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Executive Summary

BELL requests minimum-time members in Massachusetts, Michigan, and New York to serve in its educational summer and afterschool programs and engage K-8 students in tutoring, enrichment, and service. Members will enable BELL to respond to parent, school, and district needs and reach more high-need children, increase their academic skills, engage and support alumni scholars through high school, and recruit volunteers to broaden program offerings and increase quality.

Rationale and Approach

BELL (Building Educated Leaders for Life) is dedicated to increasing the academic achievements, self-confidence, and life opportunities of children living in under-resourced, urban communities. BELL pursues its mission by delivering academic support, cultural enrichment, mentorship, and parent engagement to 14,000 children in grades K-8 who attend public schools located in the some of the most impoverished neighborhoods of Augusta (GA), Baltimore (MD), Boston (MA), Detroit (MI), Newark (NJ), New York City (NY), Richmond (CA), and Springfield (MA).

BELL works in high-need communities at the invitation of parents, public schools, and school districts, which recognize that the ordinary school day and year is not sufficient for helping under-performing students achieve the academic outcomes needed to succeed in the 21st century economy. In the communities targeted in this proposal -- Boston, Detroit, Richmond, and New York City -- 2009 graduation rates reported by the districts and state education agencies range from 52% in Detroit to 61% in New York City, well below the national average of 70%.

BELL is particularly interested in working with children in grades K-8 because academic under-performance in elementary and middle school is closely tied to higher rates of school dropout and failure to graduate (Child Trends, 2010). Data from 2010 from the National Assessment of

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Educational Program (NAEP) show that on 15% of low-income 4th graders attending high-poverty schools are proficient in reading. State test data from 2009 and 2010 confirm such academic underperformance. According to the Massachusetts Department of Elementary and Secondary Education, 31% of 4th graders read at grade level and 28% performed basic math in the Boston's schools in which BELL works. According to the Michigan Department of Education, 27% of 4th graders read proficiently and 20% performed basic math in BELL's sites in Detroit. According to the California Department of Education, 25% of 4th graders read proficiently and 23% performed basic math in high-need Richmond schools. According to the New York Department of Education, 54% of 4th graders read proficiently and 58% performed basic math (neither the state nor district published academic performance of low-income students, which tend to be significantly lower than district-wide averages).

Working with parents, teachers, and principals, BELL identifies the lowest-performing students at school sites, and enrolls them in its programs. According to standardized tests, children enter BELL performing 1.2 years below grade level, on average. According to district data, they attend school less frequently than higher-performing peers. More than 90% qualify for free or reduced-price lunch. Children from low-income families are most prone to summer learning loss because they are unable to access and afford high-quality learning opportunities in their communities (National Federation of Teachers, 2007). This need is most acute in the summer because data from Baltimore's Beginning School Study demonstrates that children from low-income families lose the equivalent of two months' literacy skills and two months' math skills during the summer and fall further behind. Compounded annually, by the time a child reaches the 8th grade, these summer losses account for 66% of the academic achievement gap between children from low-income families and their higher-income peers (Review of Educational Research, 1996). According to a 2007 study in the American Sociological

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Review, summer learning loss is also directly linked to whether students attend college preparatory classes, graduate high school, and attend four-year colleges.

Traditionally, schools try to provide additional support to high-need students through mandatory summer school and after school programs, but district-implemented models in Boston, Detroit, New York City, and Richmond are limited in intensity and duration, cannot serve all the students who need them, and are viewed as punishment by students and, thus, are poorly attended, according to district leaders. In these four districts, the average summer school program operates for 4 hours per day, 4 days per week, for 4 weeks -- an average of 64 hours of programming -- and only provides reading and math instruction at a large staff to student ratio (1:25). According to district leaders, such programs serve fewer than 50% of the children who are targeted for participation, and children attend only 38 hours of additional time-on-task. A patchwork of organizations offer alternatives to district-implemented programs, such as parks and recreation agencies, child care centers, and community- and faith-based organizations, yet very few offer the comprehensive program models proven to have an impact on children's short-term academic and social achievements and their long-term resiliency and college matriculation (Child Trends, 2009).

BELL's seeks to deliver robust and comprehensive program models to help students accelerate their learning, gain self-confidence, succeed in school, and access a track to college. An independent, random-assignment study of BELL Summer produced strong evidence that the program increases children's reading skills and decreases unhealthy behaviors (Urban Institute, 2007). Standardized test scores show that scholars participating in BELL After School learn faster than their peers who do not attend BELL programs. And additional data from school and district partners show that BELL scholars attend school more regularly and are promoted to the next grade more frequently than their

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non-participating peers (Springfield Public Schools, 2010; National Heritage Academies, 2009). While BELL is proud of its impact, it seeks to further improve outcomes and, along with parents and its school and district partners, has identified several pressing needs.

1) **Serve More Children:** BELL is being asked to serve more children by families, schools, and districts in California, Massachusetts, Michigan, and New York City. AmeriCorps members will enable BELL to meet this need while enabling BELL to maintain a small-group learning environment and produce consistent, strong academic outcomes.

2) **Launch New Activities to Support Scholars' Long-Term Success:** Parents, schools, and district partners are focused on increasing high school graduation rates and college-readiness. Yet, BELL's core program models only serve children and their parents through 8th grade. AmeriCorps members will enable BELL to meet parent and school needs by rolling out strategies for engaging alumni scholars.

3) **Leverage Volunteers to Diversify Learning Experiences:** BELL seeks to leverage the skills and motivation of community members to continually improve program quality, diversify enrichment activities in BELL Summer, and engage and support alumni. Current staff roles do not support this activity as fully as BELL and its partners would like. Therefore, members will devote significant time recruiting, supporting, and celebrating volunteers.

To meet these needs, members will be deployed in one of two BELL programs:

1. **Summer Corps:** The BELL Summer program provides accelerated learning opportunities to

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children who are performing below grade-level and who come from low-income families. The program operates at school-based sites for 6.5-8 hours per day, 5 days per week, for 5 weeks (160-200 total hours of programming). Children engage in intensive, research-based academic instruction in literacy and math; enrichment activities such as science, art, physical education, and health; field trips; and community service activities.

The vast majority of members (150 total) will be deployed in BELL Summer program sites. BELL prioritizes summer deployments because parents, schools and districts in these states are most in-need of expanded summer learning opportunities for children. These members will serve together in teams of 5 members per site. They will begin service 2 weeks prior to the start of programs with orientation and training; continue service for 5 weeks of programming; and wrap-up their experiences in the week following the conclusion of programs. Summer Corps members will serve approximately in following roles:

Academic Support (~12 hours/week, 5 weeks; 60 total hours): Members will increase scholars' academic achievements. Members will receive intensive training to prepare them to deliver tutoring in literacy and math, in a collaborative teaching environment with a certified teacher, to small groups of 20 scholars. Academic support at BELL Summer will take place in the morning, 3 hours per day, 4 days per week. Members will use a research-based curriculum from BELL publishing partner, Houghton Mifflin Harcourt, which is aligned with state and national learning standards, designed specifically for out-of-school time environments, and approved by school and district partners. Members will supplement curricula with a multicultural library of children's books.

Mentorship and Enrichment (~18 hours/week, 5 weeks; 90 total hours): AmeriCorps members will

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serve as mentors, forming strong relationships with scholars, encouraging them in their academic pursuits, nurturing their talents, and serving as role models. Mentorship will be woven into tutoring and academic support, as well as in two enrichment courses per day, such as science, health, and entrepreneurship, which members will lead in collaboration with program staff and volunteers. Mentorship and enrichment will ensure the academic gains achieved by scholars are sustained through the development of positive self-esteem and attitudes toward school and learning.

Alumni Engagement (~5 hours/week, 8 weeks, 40 total hours): Members will lead activities designed to engage at least 5 alumni scholars per site and support their continued developmental needs to ensure they remain on track to graduate from high school on time and pursue a college education. Members will lead college-planning workshops for alumni and their parents, engage alumni scholars in service activities, and recruit volunteers to coach scholars on interviewing skills, essay writing, and other important skills. These activities have been identified as pressing needs by parents.

Volunteer Engagement & Community Service (~5 hours/week, 8 weeks, 50 total hours): Members will increase BELL's capacity to engage volunteers in its work. BELL sets an initial goal of BELL Corps members in every BELL program recruiting at least 5 volunteers to serve 2 hours, for a total of 1,050 new volunteers and 2,100 total volunteer service hours. Members will identify potential volunteers by conducting outreach to community-based organizations and small businesses around host sites, and use BELL's existing database of corporate partners and individuals. Members will conduct outreach via phone, email, and in person at BELL's partner schools, local community centers, and events such as community fairs and fundraisers.

2. Afterschool Corps: The BELL After School program delivers academic tutoring services to children

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who attend chronically low-performing schools. The program operates at school-based sites for 2.5-3 hours per day, 3 days per week, for 18-26 weeks (160 -- 200 total hours of programming), depending on the needs of partner schools. Scholars benefit from tutoring in literacy and math and enrichment activities. BELL will place 60 members in BELL After School program sites in Massachusetts and New York that are asking BELL to serve more students and expand its program offerings. Members will serve together in teams of 4 members per site from the fall through the spring. They will engage in 3 of the same activities as Summer Corps members as described above, but the distribution of hours per activity will be different to accommodate the scheduling needs of families and schools: Academic Support (~6 hours/week, 20 weeks, 120 total hours); Alumni Engagement (~5 hours/week, 10 weeks (every other week), 50 total hours); and Volunteer Engagement & Community Service (~4 hours/week, 20 weeks, 80 total hours). Afterschool Corps members will generally not engage in enrichment activities as schools generally request that BELL focus on academic support and parents request that programs end by 6:00.

BELL requests 210 minimum-time (300 hour) members to serve between October 1, 2011 and August 31, 2012, including 30 in California, 45 in Massachusetts, 30 in Michigan, and 95 in New York.

Minimum-time members are a natural fit for expanding BELL's programs to reach more children, and extending BELL's program designs to increase engagement of alumni scholars, parents, and volunteers. Currently, BELL's core program models deliver 160-200 hours of programming.

Minimum-time members will thus be able to contribute to core tutoring and mentorship activities and have ample time to lead new alumni activities and service projects. Members will be able to serve throughout BELL's entire program cycle, be present for every hour of program operation, and witness the impact of their service on scholars. Members completing their terms will be encouraged to return for a second term at BELL.

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The integration of AmeriCorps members into BELL's activities does not violate non-duplication, non-displacement, and non-supplementation requirements because member roles differ from the roles of current staff. Members will be distinctly oriented toward the community and, unlike existing staff members, will generally be present during every hour of programming. The integration of AmeriCorps members into BELL programs represents a strategic adjustment to our program models that is aligned with organizational quality, impact, and sustainability goals. Site Managers and other program staff are shifting their roles to focus more on relationships with key partners, creating a great need for AmeriCorps members who can focus on aspects of community engagement. We will continue to hire for program roles that exist today, such as certified "lead teachers" to oversee academic activities and enrichment instructors to focus on leading enrichment activities.

To recruit members, BELL will leverage a strong infrastructure that annually screens and places more than 1,000 program staff in BELL programs. BELL will articulate a clear job description and list of AmeriCorps benefits. BELL staff will conduct grassroots outreach year-round at CBOs, such as churches, community centers, colleges, and universities. BELL will leverage partnerships with Boston After School and Beyond (MA), the Youth Development Corporation (MI), TASC (NY), and the Partnership for Children and Youth (CA) and university partners such as UMass Boston (MA), Wayne State University (MI), and the CUNY system (NY) to distribute recruitment materials. Recruitment will include participation in job fairs and on websites such as the AmeriCorps recruitment portal and Idealist.org. BELL will leverage its professional public relations function to generate a buzz in the community through targeted ad placements and web-based campaigns. BELL's web-based applicant tracking system will process application forms, schedule interviews, monitor progress on application forms and background checks, and report on recruitment, performance, and member characteristics.

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Criteria used to select AmeriCorps members will include relevant experience (members must possess a high school diploma and have at least one year or program season of experience working with an established organization in education or childcare); communication skills (members must demonstrate strong oral and written communication skills. Preference will be given to bilingual candidates fluent in the native languages of BELL scholars and their families, particularly Spanish); and commitment to service (members will be expected to demonstrate commitment to serving in the community and completing their terms of service).

Members must also meet all national and regional compliance requirements, including fingerprinting and criminal background checks, possession of a high school diploma and U.S. citizenship, and so on. The selection process will be informed by annual evaluations and interviews with parents, teachers, and principals to ensure the AmeriCorps program and its members continue to meet their needs. BELL promotes the recruitment of a diverse staff and is an equal opportunity employer. More than 60% of current staff is Black or Latino. BELL recognizes the importance of a culturally competent workforce and will recruit members from the same communities where BELL scholars and families live and work by targeting existing community partners and leveraging family and teacher networks. BELL will recognize and incentivize members to recruit other successful members, and build in feedback loops (surveys, etc) to identify the most effective recruitment strategies and continually improve its approach in the future.

Member records will be maintained digitally in BELL's online database system, and in hard-copy at BELL's national headquarters in Dorchester. Once selected, AmeriCorps members will receive branded t-shirts and other materials that identify them as AmeriCorps members serving with BELL. To ensure

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members have adequate preparation and support, BELL has developed a comprehensive plan for member orientation, training, and supervision. Orientation and training will comprise 50 hours of members' service. During the first two weeks of service, BELL staff will orient members to the community and placement sites by delivering a full-day, all-member, and regional- and site-specific orientation. Orientation will take place at BELL's regional headquarters or at a community partner's facilities, and principals and school faculty, donors, and other partners will participate and connect member service to the goals of BELL, its partners, and the national service movement. It will include team building activities, orientation to the AmeriCorps mission and vision, and allowable and prohibited activities. BELL will take advantage of resources available at nationalserviceresources.org, the EnCorps resource center, and from partners such as TASC.

Next, members will complete ~16 hours of web-based training. Interactive, online modules will introduce members to topics such as collaborative teaching; tutoring skills; principles of child development; differentiated instruction techniques; family engagement; and alumni engagement. Upon receipt of an AmeriCorps commitment, BELL will develop additional training to prepare members for their AmeriCorps experiences, including volunteer generation, the national service movement and community needs assessment. Following completion of eLearning training, members BELL's training team will lead full-day (8-hour) "Site Set-Up Day" training, where they will become further acquainted with their host sites and practice concepts explored in eLearning.

Once members complete training, they will be assigned to specific sites by BELL staff, taking into account site needs (such as for bilingual staff), members' own community, and member preferences as much as possible. Members will receive in-service training midway through each program cycle on topics of member interest such as culturally competent leadership and advocacy. Near the conclusion

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of the member cycle, BELL will facilitate a full-day "Life After AmeriCorps" training, including guidance on how to retrieve member Education Awards and workshops on topics of member interest such as resume writing or interviewing, delivered by BELL and/or one of BELL's partner organizations.

BELL will ensure that training has adequately prepared members to succeed by using quizzes, surveys, and interviews to measure its effectiveness. AmeriCorps staff will analyze participation and quality data from eLearning and in-person training activities. Half-way through their service, all members will complete surveys regarding how well BELL's training prepared them to be effective in their roles and be asked to identify areas where additional training would be useful. Interviews during site visits and weekly meetings will lend further inform continual improvement of BELL's orientation and training activities.

As described in more detail later, BELL SMs, the "principals" of BELL sites, will provide day-to-day supervision of members, and regional and national AmeriCorps staff will also provide supervision and support member activity. Members will sign a Member Agreement, and BELL staff will review member goals and activities against that agreement at the beginning, middle, and end of members' terms. Dedicated AmeriCorps program staff will serve as secondary and tertiary points of contact. These staff will participate in approximately 16 hours of training on the AmeriCorps program, member activities, compliance requirements, financial reporting, and service goals.

BELL will retain members. BELL's most important member retention strategy is to ensure members value their roles and deliver a real, significant, lasting impact. Members will create individual and team goals shared by all members at a program site. Members will be responsible for their share of the

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site's overall goals (student achievement, volunteer generation, etc). BELL staff will develop a recognition program to celebrate members' contributions, such as a Member of the Month award, and members will be recognized during the program (i.e., "Community time), at special events (i.e., Closing Ceremonies), and through various media (i.e., Member eNewsletter). They will organize competitions to foster esprit de Corps, such as an essay competition for inclusion in the Member eNewsletter, photo and video competitions for BELL's website, a community-recognition award for members who garner media interest in members' activity, and parent and volunteer engagement awards for members who successfully recruit the best parents and volunteers. BELL's management approach, described below, is also a key part of its retention strategy, as it allows frequent site visits and communication from BELL's staff and includes several feedback loops.

At the end of the three-year grant cycle, BELL wants to see thousands of additional children enroll in BELL programs, complete them, and attain significant academic achievements so that they are prepared to succeed in school, graduate on time, and pursue a college degree. BELL intends to address the Education priority area and use the standard performance measures. One example of an aligned measurable output, intermediate outcome, and end outcome developed in consultation with partner schools and districts follows. BELL looks forward to articulating additional outputs should this proposal be successful.

Output: Each member will deliver high-quality tutoring and academic instruction to at least 20 children through the BELL Summer or BELL After School program. Given that BELL is requesting a total of 210 minimum-time members, BELL seeks a total AmeriCorps member output of at least 4,200 children increasing their academic performance.

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Intermediate Outcome: BELL scholars will increase their academic performance in literacy and math, as evidenced by standardized test data. Specifically, BELL scholars will average gains at least 3 months' grade-equivalent skills in the BELL Summer program; and at least 75% of scholars in BELL After School will learn new academic skills at a faster rate than their nonparticipating peers.

End Outcome: BELL scholars will perform better in school, graduate from high school, and complete a college degree than peers who do not participate in educational out-of-school-time programs.

To track outputs BELL will use a robust, web-based system that tracks and reports on data such as scholar enrollment, attendance, and retention; member timecards; and volunteer engagement. BELL's program and management team currently monitor such metrics on a weekly, monthly, quarterly, and annual basis to ensure BELL achieves quality and impact goals.

To track intermediate outcomes, BELL will use a standardized diagnostic test. BELL uses the Stanford Diagnostic Reading and Math Test in its programs, which is a nationally-normed, valid instrument that has been approved by school and district partners. The test will be administered on a pre- and post-program in BELL programs. A web-based assessment system will process score and provide progress and outcomes reports that detail the academic strengths and weaknesses of each BELL scholar. Skills-based quizzes and a series of scholar, parent, member, and staff survey instruments will provide additional evaluation data.

BELL's database systems, which are designed to store long-term data from scholar and member alumni who remain connected to BELL, as well as the organization's evaluation plans will provide long-term impact data about school performance and high school and college graduation.

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As noted above, volunteers will help support the achievement of alumni scholars, increase program quality, and increase collaboration with school communities. BELL currently lacks capacity reach deeper into the local community to recruit volunteers, increase their frequency of participation and quality of engagement, and achieve these new goals. AmeriCorps members will work in teams and consult with principals, teachers, and parents to set specific site- and city-wide goals based on local needs. Members will recruit volunteers from BELL's parent community, through local CBOs, from small businesses and corporate partners, and from their own family and friend networks. BELL's training department will leverage CNCS and other public resources in delivering training on volunteer mobilization.

Members will coordinate volunteers as leaders of alumni workshops on topics like planning for college; parent workshops on saving for college; job-shadowing days for older scholars; and a series of guest speaker events. They will collaborate with members at other organizations to plan and participate in national days of service. BELL has set an initial goal for teams of members at each site to lead at least two volunteer events, and participate in at least one national service day, during their service. Each member will recruit at least five volunteers, and each volunteer to serve at least two hours over the course of his/her service, for a total of 1,050 new volunteers and 2,100 volunteer service hours. Members will be responsible for supporting volunteers. Through a member eNewsletter, social media such as Facebook, and annual phone banking by AmeriCorps staff, alumni members will be encouraged to maintain that commitment after terms of service, and BELL staff will facilitate and track alumni participation.

BELL has worked closely with partners in designing its AmeriCorps program. Member activities such

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as tutoring, mentorship, and enrichment have been refined through close consultation with parents, schools, and district partners. They have identified priority academic and enrichment topics for AmeriCorps members to focus on, and helped build relationships with local businesses and community-based organizations from which members can recruit volunteers. Alumni engagement and volunteer engagement activities have been refined through parent consultations and discussions over the last two years with The Massachusetts Service Alliance, TASC, JumpStart, and Citizen Schools. BELL has also identified other AmeriCorps programs that it wishes to collaborate with, such as the Volunteer Center of Contra Costa in California, Mass Mentoring in Massachusetts, City Year in Michigan, TASC in New York. BELL will convene annual meetings with key partners in each region to review program performance and adjust operating plans as appropriate.

BELL's impact will be sustainable beyond the presence of federal support. BELL will leverage its diversified funding model that blends funding from federal programs, district contracts, and private foundation, corporate, and individual donors. School and district partners in targeted communities have committed Title I allocations, summer school budgets, and other public funding streams to support part of the cost of BELL programs. Private donors supplement public funds and enable BELL to deliver a more robust program model for more children than could be reached with public funding alone. Combined, public and private funds have helped BELL replicate, expand, and sustain its programs for more than 14,000 students in 2011. As a national organization, BELL can leverage centralized systems for key functions such as including payroll, compliance, information technology, and training to drive down its operating costs. Once established and refined, BELL seeks to replicate its AmeriCorps model in all of its program sites and states. The launch of an AmeriCorps program will help BELL further strengthen its network of local partners, involve them in attaining program outcomes, and increase local commitment to its programs. BELL believes this will more closely bind

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BELL programs with the school culture and community, increase community demand, and galvanize long-term public and private support.

BELL's process complies with AmeriCorps requirements for member tutoring qualifications. BELL will require that all members possess a high school diploma and have at least one year or program season of experience in an established educational or child care organization. Members must meet all compliance requirements, including fingerprinting and criminal background checks.

Given the unique nature of the AmeriCorps member role, BELL has developed a tailored plan for member training, development, and supervision that will position members to succeed, described in detail above. BELL's plan includes orientation to AmeriCorps, BELL, and host sites and communities; training using a school and district-approved training program, based on educational and child-development research and best practices; in-service training to further strengthen skills in tutoring, volunteer management, and mentorship; regular group and individual check-ins and reflections with supervisors; and a "Life After AmeriCorps" workshop series, led by program managers.

Organizational Capability

The primary contact for this application is Michael Sikora, Director of Strategic Projects (michael.sikora@experiencebell.org, (617) 740-0489). Please list Antonio Battaglia, Chief Operations Officer, as a secondary contact for questions regarding finances (tony.battaglia@experienceBELL.org, 617) 740-0425).

BELL has considerable experience administering federal funds administered by state and local education agencies, such as Title 1 contracts, 21st Century grants, and Supplemental Educational Services vouchers, totaling \$8M - \$10M annually in each of the last three years. These funding

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sources cover approximately 60% of BELL's annual operating expenses. To administer these funds, BELL has developed proficiency in invoicing/billing, attendance tracking, compliance with operating and governance regulations, and reporting. Programs and financial reporting are managed in compliance with applicable regulations including A-133 and A-122 circulars. BELL has a strong finance team, including a CFO and Controller, an independent accounting agency, a Compliance Director, a board finance committee, and web-based systems that store data on student enrollment and attendance, staff participation, program quality and outcomes.

The proposed project costs ~\$1.6M and represents approximately 10% of BELL's annual operating budget. In addition to its success generating public funding to support programming, BELL has considerable experience raising private funding, which accounts for 40% of BELL's annual operating expenses each year and which will be used to cover BELL's match (72%). Over the last four years, for example, BELL's development team has generated more than \$35M total in cash and commitments from private support from foundations, corporations, and individuals at the local and national levels. This team will be responsible for generating the funds required to match an AmeriCorps grant. Already, BELL has generated \$4M in pledges for operating funds from major national and local foundations (i.e., the Wallace Foundation, New York Life Foundation, and Helmsley Charitable Trust, among others) that may be used to match an AmeriCorps grant during the 2011-2012 grant year.

While BELL does not directly operate an AmeriCorps program, BELL is currently hosting AmeriCorps members passed through The After School Corporation (TASC) at a public school in the Bronx. BELL's Site Manager integrated AmeriCorps members into the program in ways consistent with this proposal -- as tutors, mentors, leaders of community service activities, etc. To ensure the success of this partnership, BELL's local recruitment team and program management played key roles in placing

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and overseeing members, while BELL's centralized training, human resources, and evaluation staff provided additional support to ensure members were prepared to serve, and that BELL's operating systems supported various compliance and evaluation activities unique to the TASC - AmeriCorps partnership. Five members are currently succeeding in this partnership arrangement -- 100% of BELL's member recruitment goal. From this experience, BELL has learned a great deal about recruiting and supporting members, as well as about compliance and management.

BELL's organizational structure includes three levels of activity: site, regional, and national. At each site, BELL program models are led by a Site Manager (SM) and educators, which currently include certified teachers, paraprofessionals, teacher assistants, and enrichment specialists. At the regional level, BELL employs staff responsible for program management, scholar enrollment, educator recruitment, and staff training. Regional staff report to national directors and work closely with SMs to ensure each program site achieves its goals for program quality and outcomes. At the national level, BELL's staff is responsible for leading core functional activities including fundraising, human resources, information technology, and finance. BELL's Executive Team manages all core functional teams, is led by the Chief Executive Officer, and includes the Chief Operating, Finance, Strategy, and Development Officers, as well as Vice Presidents of Regional Operations and Human Resources. BELL's national governing board of directors, including Governance, Strategy, Finance, Program, and Development committees, manage the C.E.O., guides the Executive Team, and supports fundraising.

All service sites will have adequate programmatic and financial support. An AmeriCorps program will be supported by staff members at the site, regional, and national levels. At the site level, Site Managers (SMs) will oversee the day-to-day activities of AmeriCorps members. SMs are currently employed by BELL and have at least five years' program management experience. SMs spend most of their time in

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the school community and maintain an office within partner schools which will serve as the "base" of member activity. SMs will leverage their network to facilitate collaboration between the members and the school community. They will be trained by BELL's training team on the AmeriCorps program, member goals, and compliance, meet with AmeriCorps members each week, manage member timesheets, provide feedback on member performance, collect feedback on member experiences, and facilitate reflection and service projects.

At the regional level, upon receipt of a grant award, BELL will hire a new position, AmeriCorps Program Coordinators (APCs). APCs will be former AmeriCorps members and recent college graduates with 1-3 years of management experience who are committed to BELL's mission and to the goals of the national service movement. APCs will ensure regional member recruitment and retention goals are attained, manage timesheets for the region, facilitate region-wide training and service projects, and ensure member activities support BELL's regional goals. APCs will conduct 3 visits per summer program and 6 visits per after school site per year to monitor program quality and facilitate member reflections. APCs will report to a national-level AmeriCorps Program Manager (APM), and work closely with BELL's Regional Directors (RDs), who are each responsible for program-related activities in Massachusetts, Michigan, and New York. RDs have 10+ years of program management experience, and are responsible for the overall goals of each BELL program.

At the national level, upon receipt of a grant award, BELL will create and fill a new position, the APM, who will report directly to BELL's Vice President of Human Resources (VPHR) and collaborate with SMs, APCs, and RDs to oversee region-wide and national orientation, training, service, and evaluation activities. The APM will also develop a national member alumni network and work with APCs to roll out the network in each region. The APM will have a college degree, experience working

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in and/or managing an AmeriCorps program, 3-5 years of experience managing staff, and be well-versed in the rules and regulations governing member activities. The APM will develop systems that support member activities, such as tracking member service time, delivering specialized training, and collecting volunteer participation data. The APM will conduct 6 visits to each state per year, per state and provide coaching and evaluation support. Additional BELL staff will collaborate with the APM as appropriate, described below.

BELL will leverage its existing teams, systems, and processes to provide training and technical assistance, monitor compliance, and ensure the overall success of the program. BELL's infrastructure annually support the hiring of 1,000 full- and part-time program staff and the delivery of program models to more than 14,000 scholars in 70 public schools across six cities. Key program and operations positions responsible for supporting the AmeriCorps program at BELL will include:

Recruitment: BELL's National Director of Recruitment and Regional Recruiters will lead activities to recruit, screen, and select AmeriCorps members from the communities where BELL operates, leveraging existing relationships with colleges, universities, and CBOs. The National Director of Recruitment has more than 20 years of industry experience and executes a recruitment strategy that enables BELL to recruit more than 1,000 educators to staff our programs each year. The recruitment team will work with the APM and APCs to identify candidates who possess strong experience in an educational organization and a commitment to service that will make them successful in their unique roles.

Training: BELL's National Director of Training and Training Specialists will design and deliver training activities for members and will forge partnerships with other organizations that can deliver

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specialized content for the AmeriCorps program. They will leverage existing resources from the Corporation and from other AmeriCorps providers.

HR: The APM will report to the VPHR, who will support compliance, track member attendance, performance, and retention; and facilitate professional development and team-building.

Program: BELL's National Director of Program will ensure that the overall program goals of the AmeriCorps program align with the goals of BELL; to oversee the development of specialized training for members; and oversee evaluation. The Alumni Program Manager will work with the APM, APCs, and members to design and roll out new elements of BELL's scholar alumni program.

Evaluation: BELL's National Manager of Evaluation will guide the development of evaluation strategies for the AmeriCorps program, including developing and analyzing member surveys, tracking activity reports, and publishing scholar outcomes data.

Finance: BELL's Controller and Payroll Manager will be responsible for tracking AmeriCorps program revenues and expenses. The team will be responsible for completing financial aspects of AmeriCorps compliance and reporting requirements.

Information Systems: Information technology systems will play an important role in collecting, analyzing, and producing member and program performance data. BELL's IT team will design and integrate appropriate data fields and capabilities into BELL's web-based systems, and train appropriate staff on their use, to ensure BELL accurately and efficiently track and reports on metrics around member recruitment, training, hours, outcomes, and retention.

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Training and oversight will help ensure members do not violate any of the restrictions specified in CFR § 2520.45 or CFR § 2520.65 by establishing clear job descriptions; developing training for staff and members on general provisions of the AmeriCorps program; and monitoring member activity to ensure compliance. The APM will visit each program site to ensure compliance and adequate support for members. The APM, supported by BELL's quality assurance function, will devise technical assistance as needed.

BELL consulted with State Commissions in Massachusetts, Michigan, and New York. It met in person with State directors in MA, MI, and NY and on the phone with state AmeriCorps staff in CA, and submitted appropriate consultation forms. In Massachusetts, BELL worked closely with the Massachusetts Service Alliance in crafting a proposal to the state competition, and this consultation informed this national proposal. BELL also consulted with State Commissions in other states where it may, in the future, launch an AmeriCorps program. For example, BELL met in-person with the state commission in North Carolina, and engaged in phone and webinar-based conversations with the Maryland state commission. A key theme of these consultations was that summer represented a particular need and priority for state commissions, as relatively few education-focused host agencies operated summer programs.

Member service sites are public elementary and middle school partners. BELL proposes approximately 45 total program sites across Richmond (CA), Boston (MA), Detroit (MI), and New York City (NY). Service sites are selected based on the following criteria: (1) acute student needs, as determined by student performance on state tests, report cards, and attendance; (2) acute school and district needs, as determined by the intensity, duration, and breadth of summer and/or afterschool

Narratives

programs; (3) identification as a priority school by district partners and/or eligibility for Title I funding based on their student population and performance. In addition, BELL aligns with the AmeriCorps site selection regulation pertaining to areas that have a high concentration of low-income people. More than 80% of the children and families served by BELL programs in California, Massachusetts, Michigan, and New York are considered "low-income," and are eligible for free- or reduced-price lunch. BELL will prioritize based that are led by an experienced BELL Site Manager to oversee member activities (as defined by having worked in at least one full BELL program cycle or having several years' experience delivering similar programming). Having mastered BELL's core program models, such Site Managers are best positioned to integrate members successfully and provide guidance on alumni and volunteer engagement.

BELL has been operating for 19 years, and in the last five years has greatly accelerated its growth rate such that since 2007, BELL has grown from serving 7,500 students to 14,500 students. Additional opportunities are emerging to launch BELL programs in new schools and communities, and launching an AmeriCorps program will help make such growth possible. Furthermore, BELL proposes placing members at sites located in communities with high poverty rates (the poverty rate is 34% in targeted neighborhoods in Detroit, 21% in New York, 20% in Boston, and 20% in Richmond).

Cost Effectiveness and Budget Adequacy

BELL is requesting a Corporation cost per MSY of \$9,995. Corporation funds will be used exclusively to pay for member stipends. A total of 45 MSYs, equivalent to 210 minimum-time members, will cost the Corporation \$444,177. This AmeriCorps grant will impact the academic achievements of 4,200 scholars in Richmond (CA), Boston (MA), Detroit (MI), and New York City (NY). BELL intends to match this grant with approximately \$1,120,657 of cash and in-kind contributions from a diverse array of public and private supporters. This match, equal to 72% of the total program cost, will cover

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costs associated with AmeriCorps program design, training, implementation, and evaluation.

BELL has the financial resources required to pursue the launch of an AmeriCorps program. BELL has renewable fee-for-service contracts with public schools in Boston and New York, and with districts Richmond and Detroit. BELL supplements such contracts with private funds. As noted earlier, BELL has already secured more than \$4M in philanthropic commitments to support its operation in FY2012 (July 1, 2011 -- June 30, 2012), the year that it hopes to launch a national AmeriCorps program, and it will continue to raise funding from private sources. Commitments are from foundations, including national donors such as the Wallace Foundation and the New York Life Foundation; local foundations such as the Helmsley Charitable Trust; and several individual donors contributing to BELL's capacity-building plan and program expansion efforts. This funding will be used to underwrite staff, systems improvements, and compliance requirements associated with the AmeriCorps program. To supplement the already-committed funding noted above, BELL's Development department annually raises an additional \$4M. This contributed revenue, combined millions more in federal, state, and city funding secured for BELL's program operations each year, ensures that BELL will secure the funding needed to fully implement an AmeriCorps program and consistently achieve its operating goals.

Special circumstances make BELL's cost-effectiveness even greater. In the last year, BELL brought on 30 new sites for its existing programs -- many of which want to serve more students and will host AmeriCorps members if this grant is successful. As mentioned earlier, these sites -- as with all BELL sites -- are located in communities with high poverty rates (in targeted neighborhoods in Detroit, Michigan, for example, the poverty rate is 34%).

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The AmeriCorps program budget provides adequate support of academic instruction, program management, mentorship, enrichment, service activities, and alumni engagement activities. It includes expenses directly supporting member activities, including rigorous tutoring and academic support, such as skills-based curricula, children's books, and math manipulatives, which BELL will access at a 50% discount from retail prices as a result of a partnership with Houghton Mifflin, Inc. The budget includes appropriate expenses for apparel and travel, as well as for parent, alumni, and service activities such as food, supplies, and printing costs. It includes appropriate allocations of program support and supervisory staff, including significant allocations of the salaries of 45 Site Managers who directly oversee members, 100% of an AmeriCorps Program Manager and Program Coordinators, and allocations of the salaries of Regional Directors, whom both the APM and SMs report to in order to ensure the alignment of the goals and activities of the AmeriCorps program and BELL programs. It includes expenses for member and program support, including BELL's Manager of Evaluation (5%), Recruitment team (10%), Training team (10%), Director of Program (5%), Finance staff, HR staff, and Alumni Team (5%). Included in indirect costs, calculated at 5%, are allocations of BELL's executive, information technology, and development teams.

BELL has grown its programs to reach nearly 15,000 students this year by thoughtfully crafting a financial sustainability plan that leverages its centralized infrastructure and ensures that a blend of local public and private funding sufficiently cover operating expenses. BELL's finance team has analyzed the economics of an AmeriCorps program and determined that integrating AmeriCorps members into existing models fits into BELL's cost profile, and enables the organization to reach more children while delivering a greater impact. Recruitment costs for an AmeriCorps program will be low due to established referral and networking connections at colleges and universities. Training costs take into consideration the production of eLearning modules that build off of an existing platform and, as a

Narratives

result, cost less to create. Updates and adjustments to BELL's information technology systems, such as Salesforce.com, can be made at little or no cost because partners have helped the organization develop the technical expertise required to modify its systems in-house.

Evaluation Summary or Plan

N/A

Amendment Justification

N/A

Clarification Summary

Budget Clarification Items:

1. Please revise your budget to equal the funding and MSY amount listed above to reflect staff panel's recommendation to fund this program without the California component: BELL has made the requested revision directly in its budget. Please note that since several budget items are calculated on a per-member basis, BELL has also adjusted these budget lines as appropriate.

2. Please itemize costs over \$1,000: Cost items over \$1,000 include:

- Design & Implement New Training on Americorps Administration: \$2,000 per eLearning module x 5 modules (\$10,000): This item is a per-module fee that includes programming, testing, and refining online training courses.

- Design & Implement New eLearning Modules on Volunteer Mobilization, Advocacy, etc: \$2,000 per module x 3 modules (\$6,000): This item is a per-module fee that includes programming, testing, and refining online training courses.

- Local Advertising for Recruitment: \$2,000 per month x 3 months (\$6,000): This item is based on an advertising cost-per-AmeriCorps member of approximately \$33.33, spread out across three months

Narratives

because BELL intends to advertise for recruitment purposes for that duration of time preceding the start of members' terms. Therefore, \$33.33 per member x 180 members = \$6,000, or \$2,000 per month x 3 months. The advertising cost-per-member is estimated based on BELL's experience recruiting from a similar population (young adults, generally college students or recent graduates), and includes a range of web-based, print, and transit ads at varying costs and for varying durations.

3. Section I. B. Personnel Fringe Benefits: Please clarify the calculation for the Employee Benefits of \$12,600. Based on the description, the cost is \$500/FTE/month. However, the calculation does not appear accurate, as the staff included in the budget constitute approximately 12 FTE. Consequently, the total benefits calculation should be as follows: $\$500 \times 12 \text{ FTE} \times 11 \text{ months} = \$66,000$. Please explain the discrepancy in the calculation and please correct if necessary: BELL made two errors in calculating this line item: (1) We projected the expense across 12 months, instead of 11; and (2) we neglected to take into consideration the fact that some staff positions (Site Managers, Regional Directors, Regional Recruiters, National Training Specialists) include more than one staff member. As such, accounting for that error, the correct total expense for Personnel Fringe Benefits is \$42,075, and the budget has been updated to reflect the correct figure. BELL will cover the increased cost as part of its share.

4. Section I. C. Staff and Member Travel: Please clarify the number of staff attending CNCS meetings and what is included in the \$50/day travel estimate. If site visits include mileage, please confirm that the rate does not exceed the federal rate of \$0.51/mile:

The budget assumes that two staff members per region will attend CNCS activities per region (3 regions = 6 total staff members participating). The \$50/day estimate includes, for example, mileage

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(calculated at the federal rate of \$0.51/mile), public transportation or taxis (depending on what is most appropriate), and a meal stipend (breakfast, lunch, and/or dinner, depending on the time and duration of training).

5. Section I. I. Other Program Operating Costs: The budget does not include costs for criminal background checks on the budgeted staff. Please explain in the "Clarification Summary" eGrants field how these costs will be covered. Alternatively, 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:

BELL inadvertently did not factor in the cost of background checks for budgeted staff. We have included these background checks in our revised budget, and BELL will cover these additional costs as part of its share.

6. Section II. B. Member Support Costs: Please provide more information on the purpose of the Summer and After-School discretionary spending and what is included in these estimates:

The discretionary spending line items are meant to provide members and program sites with the ability to purchase program-related materials such as paint, paper, sports equipment, materials used in service projects (for example, rakes and flowers for a beautification project), materials used in parent workshops (for example, coffee and snacks), etc.

7. Section III. Sources of Funds: Please provide detailed information on the sources, amounts, and purpose of cash and in-kind match included in the budget narrative:

Narratives

BELL has added detailed information on the sources, amounts, and purpose of cash and in-kind match funding.

Programmatic Clarification Items:

1. The Executive Summary referenced a specific number of AmeriCorps members. Please revise the Executive Summary by removing the number of proposed AmeriCorps members. Please also remove the reference to California from the Executive Summary to reflect the panel's recommendation to fund the program without this component:

Revision completed.

2. Please confirm that the tutoring curriculum is NCLB approved:

The curriculum used by BELL and published by Houghton Mifflin Harcourt (Summer Success: Reading & Math; Afterschool Achievers: Reading & Math) is aligned with NCLB, as well as with state standards in MA, MI, and NY.

3. The application narrative does not provide sufficient information on the stakeholder support (e.g. school leadership, local School Boards, parents, teachers, relevant community organizations, etc.) that your program already established in the communities it is intending to serve or your efforts to secure such support to maximize success and sustainability of the program. Please provide additional information on this topic, in addition to the information provided on the private funding support:

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BELL's most important relationships are with principals and teachers at partner schools, as well as with parents who enroll their children in BELL programs. Principals invite BELL to deliver its program models in their schools, and provide facilities - classrooms, gymnasiums, auditoriums - for program operations. Principals also help identify and enroll high-need students into BELL programs, and help recruit high-performing teachers for program positions. For example, in Boston, principals at the Holland and Kenny Elementary Schools collaborate with BELL to conduct outreach to parents of students targeted for enrollment in BELL Summer. Teachers from partner schools lead academic instruction in BELL programs, help BELL's team understand the unique learning needs of each student, and support evaluation activities. Parents are key partners. Parents enroll their children in BELL, and program staff regularly engage with parents as they share updates on their child's progress and help them understand and support their child's needs. Parent buy-in is important as it leads to strong student attendance, which leads to strong outcomes. Other key partners include district leaders, who often invite BELL to deliver its programs as a key strategic partner and who also identify under-performing schools and make introductions to principals. For example, Dr. Barbara Byrd-Bennett and her staff in Detroit each year identifies the lowest-performing schools in the city and facilitates BELL's operation in those schools. Community-based organizations provide training, enrichment curricula, and enrichment instructors to diversify program content. For example, Tenacity provides enrichment instructors to deliver tennis classes while Discovering Justice hosts mock trials and teach scholars about the justice system. One Hen provides enrichment curricula, and helps train BELL staff to deliver the curricula.

4. Your budget includes very precise allocations for staff time. Please describe the organizational methods for accurately documenting these percentages as in-kind contribution in the budget:

Narratives

BELL uses ADP payroll systems, including the associated ezLabor time capture system. Employees book their time to ADP department codes, which determines where their payroll costs are captured in BELL's general ledger (Quickbooks). In addition to the automated time capture, a group of transactions are booked monthly as part of the monthly close to allocate certain percentages of individuals' time to specific projects. These monthly entries are supported by workpaper details which describe total compensation by employee by month, multiplied by an allocation percentage.

If and when an AmeriCorps grant is awarded, BELL will determine whether the structure of a self-standing department code within ADP (which allows for automated time capture) and/or the alternative of setting up a job-costing method in Quickbooks is more appropriate to capture staff's time accurately.

5. Please justify the cost of space rental for member training that is included in the budget:

BELL often rents space to deliver in-person training activities. In the past, using examples from Boston and New York City and Detroit, the average cost of space rental has been in the vicinity of \$1,000 per day for a large meeting space.

BELL elects to rent space to train large numbers of staff at the same time, rather than train small numbers of staff at particular schools, because we generally have a narrow window of time to during which we can train staff in advance of program activities, and we have a limited number of trainers on our team to do so. As a result, renting larger spaces for expanded training activities is more cost-effective and efficient than employing more trainers to hold more training sessions at more sites. Furthermore, it affords the opportunity for staff (and, we hope, AmeriCorps members) working at

Narratives

schools throughout a given city to meet one another, share ideas, and build a sense of community. All program staff (and, we hope, AmeriCorps members) will participate in one day of site-based training the day before programs launch, and such training takes place in host schools at no cost to BELL.

Performance Measure Clarification Items

1. The stated academic performance outcome indicates that 100% of the students who complete the program will demonstrate success in academic performance and in the rate of their performance. Please discuss whether this is an appropriate target based on the program's previous experience and please adjust as necessary:

BELL has updated the performance outcome to 75% for students completing BELL Summer and 65% for students completing BELL After School, which are the same measures we use when reporting to major foundation partners.

2. Please provide more information on how you will measure the rate of improvement of the students' performance and explain what constitutes a "faster" rate of improvement. Additionally, please describe how this data will compare to "nonparticipants" as well as how the nonparticipant group will be selected. Will nonparticipants have the same characteristics as the participants, in line with a comparison or control group?

BELL measures the rate of improvement of student performance by using Normal Curve Equivalent (NCE) scores, which are generated by standardized diagnostic test data. NCE shows a student's relative position compared to national benchmarks from others in the same grade who are tested at

Narratives

the same time of year. A gain in NCE units indicates that the student has "grown" at a faster rate than the norm group. The average student demonstrates no change relative to the norm group and generally maintains his/her position for an NCE gain of zero. BELL scholars are targeted for underperformance in school and need to learn at an accelerated rate in order to excel (i.e., demonstrate a positive change in NCE scores). The higher the NCE gain, the faster scholars learned new skills and concepts relative to their peers. BELL expects at least 65% of scholars to demonstrate positive NCE scores.

Additional Clarification Items:

1. Please remove # of slots from the executive summary (per clarification instructions). I would also recommend removing the number of beneficiaries.

Complete. Number of slots and number of beneficiaries have been removed.

2. Budget:

a. The budget was not fully adjusted to eliminate CA -- still 4 regional directors, 45 site supervisors, and 4 AC supervisors budgeted. Please revise the entire budget to remove the CA component.

Completed. The budget has been fully adjusted to eliminate the California component.

b. Adjust Section B. Personnel Fringe Benefits based on revisions to Section A.

Narratives

Completed. Personnel Fringe Benefits now total \$42,075.

c. Travel to CNCS staff meeting -- need to include # of staff and adjust the budget to reflect a 3-state program (still says 4 in most cases); include the mileage rate.

Completed. Staff travel via automobile is reimbursed at the federal mileage rate of \$0.51 per mile.

d. Overall, please add the requested detail to the budget narrative (not just in the clarification section). It should be in a more condensed form than in the clarification section, but should be included in the budget narrative.

Completed. Details added to budget narrative for all affected line items.

3) Provide additional information on the accounting and timekeeping systems in place to document the actual time allocation of various staff positions, rather than the rationale for the allocation.

Included in response to #4 in Programmatic Clarification Items, above.

4) Please add examples of current and proposed collaboration with community stakeholders as part of the program.

Included in response to #3 in Programmatic Clarification Items, above.

Narratives

5) Please add a statement in the clarification section that you will adjust the program approach to focus on only three states.

BELL will adjust its AmeriCorps program approach to focus on Massachusetts, Michigan, and New York. As such, it will not plan on placing any members in California, nor will it incur any costs associated with AmeriCorps in its efforts to serve children and schools in California, as originally proposed.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 38.1

Service Categories

Afterschool Programs

Tutoring and Child (Elementary) Literacy

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

BELL staff and AmeriCorps members will work with parents, teachers, and principals to identify students with the greatest need for enrollment in BELL programs, as defined by academic underperformance and/or eligibility for free or reduced-price lunch. Parents will complete an enrollment process, attend a program orientation, and commit to ensuring their child maintains high attendance in the program. AmeriCorps members will build strong, mentoring relationships with students, engage in tutoring and enrichment activities, lead students in service, and build positive relationships with their parents. Academic support will take place consistently - 4 days per week during the summer, 3 days per week after school during the school year - and use research-based, school-approved literacy and math curricula. Members will help define specific academic goals for students, identified by pre-program diagnostic tests, and focus on the skills students need most. At the end of the programs, students will demonstrate improvement on standardized tests in reading and math.

Result: Output

Result.

A total of 3,600 students will start in an AmeriCorps education program.

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

Target :Students targeted for enrollment will be in grades K-8, attend low -performing schools, and come from low -income families.

Target Value: 3600

Instruments: Enrollment forms, web-based scholar management system data, site enrollment lists.

PM Statement: A total of 3,600 students will start in an AmeriCorps education program. These students will be in grades K-8, attend low -performing schools, and come from low -income families.

Result: Intermediate Outcome

Result.

At least 65% of students completing AmeriCorps education programs (65% of 2,700 students) will gain grade-equivalent literacy and math skills, according to standardized test results.

Indicator: (PRIORITY) ED5: Students with improved academic performance.

Target :Students targeted to achieve improved academic performance are in grades K-8, are performing below grade-level, attend under-performing schools, and come from low -income families.

Target Value: 1755

Instruments: Standardized diagnostic test results

PM Statement: At least 65% of students completing BELL Summer who are targeted to achieve improved academic performance because they are in grades K-8, are performing below grade-level, attend under-performing schools, and come from low -income families, will gain grade-equivalent academic skills,

National Performance Measures

Result.

according to standardized diagnostic test results.

Result: Output

Result.

At least 75% of students starting an AmeriCorps education program (3,600) will complete the program (2,700).

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

Target :Students targeted for enrollment will be in grades K-8, attend low -performing schools, and come from low -income families.

Target Value: 2700

Instruments: Enrollment forms, web-based scholar management system data, site enrollment lists.

PM Statement: A total of at least 2,700 students will complete an AmeriCorps education program. These students will be in grades K-8, attend low -performing schools, and come from low -income families.

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Subapplicants

<u>ID</u>	<u>Organization</u>	<u>Amount Requested</u>	<u>Amount Approved</u>	<u># FTEs Requested</u>	<u># FTEs Approved</u>	<u>Status</u>
Totals:		\$0	\$0	0.00	0.00	

Required Documents

Document Name

Status

Evaluation

Not Applicable

Federally Approved Indirect Cost Agreement

Not Applicable

Labor Union Concurrence

Not Applicable