

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction															
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE: 19-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC124338		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 10ACHID0010001														
5. APPLICATION INFORMATION																	
LEGAL NAME: Lewis-Clark State College DUNS NUMBER: 141058110		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Charlette Kremer TELEPHONE NUMBER: (208) 792-2084 FAX NUMBER: (208) 792-2058 INTERNET E-MAIL ADDRESS: cpkremer@lcsc.edu															
ADDRESS (give street address, city, state, zip code and county): 500 8th Avenue Lewiston ID 83501 - 2691 County: Nez Perce																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 826000935		7. TYPE OF APPLICANT: 7a. Higher Education Organization - State Controlled 7b.															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Lewis-Clark Service Corps															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Lewis-Clark Service Corps currently operates in 20 communities in Idaho including Bonners Ferry, Coeur d'Alene, Moscow, Lewiston, Orofino, Kamiah, Cottonwood, Elk City, Riggins, McCall, Weiser, Homedale, Middleton, Caldwell, Notus, Boise, T		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="ID 001"/> b.Program <input type="text" value="ID 001"/>															
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;">\$ 1,366,319.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 1,932,050.00</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;">\$ 3,298,369.00</td> </tr> </table>		a. FEDERAL	\$ 1,366,319.00	b. APPLICANT	\$ 1,932,050.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 3,298,369.00	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	\$ 1,366,319.00																
b. APPLICANT	\$ 1,932,050.00																
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d. LOCAL	\$ 0.00																
e. OTHER	\$ 0.00																
f. PROGRAM INCOME	\$ 0.00																
g. TOTAL	\$ 3,298,369.00																
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: Charlette Kremer		b. TITLE: Director	c. TELEPHONE NUMBER: (208) 792-2084														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:			e. DATE SIGNED: 05/04/11														

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Executive Summary

The mission of Lewis-Clark Service Corps is to help improve school success for academically "at-risk" students, and to assist teachers, students and their families plan for successful futures. Since 1994, we have recruited and trained 793 members who:

- * Tutored more than 121,000 students, of whom 65% showed academic improvement.
- * Helped more than 2000 students work toward or receive a GED.
- * Recruited nearly 18,000 volunteers who served more than 47,000 hours meeting community needs.

Rationale and Approach

A. RATIONALE AND APPROACH

The mission of Lewis-Clark Service Corps is to help improve school success for 'at-risk' Idaho students, and to assist teachers, students and their families to plan for a successful future. Through the ethic of service and human compassion of Lewis-Clark Service Corps members, Idaho students -- from kindergarten through college and beyond -- become excited to learn, experience success in school, feel good about their futures, and realize they are confident, caring individuals who can serve their communities.

As an AmeriCorps program we receive support from the Corporation for National and Community Service (CNCS). Additional support for our activities comes through a grant of seven AmeriCorps*VISTA members provided by the Idaho office of the Corporation. These VISTAs serve as service-learning coordinators at four state-supported colleges and universities in Idaho, as well as a small school district in north central Idaho and a community library in the northern part of the state.

Lewis-Clark Service Corps participates with Students in Service, a national direct AmeriCorps program operated by Washington Campus Compact. Students in Service provides 10 education award positions to students at Lewis-Clark State College who serve a minimum of 300 hours at community and non-

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profit agencies. In addition, the college, through Lewis-Clark Service Corps, was the recipient of a three year Learn and Serve sub-grant which supported development of a service-learning program on campus. The sub-grant was also awarded by Washington Campus Compact.

Since 1994, Lewis-Clark Service Corps has recruited and trained 725 AmeriCorps members who tutored more than 111,000 academically at-risk students, 62 percent of whom demonstrated academic improvement. More than 1,500 students have worked toward or received a GED with the assistance of our members. In support of national days of service, they recruited an additional 16,789 community volunteers who served 43,018 hours meeting compelling community needs.

On January 20, 2010 the White House issued a press release supporting national mentoring efforts. "The President and First Lady Michelle Obama gave a tremendous boost today to the national movement to recruit volunteer mentors to help transform the lives of America's youth" (White House, 2010). Research has shown that programs that rely on mentors can play a powerful role in reducing drug abuse and youth violence, while greatly enhancing a young person's prospects for leading a healthy and productive life (Harvard School of Health, 2010). Lewis Clark Service Corps members mentor students of all ages to reduce the drop out rate and encourage at-risk youth and those from disadvantaged circumstances to attend college. Since 1994 our members recruited 7,043 volunteer tutors and mentors who served in excess of 25,000 hours in communities throughout Idaho.

1) COMPELLING COMMUNITY NEED:

In the current economy, Idaho's school districts, colleges and universities as well as community and faith-based organizations face steadily declining budgets. Almost half of Idaho children live in families with incomes that limit their opportunities for stimulating early learning and after school experiences (Idaho Kids Count, 2009). Idaho remains the only state providing no funding for Head Start and Early

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Head Start.

In 2009, for the first time in our history, the Legislature cut public school funding by 7.7 percent (Idaho Education Association Legislative Summary, May 2009). State-supported colleges and universities experienced a 12 percent holdback of appropriated funds and decreased funding (Lewiston Morning Tribune, Sept. 25, 2009). According to Census Bureau figures for 2008, Idaho ranks 49th in the nation on state spending for schools.

The result is that hundreds of 'at-risk' students do not receive the extra assistance they need for school success. It demonstrates the ever-growing need for the tutoring and mentoring support provided by members of Lewis-Clark Service Corps.

In 2008-2009 academic year, more than half of the school districts and charter schools in Idaho failed to reach goals for Average Yearly Progress (Idaho State Board of Education). As of 2007, only 56 percent of third graders and 50 percent of kindergarteners could read at grade level (Idaho Kids Count, 2009).

According to Education Week Quality Counts 2009 Survey, Idaho is one of only three states that scored a "D" based on chance for student success, K-12 achievement, standards, assessments, accountability, and school financing. The state scored an "F" in the categories of spending, teacher incentives, and college readiness.

The National Center for Public Policy and Higher Education reported that fewer than 24 percent of Idaho residents have a bachelor's degree, which weakens the state's economy (Measuring Up, 2008, The State Report Card on Higher Education). Only 31 percent of 19-year-olds enroll in college and that

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number has dropped by 9 percent since the early 1990's. The study also notes that "Idaho's fairly low performance in educating its young population could limit the state's access to a competitive work force and weaken its economy."

The National Governors' Association reports that education is the most effective means of preventing juvenile offender recidivism. Idaho currently supervises over 800 juvenile probationers, 56 percent of whom have not completed high school. A significant portion of them cannot read or do math at a ninth grade level. As the Idaho Department of Correction reports, this population benefits from direct contact with a professional as a role model and coach in helping them complete their education.

In focus group discussions conducted by Idaho Kids Count, youth participants felt that troubled students need better options. Participants indicated that behavior problems and dropout rates are exacerbated by antiquated teaching styles and lack of hands-on learning experiences (Small Faces in a BIG Recession, 2009, Part 2). Having tutors available was frequently mentioned as a way to ensure school success.

The National Dropout Prevention Center/Network indicates that the most common reasons students drop out of school are boredom and disaffection. Idaho has a significant minority population which drops out. Historically, this population is the most underprepared and has the least access to programs of higher education. In Idaho, the dropout rate among Hispanics (5.16 percent) and Native Americans (5.5 percent) is more than double the Caucasian (2.28 percent) dropout rate (Idaho State Department of Education Historical Ethnicity Dropout Rates, 2007).

Idaho education faces significant challenges while attempting to meet the needs of at-risk students. Decreased state support, budget cuts and layoffs continue to erode the path to educational excellence.

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Although studies indicate that children attending high-quality preschool programs need less remedial education and experience greater high school graduation rates, 65 percent of Idaho children eligible for Head Start do not have the opportunity to attend (Idaho Kids Count, 2009).

At least 20 Idaho school districts declared financial emergencies in 2009, causing cuts in teacher pay and a reduction of hours (Lewiston Morning Tribune, July 14, 2009). Boise School District, the state's second largest, cut 122 positions in 2009 citing disappointing state revenue projections (Idaho Statesman, March 13, 2009).

Fourteen school districts and two charter schools have adopted four-day weeks (Idaho Department of Education, Jan. 10, 2009). In 2007, two Idaho elementary schools closed due to "severe money shortage, declining enrollment, and a drastic decrease in timber replacement funds" (Lewiston Morning Tribune, 2007).

The state recognizes the importance of competing globally and has adopted more stringent requirements for high school graduation. Beginning with the class of 2012, students must be proficient in math and science in order to graduate. This requirement will cost districts \$14 million, to date there is no proposal to fund this mandate.

The Idaho Department of Correction experienced a 14 percent budget cut in 2009 and has implemented a "no growth" policy. At any given time there are more than 600 offenders who qualify for Title I services throughout the state. The Community Corrections Division uses education-based interventions to keep juvenile felony probationers out of prison. The cost of imprisonment is nearly \$60 a day compared to the \$4 per day cost of probation/parole, a significant savings in difficult financial times.

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Lewis-Clark Service Corps serves 20 communities in Idaho where host sites, through an application process, provide documentation of the need for member services. Applications are reviewed by an impartial panel of Lewis-Clark State College faculty and staff who rank the applications based on a series of criteria. The criteria for reviewing host site applications includes program mission, compelling needs, member development, strengthening communities, and organizational capacity.

The above narrative strongly indicates there is a critical need for supplemental tutoring and mentoring for Idaho students at-risk for school failure. School district budgets are stretched to the limit while needs continue to grow. Last year, Lewis-Clark Service Corps received requests for 89 members but could only offer 68 positions. Our proven record of achievement in working with students to ensure long-term school success puts our services in great demand and we look forward to expanding to meet the needs of our state.

2) DESCRIPTION OF ACTIVITIES AND MEMBER ROLES:

Our program partners with public and charter schools in 17 school districts in Idaho serving K-12 students. Members provide services to adult students at colleges, universities, and incarcerated adults through the Robert Janss Schools located in all state correctional facilities. They serve homeless families and students through faith-based organizations and community service agencies. Through our partnership with the Idaho Department of Correction, members serve juvenile felons sentenced to probation and parole.

Lewis-Clark Service Corps directly addresses the demonstrated needs by providing full- and part-time tutors and mentors. Members assist teachers by coordinating literacy and math programs, supporting before- and after-school tutoring centers, providing mentoring services, and leading service-learning

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activities. They recruit, train, and support community volunteer tutors and mentors to help develop the capacity of schools and community agencies.

AmeriCorps members will utilize service-learning techniques on a trial basis over the three-year grant cycle. Using service-learning with students in grades three and above will engage students in an active learning approach to education which will connect students to the real world, provide them with the opportunity to work as a team, build self-esteem and self-efficacy, and to collaborate with and be mentored by positive adult role models. The service-learning projects will promote personal, social, and intellectual growth, as well as civic responsibility and career exploration. Studies validate the positive effects of service-learning on at-risk students (The National Dropout Prevention Center/Network, 2009).

Members will participate in a minimum of three service projects throughout the year to celebrate national days of service. The projects address identified community needs and will include volunteers, alumni, and other national service members (where possible). The days of service include Make a Difference Day, Martin Luther King, Jr. Day of Service, and National AmeriCorps Week. Since Lewis-Clark Service Corps is located on the campus of Lewis-Clark State College, we will also coordinate service projects for students, faculty, and staff on September 11 Day of Service and Remembrance, Spring Break of Service, and Saturday of Service.

Members will be trained to provide quality, standards-based tutoring and mentoring at the annual pre-service orientation held on the campus of Lewis-Clark State College. The training is provided by college faculty in the Education Division and staff from learning labs and tutoring centers on campus. Math tutoring is provided by a math specialist from the State Department of Education. Additional training covers civic engagement, diversity in education, conflict resolution, service project planning,

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AmeriCorps basics, and the history of national service.

Lewis-Clark Service Corps has developed an ongoing relationship with the Idaho State Department of Education's Learn and Serve Coordinator, who will train members on effective service-learning techniques. With the assistance of two AmeriCorps VISTAs serving with our program, we will document member efforts and encourage reflection through video and social networking using Web 2.0 technologies.

Our program is cognizant of and responsive to prohibited program and member activities and we provide extensive training to members and host sites in order to ensure Corporation and legislative rules are followed. The prohibitions are covered during enrollment meetings, at pre-service orientation, and during regional meetings. In addition, host sites are notified of the non-duplication, non-displacement, and non-supplemental requirements of the grant during and after the application process.

3) MEASURABLE OUTPUTS AND OUTCOMES:

Our program will address the education priority area and use the standard performance measures. Lewis-Clark Service Corps would like to participate in the national performance measurement pilot.

Through the tutoring of students in education-based programs at targeted schools, and community and faith-based agencies, we anticipate that at least 11,200 students will be served by our AmeriCorps program. Of those, we expect 6,800 (60%) will demonstrate improved academic performance.

We will track the number of students who complete their participation in our program and anticipate that a minimum of 8,400 (75%) students will remain in the program for the entire year.

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Discouraged or ill-prepared students who are mentored by Lewis-Clark Service Corps members experience increased interest in education and improved school attendance. We anticipate this increase will reflect at least 4,200 students of those mentored have improved.

By participating in service-learning activities, students become more civically engaged. According to National Service-Learning Clearinghouse research, students participating in high quality service-learning experiences are more engaged in learning, which improves academic performance, their understanding of the community, and roles and responsibilities as citizens.

With tutoring and mentoring assistance from Lewis-Clark Service Corps members, adult students will be empowered to face the challenges of returning to school, staying in school, and planning for their futures. The expected outcomes are greater retention of adult students, improved academic performance, and a better awareness of future career options.

We will increase educational and support services for schools, and community and faith-based organizations by recruiting, training, and supporting community volunteer tutors and mentors. We anticipate at least 1,050 community volunteers will provide additional tutoring and mentoring services at these schools and agencies.

Outcomes will be measured using a variety of tools. We will utilize standardized tests which meet the requirements of the No Child Left Behind Act such as the Idaho Standards Achievement Test which assesses students' understanding of language arts, mathematics, and science.

The Idaho Reading Indicator (IRI), a benchmark reading test that is administered three times per year to all Idaho public school students in grades K-3 and is used to measure progress in reading and

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comprehension, will be used to provide our aligned measurable output, intermediate outcome, and end outcome.

The Direct Writing Assessment is a performance-based test used to assess progress toward achieving language arts standards. To measure students' mathematical problem-solving skills, the Direct Math Assessment, which is formally given in grades 4, 5, and 8, will be utilized. The Direct Math Assessment can be revised to cover all grades from K-12.

Other measures include final grade reports, teacher/parent/student evaluations, student self-evaluations, school attendance records, and host site feedback. In addition, we will work with the National Service-Learning Clearinghouse to develop assessment tools to measure the effects of service-learning techniques on student retention and civic engagement.

4) PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT:

The program participates in an annual program assessment, evaluation, and planning as required by Lewis-Clark State College. In addition, all members are asked to evaluate each training session at PSO; thus in subsequent years presentations are revised to better meet member needs.

We convene regional meetings early in the service year with members and supervisors to revisit program requirements, answer questions, and provide support. Regular site visits are conducted to observe member/supervisor interaction and remind members throughout the year to contact their home office if and when there are issues at their host sites before any potential problem becomes critical.

At least once every three years we contract with an independent evaluator to assess the effectiveness and end outcomes of our efforts. We use this information to determine what, if any, changes in our tutoring

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and mentoring approaches should be made.

5) COMMUNITY INVOLVEMENT:

At each stage of the development of Lewis-Clark Service Corps the communities we are involved with have been included in the planning, oversight, and promotion of our program. We have responded to the evolving needs by expanding our service to programs beyond K-6 schools.

Host sites complete a lengthy application process in which they describe their compelling need and mission, as well as methods of assessment. They are asked to consider how the member will be welcomed into the community, what professional development opportunities they will offer, and how they plan to support the member with volunteer recruitment and service-learning. We also ask host sites to tell us about their community partnerships. Members will be able to collaborate with these partners on their service projects.

6) RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS:

Lewis-Clark Service Corps collaborates with other national service programs including the Idaho office of the Corporation for National and Community Service, which provides seven VISTA members. We have sponsored the establishment of Idaho chapters of the AmeriCorps Alumni Association and participate in a National Direct AmeriCorps program through Washington Campus Compact.

We received a three-year Learn and Serve sub-grant through Washington Campus Compact and collaborate with Idaho Department of Education Learn and Serve Coordinator.

7) POTENTIAL FOR REPLICATION:

In the 16 years of program operation, we have grown to support organizations in more than 30

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communities across the state by providing well-trained and motivated AmeriCorps members. We assist host agencies in using AmeriCorps assistance as a pilot project to create their own programs.

Even though the large rural nature of the state of Idaho logistically presents a challenge to replication, we have successfully developed an extensive infrastructure for delivering sustainable services that can be replicated..

Organizational Capability

D. ORGANIZATIONAL CAPABILITY

1. SOUND ORGANIZATIONAL STRUCTURE

a) ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT:

Lewis-Clark State College (LCSC) is a four-year state institution of higher education that is over 100 years old. Originally a Normal School with an early mission as a teacher training institution, the college continues this tradition with an emphasis on education and teaching degrees. The institution's three-part mission is academic, professional-technical, and community support programs. Lewis-Clark Service Corps is located in the Community Programs unit of LCSC.

In 1994, LCSC became the recipient of one of the first AmeriCorps grants to be awarded. The program was called "Idaho TRIO AmeriCorps" (ITAC) and its primary focus was to provide AmeriCorps tutors through higher-education institutions in Idaho in coordination with federal TRIO programs. As the program matured, the increasing need for member services became apparent, and by 1996 the program expanded to community organizations and public schools.

In 1999, LCSC wrote a pilot grant duplicating the Idaho TRIO AmeriCorps program in the Boise, Idaho area by providing tutors in a consortium of five school districts. That funded program became the Treasure Valley AmeriCorps Consortium (TVAC). Even though ITAC maintained a statewide presence,

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they no longer provided members to school districts served by TVAC.

In 2002, concerned about pending funding cuts which were occurring within national service at the federal level, the program directors of both ITAC and TVAC recognized they could save administrative dollars by not duplicating their services. The programs submitted a joint application and were successful. Since the TRIO emphasis was no longer central to the mission of the program, the name was changed to Lewis-Clark Service Corps. Lewis-Clark Service Corps maintains a state office at LCSC and a regional office, which is generously supplied by the Boise School District, the original fiscal agent of TVAC.

Lewis-Clark Service Corps is currently in its 16th year of proven success using the program proposed in this application. This success is demonstrated in the following statistics from the past 15 years: 725 members; 111,091 students tutored; 68,764 students experienced improved academic performance; 12,553 students receiving career advising; 1,522 students received their GED; and more than 10,000 volunteer tutors and mentors recruited.

Lewis-Clark State College has a 30 year history of administering federal grants. The Lewis-Clark Service Corps director, Charlette Kremer, came to the program in 2004 as an AmeriCorps*VISTA coordinating the student volunteer center, service-learning program, and First Book-LCSC. In 2007, Kremer was appointed Interim Program Director and was promoted to Program Director in 2009. She has an extensive background in volunteer recruitment, fundraising, community relations, and grants management.

As part of its Financial Management plan, expenditures of grant funds are documented with copies of requisitions, travel vouchers, and other required documentation is processed through all levels of fiscal

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accountability at LCSC, with signatures required from the Lewis-Clark Service Corps director, Dean of Community Programs, and the Provost when necessary. Lewis-Clark Service Corps staff and the LCSC account technician received training and worked with the CNCS Web Based Reporting System (WBRS) system since its launch in 2000. The Controller's Office provides our program with a monthly accounting of all project transactions as well as a yearly audit. We maintain a separate accounting system which projects the budget's year-end status and serves as a monitoring agent to ensure the accuracy of the monthly budget reports.

Additional program support provided by LCSC includes grant administration, fiscal, payroll, human resources, accounting, technical computer support, internet access, office space, physical plant services, access to the car pool, and utilities. The Lewis-Clark Service Corps director is accountable for all aspects of program administration and budget management. The regional office explicitly duplicates all existing fiscal, evaluation, and other program reporting systems.

LCSC's budget director and account technician in the Controller's Office work closely with the Serve Idaho budget officer, the Lewis-Clark Service Corps director and financial technician. Monitoring visits by Serve Idaho commission staff have historically resulted in positive marks for financial and system management. In 2009, the monitoring visit resulted in no findings on either the programmatic or fiscal aspects of our program. In 2006, our program was audited by the Office of the Inspector General. The audit resulted in three minor findings which were all satisfactorily addressed. In 2009, the Office of the Inspector General reviewed the program resulting in no findings. We will undergo an OIG fiscal audit in early 2010 and are confident of a positive result.

Lewis-Clark Service Corps' budget is included within the total operating budget of LCSC; however, as previously mentioned, there are separate accounting systems which allow the Lewis-Clark Service Corps

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staff to separately track and maintain their budgets. LCSC is audited yearly through the Single Audit Act.

MULTI-SITE PROGRAM:

Our host site partners are selected through a rigorous application process. Following a pre-application workshop, sites submit a completed application defining the compelling community need, detailing program design and service activities, number of students to be served, expected results, and recruiting and sustainability plans. The applications are evaluated, scored, and ranked by a host site review committee. The evaluation criteria are based on a rubric model provided by the Corporation for National and Community Service.

After their selection, all sites sign a Host Agency Agreement stipulating that progress reports are required that include accomplishments, concerns and issues, cost documentation and training needs. Each new supervisor is required to attend a Lewis-Clark Service Corps orientation, be available for on-site visits with Lewis-Clark Service Corps staff and be available for a minimum of three hours per week of direct supervision of its assigned member(s). Each site is billed for a cash match. Supervisors document and report all in-kind program contributions and sign timesheets, verifying all member hours. Any timesheet corrections are dated and initialed by both the member and supervisor.

In addition to schools, colleges and universities, host sites have historically included community- and faith-based organizations. Currently 44 percent of program sites are K-12 public schools, 20 percent community-based organizations, 15 percent colleges and universities, 7 percent charter schools, 5 percent correctional facilities, and 5 percent faith-based organizations. Many of the community- and faith-based organizations are in small, rural areas of Idaho and therefore are without the means to apply for or administer a federal program. Our faith- and community-based host sites repeatedly tell us how much they depend on the enhanced services provided by our members.

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Host sites are monitored through a set of systems developed and improved upon each year. Site supervisors must verify member hours, report the time they spend supervising members and provide host site in-kind member support and training. Site supervisors are responsible for completing quarterly progress reports with input from members verifying information provided in timesheets as well as results of testing scores of students served during the reporting period. Supervisors are required to provide performance evaluations of their AmeriCorps members at mid-year and at the end of service. A minimum of two host site visits are conducted by program staff each year.

The overall vision and mission of Lewis-Clark Service Corps is emphasized with our host sites throughout all levels of program reporting. The host site application, member time logs, progress reports and final reports all emphasize our performance measures. Site performance measures must reflect those of our program. They are required to post AmeriCorps signs at their sites and include our program name in any publicity involving the service our members provide.

b) BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF:

Lewis-Clark Service Corps staff currently consists of a full-time director, financial technician and administrative assistant I in the state office at LCSC, and a volunteer services coordinator and office specialist II in the Boise regional office. One hundred percent of staff effort is salaried and allocated to Lewis-Clark Service Corps. The financial technician currently works 5 hours per week for the Grants and Contracts office which pays 13 percent of her salary.

Lewis-Clark Service Corps also utilizes AmeriCorps*VISTA positions to assist with program development, member and volunteer recruitment, rural economic development, service-learning support, and social media development.

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Lewis-Clark Service Corps director, Charlette Kremer, possesses a bachelor's degree in communications and is currently pursuing a master's degree in adult and organizational leadership. She has extensive experience in community relations, volunteer management, fundraising, and grant administration. Kremer was appointed interim director of Lewis-Clark Service Corps in June 2007. She completed the CNCS Financial and Grants Management Institute in March 2008 and regularly provides training to national service participants and program staff. Prior to joining Lewis-Clark Service Corps she served two terms as an AmeriCorps*VISTA and 10 years as senior communications coordinator for Regence BlueShield of Idaho.

Financial technician, Ellen Thompson, received a certificate in office technology from LCSC. She has been with Lewis-Clark Service Corps for almost one year. Before joining our program, she served as financial technician in the Grants and Contracts office on campus for six years. Her database and grants experience has proved very beneficial for our office. Thompson currently works 35 hours each week but we propose increasing that to 40 hours per week. This proposed increase to 40 hours per week is included in the grant budget. The increase ensures continued accuracy and continuity in our fiscal responsibilities as we grow our program.

Administrative assistant I, Barbara Syska, holds an associate's degree as a legal assistant. She worked with the Lewiston City Library for 20 years and has prior experience working for a national service RSVP program. Syska has been with Lewis-Clark Service Corps for more than eight years and has significantly increased her role within our organization. We propose an evaluation of her current job classification with the recommendation to reclassify the position to technical records specialist 2. According to the state's job description for technical records specialist 2, Syska is currently performing many of these functions including: 1) performing complex and difficult program support functions for

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multiple or highly specialized programs; 2) problem-solving and negotiating; 3) serving as program expert and providing guidance and assistance to staff and external customers; 4) public relations; 5) data management and 6) researching, interpreting, explaining and applying laws, regulations and complex policies.

Volunteer services coordinator, Judy Bittick, is responsible for oversight of the south Idaho members and host sites with the position reporting to the program director. Bittick started with TVAC in November 1999 and holds an associate's degree in education. She has over seventeen years of office management experience in non-profit agencies with seven of the seventeen years at Job Corps, a national program where at-risk youth can receive a GED or high school diploma and obtain job skills. Bittick currently works 32 hours each week and we propose increasing that to 36 hours per week, to provide increased coverage in the regional office to support the additional members we have requested in this application.

Jana Mansfield is the south region office specialist II. Before becoming permanent staff of Lewis-Clark Service Corps, Jana served as an AmeriCorps member with TVAC from 2001-2003 where she also served as an AmeriCorps leader. She is currently working on a bachelor's degree from Boise State University. As with Syska, Mansfield has continued to assume increased responsibilities, as membership in the southern part of the state has grown. An evaluation of her job classification is also proposed with the recommendation that she be reclassified to customer service representative 2. We believe the customer service representative 2 more accurately reflects her responsibilities including: 1) conducting in-depth interviews to determine customers' requests and needs; 2) providing specialized information about agency programs and services; 3) researching and interpreting laws and technical information; 4) clarifying, explaining, and resolving complex, varied and sometimes controversial and/or volatile issues, and preparing clear and concise responses for customers; 5) researching

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information beyond existing procedures for many solutions and answers to questions; and 6) working cooperatively to identify customer service problems, make recommendations, and plan and coordinate program and communication.

With the increase in member slots we will require additional staff support for our program's two offices. We propose the addition of two office specialist II positions at 28 hours per week for each position, ensuring continued outstanding support and service to our members and host sites. We will utilize the position recruiting system required by the college and State of Idaho Office of Personnel Management. These individuals will produce documents, review and verify member timesheets, create and maintain files, greet visitors and screen calls.

c) PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT:

Lewis-Clark State College completes an annual campus-wide self-assessment and planning process. As a program of LCSC, Lewis-Clark Service Corps is required to participate in the process. Each fall, divisions and programs develop unit action plans for the upcoming year. These plans must be based on outcomes and assessments from the prior year's activities. We review and analyze any challenges we faced, improvements implemented, and our accomplishments. This process is a valuable tool for keeping our program on track with continuous improvement feedback.

d) PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE:

Technical assistance for our program and host sites is always available through the resources at our disposal as a program of LCSC.

Host sites receive technical assistance training through application workshops, new supervisor training, regional host site/member workshops, and program updates provided to supervisors periodically

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throughout the program year. These workshops focus primarily on financial and programmatic requirements. Host sites also receive our member newsletters every two months.

Sites provide feedback at the end of each program year where they address any additional training needs they feel are necessary in order to be a successful site. The feedback is analyzed and integrated into our program planning process.

2. SOUND RECORD OF ACCOMPLISHMENTS AS AN ORGANIZATION

a) VOLUNTEER GENERATION AND SUPPORT:

Volunteers are essential to the success of our program, and are a major factor in building its capacity. Professional educators serve in our education program as volunteer tutors. AmeriCorps alumni assist in training new and returning members and participate in national service days by planning their own projects or assisting AmeriCorps teams. Former host site supervisors help publicize the program and make important referrals. College and university faculty, staff, and students serve on host site selection panels. Students and teachers help with service projects. Representatives of community and faith-based organizations serve on the First Book-LCSC advisory board.

All AmeriCorps members receive extensive training in volunteer recruitment, support, and management. We encourage all volunteers to attend an orientation to gain an understanding of our project and the issues being addressed. All volunteer activities end with reflection and celebration.

b) ORGANIZATIONAL AND COMMUNITY LEADERSHIP:

Lewis-Clark Service Corps organized a First Book chapter based at LCSC, which serves low-income students in four Idaho counties and one county in Washington. Since 2005 the program has provided more than 35,000 new books to 3,500 children. The chapter was acknowledged nationally for its efforts

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at raising funds and providing grants. For the past two years, First Book-LCSC was selected to judge a children's story competition for Cheerios. In 2008, First Book-LCSC received the Governor's Brightest Star Award in recognition of its support of literacy.

We provide leadership in many communities by establishing Make a Difference Day, Martin Luther King, Jr. Day of Service, and National AmeriCorps Week events. Our members and staff continue to serve on steering committees for these annual events. Our program has been instrumental in establishing a network of AmeriCorps Alumni Association chapters throughout Idaho. We are a service-learning leader in Idaho by providing in-service training to K-12 teachers and working in rural areas to provide service-learning mentors.

Lewis-Clark Service Corps sponsors seven AmeriCorps*VISTA members serving in locations throughout Idaho. Five VISTAs serve at Idaho's public colleges and universities assisting with service-learning activities including recruiting and training faculty, planning service activities, recruiting community partners, creating assessment tools, developing an online presence, and creating online tools, such as volunteer and service-learning resources, databases, and tutorials. Two additional VISTAs serve in rural community development positions in remote, economically depressed areas developing community resources and coordinating service-learning activities.

Our program staff serve with many community organizations, including United Way, church vestries and boards, the YWCA, Housing and Urban Development funded apartments for the disabled, Special Olympics, community gardens, schools, and libraries.

c) SUCCESS IN SECURING MATCH RESOURCES:

Host sites are very willing partners who provide a cash match in return for hosting an AmeriCorps

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member. This system has operated successfully since the inception of our program. In the 2008-2009 program year host sites provided in excess of \$3.2 million through in-kind contributions in the form of site supervisors, training, travel, technical support, equipment, and office space. Lewis-Clark Service Corps host sites are conscientious partners, careful to provide us with proper documentation in a timely manner so we can submit thorough, accurate reports.

3. SUCCESS IN SECURING COMMUNITY SUPPORT

a) COLLABORATION:

Beginning in 2008, the program director began discussing service-learning program development with a colleague at Boise State University. Through coordinated outreach, they collaborated to develop the Idaho Service-Learning Action Team consisting of Lewis-Clark Service Corps staff, AmeriCorps*VISTA members, representatives from Idaho's colleges and universities, and Idaho Department of Education Learn and Serve staff.

We collaborated with the Idaho Association of School Administrators and participated as an exhibitor at the annual conferences for secondary school principals and school superintendents. This allowed us to recruit host sites in locations not previously served.

Family Promise, a faith-based organization serving homeless families, is a new collaboration allowing us to assist students in crisis situations. AmeriCorps members participated in a service project to help Family Promise with its client day home during PSO. We now provide members to an additional Family Promise location and expect that collaboration to grow.

As mentioned in earlier narratives, our other collaborations include those with host sites, First Book, AmeriCorps Alumni Association, Learn and Serve, AmeriCorps*VISTA, and the Idaho Department of

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Education. Due to the unique and innovative nature of our plans to utilize service-learning in our tutoring efforts, we are collaborating with the National Learn and Serve Clearinghouse to develop assessment tools and track student performance.

b) LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS:

The more our partnerships and collaborations increase, the ability to secure additional in-kind contributions grows. In 2008-2009, we budgeted \$848,000 for in-kind contributions; however, the actual in-kind was more than \$3.2 million. This demonstrates the strong community support our program enjoys.

All host sites must provide a non-federal cash match (unless waived by the federal funder) based on the number of members and whether they are part- or full-time. In 2009-2010 sites contributed \$5,400 for each full-time member and \$3,850 for each part-time member. There is no cash match for education award members.

c) WIDE RANGE OF COMMUNITY STAKEHOLDERS:

Recent efforts have resulted in a substantial increase in the number, scope, and diversity of our stakeholders. Our program has a long-term successful partnership with the Boise School District, a district that has received a large number of immigrants from Russia, Bosnia, Croatia, the Middle East and countries in Africa. These students (and in many cases, their parents) require additional one-on-one tutoring and mentoring to be successful. In collaboration with members at Boise Parks and Recreation Department, several new programs were developed to meet the needs of these students.

At the college/university level, we developed relationships with Student Support Services and the International Programs Office at Lewis-Clark State College as well as the Office of Multicultural Services

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at the University of Idaho. Lewis-Clark Service Corps members provide mentoring activities as well as tutoring services for students from around the world.

The Notus School District in southern Idaho is located in an agricultural area of the state and has a large Hispanic population. Members who serve in this area are bi-lingual and are an integral part in the children's educational success. They help plan the annual El Dia de los Ninos celebration and have established a local chapter of First Book to provide new books for these children.

In 2007-2008, we developed a partnership with the Social Work Division at LCSC. A professor who teaches upper-level classes recruits education award members to serve with our program and functions as their supervisor. At the request of the Social Work Division, we are asking for ten education award positions. Part of these additional positions will be filled with students studying at LCSC's Coeur d'Alene campus.

Our long-time relationship with the Idaho Department of Correction led to a new collaboration with Juvenile Probation and Parole helping students achieve a GED and acquire job seeking and life skills. In 2009, we joined the Students in Service program through Washington Campus Compact. This partnership allows us to provide 10 AmeriCorps members, each serving a minimum of 300 hours in the community.

d) SPECIAL CIRCUMSTANCES:

The majority of our host sites are in rural areas with some in very remote locations. In one community, middle school students and older students are bused to a nearby town where they board with a local family to attend school, returning home for the weekend.

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Many of these small towns rely on resource-based economies and have few financial resources due to their economically stressed nature. Outside of the Ada County area, little funding is available from corporate sources or philanthropic organizations and, as mentioned in the needs statement, there have been steady decreases in state funding for education.

Lewis-Clark Service Corps provides a unique service to academically at-risk students in Idaho. No other program brings a statewide connection to tutoring and mentoring services or has at its disposal the resources of most Idaho colleges and universities, many early childhood programs, and the public school system. With the help of our members, agencies further benefit because their students learn about community service and how to become more engaged citizens.

Cost Effectiveness and Budget Adequacy

E. COST EFFECTIVENESS AND BUDGET ADEQUACY:

1. COST EFFECTIVENESS

The budget is designed to be cost effective and provide excellent support to ensure both member and program success.

a) CORPORATION COST PER MEMBER SERVICE YEAR (MSY):

The budget entered into e-grants tells us that our cost per member service year is \$12,804.

b) DIVERSE NON-FEDERAL SUPPORT:

Cost effectiveness is enhanced by the host sites' cash match in exchange for the opportunity to host AmeriCorps members. Sites obtain their non-federal support through a variety of channels, including state appropriations, community-based grants, fundraising revenues, and individual donations to their organization. Careful documentation of match amounts allows Lewis-Clark Service Corps to accurately report matches occurring at individual host sites. This documentation includes community support for

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service projects, especially in-kind and cash contributions from community sources other than host sites.

In program year 2008-2009 host sites provided 48 percent of the total budget, an increase of 16 percent since 2006. This includes members' living allowance and benefits, plus cash for training, and other member support costs. In-kind match exceeded \$3.2 million from host sites including office materials and supplies, access to phones and office equipment, office space, on the job training, and materials to support members at their sites. Documentation for this support is collected on progress reports and member timesheets.

LCSC provides a significant level of support to Lewis-Clark Service Corps program including office space, utilities, computer assistance, financial, facilities management, and security services. In addition, LCSC provides administrative support through the Department of Human Resources and use of facilities for program training and meetings for members and supervisors. The Boise School District supports our Boise regional office by providing office space, utilities, telephone service, postage, copies, and technical support.

c) DECREASED RELIANCE ON FEDERAL SUPPORT:

The cash match from host sites has been increased by at least \$50 each year for the past three years. As previously noted, those funds now provide almost 50 percent of our budget. In addition to encouraging sites progression toward sustainability, it also decreases our reliance on federal support, by allowing us to offer continued high-quality support for members and host sites in light of increasing costs (e.g., higher travel costs, training costs, uniforms, etc.)

The LCSC office of the Dean of Community Programs provides more than \$10,000 each year in

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additional program support. We work very closely with the college's Office of Grants and Contracts to identify additional funding sources and secure in-kind support for member supplies and training.

We are very conscientious about how we expend funds and have implemented several measures which resulted in substantial savings. Instead of producing and mailing a paper newsletter, we use an online provider to produce an electronic version. All member handbooks, instructions, forms, curriculums, and links are available online through our communication center. We have submitted a proposal to share this unique approach to communicating with members serving across a wide geographic area at the National Conference on Service and Volunteering.

d) BUDGET ADEQUACY:

Our proposed budget is adequate to support our program design as outlined in our detailed budget narrative. It allows us to provide all the requirements of the AmeriCorps program including staffing, recruiting, training, travel, health care, and living allowances for members.

Evaluation Summary or Plan

F. EVALUATION SUMMARY OR PLAN

In 2008, the program underwent an independent evaluation performed by Masoud Kazemi. Kazemi holds masters of science degrees in mathematics from the University of Idaho and Washington State University. He has worked as a lecturer in the Natural Science Division at LCSC since 1991.

To determine tutor effectiveness, Kazemi evaluated data that consisted of the scores of the level of reading of each student's pre- and post- Idaho Reading Indicator exam. The scale of the levels of reading is: low 1, average 2, and high 3. Kazemi evaluated data from three academic years; 2004-2005, 2005-2006, and 2006-2007.

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The findings indicated that kindergarten, second grade, and third grade at-risk students who had received tutoring in reading skills from a Lewis-Clark Service Corps member demonstrated significantly higher post-test results when compared with pre-test results. At-risk students in first grade who were tutored demonstrated higher post-test results when compared with pre-test results for the academic years 2005-2006; for academic year 2004-2005 the test is at a significance level of 5 percent; and for the academic year of 2006-2007 the test showed no significant improvement.

The evaluation results indicate we did not reach our goal of 286 underachieving K-3 students improving one or more full proficiency level. Although the goal was reached with students in kindergarten, second and third grade, first graders did not show the same improvement. According to the Idaho State Department of Education, this result is not unusual due to the difference in what the IRI measures in kindergarten versus first grade. In response we slightly modified our performance measure to indicate students will improve within their IRI proficiency level or improve one or more full proficiency level.

Amendment Justification

N/A.

Clarification Summary

Programmatic Clarification Items:

* Please revise required match to 38 percent. Program has a 16 year history.

N/A

* Clarify set of national measures for Education priority area.

We will utilize education outputs ED1 -- number of students who start in an AmeriCorps education program and ED2 -- number of students who complete participation in an AmeriCorps education program. We will align our outcomes with ED5 when it becomes available.

* Clarify that members have been oriented prior to serving in the classroom.

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All new AmeriCorps members are required to attend or participate in enrollment meetings conducted prior to beginning their service. At these meetings we introduce members to national service and our role as an AmeriCorps State program. We review all enrollment documents to ensure they are completed correctly. We also go through the member agreement in detail to ensure the members understand program requirements and prohibited activities. Members are trained on how to correctly complete a service log and we review the schedule for upcoming year, including required activities. Members also attend on-site orientation at their host agency prior to beginning service.

* Clarify why the program received requests for 89 members but could only offer 68 positions. How will the program support a program expansion given the economic challenges and decrease in state department of education funding?

During the 2009-2010 service year we received requests for 89 members; however, we only received funding to support 68 members. To support a program expansion in spite of decreased state funding for education we have expanded our outreach to organizations and agencies which are not dependent on state funding. In addition, we are working with participating schools to identify additional funding options for the required non-federal match.

* Clarify the term "Normal School" to describe the history of Lewis-Clark State College.

A "normal school" is a term which describes an educational facility that trains teachers, chiefly for elementary grades.

* Clarify slot distributions among sites. The application does not explain how full-time, part-time and EAP slots are different.

In early spring, we solicit applications from potential host sites throughout the state. In the application, sites indicate their preference of full- and part-time members as well as the term of service (10, 11 or 12

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months). EAP positions are allocated through the Lewis-Clark State College social work division and these members serve at non-profit and community organizations.

* Clarify the roles and activities of the 10 minimum-time education award only members.

Our program works closely with the social work division at Lewis-Clark State College on both the Lewiston and Coeur d'Alene, Idaho campuses. Working with faculty we recruit and place senior students at non-profit and community organizations where they complete their practicum. We require these EAP members to participate in monthly team meetings and participate in three service projects during the year just as our full- and part-time members do.

* Clarify how the targeted community, including parents and families, are involved in planning and implementation of the program.

Parents, students and teachers complete mid-year and end-of-year evaluations, which ask them to provide us with feedback on program activities. The evaluations solicit input on what activities have been most effective, how AmeriCorps assistance can be more useful, and what additional activities should be included in the members' service. In addition, if members serve a changing population (e.g., Boys and Girls Clubs, Parks and Recreation, etc.), evaluations are completed and collected throughout the service year. Students and parents often participate in planning and implementing service projects and parents are frequently recruited to volunteer as in-room tutors.

* Explain how the program manages a separately funded AmeriCorps program through Washington Campus Compact and has staff on this grant allocated at 100 percent.

At this time, funding for the Washington Campus Compact EAP program is dependent on a funding decision by the Corporation for National and Community Service. Therefore, we allocated staff time at 100 percent pending the funding determination. If funding is secured we will allocate staff time

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accordingly. Staff currently tracks all time and effort each month and will utilize this system to determine allocation of time for Washington Campus Compact-related activities. We anticipate it will take no more than 1 percent of staff time to administer the Students in Service program.

Further Clarification for Budget Items:

* Specify CNCS sponsored meeting and itemize costs and explain why five staff needs to attend meeting.

The CNCS sponsored meeting referred to in the grant is the National Conference on Volunteering and Service (NCVS). The NCVS offers a one-of-a-kind opportunity for training on AmeriCorps-specific topics. Because of the number of excellent workshops and networking opportunities offered, it is difficult for one or two staff members to attend all of the sessions that are pertinent to running an efficient and effective program. Staff will attend job-specific trainings and information gathered will be shared among all staff.

* Explain how the program requires 6.5 FTE to manage the program centrally. This is a high ratio of staffing to MSY.

Lewis-Clark Service Corps covers the entire state of Idaho which is a very large geographic area. In order to properly manage the program and support members, we maintain State Headquarters in Lewiston and a Central Regional Office in Boise. Serve Idaho recommends one staff member for each 15 members. Based on our requested MSY, our ratio will be one staff per 16 members.

* Change in health care costs.

At the time we submitted our original budget, we included the anticipated health care costs provided by the budget office at Lewis-Clark State College. Since then, the per person cost has decreased and the revised budget reflects that decrease.

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Programmatic Clarifications Year 2

*Please describe your pre-service and in-service tutor training. Please refer to the NOFO background document, Megasearch and/or the resource center for CNCS tutoring requirements.

Tutoring qualifications: Members of Lewis-Clark Service Corps are not considered to be employees of the schools or education agencies where they serve. As such, we require that applicants provide a copy of their high school diploma, General Education Development (GED) certificate or higher education degree. Host agencies which utilize AmeriCorps tutors interview applicants prior to placement to ensure they meet their standards and criteria as well. They are not considered tutors unless they are serving in a classroom or learning-lab setting.

Members are required to attend Pre-Service Orientation where they receive a copy of the Corporation for National and Community Service and U.S. Department of Education's Resources for Math and Reading Tutoring Programs booklet.

Assessing student progress: We will use standardized tests which meet the requirements of the No Child Left Behind Act such as Idaho Standards Achievement Test (ISAT) and Washington Assessment of Student Learning (WASL) which assesses students' understanding of language arts and math. The Idaho Reading Indicator (IRI), a benchmark reading test that is administered three times per year to Idaho public school students in grades K-3, is used to measure progress in reading and comprehension. K-3 IRI measurements are reported at the end of the school year and show the level of improvement each student has achieved. The Dynamic Indicators of Basic Early Literacy (DIBELS) which measures the acquisition of early literacy skills is also used to measure results, as are grade reports and pre- and post-testing. For adult students, we will utilize grade reports and progress toward GED completion.

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Tutoring curriculum: Both K-12 and adult literacy tutors are trained in standards-based tutoring by faculty in the Education Division and staff of the Learning Resource Center at Lewis-Clark State College (LCSC). The research-based curriculum includes text reconstruction, prompting, encouragement and repetition when providing literacy tutoring. Members learn strategies for dealing with unknown words and the principals of literacy construction.

K-12 math tutoring training is provided by the Idaho State Department of Education Region II Math Specialist. She facilitates courses for teachers on the best practices for teaching elementary and middle school mathematics. She has a master's degree in Curriculum & Instruction with an emphasis in Mathematics Education from Boise State University.

For members tutoring adults, training is provided by faculty in LCSC's Business, Technology & Service and Technical/Industrial Divisions. The trainer holds a master's degree in adult education and is a certified advanced occupational specialist and a secondary math certificate.

Additional training: Members also receive site specific training provided by host agencies in accordance with the local education agency and State academic content standards. These trainings include: Working with the Behaviorally Challenged, Promoting Alternative Thinking Strategies, Academic Service-Learning and Student Leadership, How to Build a Positive Atmosphere, and I Can Problem-Solve.

Member supervision: In K-12 settings, members are supervised by classroom teachers and school principals. In higher education institutions, members are supervised by academic specialists in learning labs and tutoring centers. Members placed with the Idaho Department of Correction are supervised by

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on-site educators and the Department Education Program Director.

Training consistent with service activities: All tutor training provided by the program and host sites are designed to be consistent with the duties they will perform and the population they work with. Training at PSO is divided into K-12 or adult sessions which address the divergent needs of these two communities of leaders.

*Please describe how you instill an AmeriCorps identity within your members and connect them to national service.

Lewis-Clark Service Corps members receive training at Pre-Service Orientation (PSO) which includes an "Introduction to National Service." Members learn about the history, mission, and vision of AmeriCorps and their part in the larger organization. At the end of PSO, members stand together to take the AmeriCorps pledge, committing with one another to "get things done" over the course of their term. AmeriCorps alums are utilized as trainers, keynote speakers and leaders during the week-long training. Additionally, members receive training on planning successful community service projects. At that time, members learn about the National Days of Service and how those days connect members to AmeriCorps nationally. They receive water bottles which contain messages of support and encouragement from previous members.

Members post AmeriCorps signs in visible locations at their host-sites and wear their official gear and name tags on-site and at all community-based service projects. They are encouraged to set up information booths at service-related events and are trained to explain AmeriCorps and their service in a short "elevator" speech.

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Members meet with regionally based AmeriCorps teams to plan service projects and hold monthly team meetings. Team meetings foster the corps experience through team building. Members work together on community asset mapping and discover the many non-profit agencies and community needs in their placement region.

Members identify themselves as AmeriCorps participants by wearing the official gear and name tag and posting AmeriCorps signs at their host-site agencies. At PSO, they are trained to explain what AmeriCorps service is in three minutes or less.

Monthly newsletters celebrate member and team successes as well as providing important updates from the Corporation for National and Community Service and Serve Idaho.

Members attend mid-service training with other AmeriCorps and VISTA members serving throughout the state. All members attend the AmeriCorps plenary, which includes "Life After AmeriCorps" and "Recruiting Your Replacement" training.

Section G -- Member training: Please explain why the number of members budgeted differs from total members in the program.

The number of members has been adjusted to reflect 94 full-time members instead of the 98 full-time members originally requested. This gives us a total of 116 full- and part-time members.

Members who are unable to attend PSO receive one-on-one training at their home office using the agenda from PSO, as well as handouts and PowerPoint presentations. In addition, in 2011-2012 we will be able to conduct online Webinars to train new members who do not attend PSO. Members who do not attend mid-service are given information and links to at least three training sessions. They study the information and answer a brief questionnaire.

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*Section I -- Please confirm that the space and utilities charges are not part of an approved indirect cost rate pool.

The office space and utilities are provided by host agencies, which do not receive any indirect costs. This is a strictly in-kind contribution.

Continuation Changes

CONTINUATION CHANGES:

YEAR 2

NEW SITE LOCATIONS: This year, some traditional sites, including K-12 schools, community agencies, and non-profit organizations were unable to secure funding for the non-federal cash match due to significant budget cuts enacted by the Idaho State Legislature or lost grants. Lewis-Clark Service Corps (LC Service Corps) faced these challenges by expanding into the areas of science and math education and adding McCall Outdoor Science School, Environmental Resource Center, Palouse Clearwater Environmental Institute, Palouse Discovery Science Center, Adventure Learning Camp and Sawtooth Botanical Garden. LC Service Corps members also filled the gap in funding for student enrichment programs by serving at the Lewiston Civic Theatre, American Red Cross, and Boys and Girls Clubs of Ada County. The program's relationship with the Nez Perce Tribe expanded with the addition of their Adult Education Program and Lewis-Clark State College Native American and Minority Student Services.

JUSTIFICATION FOR EXPANSION: Although we do not solicit host site applications until the spring, we anticipate the need for four additional MSY. This will allow us to increase support for McCall Outdoor Science School so they can return to full capacity. Palouse Discovery Science Center and Palouse Clearwater Environmental Institute have requested additional placements as well. We have also received inquiries from six additional sites which plan to apply for positions. We will continue to work with the communities we serve to ensure that the most academically "at-risk" students have the opportunity to meet their full potential with the assistance of our members.

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CHANGES IN BUDGET: With additional members we face increased demands for member recruiting, training and support. Therefore, we are making the following changes to our budget:

- * Increase full-time member living allowance to \$12,100 as required by the Corporation.
- * Increase part-time member living allowance \$100 per year to \$5,600.
- * Increase host site non-federal cash match by \$50.
- * Increase weekly hours for office specialists in Boise and Lewiston to 30 from 28.
- * Add four MSY with associated costs (living allowance, uniforms, transportation, etc.).
- * Add one day to pre-service orientation including lodging, trainers, and meals. With more than 100 members we quickly discovered that we require additional time to ensure members are properly trained and prepared for service. One additional day will allow us to increase the length of training sessions to meet member needs.
- * Increase cost of background checks from \$14 to \$40 per member to comply with Corporation requirement for fingerprint checks.
- * Added funding to send financial technician to Financial and Grants Management Institute.
- * Increase number of host site visits.

JUSTIFICATION FOR INCREASE MSY COSTS: Our cost per MSY has increased from \$12,804 to \$13,072 or \$268 per member. This increase partially covers the additional living allowance for full-time members as required by the Corporation.

ENROLLMENT: During the 2009-2010 service year, the last full year of program operation, we achieved 100 percent enrollment.

RETENTION: During our last full year of program operation, we experienced a 95 percent retention rate. Two members left early in their term for non-compelling personal reasons. Both positions were filled by other members who completed their service. Another member, who was also a veteran, left near the end of his second year of service to accept a civilian position with the Air Force in his field of expertise.

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OTHER ISSUES: In the 2009-2010 program year, we returned \$40,000 to the Corporation in unspent funds. This was due primarily to the cost of health insurance for members. Grant provisions require us to budget for health insurance to cover all full-time members; however, only about two-thirds choose coverage under our AmeriCorps plan. This resulted in a surplus in that line item.

PERFORMANCE MEASURES: We have revised and updated our performance measures to reflect the addition of four MSY. Additionally, the State of Idaho will no longer use the Direct Writing Assessment or the Direct Math Assessment to test students statewide. Therefore, we will no longer use these tests to measure student performance.

GRANTEE SHARE OF TOTAL BUDGETED COSTS: Our share of the total budgeted costs is 58 percent with 42 percent coming from the Corporation.

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 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 107.12

Service Categories

Adult Education and Literacy (including ESL and GED)

Elementary Education

Secondary Education

Mentoring

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

LC Service Corps members will provide tutoring in math and literacy to students identified by each host site as requiring additional assistance to succeed.

Result: Output

Result.

Students will receive tutoring from an AmeriCorps member in a variety of settings including one-on-one, small groups, classroom, and before and after school education programs.

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

Target : Number of students who begin a tutoring program provided by LC Service Corps members will complete participation in the program. A student will be considered having completed the program when they have attended a minimum of 50 tutoring sessions.

Target Value: 4725

Instruments: We will utilize a student monthly contact log to track the number of hours and monthly contacts between each student and AmeriCorps member to document the type of activity, when and how long the contact was made.

PM Statement: 4,725 students who begin a tutoring program provided by LC Service Corps members will complete participation in the program. A student will be considered having completed the program when they have attended a minimum of 50 tutoring sessions.

Result: Intermediate Outcome

Result.

Students who receive tutoring and complete participation in the education program will display improved academic performance in the tutored subject areas.

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

Target : The number of students who complete participation in the LC Service Corps education program and who display improved academic performance in the tutored subject areas.

Target Value: 3500

Instruments: We will use standardized tests which meet the requirements of the No Child Left Behind Act such as Idaho Standards Achievement Test (ISAT) and Washington Assessment of Student Learning (WASL) which assesses students' understanding of language arts and math. The Idaho Reading Indicator (IRI), a benchmark reading test that is administered three times per year to Idaho public school students in grades K-3, is used to measure progress in reading and comprehension. K-3 IRI measurements are reported at the end of the school year and show the level of improvement each student has achieved. The Dynamic Indicators of Basic Early Literacy (DIBELS) which measures the acquisition of early literacy skills is also used to measure results, as are grade reports and pre- and post-testing.

PM Statement: 3500 underachieving K-6 students will demonstrate increased proficiency in tutored subjects. Increased proficiency will be determined by improved scores in ISAT, IRI, WASL, DIBELS and grade reports.

Result: Output

Result.

Students will receive tutoring from an AmeriCorps member in a variety of settings including one-on-one, small

National Performance Measures

Result.

groups, classroom, and before and after school programs.

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

Target : Students identified by host sites as needing additional academic assistance will receive tutoring from AmeriCorps members.

Target Value: 6300

Instruments: We will utilize a student monthly contact log to track the number of hours and monthly contacts between each student and AmeriCorps member to document the type of activity, when and how long the contact was made.

PM Statement: 6,300 unduplicated students in grades K-6 identified by host sites will receive tutoring from AmeriCorps members in a variety of academic subjects.

Priority Area: Education

Strategy to Achieve Results

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

: LC Service Corps members will provide mentoring to at-risk students through one-on-one and group mentoring activities throughout the course of the academic year.

Result: Output

Result.

LC Service Corps members will sustain a mentoring match for at least 10 months.

Indicator: (PRIORITY) ED4A: Youth/mentor matches sustained.

Target : Number of underachieving, at-risk students who remain in a mentee relationship with LC Service Corps members for at least 10 months.

Target Value: 40

Instruments: We will utilize a member monthly data sheet which tracks mentor/mentee matches.

PM Statement: 40 underachieving, at-risk students will remain in a mentee relationship with LC Service Corps members for at least 10 months.

Result: Output

Result.

Members will provide regular mentoring to underachieving, at-risk students at the Department of Correction and Felony Probation and Parole.

Indicator: ED3A: Youth/mentor matches started.

Target : Number of students identified by host sites as needing one-on-one or small group mentoring services will be mentored by LC Service Corps members.

Target Value: 50

Instruments: We will utilize a member monthly data sheet which tracks the mentor/mentee matches established by host sites.

PM Statement: 50 underachieving, at-risk students will begin receiving mentoring services by LC Service Corps members.

National Performance Measures

Result: Intermediate Outcome

Result.

Underachieving, at-risk students who remain in a mentee relationship with LC Service Corps members for at least 10 months will have fewer disciplinary referrals or suspensions.

Indicator: ED7: Students with fewer disciplinary referrals or suspensions.

Target : Number of students who remain in a mentee relationship with LC Service Corps members for at least 10 months will experience fewer disciplinary referrals or suspensions.

Target Value: 30

Instruments: Disciplinary reports provided by the Idaho Department of Correction and probation/parole officers.

PM Statement: 30 underachieving, at-risk students who remain in a mentee relationship with LC Service Corps members for at least 10 months will have fewer disciplinary referrals or suspensions.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable