cross agency internship placements, strategize regarding coordination and integration of services, and develop collaborative programming. These partnerships provide invaluable support to our agency enabling us to maximize our resources and better serve our constituency.

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

#### 1. Cost Effectiveness

##### i. Corporation Cost per Member Service Year (MSY)

The Girls Inc. AmeriCorps Program has developed a budget that holds the Corporation's cost per MSY to \$15,000. Girls Inc.'s cost per MSY is slightly higher than some other programs because:

- Our program seeks candidates with specialized skills in youth development and education from across the nation. Offering a higher living stipend allows us to be competitive in our search for members. In 2009, we received over 700 applications for 26 positions. In 08-09 and 09-10, all members held a minimum of a Bachelor's Degree and several had graduate degrees or teacher certifications.
- Our program is located in the San Francisco Bay Area, one of the most expensive areas to live in the United States. When we increased our living stipend in 08-09, our retention rate increased from 57% to

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91%. By providing members a reasonable living allowance, we ensure that they are able to sustain their commitment to the program.

- Our program is committed to providing a high-quality experience through the use of outside trainers and specialists, individualized support by the AmeriCorps Manager and Coordinators, and the oversight of Girls Inc. executive staff.

- Because of the expansion in the number of members (from 20 in 2007 to 31 proposed for 2010-13), Girls Inc. plans to add one .5 FTE coordinator's position to provide direct training and technical assistance to AmeriCorps members and to evaluate and improve school-day intervention activities.

### ii. Diverse Non-Federal Support

Girls Inc. has developed a broad funding base with support from foundations, individuals, and local, and state agencies. Public agencies supporting GIRLStart, WOW!, and SSL include the OUSD ASES grant and the Oakland Fund for Children and Youth. In the past year, we have received grants in excess of \$850,000 from more than 40 foundations. The Haas, Jr. Fund, a 55-year-old foundation that works with hundreds of Bay Area nonprofits, has come to view Girls Inc. as "a gem of an organization," stating "There are very few groups who are able to work with youth at this level." In addition to funds from Girls Inc.'s annual campaign, the GIRLStart and WOW! programs receive annual support from numerous foundation and corporate donors. Some of these are described in the attached budget documents.

Decreased Reliance on Federal Support: In all three years of the AmeriCorps grant, Girls Inc. has far exceeded the 24% minimum match level required of a program in its first three years of funding. Match amounts between 2007-2010 varied between 45%-50%. This high match percentage reflects Girls Inc.'s strong support in the communities we serve. We anticipate maintaining the matching dollars at around 50% in subsequent grant cycles. At the same time, we are expanding our AmeriCorps program to include more members, creating economies of scale that allow us to have a greater impact for students and their

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families in high-need neighborhoods in Oakland and San Leandro.

### 2. Budget Adequacy

To ensure the creation of an adequate AmeriCorps budget, Girls Inc. convened a cross-departmental team including our Chief Operating Officer, Chief Financial Officer, Director of Training, Director of Community Programs, AmeriCorps Program Manager and members of the Grants Department. This team met on multiple occasions with each member bringing their individual perspective to the budgeting process. Factors including cost of living, position expectations, space, and oversight and administrative capacity to support the proposed expansion were taken into account when determining living allowances, salaries and program costs. A series of staffing structures were presented and analyzed to determine financial feasibility as a component of the Girls Inc. total operating budget, and the final budget was approved by the Chief Executive Officer and Chief Financial Officer in consultation with SSL.

Through this process we have developed a budget that allocates sufficient resources to conduct a quality program from both a programmatic and administrative standpoint. According to the Wallace Foundation Cost-for-Quality Calculator, our after-school programs are aligned with high-quality programs of similar size and intensity of service. The budget allows for program management by the AmeriCorps Program Manager; collaboration with the Senior Director of Training, the Chief Financial Officer, and the Volunteer Manager; and oversight by the Chief Operating Officer. Only the AmeriCorps Manager's salary and AmeriCorps Coordinators' partial salaries are requested from the Corporation; the rest of staff salaries and benefits are provided as match. There are sufficient training dollars to ensure effective and ongoing training for members and staff. Our external evaluators have reviewed the evaluation budget and agreed that the funds will be adequate to perform a thorough evaluation. Girls Inc.'s internal fiscal structure also acts as a key support to ensure the efficient and appropriate use of

## Narratives

AmeriCorps funds.

### Evaluation Summary or Plan

Sent.

### Amendment Justification

N/A

### Clarification Summary

Clarification Response FY 10

Budget Clarification Items:

Question: Section 1-A: Personnel Expenses - Please clarify the role of site supervisors in the absence of a line item for their time and describe how the program will assure proper oversight and monitoring.

Response: Program oversight and monitoring is critical to the success of our AmeriCorps program.

