PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION: Application [X] Non-Construction	

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/24/11	**3. DATE RECEIVED BY STATE:**	**STATE APPLICATION IDENTIFIER:**
2b. APPLICATION ID: 11ED125927	**4. DATE RECEIVED BY FEDERAL AGENCY:** 01/24/11	**FEDERAL IDENTIFIER:** 10EDHMS001

5. APPLICATION INFORMATION

LEGAL NAME: Digital Opportunity Trust USA

DUNS NUMBER: 800615291

ADDRESS (give street address, city, state, zip code and county):
906 Sullivan Drive
Hattiesburg MS 39401 - 2714
County: Forrest

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):

NAME: Nuria Arias

TELEPHONE NUMBER: (601) 325-7478

FAX NUMBER:

INTERNET E-MAIL ADDRESS: narias@dotrust.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
204993061

7. TYPE OF APPLICANT:
7a. Non-Profit
7b.

8. TYPE OF APPLICATION (Check appropriate box).

[ ] NEW   [ ] NEW/PREVIOUS GRANTE

[X] CONTINUATION   [ ] AMENDMENT

If Amendment, enter appropriate letter(s) in box(es): [ ] [ ]

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:
DOT USA TeachUp!

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

24 Mississippi Counties: Tunica, Desoto, Tate, Marshall, Lafayette, Panola, Quitman, Coahoma, Bolivar, Sunflower, Leflore, Tallahatchie, Washington, Leflore, Sharkey, Claiborne, Warren, Yazoo, Hinds, Hancock, Harrison, Stone, Jackson an

13. PROPOSED PROJECT: START DATE: 07/01/11   **END DATE:** 06/30/12

14. CONGRESSIONAL DISTRICT OF: a. Applicant [MS 004]   b. Program [MS 004]

15. ESTIMATED FUNDING: Year #: [2]

a. FEDERAL	$ 3,640,000.00
b. APPLICANT	$ 0.00
c. STATE	$ 0.00
d. LOCAL	$ 0.00
e. OTHER	$ 0.00
f. PROGRAM INCOME	$ 0.00
g. TOTAL	$ 3,640,000.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

[ ] YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE:

[X] NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
[ ] YES   if "Yes," attach an explanation.   [X] NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Deanna Stewart	b. TITLE:	c. TELEPHONE NUMBER: (601) 325-6425
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/29/11

Narratives

Executive Summary

TeachUp! is a unique program where DOT USA recruits, trains and places tech-savvy individuals in public schools and community centers where they spend the year as AmeriCorps Members helping teachers and community members enhance their technology skills through one-one-one training. 280 Members will continue to deliver 21st century technology skills to teachers, their 140,000 at-risk students, and thousands of adults looking to secure employment, healthcare, etc.

Rationale and Approach

Compelling Community Need

Digital Opportunity Trust USA (DOT USA) proposes to expand its highly successful TeachUp! Technology Empowerment Program for Teachers in two regions that have been infamous for generations of extreme poverty and exceptionally low education levels:(1) In a 20-county region in the Mississippi Delta TeachUp! would serve 36 schools districts, 200 schools and their 6,500 teachers who teach over 100,000 at-risk students; and (2) in two metropolitan New Orleans' school districts, TeachUp! will serve 80 schools, 2,600 teachers and 42,000 at-risk students.

Enrollment in Free and Reduced Lunch programming is a standard measure to determine the percentage of children living in low-income situations. In the proposed school districts, more than 75% of all students qualify for Free and Reduced Lunch Programming. In the Recovery School District of New Orleans 83% qualify, and in 13 Delta counties, that number soars to 91.80%.

Outlined below are the Free and Reduced Lunch Programming rates in each proposed school district with the county/parish in parentheses: Louisiana: Recovery School District of (Orleans Parish) 83%, Jefferson Parish District, 75%; Mississippi: Benoit (Bolivar County), 100%; Clarksdale Municipal (Coahoma), 95.3%; Cleveland (Coahoma), 77.6%; Coahoma County AHA, 93.8%; Coahoma County, 100%; Claiborne County, 100% Desoto County, 44.5%; Drew (Sunflower), 95.4%; Durant (Holmes), 100%; East Tallahatchie (Tallahatchie), 87.5%; Greenville (Washington), 94.7%; Greenwood (Leflore), 91.8%; Hollandale (Washington), 96.6%; Holly Springs (Marshall), 100%; Holmes County, 98.3%;

Narratives

Humphreys County, 95.9%, Indianola (Sunflower), 92.5%; Lafayette County, 58.2%; Leflore County, 97.4%; Leland (Washington), 91.9%; Marshall County, 82.5%; Mound Bayou (Bolivar), 100%; North Bolivar County, 100%; North Panola (Panola), 94.2%; Oxford (Lafayette), 48.5%; Quitman County, 100%; Shaw (Bolivar), 95.4%; South Delta (Sharkey-Issaquena); 93.9%; South Panola (Panola), 74.1%; Sunflower County, 97.5; Tate County, 71.5%; Tunica County, 95.7% ; West Bolivar (Bolivar), 93.9%; Warren County/Vicksburg (Warren) 70.2%; West Tallahatchie (Tallahatchie), 96.7% ; West Line (Washington), 84.4%; Yazoo City (Yazoo), 94.8%; Yazoo County, 81.6%. Note: These two regions contain 387 public schools and the proposed project will serve 280 of these. Schools with larger student bodies, high poverty levels and strongest interest will be given priority.

PREVALENT POVERTY: 19 of the 22 counties/parishes to be serviced are classified as "Persistent Poverty Counties" by the USDA--meaning that 20% or more of residents were poor as measured by each of the last 4 censuses. Four of the Mississippi counties, Claiborne, Holmes, Humphreys and Sunflower have more than 30% poverty, thirteen of the counties have 20-30% poverty, and three have 15-20% poverty. (Source: Economic Research Service, USDA by RUPRI.) 15 of the 22 counties have per capita incomes of under $20,000, and 6 have per capita incomes of less than $25,000

VERY LOW EDUCATION LEVELS: 17 of the 22 counties are classified as "Low Education Counties," meaning that 25% or more of the residents aged 25-64 years old have neither a high school diploma nor GED in 2000. (Source: Economic Research Service, USDA by RUPRI.) Only one of the 22 counties to be served had 20% of the adult population with a college degree; and that was Lafayette, home of the University of Mississippi. Illiteracy in the regions has been a long-time and persistent problem.

The link between poverty and poor education is substantiated and with a few different interpretations. It can be argued that children coming out of low-income situations lack the parental and community supports required to be a successful student. Another argument can be strongly made, and is the most compelling in terms of this proposal, that schools districts situated in low-income communities, do not have the resources to support schools and teachers in a manner that best promotes

Narratives

student development and achievement.

DOT USA believes that all of these factors play a significant role in the overwhelming failure rate of schools in both the Mississippi Delta region and the inner city of New Orleans. In short, unless powerful and effective education interventions are instituted, students in the public schools in these 22 counties are statistically doomed to academic failure and a continued life in poverty

With these overwhelming barriers, a unique, research-based, proven approach like TeachUp! is needed to improve the odds for success for these students. Significant strides have been taken to increase the amount of education technology in classroom settings; and each year, increased access to computers and technology for students and teachers are made a priority. However, schools are experiencing difficultly in effectively integrating these technologies into the classroom setting. Multiple studies indicated that more than half of teachers equipped with computers only use them for administrative functions, and only half of students report using technology more than once a week (Abbott, 2003; National Teacher Survey, 2005).

A vast amount of research indicates that teacher training is the most significant factor that could improve attitudes toward and integration of classroom technologies (Berson, 1996; U.S. Department of Education, 2005; Reynolds & Morgan, 2001; Yildirim & Kiraz, 1999; Yildirim, 2000). Further, this body of research underlines the fact that teachers need to be oriented in curriculum-based training programs that teach them not only how to use the technology at a basic level, but also to integrate that technology into their curricula (Baylor & Ritchie, 2002; Becker, 2001; Redish, 1997; Reynolds & Morgan, 2001; Roberts, 2003; Van Fossen, 2001; Wenglinsky, 1998).

Further studies and test cases support the fact that simple technology training is not enough to support the sustained use of classroom technology. Teachers are most successful when offered one-on-one follow-up and mentoring as planned in this initiative. When support is available to address daily challenges and to collaborate on best uses of technology, teachers are more likely to use technology more frequently and with greater effectiveness (Carlson, 2002; Di Benedetto, 2005; May, 2000; O'Dwyer,

Narratives

Russel & Bebell, 2004).

For the last four years, DOT USA has provided tech-savvy interns to New Orleans area public schools to help these severely challenged schools rebound and recover from Hurricane Katrina. Leaders of two New Orleans area districts served have urged DOT USA to double the number of schools served from 40 to 80, which this proposal would allow. The need to place AmeriCorps members in Delta public schools to help teachers learn to better use technology was identified by DOT USA through a series of meetings and interviews with Delta school leaders in the summer of 2009 and a DOT survey of Delta school districts and leaders to determine what they felt was most needed to enhance the use of technology to improve education in their schools. This survey of Delta school districts produced these key findings:

* 93% of the Delta school districts ranked technology interns (members) as their #1 need to help their district increase the use of technology in the classroom learning process. (7% said that additional computers, interactive white boards and additional software were their #1 need.)

* 100% of the Delta School districts would like to receive TeachUp! technology interns (members) to serve in their schools and help teachers better utilize technology in the classrooms.

* At present there are only 76 technology staff members employed in the 28 Delta districts and 177 schools surveyed. At present there is only one technology staff person per 89 teachers in the Delta region. In the Delta region there is less than 1 technology staff person per 1,000 students enrolled.

DOT USA intentionally selected the metropolitan New Orleans and Mississippi Delta regions because the agency wants to make a profound and positive impact on these regions widely acknowledged to have the most critical and pressing education needs. Further, DOT USA selected these two regions because public school leaders in both regions have urged DOT USA to expand the unique TeachUp! program in their school systems. These New Orleans and Delta school leaders were an integral part of the planning process that created this unique initiative.

DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

Narratives

In this TeachUp! technology empowerment program, DOT USA will recruit, train and place 280 skilled and full-time AmeriCorps members in 280 public schools where they will spend the year helping 9,100 teachers accelerate the use of technology in the classroom learning experience. While most of these schools have increased access to computers and related technology for students and teachers, the teachers and schools are experiencing difficulty in effectively integrating these technologies into existing curricula. Again, 93% of Delta school leaders listed the need for members to help teachers better utilize technology as the #1 action that would boost their education efforts. DOT USA will partner with and work hand-in-hand with these Delta and New Orleans school districts to give them the assistance they desperately need and want.

Today, DOT USA operates its highly acclaimed TeachUp! programs in 40 schools in inner city of New Orleans, across the Mississippi Gulf Coast, and with an ARRA AmeriCorps grant serves 20 schools in the Mississippi Delta region. In every case, the onsite technology intern (the AmeriCorps Member) is the critical link to the program's success. DOT USA does provide close and regular supervision of the school-based member. There is also a school-based mentor to guide the member. However, it is important to note that the actual program work of training teachers one-on-one and offering the support throughout the school to fully maximize student learning through technology is not possible without the presence of the on-site AmeriCorps member.

Each AmeriCorps member will spend 20 hours per week in their assigned school working face-to-face with teachers. They will devote an additional 10 hours per week researching websites and other technology resources that teachers can integrate into their classroom activities. The final ten 10 hours per week of the member's commitment is usually spent at community sites, such as public libraries where the member helps both adults and youth learn to better utilize technology to address their life and education needs. In June and July 2011, when the school year has concluded, the members will spend their full week in community sites helping adults and youth better utilize technology. The specific community service sites are indentified by the AmeriCorps members and DOT USA staffers after

Narratives

researching the sites with greatest needs and computer capabilities to serve the public.

DOT USA provides every member with regular and on-going guidance and supervision through a Support Manager. Each Support Manager supervises 20 members and works in collaboration with the school-based mentor to ensure that the member is fully supported throughout the program year. The Support Manager makes bi-monthly site visits with the twenty members he/she supervises to provide feedback, guidance, support and training. The Support Manager ensures that members develop and apply the skills they need. This includes coaching members' ongoing development of key skills, knowledge, and attributes as outlined in the Intern Competency Profile as well as addressing emergent learning needs. The Support Manager mentors and coaches the members to resolve issues and challenges as they arise and provides the members with online and classroom training. The Support Manager engages in program evaluation and uses technology to enhance the learning process in both formal and informal learning settings.

Each member is also assigned a school-based mentor, provided by the school to which the member is assigned. The mentor is usually a veteran classroom teacher who is technically-savvy and/or has expressed an interest in working with the member.

School-based mentors, who are volunteers, are responsible for the day-to-day guidance and supervision of the member. The school-based mentor serves as link between the school site and the member in order to ensure that there is a seamless transition into the school system. The school-based mentor also serves as a consultant on how to connect technology with local educational goals and objectives. The school-based mentor ensures that members are assigned work according to the mission of the TeachUp! program. (When members volunteer at community sites like the public library, the library is also asked to appoint a mentor staff member to help guide the AmeriCorps member in their service.) The school-based mentor meets with the member before, after or during school hours, for an average of 90 minutes per week. DOT USA has used this model successfully for four years.

DOT USA also employs a full-time Measurement & Evaluation Manager and has also contracted a

Narratives

Measurement & Evaluation Consultant to track program progress and pinpoint areas of growth and needed improvement throughout the program.

DOT USA's program design maximizes the use of personnel in an inventive and effective manner. The AmeriCorps member provides the on-site training critical to making technology in classrooms a reality at each and every target school. The schools themselves provide a mentor onsite to ensure the success and evaluation of the AmeriCorps member. DOT USA provides training and development to the AmeriCorps members to ready them for their positions, as well as support management to ensure that the whole system is working; but the field work provided by the AmeriCorps member is a critical element to the program design and activities. Appropriate supervision by both the Support Manager and the onsite mentor ensure that the AmeriCorps member has adequate supports to facilitate their role in DOT USA's ultimate outcomes.

Due to the unprecedented work that the TeachUp! program offers, the program does not violate non-duplication, non-displacement, or non-supplementation requirements. Likewise, in accordance with AmeriCorps grant provisions, none of the activities assigned to AmeriCorps members violate 45 CFR § 2520.45 or 45 CFR § 2520.65 prohibited service provisions. To guard against prohibited activities, these will be included in the member contract, addressed at member meetings, and provided to host sites and site supervisors.

Without the support of AmeriCorps, this scientifically-proven approach to teacher training and technology integration would not be possible. While DOT USA would continue to promote technology in education, the on-site presence of the AmeriCorps member is the key to the success of the program, making the increased integration of technology into the classroom and the resulting improved education for at-risk students possible.

Organizational Capability

D. ORGANIZATION CAPACITY

SOUND ORGANIZATIONAL STRUCTURE

Narratives

Over the last four years, while serving communities battered by Hurricane Katrina, and plagued by limited resources and high poverty, DOT USA has been remarkable successful in creating, operating, and rapidly expanding a unique world-class technology empowerment program for at-risk public schools. In this application we propose to expand this effective program utilizing AmeriCorps members in our proven model that has been very successful in a variety of regions and schools.

In March 2006, Cisco Systems invited DOT to launch TeachUp! in the USA: DOT USA was registered as a nonprofit enterprise on June 1, 2006 and secured 501(c) 3 charitable status. DOT USA's first two operational years, April 1, 2006 -- March 31, 2008, were devoted to serving the inner city of New Orleans and the Gulf Coast regions battered by Hurricane Katrina with grants from Cisco Systems.

In its second year (2007-2008), DOT USA expanded the program from 41 to 53 disadvantaged schools and 53 Interns empowered more than 1,800 teachers to provide technology-enriched learning experience to nearly 33,000 K-12 students.

In year 3 (2008-2009) the program was expanded to 102 schools with major expansions in five school districts. In year 4 (2009-2010) the program has expanded to provide 180 TeachUp! interns, including 120 along the Mississippi Gulf Coast, 40 in the New Orleans region and 20 in the Mississippi Delta region.

In just three years, DOT USA has secured the finances and human resources to expand its reach and the number of schools served from 43 to 180--a four-fold increase. In evaluating DOT USA's services, almost 90% of all teachers served report service was good to excellent, that they (teachers) grew in proficiency and morale, and that students increased their engagement, excitement, learning and proficiency.

During its four years of operation, DOT USA has proven itself qualified and competent to manage, account for and report properly on multi-million dollar foundation and federal grants. DOT USA has also perfected a sound high-tech system of reporting, grant management and controls that enable the organization to effectively manage members and programs in remote sites.

Narratives

To assure that sites have the necessary capabilities, every school or community site is required to submit an application that includes the subject areas where improvement is needed and how they will utilize TeachUp! members to strengthen these areas through technology integration. Schools are also required to provide evidence of their financial and programmatic capabilities.

DOT USA oversees service to its remote service sites through the use of a Support Managers who monitor compliance with fiscal and programmatic requirements. Each Support Manager oversees twenty AmeriCorps members, normally at 20 different sites. The responsibilities of a Support Manager include supporting technology integration into the school and the community, while at the same time giving appropriate feedback to the member on his/her job performance and appropriate school and community involvement.

The Support Managers are supervised by a Program Manager who oversees programmatic implementation and assists each site in identifying strengths as well as needs for program improvement.

Appropriate linkages between the remote service sites and members assigned there are developed and maintained through the following steps: (1) the 20 members in a region go through two weeks of intense training as a team prior to site assignments. (2) The 20 members on a team communicate daily via email, text messages, and website. (3) The 20-member team meets at least once per month for reflection and planning. (5) The Support Manager communicates with his/her 20-member team daily via phone, text messages, and emails. (6) The DOT USA vision and mission is communicated regularly in policies, emails, websites, and other communications tools.

DOT USA is currently managing an AmeriCorps program at 20 of the proposed sites. The majority of the other proposed sites have invited DOT USA to provide a TeachUp! member and services to their site.

BOARD OF DIRECTORS, ADMINISTRATORS AND STAFF:

The DOT USA staff is composed of eighteen skilled and dedicated employees.

Narratives

Program Director Nuria Arias, who will be CEO of the proposed program, holds a master's degree in Counseling and a master's degree in International Education. She has more than seven years of experience managing state and federal grants such as Head Start, Title 1 and 2 and CITAL. .

Program Manager for Mississippi Deanna Stewart has a bachelor's degree in Political Science with strong emphasis in Communications and seven years of management experience, including three supervising over 100 members.

Measurement and Evaluation Consultant Marie Anne Mundy has a doctorate in Measurement & Evaluation. She has ten years of experience working with M&E and has served as NCATE assessment coordinator for McNeese State University.

Finance Manager Nicole McNamee has a bachelor's degree in Management Information Systems with emphasis in Accounting. Nicole has four years of experience in accounting which includes working with The University of Southern Mississippi.

Louisiana Program & Training Manager Yvonne Lehr, has a Master's degree in Education and over two decades of teaching experience in the Jefferson Parish, Louisiana Public Schools. She has helped train and supervise TeachUp interns since the program was launched in 2006.

Technology Specialist Jason Blocker has a bachelor's degree in Audio Engineering.

The proposed program will utilize ten (14) Member Support Manager, each of whom will supervise and work closely with 20 members in their 20 schools and community sites. These support managers must be college graduates with both education and supervisory experience.

In recruiting its staff members, DOT USA utilizes a wide range of tools to reach and recruit the most qualified candidates including online and print advertisements, colleges and university placement offices, and networking with community partners and former members and institutions served. Once selected, all staffers go through an internal DOT USA training program to ground them in the organization's policies, practices, mission, and success factors. Staffers are also encouraged to attend short courses to strengthen their skills and keep abreast to latest technology.

Narratives

The nine-member Board of Directors represent the fields of law, finance, education, communication, technology, government and non-profit. They are all cognizant of the fiduciary and legal responsibilities of boards. Since the launch of the program in 2006, DOT USA has successfully managed a $ 2.5 million grant and has consistently come within budgeted expenses.

PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT

DOT USA has a robust self-assessment process. DOT USA conducts quarterly programmatic and fiscal reviews, including personnel performance appraisal and budget analysis. The Program Manager and Program Director are responsible for conducting the programmatic and performance reviews. The staff regularly attends professional development seminars offered by the Mississippi Center for Nonprofits and local colleges. DOT USA has a full-time Financial Manager and a full-time Finance Administrator who oversees the budget, spending and fiscal reporting. DOT USA has also contracted with a CPA firm to conduct annual audits. The DOT USA Board meets quarterly to review financial statements/reports as well as discuss programmatic reviews. The DOT USA Board also conducts an annual audit of all operations, systems and staff structure to ensure the program remains sound and well-managed.

PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

DOT USA provides its members with technical assistance through its Technology Specialists who manage and facilitate knowledge sharing and collaboration through email, online communities of practice and a website. Training is provided for the aforementioned tools during core training and throughout the program year. Technical training on school specific hardware and software is provided during core training and school-specific professional development. The Training Director provides the technical assistance needed to both staff and members in the area of programming and curriculum. The Program Manager for DOT USA also assists the members on technical issues on an as-needed basis. Technical Assistance is also provided through the Technology Department of each respective school district.

Narratives

In terms of programmatic assistance, DOT USA provides orientation and training for principals and mentor teachers of participating schools. Prior to the arrival of the member, principals and mentor teachers learn about the members' roles and responsibilities, school/mentor roles and responsibilities, and principles and strategies for collaborating with young 21st century adults. All schools also receive the DOT USA Policy Manual which outlines important policies, requirements and responsibilities of the partners, the members and DOT USA.

SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

VOLUNTEER GENERATION AND SUPPORT

Detailed throughout this proposal are DOT USA's program innovation, growth and improvement since its inception four years ago. DOT USA's current and this proposed Delta TeachUp program are entirely reliant upon volunteers and members to provide the one-on-one technical assistance and support to teachers and schools to advance the mission of promoting better education through the effective use of technology The very existence and continued growth of the program, as well as the substantial growth each year, is a testimony to the successful work in volunteer generation and support.

To briefly recap our history of accomplishment in the area of volunteer generation and support: In 2007-2008, DOT USA expanded to 53 school-based Interns empowering more than 1,800 teachers and nearly 33,000 K-12 students. In 2008-2009, the program was expanded to 102 school-based Interns with major expansions in five school districts.

In 2009-2010, the program has expanded to serve 180 school-based Interns, including 120 along the Mississippi Gulf Coast, 40 in the New Orleans region and 20 in the Mississippi Delta region.

One group of volunteers is especially critical to the program's growth, success and quality--the 180 teachers who volunteer to serve the program as non-paid school-based mentors and work one-on-one with the member assigned to their school throughout the school year. DOT USA is proud of the volunteer service of these 180 mentor-teachers who each spend some 75 to 100 hours per year helping their assigned member succeed in serving the teachers at his/her site. This school year (2009-2010), the

Narratives

180 mentor teachers will log some 15,000 volunteer hours. DOT USA has utilized such teacher-mentors for the last four years, so this strategy is proven.

ORGANIZATIONAL AND COMMUNITY LEADERSHIP

DOT USA has the support of both the Mississippi Commission for Volunteer Service and the Louisiana Serves Commission for this TeachUp! program proposal.

Recognizing DOT USA as an international leader in utilizing educational technology, the governments of China and Mexico invited DOT USA to launch TeachUp technology programs in their nations.

In May 2008 UNESCO recognized DOT USA by selecting an Intern to attend the 2008 UNESCO International Conference and Exposition of the Knowledge Parks in Doha, Qatar.

In March 2008, two Interns were designated as "Community Hero" by the local newspaper for their service. In November 2008, a member was recognized by her school site as "Employee of the Month."

In July 2008 and in November 2008, several DOT USA staff members were selected to travel to China and Kenya to help launch the TeachUp! program in China and to support training activities for a small enterprise development project in Kenya. In the summer of 2009, a team of six DOT USA staff members made three trips to Mexico to help launch a TeachUp! program there.

In order to better serve our stakeholders, DOT launched a knowledge management platform and website in September 2007. Via the platform teachers and members share successful activities and tools.

SUCCESS IN SECURING MATCH RESOURCES:

DOT USA is a current grantee, receiving a $248,528 ARRA AmeriCorps grant to operate a pilot TeachUp! program in 20 Mississippi Delta public schools. DOT USA has successfully raised $310,926 in matching funds from four different foundations to make this pilot program a solid success.

SUCCESS IN SECURING COMMUNITY SUPPORT

COLLABORATION

As noted earlier in this proposal, DOT USA held more than 25 meetings with over 250 education and community leaders in the New Orleans and Mississippi Delta regions in planning this project and forged

Narratives

strong collaborations with school districts, library systems, local colleges, and the communities we propose to serve.

Throughout its history, DOT USA has successfully nurtured relationships and forged partnerships with a diverse mix of local businesses, foundations, governmental agencies, schools and colleges. Many colleges and universities have worked closely with DOT USA to communicate the program to their student body and encourage students to participate as AmeriCorps members. These institutions have also offered their facilities as training sites. Also, to help members launch their professional careers after their year of service, DOT USA collaborates with the local industry and government employers. DOT USA sponsors career mixers and career fairs, where local businesses, nonprofits, and government agencies are searching for potential employees.

LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

DOT USA has received significant and growing in-kind support from local school districts, universities and community colleges that have donated training facilities, equipment, office space and training supplies. Meals for members during their two weeks of preparatory training have also been donated by other community supporters. DOT USA's financial support has grown from one major California-based funder in 2006 (Cisco Systems) to 2009-2010 where DOT USA has financial commitments from ten local funders totaling $3.6 million. Additionally, five other local foundations are considering additional grant requests of $700,000. Each of the 280 school sites will contribute office space, a computer, and mentor teacher to support the member.

WIDE RANGE OF COMMUNITY STAKEHOLDERS

Over DOT USA's four year history, its non-financial in-kind support from community stakeholders has mushroomed in scope, amount and diversity. DOT USA now receives in-kind support and assistance from over ten community and senior colleges, 200 public school districts, local foundations and government entities all of whom support DOT USA's mission to improve public education by

Narratives

empowering teachers to increase their use of 21st technology.

During the last three years, DOT USA has forged strong partnerships with the public school districts and library systems in the Mississippi Delta and inner city of New Orleans that will be integral to this project's success. These local partners donate their workspace and computers for use by the members and provide volunteer mentors at no cost.

DOT USA's ever-expanding network of interested and involved stakeholders includes local businesses, local and national foundations, corporations, and federal, state, and local government agencies.

Budget/Cost Effectiveness

COST EFFECTIVENESS AND BUDGET ADEQUACY

CORPORATION COST PER MEMBER SERVICE YEAR

The AmeriCorps grant is vital to DOT USA's efforts to expand the TeachUp! program to more teachers, students and schools in the Mississippi Delta region. In providing $13,000 per member, the AmeriCorps grant will provide critical funding needed to recruit, train, pay, and manage members for one year.

DIVERSE NON-FEDERAL SUPPORT

DOT USA will provide outside matching funds with in-kind contributions, grants and donations from public and private entities and individuals.

DOT USA has a proven and successful record for raising required non-federal resources to implement and sustain its TeachUp projects. DOT USA is currently pursuing grants from the W.K. Kellogg Foundation, the Mississippi Center for Education Innovation, the Freeman Foundation, the Baptist Community Ministries (New Orleans), the Delta Regional Authority, the Gates Foundation, and Mississippi Department of Employment Security. We are also working with local school districts and Regional Associations of School Districts to apply for technology empowerment grants through the State Departments of Education.

Narratives

It is expected in the 2010-2011 school year covered by this grant that local school districts as well as local community and senior colleges will donate the use of training facilities, office space, meals and (in some cases) instructors to help this program operate as efficiently and effectively as possible.

BUDGET ADEQUACY

While the budget is very lean, it is adequate to support program design, planned program activities and achieve the desired outputs and outcomes. The AmeriCorps funds are critical because they help cover the following operational and programmatic expenses: member living allowances, FICA and worker's compensation for members.

DOT USA will secure outside, matching funding to cover all other costs, including salaries, fringe benefits and travel for the 11 management personnel, travel for staff and members, member uniforms, member training, and background checks.

Evaluation Summary or Plan

EVALUATION SUMMARY OR PLAN

DOT USA is using the same comprehensive battery of weekly, monthly and quarterly assessment and evaluation tools outlined in Section A to monitor progress and success of our current "Recovery AmeriCorps program" operating in the Mississippi Delta. A monthly progress report on this current grant is submitted to the project officer at the MS Commission for Volunteer Service. This project is meeting all outcome goals with 20 members placed in 20 schools, 350 teachers receiving training and coaching from members, and more than 200 clients being served at Community Learning Centers. DOT USA successfully met all outcome goals for its 2008-2009 AmeriCorps Education Award only grant. An evaluation report on that 08-09 program is attached as required.

PLANS FOR SELF-ASSESSMENT AND IMPROVEMENT

DOT USA employs a full-time Measurement & Evaluation Manager and a Measurement & Evaluation

Narratives

Consultant to track areas of growth and needed improvement throughout the program. DOT USA utilizes an assessment philosophy of continuous improvement. The following are some of the assessment activities conducted in evaluating the program:

1) Weekly Member Checklist and Monthly Barometer Survey in which members report activities and/or projects completed at their school site. On this survey, members also report areas in which assistance is needed for members, teachers, and schools

2) Quarterly Teacher Pulse Survey ask teachers to provide feedback on how the program is meeting or not meeting their needs and suggestions for improvement

3) DOT USA Support Managers conduct bi-monthly school visits to perform onsite observations of members' performance, program performance, and specific school needs. The Support Managers and Program Manager work with the members and the schools to resolve any problems.

4) Face-to-face interviews conducted by the Member Support Manager with school-based mentors, principals, and superintendents each semester to gain information on program performance, lessons learned, and suggestions for improvement

5) Each member is given a Scope of Work to be carried out in which the following areas are addressed: knowledge sharing, community outreach, and teacher enablement.

6) DOT USA consolidates on an annual basis the information from the aforementioned tools and sources to determine which areas have been successfully met and where continuous improvement is needed.

The program is evaluated by using a number of data collection methods that elicit quantitative and qualitative feedback from all stakeholders involved in the program (Members, teachers, and other school officials). In addition, feedback is elicited from all stakeholders involved in the program. Members are required to keep weekly tally sheets of their activities, and once per month the members will complete an automated survey, known as the Barometer, from which DOT USA can track information on the members' activities at their respective sites, what activities they have completed, how

Narratives

many teachers they have visited, etc. The Support Managers use the weekly checklist and monthly Barometer, regular site visits, and observations made by the members' supervisors to monitor the daily activities of the members. Information provided by the teachers, through DOT USA-administered surveys, feedback, lesson plans, and exit interviews can demonstrate whether goals are met.

Amendment Justification

n/a

Clarification Summary

a)   Criminal history checks must be conducted on all members, employees or other individuals who receive a salary, education award, living allowance, stipend or similar payment from the grant, regardless of whether these costs are coming from federal or non-federal share. Criminal history background checks include a search of statewide criminal history repositories and the National Sex Offender Public Website for all members and employees as described above. An FBI check is also required for members, employees or other individuals with recurring access to vulnerable populations. A detailed description of the requirements can be found at: http://www.nationalserviceresources.org/criminal-history.   Please verify that criminal history checks will be conducted on all members, employees and other individuals as described above. You may revise the budget to include these costs, if necessary but may not exceed the level of funding for which you are under consideration.

DOT USA has to a specific plan in place to adhere to all three of these requirements. DOT USA has requested and confirmed that each school district that will be assigned AmeriCorps members will have criminal history checks as well as FBI background checks conducted on each member placed in their district, with each district paying the costs associated with all checks. DOT USA has had a criminal history check conducted on all staff members paid with AmeriCorps grant funds and will have a FBI background check completed on all employees that enter schools prior to the start of the new school

Narratives

year. In addition, DOT USA will conduct NSOPR checks on all Members and Employees.

Because DOT USA's members are placed in schools with vulnerable populations, and because DOT USA has recognized that there is a waiting period between the time that the FBI Background checks, criminal history checks and Sexual Predator Checks are conducted and the time that the results are received, a plan has been put into place to address this issue. Please see below:

1) Our members work with teachers and not students. Our members are not authorized to work with students alone at any time during the course of their volunteer service.

2) DOT USA has a Letter of Understanding for Principals of each school where a member is placed. Each Principal must sign the Letter of Understanding before a member is placed in his/her school. In the Letter of Understanding, this issue is addressed: "An FBI background check, Criminal History check and Sexual Predator check must be initiated prior to the Member beginning work in the school. While the results are pending, the Member should not have unsupervised access to students."

Performance Measure Clarification Items
These changes have been made in the Performance Measures screens in eGrants:

a)   To ensure that we are capturing significant program impacts, we have requested the removal or revision of performance measures that have outcomes that do not capture measurable change, such as changes in attitudes rather than knowledge or behavior, or self-reported outcomes. For Performance Measure #1, TEACHUP! Technology Program for Teachers, 7,000 of teachers trained will use more technology in their classrooms please revise the instruments to measure impact to ones that are not self reported and are clearly defined. ?More? is not an adequate target.

Narratives

Based on evaluations conducted by Principals or Assistant Principals, teachers will demonstrate a higher use of technology within instruction by 30% or more.

b)   For Performance Measure #1, TEACHUP! Technology Program for Teachers, please remove the second, incomplete intermediate outcome: 75%of these teachers will receive research assistance from the 280 members on possible resources to enrich the learning experiences in their...

This performance measure will be deleted.

c)   For Performance Measure #2, TEACHUP! Technology Empowerment Program for At Risk Communities, please propose an intermediate outcome which measures impact, such as number of job applications completed with member assistance, and revise the target number of beneficiaries. With regard to the target, five beneficiaries per MSY (when this activity represents 25% of total MSY service hours) are not sufficiently ambitious.

2,800 youth and adults will be served each week in community centers/libraries by 280 members who volunteer 10 hours per week and assist these community members with the completion of 5,000 job applications and 5,000 resumes.

Continuation Changes

Changes to Program Area Served:

DOT USA will continue to place its primary focus on serving schools and communities in the impoverished Mississippi Delta Region of Northwest Mississippi and the inner city of New Orleans. We

Narratives

propose to make a minor expansion of our service area in both Mississippi and Louisiana so we can deliver urgently needed technology empowerment services to the following two economically challenged regions:

1) The Mississippi Gulf Coast counties of Jackson, Stone, Harrison, Hancock, and Pearl River that are struggling desperately to overcome two major natural disasters. These counties, adjacent to the Gulf of Mexico were still struggling to rebound and recover from Hurricane Katrina, the greatest natural disaster in American History, when the BP oil spill struck in 2010¿causing wide spread loss of jobs and a set back to the recovery of these Coast communities. The oil spill cost thousands of workers in the fishing and hospitality industry their jobs and these unemployed and unemployed citizens are in urgent need of technology training and coaching to prepare themselves for higher-tech jobs and to seek alternative employment utilizing on-line resources. The TeachUp! program will provide this technology training and coaching and help hundreds of adults prepare themselves for and seek alternative employment. The schools and community centers in the Coastal region are anxious to have TeachUp! members serve their teachers, students and under-employed adult citizens. Because of cutbacks in state funding for public schools, Gulf Coast public schools will be unable to provide this technology training unless TeachUp! AmeriCorps members can do so.

2) The second new region we propose to service is the East Baton Rouge Parish, Louisiana an area that was flooded with Katrina evacuees and is still struggling to provide education opportunities and employment opportunities to the many low-income and minority families who relocated to the this region after Katrina. The Louisiana Services Commission has suggested that DOT-USA expand the TeachUp Technology Empowerment program to include East Baton Rouge Parish and we are pleased to do so.

Like the Delta and New Orleans Regions, the Gulf Coast and East Baton Rouge Parish areas have a high number of students at or below the poverty line, a high number of public schools at risk of failure, and a

Narratives

high number of unemployed or underemployed adults.

Performance Measures

SAA Characteristics

[ ] AmeriCorps Member Population - None   [x] Geographic Focus - Rural

[x] Geographic Focus - Urban   [ ] Encore Program

Priority Areas

[ ] Education   [ ] Healthy Futures

Selected for National Measure [ ]   *Selected for National Measure* [ ]

[ ] Environmental Stewardship   [ ] Veterans and Military Familie

Selected for National Measure [ ]   *Selected for National Measure* [ ]

[ ] Economic Opportunity   [x] Other

Selected for National Measure [ ]   *Selected for National Measure* [ ]

Grand Total of all MSYs entered for all Priority Areas   0

Service Categories

Computer Literacy   Primary [X]   Secondary [ ]

TeachUp! Technology Empowerment Program for Teachers

Service Category: Computer Literacy

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

280 tech-savvy AmeriCorps members will be recruited, trained and placed in 200 Delta area public

schools and 80 New Orleans area public schools where they will spend a full year coaching and

training teachers in how to more effectively utilize 21st technology in their daily classrooms to boost

the education success of the 142,000 students they serve

Result

Result: Output

280 members will be trained and placed in 280 schools to train 9,000 teachers.

7,000 teachers served will increase their use of technology within instruction by 30% or more.

Indicator: 280 members will spend 20 hours per week face-to-face with teachers in their schools

Target: 9,000 teachers will receive coaching and training from 280 members and based on evaluations

conducted by Principals and Assistant Principals, 7,000 of the teachers served will demonstrate

a higher use of technology within instruction by 30% or more.

Target Value: 9000

Instruments: Specific tool to collect information (e.g. behavior checklist, tally sheet, attitude questionnaire, interview protocol). Weekly Checklist, Barometer,Teacher Pulse Survey and evaluations

Result: Output

        providing coaching and training in how to utilize technology.

        conducted by Principals and/or Assistant Principals.

PM Statement: 280 members will provide technology coaching and training to 9,000 teachers and Based on evaluations conducted by Principals and/or Assistant Principals, 7,000 of the teachers served will demonstrate a higher use of technology within instruction by 30% or more.

 Prev. Yrs. Data

Result: End Outcome

Final Outcome: Based on evaluations conducted by principals and/or Assistant Principals, 7,000 of

the teachers trained will increase use of technology within instruction by 30% or more thereby

enriching and improving the learning experience of the 142,000 students they serve. Teachers will

report that 75,000 students have had an excellent, good or adequate change in student engagement,

student excitement, acceleration of learning and proficiency with computer technology since the

teachers increased their usage of technology as a result of the technology empowerment training they

received from 280 members.

    Indicator:

      Target: Based on evaluations conducted by Principals and/or Assistant Principals, 7,000 of the

          teachers served will demonstrate a higher use of technology within instruction by 30% or more.

 Target Value: 7000

  Instruments: Teacher Pulse Surveys, logbook pages and evaluations conducted by Principals and/or Assistant Principals.

PM Statement: Teachers will report that 75,000 students have had an excellent, good or adequate change in student engagement, student excitement, acceleration of learning and proficiency with computer technology since they increased their usage of technology by 30% or more as a result of the technology empowerment training they received from 280 members.

 Prev. Yrs. Data

TeachUp! Technology Empowerment Program for At-Risk Communities

Service Category: Computer Literacy

Measure Category: Not Applicable

Strategy to Achieve Results

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

A high percentage of adults in the impoverished area of the Mississippi Delta and inner city of New

Orleans need technology training in how to utilize computers for their education, employment,

healthcare, and communication.. For a portion of their work week these 280 members will work in

libraries and community centers to help adults and young people become more proficient in utilizing

technology to access jobs, apply for Medicare or Social Security Benefits, take advantage of on-line

Briefly describe how you will achieve this result (Max 4,000 chars.)
education opportunities, and communicate with family and friends in other regions of the world.

Result

Result: Output

2,800 youth and adult clients will receive coaching in community centers each week and 2,250 will be

more proficient in using technology to meet their needs.

Indicator: 280 members will spend 10 hours per week in community centers helping clients learn

Target: 2,800 youth and adults will be served each week in community centers/libraries by 280

members who volunteer 10 hours per week and assist these community members with the

completion of 5,000 job applications and 5,000 resumes.

Target Value: 2800

Instruments: Weekly logbook pages and client surveys

PM Statement: 280 members will provide technology coaching and training to 2,800 youth and adults at community learning center sites and assist them with the completion of 5,000 job applications and 5,000 resumes.

Prev. Yrs. Data

Result: Output

        to more effectively utilize computer technology.

Result: Intermediate Outcome

2,250 community members who receive coaching each week will become more proficient in using

computers to meet their needs.

    Indicator: 2,800 youth and adults will be served each week in community centers/libraries by 280

      Target: 2,250 clients served in libraries and community centers will be more proficient in using

        technology to meet their needs.

Target Value: 2250

 Instruments: Logbook pages and client surveys

PM Statement: 2,250 clients of the 2,800 served in libraries and community centers will be more proficient in using technology to meet their needs as a result of 280 members who volunteer their 10 hours per week.

Prev. Yrs. Data

Result: Intermediate Outcome

members who volunteer 10 hours per week and assist these community members

Result: Intermediate Outcome

         with the completion of 5,000 job applications and 5,000 resumes.

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Required Documents

Document Name   **Status**

Evaluation   Already on File at CNCS

Labor Union Concurrence   Not Applicable

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Page 30

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Evaluation   Already on File at CNCS

Labor Union Concurrence   Not Applicable

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Page 30