

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 10-DEC-10	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC123737	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHIL0010003														
5. APPLICATION INFORMATION																
LEGAL NAME: Rend Lake College DUNS NUMBER: 077143295	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: David A. Warner TELEPHONE NUMBER: (618) 437-5321 1345 FAX NUMBER: (618) 437-5677 INTERNET E-MAIL ADDRESS: warner@rlc.edu															
ADDRESS (give street address, city, state, zip code and county): 468 North Ken Gray Parkway Ina IL 62846 - 2408 County: Jefferson																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 370899219	7. TYPE OF APPLICANT: 7a. Higher Education Organization - State Controlled 7b. Community College 2-year college															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Land of Lincoln AmeriCorps															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Benton, DuQuoin, Tunnel Hill, Carbondale, Anna, Marion, Belknap, Ullin, Patoka, Ina, Mt. Vernon, Metropolis, North Wamac, Dix, Nashville, Murpysboro, Summersville, Cairo, Central City, Herrin, Makanda, and Hoyleton.	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 07/31/11 END DATE: 07/30/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="IL 019"/> b.Program <input type="text" value="IL 019"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 499,536.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 428,568.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 928,104.00</td> </tr> </table>	a. FEDERAL	\$ 499,536.00	b. APPLICANT	\$ 428,568.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 928,104.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 499,536.00															
b. APPLICANT	\$ 428,568.00															
c. STATE	\$ 0.00															
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f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 928,104.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: David A. Warner	b. TITLE: Program Director	c. TELEPHONE NUMBER: (618) 437-5321 1345														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/06/11														

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Executive Summary

Thirty AmeriCorps members will implement a tutoring/mentoring program for 3rd-8th grade providing tutoring to each of 240 students per week. The program will be designed to foster good study habits(improve homework completion), and encourage positive behaviors(reduction in disciplinary referrals). Also 13 AmeriCorps members will help with the Regional Volunteerism Conference and ACCESS SI to establish virtual family resource centers. Seven of those members serving in environmental education to help children, and their families learn more about environmental stewardship.

Rationale and Approach

A. PROGRAM DESIGN

1. RATIONALE AND APPROACH

a) COMPELLING COMMUNITY NEED

The communities served by Land of Lincoln AmeriCorps (LLA) are very unique in their multi-faceted areas of need. The LLA target communities and service sites are instrumental in identifying the needs and participating in the planning process. These communities are geographically isolated and therefore some of the major problems identified in this area described in meetings of the Southern Illinois economic development council SIDEZ are: Low population density, low median household income, low per capita income, high percentage of people below the poverty level, high unemployment rate, high teen birth rate, and high percentage of individuals with less than a college education. Also living in "tornado alley" underscores the need for OAC-CPR training, disaster relief training, mass care, and introduction to shelter operations for the members. One Southern Seven

(S7) program originally targeted the seven southern-most counties in Illinois and combined with the other LLA program will now focus on 17 of the southern-most counties. Those original counties, with a population of 74,925, encompass 2,003 square miles or 260,000 total acres of which a large portion is within the 270,000 acre Shawnee National Forest and contingencies of local and state parks, preserves,

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and conservation areas. The rural locations of these communities places them in the unenviable position of having a lack of resources, a lack of philanthropical agencies to draw from, and a general lack of home computer access just to name a few.

These communities had an average August 2008 unemployment rate (8.77%) that was over 20% higher than that of the State of Illinois (7.3%) and over 43.7% higher than the United States (6.1%) for that same period. According to the U.S. Census, the per capita income for these communities was a mere \$16,993. This represents over \$6,000 less than the Illinois per capita income (\$23,104) and \$4,000 less than the United States per capita income. Nearly one-quarter (24.12%) of the adults in these communities does not have a high school diploma.

To put one community's situation in perspective, 100% of the children in the Cairo School District are eligible for free lunch through the National School Lunch Program. These statistics support our assertion that LLA is very much needed in these communities so that children and adults can have additional resources, positive role models, and educated individuals working to help them and their communities break out of this cycle.

Teachers in our school districts in rural Illinois tell us of their great concerns about K-2 emergent or beginning readers needing to improve their literacy skills so they can read at their grade level. By the third grade the average ISAT Reading Scores for our region in 2006-2007 on the 2007 School Report Card were 68.94% reading at the State Performance Levels while the overall state average was 73.0%. This inadequacy, if not taken care of, spills over into the middle school years to cause continued problems with reading skills and the inability to understand the directions to solving problems. Also during the middle school years there are not parents at home to help with homework and to provide a role model encouraging the importance of attending classes and trying to do your best.

In addition to LLA members themselves needing to build their skills, to gain educational opportunities and to reach new levels of professional development, LLA is also trying to bridge the digital divide for families in rural southern Illinois and help individuals who need better access to health, education, and

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human services resources. Many baby boomer adults in our rural areas express in community college application surveys that they don't know how to use or don't always have easy access to a computer. LLA will provide access through community and faith-based organizations' computer literacy labs. LLA will also provide a web-based directory of health, education, and human services resources through the Access SI website. Access SI will work its way up to over 2,000 visits in most months and also will grow to include over 950 agencies with nearly 4,000 services listed. LLA has served over 4,000 youth throughout the state of Illinois. While fostering inter-institutional collaborations between 6 colleges and 24 elementary school districts in diverse, severely distressed communities in Illinois that are mostly rural, with low income, high unemployment, and with high rates of high school drop-outs (over 2.97 % according to the statistics from the 2008 High School Report Card); the LLA members have brought and will continue to strive to bring positive change to the lives of these children and youth in K-8 by both engaging them in service and connecting with them as caring adults who will serve as their tutors and mentors. LLA will continue to try to increase reading success among more Illinois school children, reduce absenteeism, improve academic performance, and enhance self-esteem among at-risk students referred to the LLA members by supervising teachers and principals.

The mission statement of LLA says, "We believe all individuals whether college students or baby boomers can be empowered to make a difference in their community by working with children, youth, and families to increase academic and life skills." LLA recruits and trains individuals whose primary goal is to increase academic achievement in core subjects through planned, consistent, one-to-one or small-group activities and sessions, that build on students' academic strengths and targets students' academic needs. LLA members provide these services by request in the college districts' community schools. The LLA member must have a high school diploma (or its equivalent) and must also successfully complete the pre- and in-service specialized training required by the program and its screening requirements, including three background checks. Many LLA members are college students pursuing a degree in education. Currently, LLA is present in 24 elementary or middle school service

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sites throughout Illinois. The statistics from the 2007 School Report Card show that these 24 elementary and middle school sites have minority enrollment of 22.05%, low-income population of 49.7%, as well as limited English proficiency of 1.17%. College and elementary education professionals from our sites have expressed concern about lack of civic responsibility, increased gang activity, and increased juvenile crime among youth with common threads of low literacy skills and the absence of a caring adult in the home.

In addition to the elementary school sites, due to non-profit community and faith-based organizations' requests in the southern seven counties of Illinois, we are currently in eleven service sites with individuals serving mostly full time.

b) DESCRIPTION OF ACTIVITIES

The K-8 STUDENTS portion of the LLA project will recruit 55 half-time LLA members to each provide tutoring and mentoring support to 8-10, teacher-referred, K-8 at-risk students, who would benefit from one-to-one or small-group activities or sessions that build on students' academic strengths and target students' academic needs. LLA members will complete a baseline assessment on their teacher-referred tutees. A minimum of an 8-week interval should lapse before the second assessment, and 8 to 12 weeks more should lapse before the third (final) assessment. Supervising teachers will validate all assessments. Generally, LLA members will tutor/mentor the assigned students two or three times per week, for a total of one to two hours per student per week, for the entire school year. Most half-time members are full-time college students themselves and try to arrange their class schedules so they can be at the school site during most of the day two or three days, Monday-Wednesday-Friday, or Tuesday-Thursday-Friday, and also help some days during the after-school program. Each LLA member's total time is about 18-22 hours per week.

All of the LLA members serving K-2 emergent, beginning, and early independent readers will utilize LEARNS and its Literacy Assessment Profile developed by Bank St. College of Education and Northwest Regional Education Laboratory. LLA members will approach literacy with a structured, comprehensive,

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and holistic process for both tutoring and assessment. As academic (literacy) strengths are assessed, tutoring, under reading-teacher supervision, is targeted to improve the students' academic (literacy) needs.

The tutoring/mentoring needs of 3rd through 8th grade youth will be addressed through the Study Buddies Tutor/Mentor Program. Again, the member will work with 8-10 teacher-referred students that the supervising teacher deems would benefit from planned, consistent, one-to-one, or small-group activities and sessions that builds on the students' academic strengths and target the students' academic needs in the areas of homework completion, and grades, as well as disciplinary referrals; and the subjective elements of classroom behavior, leadership, and attitudes toward school, based on the Summer Bridge Rubric.

The balance of direct service time will be dedicated to group class activities, school-based service projects, and tutoring/mentoring in after-school programs. Members may also be involved in helping with the students' extra-curricular activities.

The YOUTH LEADERSHIP DEVELOPMENT portion of the LLA project allows members to build their own skills, and have additional educational and professional development opportunities. Those youth leadership development opportunities include a week-long orientation, twice-a-month team meetings with their Coordinator, participation in the Regional Volunteerism Conference, involvement in the Volunteer Management Network, the Opening Day Celebration, representation in Leader Corps, our LLA Mid-Term Retreat, and on-line tutoring, mentoring, and citizenship training assignments, among others.

The RURAL COMMUNITY DEVELOPMENT & TECHNOLOGY ACCESS portion of the LLA project will recruit 12 full-time LLA members to serve in sites of varied disciplines that have been identified and established throughout the southern Illinois region. These members will mostly work all day, week days, 33-37 hours per week, although they may have other schedules including some nights and weekends instead of some weekdays if the needs of the agency require them to do so. Requests to fill

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compelling community needs have been submitted by community and faith-based non-profit organizations throughout the region. LLA members at 11 host sites will serve as client liaisons, field outreach personnel, mentoring coordinators, child/women advocates, after-school tutors, adult literacy/GED tutors, green/environmental awareness educators, computer technology educators, web site resource coordinators, and volunteer directory coordinators. Each community and faith-based organization has a written, site-specific service description and provides direct supervision of AmeriCorps members. The members turn in monthly community outreach reports assessing their contacts and their clients' improvement over the year. The members are also evaluated on the quality of their service by their site supervisor and by their project coordinator once each semester with written comments to help them see where they may need improvement. Team members meet each month with one of the Site Supervisors and the LLA Director to reflect on their service and provide support and networking opportunities to each other.

With the virtual resource centers and the Access SI web site resource, residents can find computer access for job skills and employability research, health resources, social service resources, and information on personal and entrepreneurial development. Residents will have the opportunity to complete an employability skills test. The recently opened Wetlands Resource Center will serve as a forum to promote green/environmental awareness, education outreach, and citizenship participation in resolving natural resource issues. Members will be certified in American Red Cross OAC-CPR, disaster relief, mass care, and shelter operations training to support the homeland security efforts by assisting area police, fire, and disaster service agencies such as Cairo's Emergency Disaster Agency, the Little Egypt Chapter of the American Red Cross, the Jefferson County Chapter of the American Red Cross, the United States Department of Interior, and the United States Department of Forestry to inform and mobilize residents in the event of a national emergency. Four LLA members assisted directly and many others indirectly in the Hurricanes Katrina and Rita Relief Efforts. All of LLA is prepared, in partnership with its service sites, to continue connecting with the areas' communities and residents,

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providing services in education, human services, health and public safety, the environment, and homeland security.

In the efforts to ensure member compliance with rules on prohibited service activities, we will include sections in the member handbook under Site Expectations/Tutor Activities and also under Prohibited Activities detailing the rules on prohibited service activities which will be presented to each member during the pre-service orientation before they start at their service site. During the first site visit the rules will be presented to the site supervisors in their site supervisor handbook. The campus coordinators likewise will be familiarized with the prohibited service activities rules at pre-service and the members will be taken through an exercise with prohibited activities or acceptable activities at both the pre-service orientation and again at the mid-term retreat training half-way through their year's service. All members and coordinators will be encouraged to check with the program director before starting a project that they may not be sure of or may have a question about, to be reviewed by the director on a case-by-case basis. In addition LLA will recruit and train individuals who serve mostly half-time whose primary goal is to increase academic achievement in core subjects through planned, consistent, one-to-one or small group activities and sessions, that build on students' academic strengths and targets students' academic needs. LLA members will be encouraged to provide these services in direct relation to compelling need requests from the college districts' community schools.

c) MEASURABLE OUTPUTS AND OUTCOMES

LLA members will tutor and mentor K-8 students at approximately 24 elementary school sites around the state of Illinois. Their efforts will increase students' academic achievement through planned, consistent, one-to-one or small-group activities and sessions, that will build on students' academic strengths and target students' academic needs. Teacher-referred 3rd-8th grade students will participate in a tutoring/mentoring program in order to increase homework submission or decrease disciplinary referrals. In the first year, 54 percent of the teacher-referred students will demonstrate an increase in homework completion or a decrease in disciplinary referrals. By the third year, 62 percent of the

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teacher-referred students will demonstrate an increase in homework completion or a decrease in disciplinary referrals. LLA members may also help with other school-related support activities, such as homework help provided as part of a safe-place-after-school program. There also will be efforts to aid member development with training, supervision, evaluation, and recognition so that members will build their own skills, especially communications and time management skills, have opportunity for professional development, further their education, and raise their own self esteem. The LLA members themselves will receive training to better enhance their performance at their sites and in their community. In the first year, as a follow-up to their training, 93 percent of the active members completing their service will generate overall performance ratings of average or above. Their site supervisor evaluates them on 10 attitudes or skills on a 5 point scale, while their campus coordinator evaluates them on 5 attitudes or skills on a 5 point scale, with the member and coordinator also rating an additional 5 performance skills. By the third year, 97 percent of the active members completing their service will generate overall performance ratings of average or above. In addition in helping community members "Bridge the Digital Divide", members will collaborate to help establish virtual family resource centers across the southern counties of Illinois. In the first year, members will bring computer resource assess to 3,000 rural residents in the areas of health and human service resources, job skills, employability research and personal development training, with recipients stating it is a comprehensive, useful resource. By the third year, members will increase that number to 4,000 rural residents and the recipients saying they had 15% improvement in the areas of health and human service resources, job skills, employability research, and personal development. In addition, members will work with other volunteers to help communities meet targeted, compelling community needs, and to achieve other community-based performance measures. The LLA past performance shows 3rd-8th grade increased homework completion and reduction in disciplinary referrals in the 50% range. Access SI was available this past year to over 2,000 new Southern Illinois residents. The active AmeriCorps members completing their service with an overall performance rating of average or above were in the 90% range.

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d) PLAN FOR SELF ASSESSMENT AND IMPROVEMENT

The K-8 Students portion of the LLA project will include members recording students' scores three times per year for student academic improvement. Members will sit together at team meetings twice per month to review this data, discuss lessons learned and changes they would make to programs, and include continuous quality improvement in training at the Mid-Term Retreat and new member orientation. Supervising teachers will conduct evaluations twice per year for subjective evaluation of student academic and attitudinal improvement. Site Supervisors will conduct evaluations twice per year for member evaluation of successful service at their site, and finally, the Campus Coordinator will conduct evaluations twice per year for member evaluation of successful service at the site as well as for community service. The Youth Leadership Development portion of the LLA project will include Site Supervisors completing evaluations twice per year for members to evaluate the success of their service at the site as well as for their community service projects. The Rural Community Development & Technology Access portion of the LLA project will include analyzing the monthly community outreach report that assess contacts made and improvements in computer literacy scores by users of the computer labs. GED completions are tracked twice a year through the Regional Offices of Education in the areas we serve. The Access SI database usage reports are generated monthly. These reports show the monthly "visits" for the website and the various resources requested.

Site visits will be conducted at least once each semester to meet with Site Supervisors, supervising teachers, campus coordinators, and members. Also, team meetings will be held twice each month with campus coordinators and members within each college district. Face-to-face, e-mail, snail mail, fax, or phone calls will be used to communicate with members, service sites and partners. These evaluations and communications and monitoring visits are with both school and non-school based partners.

e) COMMUNITY INVOLVEMENT

The LLA target communities and service sites are instrumental in identifying the needs and participating in the planning process. These involved institutions have had the opportunity to make

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much-needed connections with their local communities, 24 grade schools, 11 community and faith-based agencies, numerous businesses, community members, and Illinois youth and families. The project will continue to allow Illinois universities and community colleges to better serve their communities while improving institutional resource development, encouraging an ethic of service, and furthering inter-institutional collaborations. We meet with the superintendents and principals of the school districts that have identified a need and requested our tutoring help and discuss with them and their participating teachers how an LLA member will be used and how they can best help increase academic achievement in core subjects for those students that have been targeted and have additional academic needs. We meet with the sites at least once each semester and more if issues are raised that need to be dealt with face-to-face. In the Southern seven counties of Illinois we also meet with the community or faith-based sites and their supervisors and staff. The LLA project has partnerships with community and faith-based organizations including Faith Cares Mentoring and Guardian Family Services both in Metropolis, with help from Massac County DHS, and also Fort Massac State Park; the Joint Venture including Cypress Creek National Wildlife Refuge, Cache River State Natural Area, The Nature Conservancy, and Ducks Unlimited; Tunnel Hill State Trails, Mermet Lake State Conservation Area, Giant City State Park, Southern Illinois Health Care Community Benefits Department, Haven House in Anna, Man-tra-con working with the Workforce Development Board, University of Illinois Extension, and Two Rivers Community Development Center working in the Cairo schools, after-school programs, job skills and work readiness training, youth clubs, personal and spiritual development. Little Egypt Chapter of the Red Cross and Jefferson county Red Cross among others help our members preparedness for Homeland Security by training and certifying our members in OAC-CPR, Disaster Relief, Mass Care, and Shelter Operations. We also have member team meetings that rotate around between sites so other members can also see what different activities go on at different sites and what different facilities and services are available. We also communicate frequently by e-mail, telephone, fax, and snail-mail with the supervisors at each service site.

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The communities served by LLA want and need us and are committed to keeping us as is evidenced by their willingness to continue to increase their contributions to the program as budgets are cut each year.

f) RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS

Our LLA program builds on (without duplicating) and collaborates with other national and community service programs supported by the Corporation. Our Campus Coordinators work with Senior Corps (RSVP), specifically the Highland Community College RSVP Coordinator and he attends and oftentimes takes his members from the Freeport area for member development to the Illinois Conference on Volunteer Administration (ICOVA). In addition the LLA(AmeriCorps) Director attends the ICOVA conference and helps with the introduction of speakers and hands out session evaluations to participants. Also, in Southern Illinois, the LLA Director serves on the steering committee and as treasurer for the Southern Illinois Volunteerism Conference and two years ago co-chaired with an RSVP representative from the Shawnee Development Council and serves with others including representatives from the SERVE Illinois Commission on Volunteerism and Community Service, and representatives from Southern Illinois University, Kaskaskia College, John A. Logan College, Shawnee College, University of Illinois Extension, Southeastern Illinois College, American Red Cross-Little Egypt Network, CASA of Jefferson County, Egyptian Area Agency on Aging, Girl Scouts of Shagbark Council, Habitat for Humanity-Centralia Chapter, Heartland Regional Medical Center-Auxiliary Volunteers, Kids Hope United-Foster Grandparents Program, Massac County Housing Authority, McKendree University, Rend Lake College, Shawnee Alliance for Seniors, Southwestern Illinois College, and St. Mary's Good Samaritan, Inc.. We also have our Campus Coordinators from Rend Lake College, John A. Logan College, and Kaskaskia College and several of their members attend the conference for staff and member development. The LLA program also cooperates with and participates in regional trainings including Cross-Stream Training provided by the Corporation and the Illinois Commission. LLA participates in the Volunteer Management Network for Region 5.

g) POTENTIAL FOR REPLICATION

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The LLA program has several elements that are designed to be replicated. These lessons learned can be shared and presented at conferences including the ICOVA conference and the Southern Illinois Volunteerism Conference. The partnership is between the colleges and the school sites and the non-profit community and faith-based organizations and LLA. There is Federal funding, and management and oversight from LLA and the colleges and school sites and the community and faith-based partners in identifying the compelling needs and recruiting the members and sharing in the cash match and service site fee and in-kind match to provide the services. This arrangement works well for a very rural, resource-limited area, with a lack of corporations, foundations and other philanthropical agencies, where distances between limited resources, low education and income, and high unemployment all create barriers to delivery of services and eventual success for youth and families.

The element of the LLA project that we are most proud of is the wide variety of services that the project provides. In addition to traditional school-based service sites, the LLA project provides environmental awareness and green education and social service assistance to agencies such as battered women's centers. This diversity of services instills a real sense of "community" to our LLA members and to the communities in which they serve.

Organizational Capability

D. ORGANIZATIONAL CAPABILITY

1. SOUND ORGANIZATIONAL STRUCTURE

a) ABILITY TO PROVIDE SOUND PROGRAMMATICAL AND FISCAL OVERSIGHT

Rend Lake College has evidenced its ability to provide sound program and fiscal oversight through its work with the LLA project during the past eight years. In addition to the staff included in this project's budget, Rend Lake College provides the project with grant management staff support and business office staff support to help administer the project. Besides the yearly college audit and the periodically chosen LLA grant as one to be audited, the State Commission does a program and fiscal audit each year in their closeout visit. Also the college uses advisory committees from the community that meet

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periodically, a board of trustees from the community, and President's Council made up of the President, Vice-Presidents, Deans, Division Chairs, and Directors of Departments, that meet monthly; and a President's Cabinet made up of the President, Vice Presidents and Deans, that meet weekly.

During a recent year, Rend Lake College administered 50 grants worth over \$5.3 million dollars. These grants were carried out according to their intended guidelines and were fiscally stable due to the financial good standing of the college. We pride ourselves on that fact that we can tie families/students/communities with the services they need.

The LLA Project adds value to Rend Lake College by providing another means to be present in other communities and by creating a network of partners that can be accessed for many other projects, including after-school tutoring, reading days or family reading nights at the schools, and summer lunch programs for kids in the community.

b) MULTI-SITE INFORMATION

The LLA Project will support this multi-site project by holding team meetings twice a month at host sites or campus locations. The Project Director and Campus Coordinator will visit each host site a minimum of one time each semester. Continuous communication will also be conducted by telephone, e-mail, snail mail, and fax. LLA staff will attend national service day activities and other community service projects when possible. LLA staff will also be involved in the Volunteer Management Network.

c) BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF

Rend Lake College is governed by a 7 member elected Board of Trustees. These board members are called upon from time to time to help begin new service sites in the member's home communities. For example, one of our board member's wife is a teacher in one of our school sites. This board member is able to provide a link to this school site that might not have been possible otherwise.

Mr. Dave Warner, Project Director, provides the overall supervision for the project. Mr. Warner maintains program development, attends team meetings, visits host sites, aids in planning trainings and special events, compiles and submits data for reporting and grant renewals, collaborates with

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community and faith-based partners, maintains contact between service sites, campus coordinators, and members, ensures members are meeting service requirements, attends regional meetings and conferences, promotes and recruits members, provides service leadership, and is responsible for the fiscal management of the project. Ms. Becky Williamson, Administrative Assistant, manages the database, aids in generating reports, communicates with service sites, campus coordinators, and members, assists with planning trainings and special events, and orders program supplies.

Ms. Wendy Smith (in-kind support from the RLC Business Office) prepares financial reports including periodic expense reports, financial status reports, and income reports. She reconciles financial status reports to the RLC general ledger reports, prepares grant fiscal year closeout reports, and reconciles expenditures to ensure compliance with grant guidelines.

d) PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT

Rend Lake College has an intensive system for strategic planning, assessment, and employee evaluations. The strategic planning process takes place on an annual basis, beginning with each Division submitting its internal plan to the college administration. The top-level college administrators then sift through the division plans and compile the overall college strategic plan. Staffing decisions, equipment purchasing decisions, and grant application decisions all refer back to the strategic plan before taking place to ensure that they are in line with the plan and the college's goals and objectives for the current year.

Rend Lake College constantly assesses its curriculum, course offerings, community programs, and its high school interactions to ensure that the college is meeting the needs of its district residents. Each department has regular meetings and each division uses advisory committees and student surveys plus a comment box in each building on campus to be sure we are meeting community needs. We also conduct site visits at least once each semester and use site supervisors, principals, teachers, and campus coordinators in the interviewing process.

Employee evaluations are conducted on an annual basis with both the employee and his/her supervisor

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completing portions of the evaluation. This ensures that supervisors understand the desires and challenges of their employees.

e) PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

With the LLA service sites being centered around college campuses, RLC and these corresponding campuses offer technical support to the sites in each district. Orientation and training for technical assistance is part of the initial member training at the beginning of each new project year. The Project Director will maintain communication with the Campus Coordinators to identify and respond to the training and technical assistance needs. Each campus has an ISR system to request technical support for use of campus computers. On-line resources are provided to members at pre-service training and the mid-term retreat. Presentations are given and hands-on activities planned for team building, enhancing tutoring and mentoring skills and strategies among others. The LLA Project plans for the need for technical assistance by its service sites, community-based agencies, and its members. When technical assistance is given, it will enhance the program and will allow it to grow, evolve, and get better.

2. SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

a) VOLUNTEER GENERATION AND SUPPORT

Rend Lake College is very experienced at generating volunteers. In addition to LLA, RLC currently has 5 programs that focus on volunteerism and community support. The M3C Fellows Program offer educational awards to students who provide 300 hours of service. The Volunteerism course at RLC provides college credit to students for providing volunteer support. The Cooperative Education Program at RLC provides college credit and a small wage to students who provide community service to local schools, businesses, or community agencies. The America Reads/America Counts Federal Work Study Program provides a small wage to students who provide after-school tutoring services to local grade school students. Finally, the Beautify Southern Illinois Project features volunteers from RLC student groups who "adopt" a stretch of local highways and pledge to keep the highway clean. In

Narratives

addition, many RLC employees are volunteers themselves. These employees volunteer in a wide variety of roles in their communities, churches, and schools.

b) ORGANIZATIONAL AND COMMUNITY LEADERSHIP

Rend Lake College is truly a beacon in the communities it serves. Through its community leadership, college-sponsored events, the community education program, the summer programs for youth, the Institute for Learning in Retirement, and its business training programs, Rend Lake College strives to meet any community or business need within 30 days. Members of the RLC administration serve on local Economic Development Boards, Workforce Investment Boards, Rotary Clubs, and Chambers of Commerce. With over 584 employees, we have employees on local school boards, local park district boards, and in places of community leadership that are too many to name. A project like LLA could have been insurmountable for many organizations, but RLC has such a strong focus of "community" through its faculty, staff, and board of trustees, that those characteristics have made it a reality for over 13 years.

c) SUCCESS IN SECURING LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

In a previous grant cycle, the school sites and the colleges were mostly sharing the 15% cash match for member living allowances and benefits and the State of Illinois was providing most of the operating cash match through the Teen Reach program for the tutoring and mentoring programs; and through the Illinois Workforce Advantage match which was providing both the living allowance and benefit match and the operating match for the Southern Seven counties. In the present grant cycle, since the state discontinued its cash match funds over 5 years ago, the project had to begin replacing indirect member support cash match with the schools and agencies coming up with a service site fee for each member serving at a site to help pay for training, supplies, uniforms, background checks, and other member indirect support costs. Most schools and agencies were willing to make the sacrifice to increase their cash match and some were even willing to expand and pay additional match for additional member slots. In the first year of a previous cycle the cash match and service site fee contributed from the sites

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was about \$75,000. In the second year of that past cycle the cash match and service site fee contributed from the sites was about \$125,000. So in the third year of that past cycle the cash match and service site fee contributed from the sites was about \$175,000. In the current cycle the match has grown to over \$200,000. It is notable that at the same time the state was cutting us out of their budget, the state was also substantially cutting local school budgets and college budgets and agency grants as well, but there was still overwhelming commitment from the 24 school and 11 agency sites to keep the program functioning at a high level of efficiency.

The fact that RLC has been successful in securing the required matching resources is more miraculous since the areas served by LLA have literally no local charities to tap into for additional matching resources.

3. SUCCESS IN SECURING COMMUNITY SUPPORT

a) COLLABORATION

More partnerships are being developed to provide a wider array of collaboration between Federal, State, and Local agencies as well as businesses and community and faith-based organizations that are interested in the success and continuation of the various local services at their community sites. Presentations to local community and county based associations are developed to provide information and foster more partnerships with other rural counties and through the Volunteer Management Network share solutions to common problems. Whether in-cash or in-kind support is provided the efforts to achieve continuity in delivery of services is ongoing and there is always the possibility of adding other potential partners that fulfill parts of their mission by helping our various projects. Across the state of Illinois, the LLA project has continued to share resources through the collaboration of the program's six college partnership institutions and the added 11 community and faith-based organizations. The sponsoring colleges and schools districts allow us to go into those classrooms where students need extra one-to-one or small group help that builds on the student's academic strengths and targets a student's academic needs. The teacher in the classroom has too many students and not enough

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time to give the necessary one-to-one help these students need. The colleges provide the time of the Campus Coordinators to provide the close supervision of each campus team and the supervising teachers and principal provide the direct day-to-day supervision of the member in the classroom and at the school site. The colleges will provide internet access to their members as will the district school sites and the sites will also provide the member with materials and equipment to assist the teacher and her students in the classroom. The community and faith-based sites will also provide in-kind match items such as supplies, speakers, and meeting facilities. They also network the members with many other agencies, community and faith-based organizations in the region, including those that attend the Southern Illinois Volunteerism Conference, and participate in the Volunteer Management Network.

b) LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

Although there is a scarcity of philanthropical resources in these rural areas, the cash match portion coming from the school and agency sites has increased slightly or remained about the same in most cases. There have been a few cases where they have had to drop out of the program due to their own budget cuts. When the state discontinued its cash match over 5 years ago, the school and agency sites had to also begin coming up with a site fee to help pay for training, supplies, uniforms, background checks and other indirect member support costs. Most school sites were willing to make the sacrifice to increase their cash match, and some were even willing to expand and pay additional match to expand into additional slots as a few schools had to drop out and gave up their slots. Also this year we made efforts to expand into the Cairo area where the schools were unable to afford the match at this time so we are partnering with Two Rivers Community Development Center, a faith-based organization to reach those at risk students and school dropouts that need help with homework or job readiness skills.

c) WIDE RANGE OF COMMUNITY STAKEHOLDERS

The partnering colleges have had the opportunity to make much-needed connections with their local communities, 24 grade schools in 8 school districts across the state, 11 community and faith-based organizations, numerous businesses, community members, and Illinois youth and families. The project

Narratives

will continue to allow Illinois universities and community colleges to better serve their communities while improving institutional resource development, encouraging an ethic of service, and furthering inter-institutional collaborations. In the Southern seven counties the project has gotten help with training facilities and presenters and materials and service projects expanding each year. The LLA project has partnerships with community and faith-based organizations including Faith Cares Mentoring and Guardian Family Services both in Metropolis with assistance from Massac County DHS, Two Rivers Community Development Center in Cairo in Pulaski County, the Joint Venture including Cypress Creek National Wildlife Refuge, Cache River State Natural Area, The Nature Conservancy, and Ducks Unlimited; Tunnel Hill State Trails, Mermet Lake State Fish and Wildlife, Fort Massac State Park, Giant City State Park, Southern Illinois Health Care Community Benefits Department, Man-tra-con and the Workforce Development Board, and Haven House in Anna. Jefferson County Red Cross and Little Egypt Chapter Red Cross among others help our members preparedness for Homeland Security by training and certifying our members in OAC-CPR, Disaster Relief, Mass Care and Shelter Operations. In addition to the five community colleges and one university, and the eleven community and faith-based organizations, and the 24 elementary school sites, the project is still looking at potential quality additions for expansion with another university or community college in central Illinois with additional elementary schools, and additions of one or two community or faith-based agencies in the Southern Seven counties of Illinois. We continually have other interest expressed.

d) SPECIAL CIRCUMSTANCES

The LLA project is located in very rural, poverty-stricken areas of Illinois. The locations of the service sites, schools, and community-based agencies provide for many additional obstacles that other AmeriCorps projects don't have to deal with. The lack of philanthropical agencies makes it more difficult to secure matching funds and to provide additional non-federal project support. The rural isolation of the LLA project communities makes it a challenge to link individuals/schools/agencies with the members it needs. Finally, the rural location and the income levels of the residents in these areas

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provide additional barriers for access to computers and the internet. Despite the odds, the LLA Project has found a way to serve these communities and bring about positive changes in them.

Cost Effectiveness and Budget Adequacy

E. COST EFFECTIVENESS AND BUDGET ADEQUACY

1. COST EFFECTIVENESS

a) CORPORATION COST PER MEMBER SERVICE YEAR (MSY)

We've requested \$497,700 which allows us to provide 55 part-time and 12 full-time LLA members to our school sites and community-based agencies. This funding level provides the Corporation with a good investment, since the LLA Project will produce gains in K-8 students' academic performance, enhancements to members' personal leadership and development skills, and improvements in the goods and services offered by community-based agencies. The LLA Project Cost per MSY is \$12,600, which is within the Corporation's guidelines.

b) DIVERSE NON-FEDERAL SUPPORT

The LLA Project has secured more than \$200,000 in non-federal support for the first year of the new project period. This support features cash match from the service sites (including RLC), in-kind match from RLC for tuition waivers, and in-kind match from RLC for indirect costs not charged to the Corporation. We set up and man displays at the 6 college job fairs to recruit members and also network with businesses and potential individual donors.

c) DECREASED RELIANCE ON FEDERAL SUPPORT

As is evidenced on the budget for years 2 and 3 of the new project period, if LLA is unable to be eligible and approved for the alternative match, LLA will be increasing its share of costs to meet or exceed the program goals without increasing the federal costs to operate the program. The numbers are projected to be Total \$858,103; Corporation share \$497,700; Grantee share \$360,403 (42.00%) in year 2. And Total \$921,667; Corporation share \$497,700; Grantee share \$423,967 (46.00%) in year 3.

2. BUDGET ADEQUACY

Narratives

LLA has been in existence since 2000 (with the first AmeriCorps program at RLC beginning in 1995) and is located in rural, resource-poor communities throughout the State of Illinois. Through efficient and effective management, the project has and will continue to provide services and produce outcomes with the requested budget. The program will be administered such that program goals and objectives can be achieved while providing the maximum amount of service to the school sites and community-based agencies.

FY09 BUDGET CLARIFICATION RESPONSE

SECTION I-A PERSONNEL EXPENSES-Clarifying the ratio of site supervisors to site location. There are site supervisors at all 24 schools but 20 was the number of supervisors we actually had salary information on before writing the grant. Adjustment made in budget narrative. Community-based site supervisors are not included in personnel costs as in-kind as most of them had not provided salary information before writing the grant as well as some being unpaid volunteers. Adjustment made in budget narrative. Fringe benefits for administrative assistant being over 35% mainly due to her health insurance and the State University Retirement System instead of Social Security. Breakout adjustment included in budget narrative.

SECTION I OTHER PROGRAM OPERATING COSTS-Clarifying line item cost for Recruitment and Advertising will be separating them apart in budget narrative. \$100 is about the cost of one printing of AmeriCorps brochures to hand out at job fairs and high school senior recruitment. Often takes two or three printings. \$100 is also about the average cost to put a small advertisement in a small rural community paper for a couple of days or a weekend edition. If we put one in Carbondale it is more expensive. Usually only put in ads where and when requested by campus coordinators or site supervisors.

STAFF TRAVEL-Clarifying number of staff, visits, sites. Will detail in budget narrative. Basically one staff member, 2 or more visits per year, approximately 40 sites.

STAFF TRAINING-Clarifying mid-term training is only nominally for staff, and is primarily for

Narratives

members. Will adjust out of staff training and include in member training instead in budget narrative.

MID-TERM MILEAGE-Clarifying that this mileage is only nominally for staff, and is primarily for members to travel to training.

SOURCE OF FUNDS-Clarifying will list some of the major names and amounts received from those various sources in the budget narrative, but not all 36.

MEMBER TRAINING/LIFE AFTER AMERICORPS-PRE SERVICE-Clarifying these will be broken out by number of staff and members in the budget narrative.

OTHER OPERATING-OFFICE SPACE-Clarifying with more detail in the budget narrative showing that 2 offices and one small storage/work room is approximately 230.4 square feet at \$20 per square foot.

FY10 Budget Clarification Response

Fringe: Admin. Assistant benefit calculation was corrected to match the total $41.52\% \times \$9200 = \3820 .

Staff Travel: The mileage rate was corrected to match the current federal rate of \$.50 per mile which was announced to us late in January after we had submitted the revised budget early in January.

Contractual and Consultant Services: Further explanation on what is meant by "reporting financial/performance cost" was originally put in for what became the OnCorps on-line reporting system and any other additional reporting costs to help make the transition from WBRS which we may still require additional help.

Member Training: Moved travel costs portion to member travel section and reduced the mileage rate to comply with the current federal rate of \$.50/mile. Also brokeout expenses for Education Training and Fees at $\$128 \times 5 \text{ Credit Hours} \times 50 \text{ Members} = \32000 .

Member Travel: Moved the Charter Bus from Training(National Service Recognition Day) over to member travel and added the detail of 270 miles roundtrip for 50 passenger charter for 1 day Quote.

Member Support Costs: Explain why I don't budget health insurance for all full-time members is because over the years on average 3 or more out of 12 usually are covered by other health insurance, on

Narratives

their husband's policy, etc.

Provide Justification for Increased Cost per MSY: The costs to support a member, supplies, uniforms, etc. continue to go up each year as well as the increase in the minimum living allowance. In addition with the tight budgets and the weak economy in Illinois and with the schools, hope to give some help and relief on our site fees where needed.

Provide Current Indirect Cost Rate Agreement: The one sent to the Commission back in January is dated for 4/13/2009, but it is the latest one we have and is effective until 6/30/2012.

FY10 Budget Clarification Response, Part 2

Fringe: Admin. Assistant benefit calculation still was incorrect. It was corrected to match the total $37.63\% \times \$10152 = \3820 .

FY11 Compelling Rationale for Increased Cost per MSY than in the Previous Year: The costs to support a member from \$12,975 per MSY up to \$13,007 per MSY have continued to go up including supplies, member gear, health insurance, required background checks which will have to be both state and federal rising from \$20 per member to \$50-\$75 per member estimated, as well as the increase in minimum living allowance. Well over half the increases in costs are directly related to the member support costs not including the increase in training costs. We are planning to add 9 Education Award only members bringing our total from 65 up to 74. Those members won't cost more for living allowance, but will add additional costs for member support just as those listed above. We do believe with our experience that we will be more effective in placing those additional AmeriCorps members along with all our others where they will have the greatest chance for success in achieving the desired outcomes with their students.

FY11 Budget Clarification Response

Narratives

Section 1B: Fringe

Differences in fringe rates for Project Director and Administrative Assistant are due to all Other Fringes being a percentage of the income while the health insurance is a fixed amount package for each employee whether earning \$20,000 as a beginning employee or \$60,000 as a veteran administrator. Obviously the fixed amount package will be a much higher percentage of the lower income employee.

Section 1C: Travel

For staff travel the IRS mileage rate went up from \$.50 to \$.51 per mile and was adjusted in the budget. The number of sites(40) and visits(2) are also listed in the budget narrative on the budget.

Section 1F: Contractual and Consultant Services

Type of training that will be provided by the consultant will be tutoring strategies and reading strategies by tutor training specialist and reading specialist for members.

Section 1F: Contractual and Consultant Services

Also added back in one item we had omitted the Reporting Performance/Financial Cost for OnCorps on-line Reporting System @ \$1 X 65 Members X 12 months = \$780.

Section 1G:

Pre-Service, Life After AmeriCorps and Mid-Term Retreat training and meal costs are based on the revised slots and MSY's that we can now request.

Section 1I: Other

Criminal history checks conducted for members and staff already include the NSOPR check, fingerprints to the Illinois State Police registry check, and we are working on the FBI fingerprint check and will have it in place for the new members coming in. We are estimating a \$75 cost up from \$20 last year and are adjusting the budget accordingly based on the best information we have to date.

Indirect Costs

The Indirect Cost Rate Agreement is still the latest one we have and the same one dated 04/13/2009 and is effective until 06/30/2012. We will send it in again to the Commission.

Narratives

Budget Clarification Response 2011, Part 2

Budget Clarification Items

Section 11: Other

Fingerprints are currently done for members with the Illinois State Police registry check. The additional cost for a member of \$75 will be for both the Illinois State Police check and the FBI fingerprint check. Staff, that do not have recurring access to vulnerable populations, have or will have the Illinois State Police registry check. The cost for each staff will be \$10 estimated.

Evaluation Summary or Plan

AmeriCorps State and National Programs

Evaluation Plan for an Independent Evaluation

I. AMERICORPS PROGRAM INFORMATION

Date: 10/31/2008

Program Name: Land of Lincoln AmeriCorps

Legal Applicant: Rend Lake College

Contact Person: Dave Warner, Program Director

Phone/e-mail: 618-437-5321 XT 1345 warner@rlc.edu

II. PROGRAM SUMMARY

Program Description and Primary Activities:

Land of Lincoln AmeriCorps provides tutoring and mentoring to at risk 3rd-8th grade students using AmeriCorps members and community volunteers in 24 elementary schools in 8 districts in Southern Illinois. The face-to-face, one-on-one, or small group tutoring occurs both during the school day and as part of the after-school program averaging three contacts, 1.5 hours per student per week.

III. EVALUATION PLAN OVERVIEW

Narratives

1. Evaluation Classification:

This evaluation will be conducted as an independent evaluation, using an external evaluator.

2. Role of the Evaluator:

The external evaluator assisted in the development of this Evaluation Plan; he will also take a lead role in the actual evaluation process.

3. Evaluator Qualifications:

James W. Becker, University of Illinois Extension Educator. James Becker was chosen due to his independent status, excellent qualifications and resources for evaluating in the field of education. He has no affiliation with the Land of Lincoln AmeriCorps Program.

4. Evaluation Timeline and Completion of Evaluation Report:

Year One of the grant will be dedicated to further planning and taking the general evaluation approach outlined in this plan. The data collection portion of the evaluation will begin in the Year Two and run through the full program year. Year Three will be focused on data analysis and the preparation of the findings and recommendations for the final report. The report will be completed by the independent evaluator by December 31, 2012. In January 2013, this evaluation will be debriefed by the evaluator and stakeholder representatives; and then a post-evaluation action plan will be prepared by Dave Warner.

5. Participants Who Developed the Evaluation Plan

Dave Warner, Program Director Land of Lincoln AmeriCorps

James W. Becker, University of Illinois Extension Educator

6. This Evaluation Plan Aims to Serve the Following Purposes in Addition to Meeting AmeriCorps Funding Requirements:

- To determine whether program targets are realistic
- To assess program output and program outcomes
- To report to other funders
- As a management and decision making tool

Narratives

7. Projected Use of Findings:

The process evaluation findings will allow us to make more informed decisions toward continued improvement of Land of Lincoln AmeriCorps' tutoring/mentoring services. The outcome evaluation findings will enable us to decide whether the increased skills of students are in fact, the result of our program services. The evaluation will provide us information on causality. In addition to the Commission/Corporation, we will report our findings to other supporters/stakeholders, including funders and community partners.

IV. AUDIENCES

1. Primary Stakeholders for This Evaluation

- Commission/Corporation
- AmeriCorps Program Staff and Members
- Students Tutored/Mentored and Their Teachers
- Elementary School Principals
- Community Partners

2. Use of Evaluation Results for These Primary Stakeholders:

As a State Formula-funded program, the Commission/Corporation will require us to submit an evaluation report when we re-apply for continued funds in 2012; therefore the Commission/Corporation is an important stakeholder for our program evaluation. We also want to show our state commission that we are making a difference in our community. Our program staff members are also important stakeholders, as outside feedback on how our program is really working will help us in future decision-making. Lastly, our community partners are critical to our ability to provide services in the community. Our partners have asked us for evaluation results of our program so that they can take this information to their institutional decision makers.

V. EVALUATION

QUESTIONS

Key Evaluation Questions to be Answered by This Evaluation

Narratives

In consultation with our external evaluator, we identified the following key questions that our evaluation will address. Additional detailed questions will be determined when our evaluation plan is refined.

Process Evaluation Questions:

- Is our tutoring model being implemented with integrity by both AmeriCorps members and community volunteers? If not, why not?
- Do the sites' institutional infrastructure support the services provided by the Land of Lincoln AmeriCorps Program? If so, how so; if not, why not?
- Are there any modifications that we need to make in our service delivery based on our outcome findings?

Outcome Evaluation Questions:

- Have students in the Land of Lincoln AmeriCorps Program improved in their ability and attitude (increase in homework completion, reduction in disciplinary referrals) as anticipated, after their participation in the program?
- If students improved in their completion of homework and disciplinary referrals, how much change occurred, in which areas, and in who have these changes taken place?
- What LLA tutoring/mentoring practices caused positive changes in students?
- How will the outcomes of students enrolled in the LLA tutoring/mentoring program compare with similar students not served by any tutoring program?
- What other causal factors have an impact (positive or negative) on the desired program outcomes?

VI. EVALUATION DESIGN

Our evaluation approach will employ a variety of research designs, including exploratory, descriptive, and quasi-experimental designs. Based on these designs, appropriate data collection methods and instruments will be used to gather information for evaluating the attainment of the program objectives.

1. Summary

Exploratory Design--The evaluator will conduct a quick assessment to verify the need for tutoring

Narratives

services in the school districts, which students need this service, and if students needing help are participating in the tutoring program.

Descriptive Design--The evaluation methods relating to the descriptive design will include service utilization studies, opinion polls and focus groups, client satisfaction surveys, outcome surveys and best practice surveys.

Quasi-Experimental Design--The evaluator will select a number of students meeting specified criteria for evaluation. The established may include, but will not be limited to, active participation in the program, ability to establish a stable baseline and to stay with the program, available school data, and willingness to be studied.

2. Data Types

We will collect two kinds of data. For the process assessment portion of our evaluation, we will collect data on the integrity of implementing our program model. For the outcome assessment portion, we will utilize the data we currently collect for our performance measures.

There are several data sources for this evaluation.

-Information on LLA's program model implementation will be collected from AmeriCorps members and their supervising teachers.

-Data on student outcomes in the tutored group will be collected from school district staff and teachers.

-Data on the comparison group students/classes will also be collected from school district staff and teachers.

3. Ethical Considerations for This Evaluation

LLA Program staff have established guidelines for protecting the confidentiality of all service recipient records.

VII. DATA COLLECTION (METHODS AND INSTRUMENTS)

1. Proposed Data Collection Methods:

Quasi-experimental methods

Survey questionnaire

Narratives

Secondary data analysis

2. Instruments To Be Used:

-Instruments to collect process/implementation data about our program model will be developed by the independent evaluator.

-Secondary data summary tools will also be developed by our independent evaluator.

-We will use our existing performance measurement data collection tools to collect student outcome data.

3. Person Responsible For Data Collection:

We will work with our independent evaluator to identify specific roles in data collection.

3. Data Collection Timeline:

The following data will be collected during Year Two:

-Student outcome data will be collected at the beginning of the school year, mid-term, and end of the school year.

-Process data will be collected monthly.

VIII. DATA MANAGEMENT AND ANALYSIS

1. Data Management:

We plan to use the following data management methods:

-Paper and pencil hardcopy record

-Computer data base (i.e. Excel)

2. Data Analysis Strategies:

-Basic display: frequency, percentage.

-Measurement of tendency.

-Comparisons using description.

3. Persons Responsible for Data Analysis:

The data will be aggregated and analyzed by our external evaluator, James Becker.

Narratives

IX. STRATEGIES FOR USING EVALUATION FINDINGS

1. Reporting:

The external evaluator will compile a final report outlining all our process and outcome findings and the resulting recommendations for improvement. The complete report will be made available to our state commission/Corporation as part of our next grant cycle application. We will compile a one page fact sheet highlighting the results of our evaluation.

2. Evaluation Debriefing:

LLA will hold an evaluation debriefing meeting after the evaluation report has been prepared.

3. Post-Evaluation Action Plan:

LLA will prepare a post-evaluation action plan based on recommendations made by the evaluator, participants of the evaluation debriefing meeting, and other stakeholders, such as Board member, staff members, partners, etc.

X. BUDGET

The Budget Will Be Negotiated As Is Appropriate.

Amendment Justification

NA

Clarification Summary

Clarification Response FY09

The eight primary school districts that are served by the program design include Benton, Carbondale, Centralia, DuQuoin, Ina, Marion, Mt. Vernon, and Nashville plus it also includes some other small adjacent school districts like Cairo, Murphysboro, North Wamac, and Patoka among others.

As far as the existence of a digital divide for families in rural southern Illinois, we have not conducted a formal community needs assessment, but with campus coordinators being in constant communication with programs and agencies in their college districts, they are constantly reminded of the need for computer access and training especially in our outlying, rural communities. The 2008 Report on Illinois

Narratives

Poverty looking at Well-Being Indicators 13 of 22 counties that are on the poverty warning list are located in the southern region of Illinois. According to the 2004 Report on Illinois Poverty the southern region of Illinois ranked first in 14 of 17 indicators of poverty and community vulnerability. These indicators include highest poverty rate, highest percent rural, highest unemployment rate, and lowest percent college graduates.

A clarification on the percentage of students in the Federal Work Study program (Total=56) who are involved in community service (12 M3C Fellows) is 21.4%.

Clarification Response FY10

The proposed project period is 08/01/2010-07/31/2011 with a proposed start date of 08/01/2010.

FY10 Budget Clarification Response

Fringe: Admin. Assistant benefit calculation was corrected to match the total $41.52\% \times \$9200 = \3820 .

Staff Travel: The mileage rate was corrected to match the current federal rate of \$.50 per mile which was announced to us late in January after we had submitted the revised budget early in January.

Contractual and Consultant Services: Further explanation on what is meant by "reporting financial/performance cost" was originally put in for what became the OnCorps on-line reporting system and any other additional reporting costs to help make the transition from WBRS which we may still require additional help.

Member Training: Moved travel costs portion to member travel section and reduced the mileage rate to comply with the current federal rate of \$.50/mile. Also brokeout expenses for Education Training and Fees at $\$128 \times 5 \text{ Credit Hours} \times 50 \text{ Members} = \32000 .

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Member Support Costs: Explain why I don't budget health insurance for all full-time members is because over the years on average 3 or more out of 12 usually are covered by other health insurance, on

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their husband's policy, etc.

Provide Justification for Increased Cost per MSY: The costs to support a member, supplies, uniforms, etc. continue to go up each year as well as the increase in the minimum living allowance. In addition with the tight budgets and the weak economy in Illinois and with the schools, hope to give some help and relief on our site fees where needed.

Provide Current Indirect Cost Rate Agreement: The one sent to the Commission back in January is dated for 4/13/2009, but it is the latest one we have and is effective until 6/30/2012

Clarification Response FY10, Part 2

FY10 Budget Clarification Response, Part 2

Fringe: Admin. Assistant benefit calculation was still incorrect. It was corrected to match the total
 $37.63\% \times \$10152 = \3820

Clarification Response FY11

Start Date and Member Enrollment Period

The Desired grant award start date is 7/01/11 and the desired member enrollment period start date is 7/31/11. The FY10 enrollment period end date was revised to 7/01/11. We will be planning to enroll 12 full-time and 53 half-time members.

Criminal History Checks

The criminal history checks conducted for members and staff already include the NSOPR check, fingerprints with the Illinois State Police registry check, and we are working on the FBI fingerprint check and will have it in place for the new members coming in.

Performance Measure Clarification Items

The following changes were made in the Performance Measures screens in eGrants:

Education--Tutoring and Child Literacy--Middle School

Narratives

The measure was realigned so that the output counts beneficiaries.

The intermediate outcomes measure the expected change. The two outcomes--increased homework submission and decreased disciplinary referrals--were separated into two different intermediate outcomes since both outcomes are critical to demonstrate success. Targets may appear low, but they are appropriate. Disciplinary referrals are always difficult to show substantial improvement in this difficult population due to many variables both at home and at school that are out of the members control. Homework submission is somewhat better although again many in this difficult population have little or no help with homework at home and school work in general is not a high priority in many of these households. Targets appear about right on this population if averages are over both outcomes.

Indicators were revised to student beneficiaries.

Community Development--Technology Access measure was Deleted.

Youth Leadership Development measure was Deleted.

Clarification Response 2011, Part 2

The member enrollment period start date for the program will be 07/31/2011. The desired grant award start date could be 07/02/2011. The member enrollment period does not overlap with the current period as revised with end date 07/01/2011.

Criminal History Checks for Staff

Fingerprints are currently done for members with the Illinois State Police registry check. Staff, who do not have recurring access with vulnerable populations, have or will have the Illinois State Police registry check.

Performance Measure Clarification Items

Tutoring and Child Literacy

Removed all references to the first, second, or third year. Revised performance measure so that it is

Narratives

written to measure the expected outputs and outcomes for 2011 only.

Revised the language on the output target statement and removed the words "to help them show an increase in homework submission or a decrease in disciplinary referrals."

Deleted the end outcome.

Continuation Changes

Enrollment:

During the last full year of program operation, we enrolled 69 out of 71 slots that we received or 97.2%.

The difficulty with the last two slots were grade schools that had intended to take members when we applied 8 to 10 months in advance, but due to their state budget cuts and late payments they decided to cut back the number of members they had cash match to support. By the time we found out their decision, the other school budgets were already in place and not able to accommodate more members than they had asked for originally. Our plan for improvement is to get the costs to the schools for cash match and site fees with any increases out to the schools as early as possible, which will be a couple of months earlier than in the past. Hopefully with more time to present to their boards, they will be able to be more accurate with their estimate of members to enroll.

Retention:

During the last full year of program operation, we retained or exited with an Education Award 61 out of 69 or 88.4%. Most of our members are full-time college students and each year invariably there are a few members that decide after the grade school year is up, that even though they have 100-200 hours yet to go and could finish them up during the summer in summer school or youth sports leagues, that they won't finish. They decide that they want to get a better paying job for the summer, or they want to go on vacation, or they want to leave early to go on to their four-year university after graduation from community college, etc. and they didn't plan for this when they started AmeriCorps in the fall the year before. We are making an effort to talk about these issues at both pre-service training, at team meetings during the year, and at the mid-term retreat to remind the members of their commitment and the

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importance of them finishing their hours not only for them, but for the program as a whole. We recognize that our retention rates vary year-to-year, but we make every effort to pursue the highest retention rate possible.

CONTINUATION CHANGES FOR FY 2011

Enrollment:

During the last full year of program operation (grant year 2009), we enrolled 68 out of 68 slots that we received or 100%. It was still difficult to fill the original slots due to the state budget cuts and late payments to schools which caused some schools to adjust their numbers of slots or size of slots after we had requested them. So therefore we did have to reduce some slots to quarter-time and minimum-time slots as well as having some members change their minds after starting and we had to refill a slot. We are still trying to get the costs to the schools for cash match and site fees with any increases out to schools as early as possible, which is a few months earlier in the planning cycle which hopefully will make their estimate of members needed more accurate.

We plan to make a minor change in our request for additional enrollment slots in the continuation grant although we will continue to try to improve academic outcomes for young children and youth, particularly those in our lowest performing schools, to try to help children perform at grade-level. The grant for Fiscal Year 2011 was for \$499,536 for 65 total AmeriCorps slots. However, due to budget cuts in the grade school districts and slow reimbursements from the state of Illinois, we have been asked by the schools to expand our program with 9 minimum time Education Award Only members that will bring our total member slots to 74 and will therefore increase our overall budget request to \$525,488. These additional slots will be less costly to the school districts and bring the help from tutors back closer to what they were before last year's budget cuts and reduced number of slots. We do believe with our experience that we will be able to place the additional AmeriCorps members along with all our others, where they will have the best chance to be most effective in achieving the desired outcomes with their students. As a side effort, we will also continue through our Southern 7 AmeriCorps group to provide

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education in environmental stewardship to help restore the nation's air, water, and land. Educational efforts will be taking place to minimize waste disposal, restore watersheds, and promote environmental sustainability.

Retention:

During the last full year of program operation, we retained or exited with an Education Award 56 out of 68 or 82.4%. Again with most of our members being college students and each year invariably a few members decide after the grade school year is up and their college semester is over with just a few more hours to finish up over the summer, that for whatever reason they decide not to finish. It usually has to do with a better-paying job, or going on to a four-year college or graduate school, but even this year and last, one family had deaths in their family, but didn't want to take a suspension. They just decided to try to "tough it out", but didn't finish. We still try to remind them at every opportunity, pre -service training, monthly team meetings, and mid-term retreat, of their commitment to themselves and to the program. We continue to recognize that our retention rates vary year-to-year, but we do make every effort to pursue the highest retention rate possible.

Performance Measures

SAA Characteristics

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

Priority Areas

- Education
Selected for National Measure
 Environmental Stewardship
Selected for National Measure
 Economic Opportunity
Selected for National Measure
 Healthy Futures
Selected for National Measure
 Veterans and Military Families
Selected for National Measure
 Other
Selected for National Measure

Grand Total of all MSYs entered for all Priority Areas 38.5

Service Categories

Tutoring and Child (Middle Sch.) Literacy Primary Secondary

Education-Tutoring & Child Literacy-Middle School

Service Category: Tutoring and Child (Middle Sch.) Literacy

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

30 AmeriCorps members will implement a tutoring/mentoring program providing 1.5 hours of service to each of the 240 students each week. The program will be designed to foster good study habits and encourage positive behaviors, mostly using face-to-face, one-on-one, or small group tutoring.

Results

Result: Output

Third-Eighth Grade Students need to increase homework submission and/or decrease disciplinary referrals. Teacher-referred 3rd-8th grade students will participate in a tutoring/mentoring program in order to increase homework submission or decrease disciplinary referrals.

Indicator: student beneficiaries

Target: 176 of the teacher-referred students will be assisted by a tutoring and mentoring program.

Target Value: 176

Instruments: Homework Rosters, Disciplinary Rosters, Teacher Verification

PM Statement: Third-Eighth Grade Students need to increase homework submission and/or decrease disciplinary referrals. Teacher-referred 3rd-8th grade students will participate in a tutoring/mentoring program in order to increase homework or decrease disciplinary referrals. 176 of the teacher-referred students will be assisted by a tutoring and mentoring program.

Result: Output

Prev. Yrs. Data

Result: Intermediate Outcome

Third-Eighth Grade Students need to increase homework submission. Participation in a tutoring/mentoring program leads to an increase in homework submission.

Indicator: student beneficiaries

Target: 109 out of 176 or 62% of the teacher-referred students will show an increase in homework submission.

Target Value: 62%

Instruments: Homework Rosters, Teacher Verification

PM Statement: Third-Eighth Grade Students need to increase homework submission. Participation in a tutoring/mentoring program leads to an increase in homework submission. 109 out of 176 or 62% of the teacher-referred students will show an increase in homework submission.

Prev. Yrs. Data

Result: Intermediate Outcome

Third-Eighth Grade Students need to decrease their disciplinary referrals. Participation in a tutoring/mentoring program leads to a decrease in disciplinary referrals.

Indicator: student beneficiaries

Target: 109 out of 176 or 62% of the teacher-referred students will show a decrease in disciplinary referrals.

Target Value: 62%

Instruments: Disciplinary Rosters, Teacher Verification.

PM Statement: Third-Eighth Grade Students need to decrease their disciplinary referrals. Participation in a tutoring/mentoring program leads to a decrease in disciplinary referrals. 109 out of 176 or 62% of the teacher-referred students will show a decrease in disciplinary referrals.

Prev. Yrs. Data

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable