

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): 01/25/11		3. DATE RECEIVED BY STATE:															
2b. APPLICATION ID: 11ED125515		4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11															
		STATE APPLICATION IDENTIFIER:															
		FEDERAL IDENTIFIER: 10EDHMD001															
5. APPLICATION INFORMATION																	
LEGAL NAME: Notre Dame Mission Volunteers Program, Inc. DUNS NUMBER: 940302516		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Katherine T. Corr TELEPHONE NUMBER: (410) 532-6864 14 FAX NUMBER: (410) 532-2418 INTERNET E-MAIL ADDRESS: scorr@ndmva.org															
ADDRESS (give street address, city, state, zip code and county): Notre Dame School & Community Improvemen 5405 Loch Raven Blvd Baltimore MD 21239 - 2902 County: Baltimore (city)																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 043158741		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Faith-based organization National Non-Profit (Multi-State)															
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 Fixed Amount Grant		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Notre Dame Mission Volunteers Program, Inc.															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Number of Members and locations of service: 30 - Apopka, FL 21 - Baltimore, MD		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 07/29/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <u>MD 002</u> b.Program <u>MD 003</u>															
15. ESTIMATED FUNDING: Year #: <u>2</u>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 3,971,625.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 3,697,727.00</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;">\$ 7,669,352.00</td> </tr> </table>		a. FEDERAL	\$ 3,971,625.00	b. APPLICANT	\$ 3,697,727.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 7,669,352.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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g. TOTAL	\$ 7,669,352.00																
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: Katherine T. Corr		b. TITLE: Executive Director	c. TELEPHONE NUMBER: (410) 532-6864 14														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/29/11															

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Executive Summary

Notre Dame Mission Volunteers -- AmeriCorps will place AmeriCorps members in schools and community-based organizations in 18 states, with the mission of raising the academic achievement of disadvantaged children and adults, while building stronger schools and communities. Members will provide academic assistance, small group instruction, and tutoring for children and adults; recruit and support volunteers; and participate in other activities geared toward education and the alleviation of poverty.

Rationale and Approach

Notre Dame Mission Volunteers--AmeriCorps (NDA) is a national, faith-based organization whose mission is to raise the academic achievement of disadvantaged children and adults, while building stronger schools and communities. With the active involvement of our founder and collaborating partner, the Sisters of Notre Dame de Namur, we proposed to place 420 full-time AmeriCorps members at approximately 125 local partnering sites in 33 communities, located in 18 states and the District of Columbia. These partnering sites include public schools, alternative schools, and faith-based and community-based organizations. Of the total number of members, 95 will be serving at Nativity schools, which are faith-based, alternative middle schools. The balance of our members will be based at our regular operating sites from which they will be matched with a wide variety of local partnering sites.

The Sisters of Notre Dame de Namur (SND) have deep roots in the local communities they serve, having been present for decades in most of the communities where our AmeriCorps program will operate -- in some cases more than 100 years. They live and work in these neighborhoods among the poor and have observed first hand the effects of poverty on academic achievement. The SND network collaborates with us by identifying the local needs that our program is best suited to meet and by engaging local partnering sites appropriate to host our AmeriCorps members in advancing our mission of education, stronger schools and stronger communities.

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Compelling Community Need

The NDA program will address the need for remedial education and economic stability for low income families in disadvantaged communities, both urban and rural. We have chosen to address these needs because we believe that education is the fundamental tool in the struggle of the poor for human dignity, self-esteem and self-determination, and we further believe that before children and adults can make significant progress in their educational goals they need a basic level of economic stability related to food, shelter and health.

Each of the communities where our members will serve is beset by high drop-out rates, low percentages of children meeting proficiency standards in reading and math, high poverty rates and significant numbers of adults lacking high school diplomas. We have chosen these communities based on the direct experiences and guidance of the Sisters of Notre Dame de Namur in local communities. Census data and local school district performance data also demonstrate the need for our services. The high levels of poverty and drop-out rates and low academic achievement levels are imperiling children's futures and keeping families from the stability they need in order to achieve their goals in their quest for self-reliance. While space limitations prohibit the inclusion of data from all 33 communities, the following is a broad sample of the measures that point to the need for our members' services. Except where otherwise noted, the data come from online census reports and local school district reports.

Many of our members will be serving in urban neighborhoods located in large cities with high concentrations of poverty and low academic achievement levels. For example, in Chicago, 2008 public school data showed a 42.5% 5-year Cohort Dropout Rate; 84% of Chicago public school students in 2007-2008 came from low income families and 13.3% had limited English proficiency. In San Francisco, 2008 school district data showed only 37% of third graders were reading at or above the 50%

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percentile on the CAT/6 test, and only 37% of public school students in grade 8-11 scored proficient or advanced on the Algebra I California Standards Test. The drop-out rate in San Francisco in 2008 was 21%, based on an adjusted four year derived rate. In Baltimore, census data show that 27% of all children live in poverty and only 12.6% of males over 25 have Bachelors degrees. Fifty-two percent of all African-American males in their 20's in Baltimore are incarcerated or on probation/parole (www.justicepolicy.org.) In 2008, 37% of 9th graders in Baltimore did not earn enough credits to move on to 10th grade ("Schools' smaller-is-better strategy wins fans." The Baltimore Sun, January 3, 2010.) The Los Angeles Unified School District reported a 33.6% drop-out rate as of 2008. Currently 98% of Hartford public school students live below the poverty line, and only 22% of 5th graders met the state proficiency target for reading in 2007.

As an example of the need for our members' services in adult education, in Massachusetts the statewide waiting list for Adult Basic Education and English as a Second Language grew from 19,000 in 2002 to 25,000 in 2004, and as of 2005, 122,000 adults in Boston lacked a high school diploma or had limited English proficiency (The Boston Indicators Project, Boston Foundation, 2005.) According to the 2000 census, in Hartford, Connecticut 39% of adults lacked a high school diploma.