Girls Inc. staff members supervising AmeriCorps members are partially funded through non-

AmeriCorps federal funds, and under current regulations, we are unable to show them as match. Super Stars Literacy, Inc.'s four staff members' time is shown as in-kind match in the amount of \$12,200.

Supervisors play a critical role in the day-to-day operations of our AmeriCorps program, and spend approximately 10% of their time in one-on one supervision meetings with members, conducting

evaluations, completing performance reviews, and reporting back to the AmeriCorps Manager. There

are eight coordinators (four from Super Stars Literacy, Inc.) who oversee K-3 academic achievement (19 members), four coordinators who oversee 4th/5th grade youth development (9 members), two

managers who oversee community strengthening (2 members), and one coordinator who oversees

family strengthening (2 members). Supervisors are on-site during program delivery to provide support to the members. Members receive regular feedback on their service through weekly supervision and

team meetings, monthly observations, and bi-annual performance reviews. In addition, each supervisor reports to a Program Manager or Director, who provides additional oversight and monitoring of the

program.

## Narratives

Question: Section 1-G: Training - Please revise "food" for End of Year recognition event to "refreshments".

Response: The wording of "food" was changed to "refreshments" in the budget.

Question: Section 1- H: Evaluation - Please explain the role of the annual data analysis and instrument review. Is this related to the overall program evaluation or is it related to the gathering of data to assess program progress toward meeting performance measures? If the latter, it needs to be moved to section 1-F: Contractual & Consultant Services

Response: Annual data analysis and instrument review has been moved to section 1-F: Contractual & Consultant Services. The costs are associated with the work of an outside evaluator reviewing and providing feedback on instruments used to gather information on program participants, including reading level and attitudes towards school. The evaluators' review ensures the instruments are informing interventions throughout the year, and gives us opportunities to improve program assessment and intervention. Additionally, the evaluators can provide feedback and data analysis for use in reporting progress on performance measures, and offer feedback regarding the frequency of assessment as needed. Please see budget narrative for more detail.

Question: Section 1-F: Other Program Operating Costs - Criminal background checks are budgeted for 31 members but staff is not included. Please ensure that criminal background checks will be conducted for all grant-funded staff. Please move the line-item for Printer found in Other Program Operating Costs to Supplies.

Response: AmeriCorps staff and member supervisors were added to the criminal background check line item.

## Narratives

Programmatic Clarification Items:

Question: Please clarify the target for recruiting community volunteers. The proposal states that two members will recruit 135 community volunteers who will serve 700 - is this number for each volunteer or collectively (which would be a little more than 5 hours each). The proposal also states 210 episodic volunteers will contribute 700 hours (that's a bit over 3 hours each). Please explain the difference and the details of hours by each type of volunteer.

Response: After discussion with the partnership, we are defining on-going volunteers as volunteers who serve once a week for a period of at least three months. Episodic (or one-time) volunteers are defined as volunteers who participate in one or two events annually. Based on these definitions, we have changed our targets as follows:

[1] 135 volunteers recruited for on-going activities.

[2] 210 volunteers recruited for one-time activities.

[3] 1700 volunteer hours for on-going activities.

[4] 700 volunteer hours for one-time activities.

With these revised numbers, on-going volunteers will serve a minimum of 12.5 hours annually, and episodic volunteers will remain at 3 hours annually.

Program Start and End Date:

Program Start Date: August 13, 2010

Program End Date: June 30, 2011

MSY:

19 MSY serve in the National Service Priority area of Education (K-3 Academic Achievement).

8 MSY serve in 4th-5th Grade Youth Development.

2 MSY serve in Strengthening Communities.

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2 MSY serve in Family Strengthening

### Continuation Changes

YEAR 2 CONTINUATION CHANGES (2011-2012)

Girls Inc. has a history as a strong organization demonstrating success in supporting members. The three additional members will receive the same high-level of support from their on-site supervisors and Girls Inc. and school staff. In addition, Girls Inc. has an all cash match of 47% and is a fiscally stable organization. Further information about our strength as an organization is available in the narratives under the heading 'Organizational Capability'.

Girls Inc. plans to expand its membership from 30 to 33 members for the 2011-2012 grant year. This expansion would increase our K-3 literacy services at two high-need school sites in Alameda County: International Community School in Oakland and Wilson Elementary School in San Leandro. Members will provide after school literacy programming as well as 1:1 or small group school-day intervention for the highest need students (as identified by teachers and assessments). At both of these school sites, current limited capacity prevents many high-need students from receiving services.

There will be a proportional increase in the number of students served because of this expansion. The total number of participants served will increase by 30, and these changes are reflected in the 2011-2012 proposed performance measures under the heading 'K-3 Academic Achievement'. These changes reflect the removal of the science component, a change to our chosen curricula, and the expansion of group size from a maximum of 15:1 to 17:1.

In addition, under K-3 Academic Achievement, science has been removed from our list of activities. Before it read, "Members work at school site-based after-school programs providing creative academic activities primarily in the area of language arts. Additional lesson plans are delivered approximately



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once a week in science or math and fitness or sports. Programs also offer snack, recess, and sharing circle. GIRLStart (11 members) provides a 30-minute homework time. In addition, the members are responsible for supervising volunteers, including giving them feedback on their work with youth, providing opportunities for growth, and creating appreciation activities or materials.

**After-School Literacy:** Members will work with participants approximately 14 hours each week in a group size maximum of 15:1. Members separate youth by reading level to work on individual skills through centers activities (e.g. pen-pal letters, sight word bingo, word families, long and short vowel sort), as well as deliver literacy curriculum. Lesson planning and centers are adjusted based on individual participants' needs. Lesson plans and literacy centers are aligned with the California English Language Arts Content Standards, on which participants are regularly tested. All participants receive an average of one-hour of Language Arts instruction daily in the after-school program. Members have access to a lesson plan database containing more than one hundred original lesson plans that can be modified based on the needs of the group. KidzLit, SRA, Explode the Code, and other similar curricula are also used by members to provide targeted literacy activities. In addition, Girls Inc. is currently piloting a new curriculum written specifically for our program in collaboration with the Alameda County Office of Education. To determine the effectiveness of interventions, members administer DIBELS three times per year and make modification to lesson plans and literacy centers based on the results.

**Homework:** This component is offered daily for 30 minutes. Homework assistance is designed to provide a space in which children receive support while starting or working on their homework. The goal of homework assistance is not for the children to complete all of their homework, but to build and practice skills that will make them successful in completing their homework with accuracy while skill building.

**1:1 Intervention:** All members spend approximately ten hours per week providing 1:1 or small group literacy activities to youth reading below grade level who receive a minimum of 45 minutes of intervention each week. This occurs during the school day and is managed in partnership with school

## Narratives

principals and teachers. Typical school-day interventions include running literacy centers in small groups (sight words, writing, read and responds) and targeted remediation activities (1:1 reading, phonics instruction). After-school participants will be the primary beneficiaries, but other students from the school with similar skill deficits may participate in some activities."

It now reads, "Members work at school site-based after-school programs providing creative academic activities primarily in the area of language arts. Additional lesson plans are delivered approximately once a week in science or math and fitness or sports. Programs also offer snack, recess, and sharing circle. GIRLStart (14 members) provides a 30-minute homework time. In addition, the members are responsible for supervising volunteers, including giving them feedback on their work with youth, providing opportunities for growth, and creating appreciation activities or materials.

After-School Literacy: Members will work with participants approximately 14 hours each week in a group size maximum of 17:1. Members separate youth by reading level to work on individual skills through centers activities (e.g. pen-pal letters, sight word bingo, word families, long and short vowel sort), as well as deliver literacy curriculum. Lesson planning and centers are adjusted based on individual participants' needs. Lesson plans and literacy centers are aligned with the California English Language Arts Content Standards, on which participants are regularly tested. All participants receive an average of one-hour of Language Arts instruction daily in the after-school program. Members have access to a lesson plan database containing more than one hundred original lesson plans that can be modified based on the needs of the group. SRA, Explode the Code and other similar curricula are also used by members to provide targeted literacy activities. To determine the effectiveness of interventions, members administer DIBELS three times per year and make modification to lesson plans and literacy centers based on the results.

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## Narratives

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1:1 Intervention: All members spend approximately ten hours per week providing 1:1 or small group literacy activities to youth reading below grade level who receive a minimum of 45 minutes of intervention each week. This occurs during the school day and is managed in partnership with school principals and teachers. Typical school-day interventions include running literacy centers in small groups (sight words, writing, read and responds) and targeted remediation activities (1:1 reading, phonics instruction). After-school participants will be the primary beneficiaries, but other students from the school with similar skill deficits may participate in some activities."

GIRLStart and Super Stars: Members work at school site-based after-school programs providing creative academic activities primarily in the area of language arts. Additional lesson plans are delivered approximately once a week in math and fitness or sports. Programs also offer snack, recess, and sharing circle. GIRLStart (14 members) provides a 30-minute homework time. In addition, the members are responsible for supervising volunteers, including giving them feedback on their work with youth, providing opportunities for growth, and creating appreciation activities or materials."

The budget will increase in proportion to the new members. The total increase is \$45,000, or \$15,000 for each additional member. The specific costs per member are available in budget sections 1-3.

### ENROLLMENT

Girls Inc.'s 2010-2011 enrollment rate is 100%. In 2009-2010, our enrollment rate was also 100%.

### RETENTION

Girls Inc.'s retention rate for the 2010-2011 grant year is 100%. In 2009-2010, our retention rate was

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87%. Girls Inc. used member and supervisor feedback to improve our recruitment and training processes. Members who completed the year also participated in exit interviews that provided insight into successes and areas for improvement in supporting and retaining members. Girls Inc.'s current retention rate demonstrates the improvements made in recruitment, with 30 out of 30 members retained through the first five months of the program year.

### COMPLIANCE WITH 30 DAY ENROLLMENT/EXIT POLICIES

Girls Inc. has no members enrolled or exited over 30 days as of December 6, 2010.

### AUDIT RESULTS

Girls Inc.'s financial and A133 audits for the period ending 6/30/10 were unqualified with no material weaknesses, no significant deficiencies, and no findings on the Schedule of Findings and Questioned Costs.

## Performance Measures

### SAA Characteristics

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

### Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas                      18

### Service Categories

Tutoring and Child (Elementary) Literacy

## National Performance Measures

Priority Area: Education

### Strategy to Achieve Results

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

GIRLStart and Super Stars: Members work at school site-based after-school programs providing creative academic activities primarily in the area of language arts. Additional lesson plans are delivered approximately once a week in math and fitness or sports. Programs also offer snack, recess, and sharing circle. GIRLStart (14 members) provides a 30-minute homework time. In addition, the members are responsible for supervising volunteers, including giving them feedback on their work with youth, providing opportunities for growth, and creating appreciation activities or materials.

After-School Literacy: Members will work with participants approximately 14 hours each week in a group size maximum of 17:1, with average sized groups having 12-14 participants each. Members separate youth by reading level to work on individual skills through centers activities (e.g. pen-pal letters, sight word bingo, word families, long and short vowel sort), as well as deliver literacy curriculum. Lesson planning and centers are adjusted based on individual participants' needs. Lesson plans and literacy centers are aligned with the California English Language Arts Content Standards, on which participants are regularly tested. All participants receive an average of one-hour of Language Arts instruction daily in the after-school program. Members have access to a lesson plan database containing more than one hundred original lesson plans that can be modified based on the needs of the group. SRA, Explode the Code, and other similar curricula are also used by members to provide targeted literacy activities. To determine the effectiveness of interventions, members administer DIBELS three times per year and make modification to lesson plans and literacy centers based on the results.

Homework: This component is offered daily for 30 minutes. Homework assistance is designed to provide a space in which children receive support while starting or working on their homework. The goal of homework assistance is not for the children to complete all of their homework, but to build and practice skills that will make them successful in completing their homework with accuracy while skill building.

1:1 Intervention: All members spend approximately ten hours per week providing 1:1 or small group literacy activities to youth reading below grade level. This occurs during the school day and is managed in partnership with school principals and teachers. Typical school-day interventions include running literacy centers in small groups (sight words, writing, read and responds) and targeted remediation activities (1:1 reading, phonics instruction). After-school participants will be the primary beneficiaries, but other students from the school with similar skill deficits may participate in some activities.

## National Performance Measures

### Result: Intermediate Outcome

Result.

Youth ages 5-9 will participate in school-day and after-school activities.

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

Target : Youth will increase academic performance in Language Arts (reading).

Target Value: 235

Instruments: DIBELS assessment to collect data on increase in fluency.  
Completed by: AmeriCorps members (65%) or school teachers (35%).  
Frequency: Three times per year (fall, winter, spring)

California Standardized Test (CST) as collected and compared to DIBELS results annually.  
Teacher Rating Scale Survey collected and compared to DIBELS results annually.

PM Statement: [1] 50% [72 of 145] of participants identified as below grade level receiving 185 hours of service will show an improvement of ½ grade level.  
[2] 11% [16 of 145] of participants who begin the year 1 full grade level or more behind receiving 185 hours of service will show an improvement of 1 full grade level or more.  
[3] 85% [85 of 100] of participants at or above reading level receiving 185 hours of service will maintain or increase their reading level on the DIBELS assessment between the pre- and post-assessment.

### Result: Output

Result.

Youth ages 5-9 will participate in school-day and after-school activities.

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

Target : 270 youth will enroll in programming at designated sites.

Target Value: 270

Instruments: Attendance log to collect data on the number of participants.

PM Statement: 270 youth ages 5-9 will enroll in school-day and after-school activities at designated sites.

### Result: Output

Result.

Youth ages 5-9 will participate in school-day and after-school activities.

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

Target : 235 youth will complete programming at designated sites.

Target Value: 235

Instruments: Attendance log to collect data on the number of participants.

PM Statement: 235 youth ages 5-9 will complete their participation in school-day and after-school activities at designated sites.

## Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Already on File at CNCS