Members will also be serving in smaller cities which are also beset by low academic achievement and families struggling with poverty. In Boulder, Colorado, the Colorado Department of Education data show a 40% drop-out rate, with less than 15% of graduating students pursuing post-secondary education. The school in Cincinnati where members will be serving, Corryville Catholic Elementary, reports that 78% of its students live below the poverty level, and 80% are from single-parent households. In Redwood City, California, only 35% of 3rd graders scored at or above the 50% percentile on the CAT/6 in 2007, and only 12% of 10th grade students scored proficient in Algebra I. In New Orleans, the graduation rate is 53.7%. Students in New Orleans face special challenges due to Hurricane

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Katrina, with many having missed a full year of school or dealing with unresolved mental health issues.

NDA members will also serve in rural areas, working mainly with the migrant farmworker population. In the Apopka, FL schools where NDA members will serve, between 20% and 37% of students are classified as "English language learners," needing the extra attention our members provide in order to be successful in school. In Watsonville, CA where members will also serve a farmworker population, a per capita annual income of less than \$8,000 was not uncommon among the school district's families, and about 50% of Watsonville High School students who begin 9th grade do not graduate, according to a 2005 benchmark summary report of the Rural Empowerment Zone and Enterprise Community Program. Many immigrant youth struggle academically because they are burdened with adult problems and responsibilities at a young age. Typically, youth learn English faster than the adults. They then become translators for the family, a condition that places children in care-taking positions and makes parents dependent upon their children for even the most basic communication assistance.

Description of Activities and Member Roles

With all of these sobering statistics, however, there are also encouraging signs of progress, and NDA members are one ingredient in the successes that are occurring. Nationally, 82% of the children who received tutoring or small group instruction from NDA members last year advanced at least one academic level and in many cases more; these were students identified by their teachers as being several levels behind and needing remedial attention in order not to fall even farther behind. Eighty-three percent of students who graduated from Nativity schools in 2004 completed high school in four years compared to a national average of 60% (NativityMiguel Network of Schools Executive Summary Report, May 2009; www.nativitymiguel.schools.org). The presence of NDA members in our Nativity affiliate schools is a key ingredient for these schools to provide a high degree of individualized attention to students. With our adult education activities, 87% of low income adults who received instruction from

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our members advanced to the next level of their personal education plans last year. While the NDA program may be but one of several interventions in the lives of at-risk students and low income adults, the teachers, principals and directors at our partnering sites attest to our program's value, inspiring us to seek a renewal of AmeriCorps support.

Our core program activities will be centered on increasing the academic achievement levels of children and adults, and recruiting and supporting volunteers to strengthen the capacity of our local partners. As an intermediary organization, NDA will place 420 full-time members in local partnering sites to perform the following roles:

- * Providing in-school and after-school academic tutoring and small group instruction for children in elementary, middle and high schools, focusing primarily on reading and math
- * Creating and managing out-of-school enrichment programs in areas such as sports, drama, visual arts, creative writing, environmental education, and debating
- * Providing intern teaching services for small groups of students, typically 6-12 in number, under the direction of a master teacher
- * Providing general classroom assistance to teachers
- * Creating and supporting mentoring relationships between at-risk children and community volunteers, with special emphasis on serving children of prisoners
- * Providing tutoring and small group instruction for adults in areas such as GED, English as a Second Language, job preparedness skills and basic adult education
- * Recruiting, training and supporting volunteers to strengthen the capacity of schools and community and faith-based education and anti-poverty initiatives

Our AmeriCorps program has a dual structure. As was previously stated, 95 members will be serving in Nativity schools. The original Nativity school model was launched in the 1970s and has been slowly and

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carefully replicated in urban communities across the country since that time primarily by the Jesuit Brothers. Nativity schools are small middle schools targeting low income children at risk of dropping out; the model involves very small classes, evening and weekend study hours, extra tutoring, and strong parental involvement. As has been mentioned, Notre Dame-AmeriCorps members are an integral part of making these small class sizes possible and offering focused, extended academic attention to the students. Our Director of Nativity Affiliates will oversee this portion of the program, interacting directly with leaders of the partnering schools and our members serving at these sites.

The balance of our members will be based at NDA operating sites around the country, from which they will be assigned to local partnering sites including schools and community and faith-based organizations. They will be supervised by operating site directors, who are in turn overseen by the NDA Executive Director.

In addition to our core activities, some operating sites will engage their members in other education and poverty alleviation activities based on local needs assessments and the priorities of their partnering sites. Among these activities will be providing emergency assistance and life skills education for economically disadvantaged individuals; providing day care and pre-school education for disadvantaged children; teaching environmental education through community-based programs; working one-on-one with run-away youth to steer them away from human trafficking and other illegal activity; and, in New Orleans, recruiting and working alongside volunteers to repair hurricane-damaged housing. Each operating site will develop its own performance measures for these activities and will be tracking their results, though these measures do not form a part of this overall application.

In all locations, our members will go beyond the roles of staff and volunteers by providing a deeper level of individualized attention than our partnering sites could otherwise provide to youth and adults who

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need remedial education services; by initiating and managing out-of-school enrichment programs that otherwise could not be offered; by creating and sustaining new mentoring relationships between at-risk children and caring adults in many locations that otherwise would not offer this opportunity; and in many cases by extending our partnering sites' services to greater numbers of children and adults than our sites would otherwise be able to serve.

To insure that our program adheres to all AmeriCorps rules, NDA national office staff will provide specific training to every operating site director regarding AmeriCorps regulations, including non-duplication, non-displacement and non-supplementation requirements, as well as the rules on prohibited service activities. Our site directors, who communicate policy directly to the members, now use the website, www.nationalservice.gov for up-to-date accurate information that reflects Corporation for National and Community service policies. Additionally, we've made available to our site directors a website that we update with trainings, forms, best practices, important dates, a member guide and other helpful resources. This has served as a great tool for site directors, especially those who are new, to have the important resources in a centralized location.

Site directors have AmeriCorps policies and rules in mind as they enlist appropriate local partnering sites. The rules and requirements are discussed with the heads of the partnering sites and are part of the partnering site agreements. Site directors make periodic visits to partnering sites during the program year and assure that the rules are being followed. Our Director of Nativity Affiliates handles the dissemination of this information to the heads of the Nativity partnering schools and monitors compliance throughout the year.

NDA follows a careful and thorough process of member development, training and supervision. Described in greater detail in the Member Outputs and Outcomes section, our member training and

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development activities are ongoing throughout the program year, with regular local training sessions and a midyear national training event. Training content relates directly to the services members are providing and therefore to our desired outcomes. Site directors work closely with members to provide them with or link them to appropriate training related to their service and program goals. In addition, members receive close supervision and support at each local partnering site to insure they feel well-equipped and well-supported in carrying out their service.

Measurable Outputs and Outcomes

The NDA program will operate in two priority areas, Education and Opportunity, and we will use standard performance measures. In the area of Education, our measures will include:

- Number of students who start in an AmeriCorps education program

ANTICIPATED TARGET: 8,000

- Number of students who complete the AmeriCorps education program

ANTICIPATED TARGET: 6,000

- Number of students with improved academic performance

ANTICIPATED TARGET: 4,200

- Number of disadvantaged youth/mentoring matches that are commenced by the AmeriCorps program.

ANTICIPATED TARGET: 275

- Number of matches that are sustained for at least the required time period

ANTICIPATED TARGET: 220

- Number of students with improved academic performance

ANTICIPATED TARGET: 143

End outcome: As a long-term impact, we expect that the majority of children we serve will graduate

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from high school, which is a proven factor in increasing employability and earnings, and ultimately in reducing poverty.

We will track outputs for the Education performance measures through attendance records maintained by our members and aggregated in monthly reports submitted to site directors. Site directors will aggregate the numbers of children served and work with members to gather academic advancement data from the schools. We expect to measure the outcome of improved academic performance through report card information and standardized test results.

In the area of Opportunity, our aligned performance measure will be:

- Number of economically disadvantaged individuals receiving job training and other skill development services.

ANTICIPATED TARGET: 550

- Number of individuals advancing to the next level of their personal education and employment plans.

ANTICIPATED TARGET: 360

End outcome: As a long-term impact, we expect that the majority of the adults we serve will improve their skills enough to find employment or advance to better-paying, more secure jobs, thus alleviating family poverty.

Additional national performance measures we propose to measure in the Opportunity priority area include:

- Number of housing units developed, repaired, or otherwise made available for low income individuals, families or people with disabilities.

ANTICIPATED TARGET: 165

- Number of individuals receiving emergency food from food banks, food pantries, or other nonprofit

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organizations.

ANTICIPATED TARGET: 3,000

We will track output data for the Opportunity measures through our members' monthly reports submitted to and aggregated by site directors. Members will use their partnering sites' intake forms as the basis for their monthly reports. For the intermediate outcome of personal advancement by adult learners, we will track program completion rates, results of standardized tests such as GED, and self-assessments by the adults served.

Plan for Self-Assessment and Improvement

NDA is continuously monitoring its program for possible improvements. At our regular operating sites, site directors will meet with members on a bi-weekly basis to offer feedback and gather feedback from them and to engage in any necessary problem-solving. Site directors will also make regular visits to partnering sites to gather their feedback and assist in resolving any issues. Site directors are in close contact by phone and email with the national office staff to discuss the progress of the program, any problems, and to strategize on how to improve the program.

Member feedback is a key piece of our plan to assess our program and plan for improvements. In addition to regular informal assessments and exchange of ideas between NDA staff and members, members will complete a formal evaluation of our program at the end of the program year. In these evaluation surveys members will be asked to evaluate the training they received from NDA and their partnering sites, the supervision and support they received, the degree to which they feel their service-related skills have developed, and the degree to which their commitment to community service has deepened. There are also open-ended questions in which members can discuss both positive aspects of their year and any recommendations for improvement. The information will be analyzed to identify

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areas for improvement, and the results will be shared with site directors and the NDA board of directors. Site directors will also conduct a program assessment of the previous year with each partnering site as they prepare to sign the partnering site agreement for the following year.

For our Nativity sites, supervisors' on-site assessment and written evaluation of members' performance will serve to provide frequent opportunities for feedback. These markers will help to guide us in planning and facilitating specific training needs and a variety of opportunities in support of the members. Regular individual conferences between the Director of Nativity Affiliates, site supervisors and the master teacher mentors who will work with our members likewise will enable us to monitor member needs and progress. Member evaluations at mid-term will provide feedback for the site supervisor and the Director of Nativity Affiliates. These written responses of their experience and responsibilities at the service site will serve to provide opportunities for encouragement and support and to inform changes if needed for a particular member or site.

Community Involvement

The design of our program in each of our 33 communities is a grassroots effort. Most of our operating site directors are based at local faith-based and community-based organizations such as the Office for Farmworker Ministry in Apopka, FL, the Notre Dame Education Center in Boston, Power Inspires Progress in Cincinnati, I Have a Dream Foundation-Boulder, the Sisters of St. Joseph in Rochester, the Church Council of Seattle, the St. Julie Learning Center in Los Angeles, and many others. We rely on these local partners to identify the needs in their communities that the NDA program can help meet and to suggest partnering sites where our members can serve effectively. All of these organizations have local residents among their leadership. The province organizations of the Sisters of Notre Dame de Namur in each state and the Nativity local school leaders also have participated very actively in identifying needs and opportunities for NDA member service.

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We have been in constant contact with these many partners in formulating our plan for the coming three years. We have worked with them to decide the number of members to be placed in each community, the types of services members will perform and the specific partnering sites where members will be placed. We will continue to engage them in a variety of ways during the grant period. Because in so many cases these local organizations serve as the operating site where our site directors are based, they will provide ongoing advice and support to site directors and members. Each year we will ask all of our community partners to help assess the success of the placements at each partnering site and suggest alternative partnering sites as necessary. We will also ask them to help us gather local data that both illustrate the ongoing need for our program there and also the impact that our members' service is having on local issues.

Relationship with other National and Community Service Programs

NDA has a strong history of collaborating with other service programs supported by the Corporation and by State Commissions. We have in the past and will continue to participate in joint training events and joint community service projects. In each state our programs participate in AmeriCorps launch events and member recognition events. We also participate in joint planning for MLK Day of Service activities led by State Commissions. Local collaborations between our NDA programs and other community service programs are common, such as in Chicago where our operating site director and members have planned and implemented multiple joint service projects with Chicago Cares and the Chicago Greater Food Depository. Our experienced operating sites also share advice, technical assistance and training opportunities with other local AmeriCorps programs, particularly those who are new to AmeriCorps.

In preparation for this application, our programs consulted verbally with and provided information

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forms to each State Commission.

Potential for Replication

Our program has been continually replicated in new locations across the country since we began in 1992. On an average of every two years we have added at least one new operating site. This expansion occurs thoughtfully through the involvement of the Sisters of Notre Dame de Namur and our Nativity affiliates, who are very familiar with our program model and the opportunities in their local communities, and who work to identify partnering sites and local financial support to match the AmeriCorps commitment.

Organizational Capability

Record of Accomplishment

Ability to Provide Sound Programmatic and Fiscal Oversight

Our organization was established by the Sisters of Notre Dame de Namur (SND) in 1992 as the Notre Dame Mission Volunteer Program (NDMVP), with just six volunteers in the northeast that first year. We then joined with AmeriCorps in 1995 in order to extend our impact. Reaching out across the country through the SND network and the Nativity affiliates, we have grown steadily through the years to have a presence now in 33 communities in 18 states and the District of Columbia, placing AmeriCorps members in approximately 125 local partnering sites. We have been able to add operating sites incrementally, approximately every two years, in response to needs and opportunities identified by our partners and the ability to enlist local partnering sites willing and able to provide partnering site contributions.

We have a strong record of accomplishments. Since 1995 we have:

- Provided tutoring and small group instruction to 65,400 children and youth. Each year, more than 65% of students have advanced at least one academic level. During the past 3-year grant period, between 82% and 87% advanced a level.

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- Provided tutoring and small group instruction to 20,390 low income adults, with more than 60% advancing to the next level of their personal education plans. During the past 3-year grant period, 82%-87% advanced to the next level of their individual plans.
- Provided out-of-school enrichment programs for 38,300 children, with more than 60% each year indicating improved attitudes toward school and academic achievement. During the past 3-year grant period the rates were 85%-87%.

We have managed an AmeriCorps grant successfully every year since 1995 including monitoring our operating sites, collecting progress report data, meeting or exceeding performance measures, and providing fiscal oversight and reporting. To monitor compliance with fiscal and program requirements, we will conduct monitoring visits of every operating site at least once a year, utilizing a site monitoring tool developed with the assistance of a former AmeriCorps program officer. We will also hold at least two site directors' meetings during the year, during which we will discuss program and financial management topics.

As has been discussed, we establish our operating sites and identify partnering service sites primarily through the network of the Sisters of Notre Dame de Namur. Once partnering service sites have been identified, our site directors and Director of Nativity Affiliates enter into extensive discussions with the partnering site leaders with participation from national office staff to insure the sites have adequate program and financial management capability. Each of our partnering sites signs a Partnering Site Agreement which spells out the responsibilities of the site toward our AmeriCorps program and the assigned members, including the agreement to provide a partnering site contribution. Almost all of the proposed operating sites in this application have been part of our AmeriCorps program during the last grant cycle, including some operating sites that joined us as part of our Recovery Grant received last year. The majority of the partnering sites that have been identified for the coming year were service sites

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in our program last year as well.

Our proposed partnering sites' programs align with many of the Corporation's priorities including education, literacy and tutoring including pre-school through third grade along with older grades; mentoring for disadvantaged youth and children of prisoners; assistance to seniors to allow them to support independent living; environmental education; and harnessing the energy of volunteers including baby-boomers. All of our partnering sites serve communities with high concentrations of low income individuals. The majority are community-based and faith-based programs; the balance are public schools.

There are several activities and common elements that connect our sites and lift up our overall mission and vision. The first is the orientation held at each operating site where members learn more about the history and mission of the Notre Dame Mission Volunteer Program and our AmeriCorps partnership. Members will take their AmeriCorps pledge as a group, receive their gear, and participate in training and team-building activities. We provide a basic NDA membership handbook that is adapted by each operating site for use in their orientations.

Bi-weekly member meetings at our operating sites will be another opportunity to reinforce our mission and vision. Although the training content of these meetings is often localized, a common element is that we will offer time for members to reflect on their service while exploring themes central to our mission - the importance of education in helping individuals break free from poverty, the importance of embracing diversity, and nonviolent conflict resolution.

Our midyear training event will be the prime opportunity for lifting up our overall mission and vision and strengthening connections among the sites. Members will share presentations about their own

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operating sites and communities, hear national perspectives on the accomplishments of the NDA program, and have the opportunity to meet in groups around shared interests and concerns.

Site monitoring visits are another opportunity to help members feel part of the overall mission. Visiting staff who conduct the monitoring visits will meet with members to discuss the local program in a national context and share stories and information about what is happening in other NDA sites across the country, so that members can feel connected to something larger.

Board of Directors, Administrators and Staff

NDA's management staff includes the Executive Director, the Director of Nativity Affiliates, and the Director of Finance. The Executive Director has the overall responsibility for AmeriCorps program and grant, and supervises the site directors of our operating sites. The Director of Nativity Affiliates oversees the members serving primarily at Nativity schools. The Director of Finance oversees AmeriCorps grant accounting and reporting. She works with operating site directors and the Director of Nativity Affiliates to develop the budgets, monitor them and provide financial reporting.

Our Executive Director, Sr. Katherine Corr, was a founding board member of the Notre Dame Mission Volunteer Program in 1992, oversaw the development of its partnership with the AmeriCorps program in 1995, and has managed the AmeriCorps program ever since. Sr. Katherine has an MA in Sociology and an undergraduate degree in education. Her prior administrative experience includes a position as executive director with a community-based organization in Baltimore and an administrative position with the Sisters of Notre Dame.

Our Director of Nativity Affiliates, Sr. Kathleen O'Brien, SND, has been working with the Notre Dame Mission Volunteer Program since 1998. She has broad administrative experience and expertise in

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education, community services and program development and has overseen the development and growth of our partnership with the Nativity schools.

Our Director of Finance, Adrienne Andrews, an AmeriCorps alumna, has worked in administration for NDA since 2006, and assumed primary responsibility for financial management in 2008. Adrienne has a bachelor's degree from Case Western Reserve University. She has received training from the Certified Public Accountants of the NDMVP Board of Directors. In addition, Adrienne has attended CNCS-sponsored conferences and the Financial and Grants Management Institute. Adrienne works in collaboration with NDMVP Board members and other NDA staff to develop budgets, submit financial reports, and to ensure accurate bookkeeping.

The Notre Dame Mission Volunteer Program has a dual governance structure, which includes the NDMVP Corporation board, and the NDMVP Board of Directors, which is the chief operating oversight body. The NDMVP Board of Directors includes representatives from the business community, the academic community and the Sisters of Notre Dame. The board is involved in resource development, program oversight and evaluation, and financial monitoring of the organization through its two working committees, the Program Committee and the Finance and Development Committee.

Plan for Self-Assessment or Improvement

The Board of Directors is involved actively in assessing our program and developing strategies for improvements. Board members will gather information by making site visits and meeting with site directors and members, and by participating in our national midyear training event as presenters and facilitators. They, along with our Executive Director and Director of Nativity Affiliates, will review annual program evaluations submitted by our members, and will work with management staff to formulate necessary changes based on those evaluations and all the information they have gathered

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during the year through site visits and interactions with site directors and members. The Program Committee of the board is charged with reviewing recommendations for change and presenting them to the full board and the NDMVP Corporation Board for any formal action required.

At a staff level, operating site visits and our periodic site directors' meetings will also serve as forums for self-assessment and improvement. We will build in time to evaluate our progress toward our goals and discuss our effectiveness. We will also bring in outside resource people to share other perspectives on various aspects of our program such as evaluation methods, elements of effective training, resource development and communications.

Plan for Effective Technical Assistance

NDA will carry-out a year round process of technical assistance, utilizing the expertise of our experienced national staff, site directors and board members, and enlisting appropriate outside technical assistance providers through our national network as needed.

The process starts with our spring site directors' meeting. Here, site directors will engage in an assessment of the current year's program, identify any areas that need improvement and develop plans to secure any needed technical assistance. They will also engage in individual analysis of their current budgets and proposed budgets for the following year. The Executive Director and the Director of Finance will provide information about the grant requirements for the coming program year, performance measures, data collection procedures and administrative procedures. The Recruitment Coordinator will review progress on recruiting next year's members with each site director and offer individual technical assistance as needed.

During the summer, the members' evaluations of the program are analyzed and the results sent to each

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operating site. The Executive Director will consult with each site director on any areas needing improvement and will develop a plan with the site director for making those improvements and securing any desired technical assistance. Also during the summer, site directors will meet with the leaders of their partnering sites to finalize partnering site agreements which cover, among other items, AmeriCorps requirements and the partnering sites' oversight of members' work. Site directors and the partnering site representatives will discuss any areas where assistance might be helpful, and the sites directors will provide that extra assistance or locate an outside resource to provide the assistance.

At the fall site directors' meeting, national office staff will provide additional monitoring and support in areas such as budget management; member training, support and retention; and performance measurement and progress reporting. National NDA staff will communicate with site directors in the weeks before the meeting to ascertain any topics where site directors would like assistance and will prepare information on these topics or locate outside technical assistance providers to make presentations.

Throughout the year, site directors and the Director of Nativity Affiliates will keep in close contact with partnering sites to provide any assistance they need in managing the AmeriCorps program. During operating site monitoring visits, staff will also discuss any needs for technical assistance by the operating sites or partnering sites; the Executive Director or Director of Nativity Affiliates will assure that the assistance is delivered.

The midyear training event is another point in the yearly cycle during which national program staff and board members are able to consult with site directors to discuss any challenges. By this time in the year site directors will have completed midyear progress reports and can seek help with any aspects of their program which with they are encountering difficulty. National staff and site directors will discuss budget

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status reports as well as progress on performance measures and identify any areas where assistance is needed. Technical assistance will be provided by national staff or other resource people when site directors return to their local communities, or may be provided to the group as a whole at the spring site directors' meeting, where the cycle begins again.

Volunteer Generation and Support

Our main focusing in recruiting and supporting volunteers is at the local level to strengthen our partnering sites and their communities. Each year our site directors and members have conducted outreach in neighborhoods to recruit parents and other community residents. They have also networked among colleges and universities, businesses and the faith community to recruit volunteers. The variety of sources from which our site directors and members recruit volunteers helps assure a volunteer corps that is diverse in every sense. At their partnering sites members have provided orientation, training, support and recognition so that community volunteers can be as effective as possible and gain personal satisfaction from their service.

Our own organizational capacity is enhance by the volunteers who serve on our board of directors and corporation board, and as well as serve as trainers and technical assistance providers at our operating sites and our national training event. Recruitment of these volunteers is carried out through our national network of SNDs, Nativity school leaders and operating site leadership.

Organization and Community Leadership

Representative of the Notre Dame Mission Volunteer Program have served on numerous boards and task forces, have helped found community-based programs and have received several awards. For example, our Executive Director Sr. Katherine Corr has served as a board member of Trinity University, the Pallotti Center and the Catholic Network of Volunteer Service. Our Cincinnati Associate Site Director

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Sr. Judy Tensing was the co-founder of Power Inspires Progress, an employment education program operating in Cincinnati's inner city. Our Watsonville Site Director, Sr. Liane Delsuc, founded a small education center for inner city junior high youth in East Los Angeles.

Our Apopka Site Director, Sr. Ann Kendrick, received an Opus Prize for the Office of Farmworker Ministry in recognition of her 35 years with this organization, for her entrepreneurial spirit in combating poverty, illiteracy and injustice. This award came from the Opus Group a national real estate development organization. Sr. Ann has also received a human rights award from Amnesty International and an award from the Catholic Committee on Urban Ministry. These are but a few examples of the leadership demonstrated by individuals within our organization.

Success in Securing Match Resources

Over the course of our partnership with AmeriCorps, we have consistently refined the process of how we meet our financial match. Our AmeriCorps members' presence in under-resourced communities and schools has yielded positive results over the years. These communities have come to rely on our volunteer services in order to provide the individualized care and attention necessary to prevent school drop-outs and risky behavior. Our impact, measured each year, increases student performance, attendance, and academic achievement.

This clear record of success is matched by financial investment from the communities where our AmeriCorps members serve. Each partnering site gives our organization a "Partnering Site Contribution" which we match with our AmeriCorps grant, in order to meet the expenses of supporting an AmeriCorps member for a year. It affirms our work to have the communities where we serve continue to fund our efforts. The second significant source of our match is generated from our Nativity affiliates. In helping our affiliate AmeriCorps members realize a full array of benefits of being under our

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NDA program, we are able to count their resources toward our match. The combination of the two sources generates over \$3 million per year that we use in order to match our AmeriCorps grant.

Success in Securing Community Support

Collaboration

Collaboration with community and faith-based organizations is the heart of our program. The Sisters of Notre Dame de Namur and the Nativity affiliates help us establish operating sites for our program and identify local partnering sites, the vast majority of which are faith-based schools, and faith-based and community-based organizations. They have been the reason we have been able to expand our reach incrementally over the years. The collaborations with our national partners and our operating sites assure that our members' service are grounded in authentic local needs and are guided by experienced local leaders who know their community intimately and can design service opportunities that are high quality, well-supported and capable of achieving true impact.

Below is just a small sample of our proposed local partnering sites that, in addition to the Nativity schools, illustrate the breadth and diversity of our local collaborations:

Apopka, FLA -- Hope Community Center; Pennies for Power; Zellwood Elementary School; Lakeview Middle School; Apopka High School

Baltimore, MD -- Caroline Center; Meet Me Halfway Village Center; Mother Seton Academy; Julie Community Center

Washington, DC -- Living Wages; Washington Middle School for Girls; Mary House; Academy of Hope

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Boston, MA -- Notre Dame Education Center; Dorchester Youth Alternative School; Notre Dame High School

Dayton, OH -- New City School; Wesley Community Center; Possum Creek Nature Center

New Orleans, LA -- BoysHope GirlsHope; Second Harvest Food Bank; Langston Hughes Academy Charter School; ARISE Academy; KIPP Believe College Prep; Operation Helping Hands

Phoenix, AZ -- Arizona Family Friendly House; Valley View School; Conchos School; St. Vincent de Paul Center

Bend, OR -- Grandma's House of Central Oregon; Saving Grace; MountainStar Family Relief Nursery

San Francisco and Redwood City, CA -- Epiphany School; Fair Oaks School; John Gill School; Project READ

Thoreau, New Mexico -- Saint Bonaventure Indian Mission School

Local Financial and In-kind Contributions

As the number of operating sites and partnering sites has grown over the years, so have local contributions expanded and become more diverse. Our operating sites receive in-kind, financial and volunteer contributions from entities such as regional provinces of SNDs, colleges and universities, and local individuals. Contributions include free or reduced-rate office space, donated equipment, cash donations and the volunteering of time to offer training to members. Partnering sites also conduct local fundraising to support their program costs and their partnering site contributions. Local foundations

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and businesses are among their financial supporters.

Wide Range of Community Stakeholders

Our partnering sites are our primary community stakeholders, and as has been previously described they include local faith-based organizations, local community-based organizations, public schools, faith-based schools, and alternative schools such as charter schools. Their non-financial support lies primarily in their recruiting, training, supervising and mentoring of members, and their assistance to us in planning our program and gathering evaluation data.

Other stakeholders include our AmeriCorps alumni; Sisters of Notre Dame de Namur; Nativity affiliates; education professionals; and anti-poverty activists. They support our program by helping us recruit members, advising us on national trends and program direction; serving on our board and committees, advising us as we consider geographic or programmatic expansion; participating in our training events, and providing hospitality and support to our members serving in their communities.

Special Circumstances

NDA is an experienced program that has shown steady growth since 1995 in the numbers of operating sites, partnering sites and members. We have also demonstrated the ability to be flexible and creative in responding to new challenges and opportunities, for example launching a new operating site in New Orleans in response to Hurricane Katrina, and adding a new program component nationally to provide mentoring to children of prisoners.

Budget/Cost Effectiveness

Our proposed cost per MSY is \$10,591. For the 2010-2011 year we have secured the following resource commitments:

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Partnering Site Contributions will provide over \$3 million.

In-kind donations of office space, training space: \$53,000

In-kind donations of training/mentoring by Sisters of Notre Dame and colleagues: \$20,000

An independent consultant will help us seek grants from corporations and foundations, particularly past supporters including Bank of America and the Frank J. Lewis Foundation. A Development staff member will help us secure individual donations.

Based on our many years of experience and the active involvement of our site directors in formulating this budget, we are confident it is adequate to support our program design and desired outcomes.

Evaluation Summary or Plan

NDA hired L. Mickey Fenzel, Ph.D., Professor in the School of Education at Loyola University Maryland, to conduct a formal evaluation of our program. Dr. Fenzel conducted a pilot evaluation of several sites during the 2007-08 academic year and then conducted a larger scale evaluation during the 2008-09 academic year. "The findings from the analyses of the data provide strong evidence that the work of the Notre Dame AmeriCorps members not only provides an important and valuable service to the schools and after school programs that they serve but also contributes significantly to raising the students' academic achievement and preparation for higher education. These conclusions are warranted because of the consistency of the findings across programs and types of data analysis." We have submitted his report as a part of this application in accordance with AmeriCorps requirements.

Amendment Justification

N/A

Clarification Summary

1. Students served through the NativityMiguel Network of Schools come from economically disadvantaged families struggling in impoverished neighborhoods. As one measure of poverty, 87% of students served by NativityMiguel network schools qualify for free/reduced cost lunches. Students at

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NativityMiguel network schools enter averaging two years below grade level, therefore needing the extra academic attention that our members will provide.

2. We have determined that our activities do not fit the AmeriCorps definitions for a tutoring program. Therefore, we are deleting tutoring from our service activities and categories. Elementary education, which we classify as K-12, will become our primary service category. Adult education will be our secondary category.

3. Number of Members and locations of service:

37 - Apopka, FL

20 - Baltimore, MD

8 - Bend, OR

67 - Boston, MA

16 - Boulder, CO

12 - Chicago, IL

17 - Cincinnati, OH

13 - Dayton, OH

23 - Hartford, CT

11 - Los Angeles, CA

18 - New Orleans, LA

16 - New York City/Bronx, NY

10 - Philadelphia, PA

10 - Phoenix, AZ

2 - Pine Apple, AL

6 - Rochester, NY

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24 - San Francisco, CA

16 - Seattle, WA

2 - Tampa, FL

10 - Thoreau, NM

14 - Washington, DC

15 - Watsonville, CA

8 - Wilmington, DE

4. Text was added to the budget section, "Source of Matching Funds" to state the sources of funding.

5. Criminal background checks will be conducted for all members and staff in accordance with all AmeriCorps requirements.

6. The external program evaluation was submitted in January 2010 at the time of our initial application and has been re-sent to the Program Officer via email.

Continuation Changes

YEAR 2

EXPANSION

Notre Dame Mission Volunteers -- AmeriCorps (NDA) is requesting an increase in the number of members, from the current level of 375 up to 390. The proposed growth in members will expand our presence in Philadelphia, PA, and draw on our roots and strengths as a faith-based organization in that city. New partners, Catholic Social Services and Presbyterian Broad Street Ministries, have approached us in part because of our highlighted presence on the AmeriCorps website as a faith-based initiative, and also because of our proven capacity to raise the academic achievement levels of children and adults and

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offer other types of education-related support that have a positive impact in low income communities. Both organizations offer education and supportive services to low income children and adults in Philadelphia who have special needs and vulnerabilities. They propose to partner with us in order to be able to provide essential services to greater numbers of children and adults who need extra attention in order to be successful in school and in other areas of their lives.

While the Catholic Social Services office was established in Philadelphia in 1912, its activities date back to the 1700's in the city. Presbyterian Broad Street Ministries was incorporated in 2005 after years of informal service and civic engagement activities by its leaders. Both organizations bring a well-established organizational capacity to carry out the proposed AmeriCorps activities in partnership with us. Both have professional staff who will work with us in the recruitment, training, supervision and support of AmeriCorps members.

Among the needs to be met through the expansion of our AmeriCorps programs in Philadelphia are:

* The need to address the academic challenges and deficiencies of at-risk adolescent boys and girls who have been adjudicated through the Philadelphia Family Court due to abuse or neglect in their family home, or due to criminal activity. These youth have the potential to achieve greater stability in their lives and succeed in appropriate academic programs, either through successful reintegration and graduation from mainstream schools, alternative GED programs, or career technical training with job readiness skills. Such success, however, is dependent on a high degree of concentrated academic and life skills support as can be provided by the proposed AmeriCorps members.

* The need to provide afterschool and summer programs to strengthen essential reading, writing and math skills for at-risk children in Philadelphia's most impoverished and crime-ridden neighborhoods. These children need an extra measure of academic and personal support in order to avoid truancy and

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sub-grade level performance, and graduate on time from high school. In particular there is a special need to overcome language barriers and provide support to children and youth from various ethnic and linguistic communities in Philadelphia, including the Hispanic/Latino, Albanian, Vietnamese and Cambodian communities. Academic support from AmeriCorps members will greatly bolster the chances for academic success among these at-risk children and youth.

* The need to provide comprehensive support to children and adults with mental and physical disabilities throughout the Philadelphia region, in order to help them achieve the greatest level of independence and self-determination possible, including inclusion in normal daily living activities, improved academic achievement, employment, and community service activities.

The 15 proposed additional Notre Dame-AmeriCorps members will assist over 300 children and adults by:

- Providing academic tutoring, small group instruction and life skills support to children and youth at risk of falling behind and not completing courses on-time, on grade level
- Designing and implementing project-based community service learning initiatives that reinforce academic skills and attitudes for success
- Providing academic and life skills instruction and support to developmentally challenged children and adults to help them achieve the highest level of independence possible.

The proposed expansion will bring the total number of Notre Dame-AmeriCorps members in Philadelphia to 22, providing education assistance to approximately 650 children and adults.

PERFORMANCE MEASURE CHANGE

We are requesting a change in our Performance Measures. We propose to use the revised Improved Academic Performance national measure offered by the Corporation for 2011-2012 in place of the

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Improved School Attendance national measure. We propose to measure improved academic performance through "on-time course completion." Our experience this year with the School Attendance measure is indicating that while improving attendance and maintaining good attendance are important facets of our work, the revised measure more closely aligns with our academic assistance activities and the specific needs of the at-risk students that are referred to us by our schools and community-based programs.

Members involved in service activities that relate to Improved Academic Performance will be providing general academic assistance, intern teaching, small group instruction and tutoring. Our program will comply with AmeriCorps requirements for a tutoring program. We will require that members engaged in these activities be high school graduates; based on our past experience, we expect the majority of these members will be college graduates. We will look at the applicant's previous experience in working with children and carefully examine their transcripts in making placements at sites that require strong educational backgrounds.

The curricula our members will utilize in their academic support activities will be based on the curricula of the schools and after-school learning centers where our members will serve. Many members will be serving in public schools encompassed by the No Child Left Behind Act (Elementary and Secondary Education Act), and our members' tutoring and academic assistance will follow those schools' curricula and general program. Many of our members will work at sites that use specific, national evidence-based curricula such as Project Read, Kids in Motion, Read Right, AVID, and Dreamcatcher Learning. The private alternative schools for low income families where our members serve, including the Nativity-Miguel Network schools, have rigorous curricula that align with the curricula of the local school district and are tied into national standardized testing. Most of our Nativity-Miguel Schools use NWEA (North Western Education Assistance) testing and select curricula accordingly to address student needs in full

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accordance with state standards.

Training resources for members engaged in providing academic assistance have been identified through the Corporation for National and Community Service resources website and resources provided through LEARNS. Appropriate evidence-based training will be provided to these members at the beginning of the service year. A site supervisor at each placement will be identified for further training and supervision of the member who works in close connection with school personnel. Further training will be provided at our annual mid-year conference.

In addition to the requested change in our National Performance Measure, we are also projecting an increase in the numbers of children and adults to be served. These changes are reflected in the Performance Measures section of the application.

ENROLLMENT

During the 2009-2010 program year, NDA filled 97% of our awarded slots. We were not able to find the right applicants for the remaining slots. We have provided additional training to Site Directors on recruitment strategies and continued to emphasize community-based recruitment. This year we have filled 100% of our slots.

RETENTION

Our retention rate was 92.8% for the 2009-2010 program year. Some members had to exit for personal reasons, and in other cases there was not a good fit between a member and a partnering site. We continue to focus on internet and community-based recruitment to develop the largest pool of

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applicants possible so that the best matches can be made between members and service sites. Site Directors stay in close contact with partnering site leaders and members to try to resolve any potential issues early.

CONSULTATION WITH STATE COMMISSIONS

Our operating sites have submitted information forms to each State Commission regarding the activities proposed in this application. We will continue to participate in State Commission training and events and will invite their representatives to our events.

BUDGET

To comply with the Corporation's requirement to increase the members' minimum living allowance to \$12,100, we are requesting a \$300 increase in the cost per MSY. The new cost per MSY would increase from \$10,591 to \$10,891. With this requested increase we are still well below the \$13,000 maximum request for Fixed-Amount Grants. The budget we submitted last year was the bare minimum required to offer our program, and it would be a severe struggle for us to raise the additional \$300 per MSY.

RATIONALE AND APPROACH

We propose to place AmeriCorps members in the following locations:

30 - Apopka, FL

21 - Baltimore, MD

8 - Bend, OR

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- 71 - Boston, MA
- 18 - Boulder, CO
- 14 - Chicago, IL
- 19 - Cincinnati, OH
- 12 - Dayton, OH
- 19 - Hartford, CT
- 12 - Los Angeles, CA
- 20 - New Orleans, LA
- 16 - New York City/Bronx, NY
- 22 - Philadelphia, PA
- 10 - Phoenix, AZ
- 2 - Pine Apple, AL
- 6 - Rochester, NY
- 23 - San Francisco, CA
- 15 - Seattle, WA
- 12 - Tampa, FL
- 9 - Thoreau, NM
- 8 - Washington, DC
- 15 - Watsonville, CA
- 8 - Wilmington, DE

These numbers reflect changes in projections from last year's proposal as well as the requested expansion in Philadelphia.

Performance Measures

SAA Characteristics

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

Priority Areas

- | | |
|--|---|
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Environmental Stewardship | <input type="checkbox"/> Veterans and Military Families |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Economic Opportunity | <input 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 316.68

Service Categories

- | | | |
|--|---|---|
| Adult Education and Literacy (including ESL and GED) | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |
| Afterschool Programs | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Elementary Education | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |
| ESL | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Pre-Elementary Day Care | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Secondary Education | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Tutoring and Child (Middle Sch.) Literacy | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Other Education | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Environmental Awareness-building and Education | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Food Security | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Other Health/Nutrition | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Housing Infrastructure | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Health and Mental Health Crisis Intervention | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |
| Mentoring | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |

Adult Education

Service Category: Adult Education and Literacy (including ESL and GED)

Measure Category: Not Applicable

Strategy to Achieve Results

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

AmeriCorps members will work in community-based programs located in economically disadvantaged communities to provide small group instruction in basic adult education, GED, ESL, citizenship preparation and job readiness skills.

Result

Result: Output

Adults from economically disadvantaged communities will participate in adult education services offered by AmeriCorps members in basic adult education, GED, ESL, citizenship preparation and job readiness skills.

Indicator: participants

Target: 950 adult participants served by community-based programs will participate in our adult education services.

Target Value: 950

Instruments: Attendance logs aggregated into member service reports.

PM Statement: 950 adults from economically disadvantaged communities served by community-based programs will participate in our AmeriCorps adult education services.

Prev. Yrs. Data

Result: Intermediate Outcome

Adults will advance to the next level of their personal education plans.

Indicator: adult beneficiaries

Target: 620 adults who participate in our adult education services will advance to the next level of their personal education plans.

Target Value: 620

Instruments: Self-assessment questionnaires, program completion logs and/or standardized test results aggregated in Adult Education Results Summary Forms.

PM Statement: 620 adults from disadvantaged communities who participate in our adult education services will advance to the next level of their personal education plan.

Prev. Yrs. Data

National Performance Measures

Priority Area: Education

Performance Measure Title: Student Participation in Education Program

Service Category: Elementary Education

Strategy to Achieve Results

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

AmeriCorps members will provide academic support to students from economically disadvantaged communities in grades K-12 who have been identified by schools and community-based programs as needing extra attention in order to help them achieve on-time course completion and gain greater academic success. The academic support activities will include tutoring and small group instruction for students during the school day and in after-school programs; intern teaching for small groups of students, typically 6-12, under the direction of a master teacher; and general assistance in the classroom as directed by teachers.

Result: Intermediate Outcome

Result.

Students from economically disadvantaged communities in grades K-12 who have been identified as needing extra academic support will achieve improved academic performance as indicated by on-time course completion.

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

Target : 3,960 of the students who were identified by schools and community-based programs as needing extra academic attention and completed our AmeriCorps education program will achieve on-time course completion.

Target Value: 3960

Instruments: Report cards or Student Grade Level/Course Completion Data Request Forms, aggregated into Student Grade Level/Course Completion Summary Tracking Logs.

PM Statement: 3,960 of the students who were identified as needing extra academic attention and completed our AmeriCorps education program will achieve improved academic performance as indicated by on-time course completion.

Result: Output

Result.

Students from economically disadvantaged communities in grades K-12 who have been identified as needing extra academic support will start in our AmeriCorps education program.

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

Target : 7,050 students from economically disadvantaged communities in grades K-12 who are identified by schools and community-based programs as needing extra academic support will start in our AmeriCorps education program.

Target Value: 7050

Instruments: Student contact logs or attendance sheets aggregated into Education Service Output Summary Form.

PM Statement: 7,050 students from economically disadvantaged communities in grades K-12 who are identified by schools and community-based programs as needing extra academic support will start in our

National Performance Measures

Result.

AmeriCorps education program.

Result: Output

Result.

Students from economically disadvantaged communities who have been identified by schools and community-based programs as needing extra academic support will complete our AmeriCorps education program.

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

Target : 5,280 students from economically disadvantaged communities in grades K-12 will complete the AmeriCorps education program, receiving at least 32 hours of academic support from our AmeriCorps members.

Target Value: 5280

Instruments: Student contact logs or attendance sheets aggregated into Education Service Output Summary Form.

PM Statement: 5,280 students from economically disadvantaged communities in grades K-12 who have been identified by schools and community-based programs as needing extra academic support will complete our AmeriCorps education program, receiving at least 32 hours of academic support from our AmeriCorps members.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable