

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): 01/25/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER: N/A														
2b. APPLICATION ID: 11ED125621	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 10EDHMN001														
5. APPLICATION INFORMATION																
LEGAL NAME: Admission Possible DUNS NUMBER: 041829685	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Traci Kirtley TELEPHONE NUMBER: (651) 917-3525 FAX NUMBER: INTERNET E-MAIL ADDRESS: traci@admissionpossible.org															
ADDRESS (give street address, city, state, zip code and county): 450 Syndicate St N Ste 200 Saint Paul MN 55104 - 4105 County: Ramsey																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 411968798	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization National Non-Profit (Multi-State)															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps Fixed Amount Grant	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Admission Possible National Headquarters 11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Greater Saint Paul, MN; Greater Minneapolis, MN; Greater Seattle, WA; one other location of the following: Chicago, IL; Omaha, NE; Portland, OR																
13. PROPOSED PROJECT: START DATE: 08/18/11 END DATE: 08/17/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <u>MN 004</u> b.Program <u>MN 004</u>															
15. ESTIMATED FUNDING: Year #: <u>2</u>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr><td style="width: 20%;">a. FEDERAL</td><td style="text-align: right;">\$ 728,000.00</td></tr> <tr><td>b. APPLICANT</td><td style="text-align: right;">\$ 0.00</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;">\$ 728,000.00</td></tr> </table>	a. FEDERAL	\$ 728,000.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 728,000.00	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	\$ 728,000.00															
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e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 728,000.00															
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: Traci Kirtley	b. TITLE: Chief Operating Officer	c. TELEPHONE NUMBER: (651) 917-3525														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/05/11														

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Executive Summary

Admission Possible is a nationally-growing nonprofit making college admission and success possible for low-income students through an intensive curriculum of coaching and support. AmeriCorps members are at the heart of this award-winning program achieving top-of-field results for students: 98% admission and nearly 80% college persistence/graduation. Fulltime service members provide test preparation services, admission and financial aid assistance and guidance throughout college until graduation.

Rationale and Approach

a. Compelling Community Need

Each year in the United States, approximately 200,000 low-income students graduate from high school prepared for college, but do not go. In 2005, America's lowest-income students earned bachelor's degrees at one-seventh the rate of students whose families earn more than \$106,000 a year, and at one-third the rate of middle-income students. Yet, the surest pathway out of a life of poverty is a college education. This trend has been identified not only as a fundamental injustice, but as a factor that will inhibit our ability to compete economically in the future.

According to the U.S. Department of Labor, the supply of students moving through the K-12 pipeline and on to higher education is shrinking just as baby boomers begin to retire. This population is increasingly made up of students of color and low-income students, who currently participate in post-secondary education at much lower rates than traditional college students. Given these trends and the fact that more and more living-wage jobs require post-secondary training, our future success as a nation depends on our ability to help these students finish high school and enroll in college.

These trends hold true in every urban area across the country, including the Twin Cities and Seattle metro areas, where this grant proposes to serve. Seeing so much promise squandered, Admission

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Possible chose to focus on the issue of college access by focusing on two major barriers to college for low-income students:

1. Lack of information about the college admissions and financial aid processes. The students we serve are often the first in their families to attend college, and lack many of the resources and experiences wealthier families are able to draw upon. While many students rely on their parents to help them with essays, take them to visit colleges, and support them through the process, most low-income parents cannot provide the same support. Furthermore, most low-income students attend high schools with fewer resources than wealthier students. In the Seattle Public Schools, the student to counselor ratio is 425:1; in the Minneapolis Public Schools, it is 700:1. Seeing these ratios helped us determine a key part of our model--placing Corps members in schools to work with counselors as they support students in their college preparation.

2. Historically lower performance on standardized tests. In 2005, the average ACT score for Minnesota students with an estimated family income of less than \$18,000 was 19.3, whereas the average ACT score for those with an estimated family income over \$100,000 was 24.0. In the state of Washington, students with family incomes under \$20,000 scored an average 1365 on the SAT and made up just 7% of all test-takers, while students with family incomes over \$100,000 were 35% of all test-takers, and averaged over a 1600 score. Without access to the same kind of test preparation wealthier students use, low-income students suffer a disadvantage in the increasingly competitive college admissions process.

Our extraordinary work to solve these problems was cited by President Obama during a White House event on June 30, 2009: "99 percent of the Admission Possible class of 2008 got into college...The vast majority of students stay in college and earn their degrees. Admission Possible operates in just two states now, so imagine if it were 10 or 20 or 50." As the largest college access program in the Minnesota,

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with emergent success in Wisconsin and a growing national presence, Admission Possible is striving to increase its reach as broadly as possible. We believe we have a successful, replicable model. This proposal would help us expand our services. We are requesting 56 AmeriCorps members to serve in Minnesota and a third site--Seattle, Washington--on our way to continued national growth.

b. Description of Activities and Member Roles

Admission Possible was founded in the fall of 2000. Our mission is to make college admission possible for promising low-income students by providing ACT and SAT test preparation services, admissions and financial aid consulting, guidance in the transition to college, and support toward degree completion.

Our AmeriCorps members are the heart and soul of that mission, providing direct service to more than 1500 low-income high school juniors and seniors, 2200 college students, and over 2000 9th and 10th grade students who participate in our college prep workshops. Our AmeriCorps high school "coaches" lead sessions for groups of 10-15 low-income students at 22 high schools, helping students improve 1) their ACT and SAT test scores; 2) the quality of their college applications; and 3) their chances of receiving financial aid and scholarships. Corps members also assist our program's 2200 college students to help them access resources that will keep them in college until they graduate, and teach our students to lead college readiness workshops for 9th and 10th grade students in their high schools.

High School Coaches

44 Corps members work with students over the course of their junior and senior years in high school using our copyrighted curriculum (41 in the Twin Cities, 3 in Seattle). They meet twice a week for two hours after school over the course of those two years. This intensive, 320-hour program is aimed at improving the students' chances of earning admission to college, as described below:

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*Understanding opportunities: Coaches introduce students to the advantages of college, provide resources for students to explore, and lead students on campus visits where they connect with our college students. Students prepare for the social, academic, and cultural transition to college. Approximately one-third of our curriculum focuses on helping students to understand what college is, and believe that they belong there.

*Academic support and test preparation: This includes reviewing concepts covered on the ACT or SAT; assisting with course material; and providing help in selecting college prep courses. Coaches provide intensive test preparation for approximately 15 weeks, using a curriculum tailored to meet the needs of our students. Students receive one-on-one review sessions as needed and take four full-length practice exams to help prepare them for the actual ACT or SAT.

*Selecting target schools: Students work with their Coach to create a list of about five schools to which they will apply. This support includes extensive searching and discussion about what the student is seeking in a college experience, and help to identify a set of schools that is a good range of choices for the student.

*Application preparation: Coaches help students complete their college applications, provide intensive group and one-on-one coaching on essays, and provide support in identifying and working with teachers to write recommendation letters. Coaches also write letters of recommendation for each student.

*Financial aid consulting: Coaches work with students to help secure the financial resources needed to pay for college, including completion of the Free Application for Federal Student Aid (FAFSA), a vital but complicated document that helps students secure government financial aid. Coaches also help students find and apply for private scholarships.

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*Service: Corps members teach our high school seniors to lead a series of workshops for 9th and 10th grade students to help them understand the importance of preparing for college early in their high school career. Seniors begin to see themselves as community leaders, not just recipients of service, and develop an ethic of service. The 9th and 10th grade students who attend the workshops see other students who attend their schools, live in their neighborhoods, and share their knowledge and experiences. These role models tell them, "I am going to college, and you can, too." This effort also helps to change the school culture so that they become places where students with ambition and talent are encouraged to pursue their dreams.

College Coaches

12 Corps members provide services to nearly 2200 students across the country who are either in college or hoping to enroll, supporting them as they persist and graduate. We connect these students with other Admission Possible students on their campus; connect them with school resources; and regularly communicate with them via phone, electronically, or in person. The Corps members walk the students through a series of key milestones identified as those that keep students on track, such as FAFSA renewal, declaration of a major, and conducting a degree audit. They also prepare a quarterly newsletter, host Facebook groups, and hold events on campus to try to bring students together to foster peer connections. In addition, many of these students regularly participate in "day on the job" events with corporate partners such as General Mills. These events help students see connections between college and the working world.

c. Measurable Outputs and Outcomes

We strongly believe in a sharp focus on results and strive to measure our efforts wherever possible. Throughout the life of our organization we have set and achieved ambitious goals for our program. Our

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tracking and evaluation processes are described in more detail in section d, below.

Admission Possible will address the Education priority area and will be using standard performance measures, including the number who enter college and the number who earn a degree.

The long-term impact we hope to achieve is college enrollment and, ultimately, graduation. We use a detailed logic model to describe our services; one example of an aligned performance measure for our program is as follows:

Output: 100% of students identify a list of colleges to which they will apply

Intermediate Outcome: 100% of students submit college applications

End Outcome: 95% of students are admitted to college

In addition to the standard performance measures, our organization will strive for measurable outcomes in other areas, as outlined in our performance measures.

d. Plan for Self-Assessment and Improvement

We consistently evaluate our programmatic efforts. During our first external evaluation in 2004, we developed survey instruments and tracking tools that we continue to use to gather data on our efforts. We use an online database, Naviance, to gather and report on these results on a weekly basis. Each school team has a laptop and remote access to our server, enabling Coaches to enter performance data regularly and allowing our program leadership to review our performance at any time.

We use all of this data to create a regular reporting process to track our progress on relevant outcomes. We hold meetings where our results are reported, which allows us to celebrate our work toward our goals as a team. Every Friday, Corps members who are experiencing particular success are encouraged

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to share strategies and techniques with others. Where problems are identified, they can be reviewed with staff if they are program-wide; individual areas of concern are addressed one-on-one with Corps members at bi-weekly meetings with their supervisor. Across the sites, we hold regular calls with program leadership to share learnings and brainstorm solutions to problems.

In December 2009, a second external evaluator verified our program results. A copy of that report was sent directly to the Corporation.

e. Community Involvement

Our program was founded by a former low-income student who was the first in his family to go to college, and was designed based on the input of the community. Our leaders embarked on a community needs analysis with the pro-bono help of McKinsey & Company, a national management consulting firm. We used detailed interview protocols to interview low-income students, deans of admissions at a variety of schools, and numerous community and education leaders. In addition, we conducted more than 200 meetings with teachers, counselors, administrators, school board members, directors of other youth service organizations, and many others. This process is used with all new communities we support.

After the first cohort of students completed the program, we conducted focus groups to get their feedback on the services we provide, resulting in some changes to our structure. Each year, we ask all students to complete a survey giving feedback on the program. We meet regularly with staff at the high schools we serve, and have a Counselor Advisory Board made up of representatives from our partner schools that provides feedback and guidance on a quarterly basis. We work with college admissions staff to maintain our ability to meet the needs of the colleges. Our senior managers and program leadership team frequently attend community meetings related to K-12 education and college access issues to ensure that we are part of a coordinated community effort to address this concern. Finally, two spots on

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our Board of Directors are reserved for program alums, representing the voice of our students in our governing body.

f. Relationship to other National and Community Service Programs

Admission Possible is proud to collaborate with other national service programs supported by the Corporation. We not only actively participate in regular AmeriCorps and VISTA Program Director meetings, but also have led trainings for other AmeriCorps programs on topics such as creating successful orientation programs. During AmeriCorps recruitment, we work with other local programs to have a shared AmeriCorps presence at job fairs, and after our slots are filled, we inform non-hired applicants about other AmeriCorps/VISTA programs in Admission Possible's service areas, encouraging them to seek other avenues to pursue national service.

We participate in a variety of statewide efforts with other AmeriCorps/VISTA programs whenever possible. In all communities we serve, we regularly participate in National AmeriCorps Week activities with other programs. This fall we sponsored "The Amazing AmeriRace" with several other local AmeriCorps programs in Minnesota, and every year our Corps member representatives participate in the Inter-Corps Council, a member-run body that organizes statewide AmeriCorps events. Finally, Admission Possible is a member of ServiceNation, a national coalition of organizations promoting greater involvement in and support for participation in service, both civilian and military, throughout the country.

Admission Possible currently hosts AmeriCorps members through a state grant in Minnesota, and our partner organization in Seattle, College Access Now, also hosts other AmeriCorps members through another partnership. We also have a separate state grant in Wisconsin. In addition, we host VISTA members in both MN and WI. In preparing to submit this application, we had conversations with

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representatives from ServeMinnesota and Washington CNCS, documenting the need for our services and seeking their approval to host members in their states. Should we decide to expand our services into other states in the future, we will conduct the same kind of consultations with other State Commissions.

g. Potential for Replication

Our program has tremendous potential for replication. In just nine years, programs have formed in Austin and St. Louis that are modeled directly after our work, and we have implemented our own program replication in Milwaukee. A program in Seattle that adopted our program model is now an official partner with us and will receive additional support through this proposal. Over the last year, the senior management of the organization worked with McKinsey & Company consultants on a pro bono basis to construct a plan for national expansion. In December 2009, our Board of Directors voted unanimously to approve the plan and implementation is currently underway. As previously stated, President Barack Obama highlighted our successes and called for further growth of our program. During the proposed grant period, we hope to begin operation in a third state, and possibly a fourth, so that we can one day reach the "10 or 20 or 50" states President Obama cited in June.

Organizational Capability

Since our founding in 2000 we have built a solid organizational structure, secured sustainable and diverse community support, and achieved an outstanding record of accomplishment. In the past year, we have received national awards from the two main membership organizations focused on college access in recognition of our efforts.

With broad community support, unmet demand for our services, significant financial support, and tremendous interest from potential Corps members in serving with us, we are proposing an expansion of our program. We feel not only capable of overseeing this program but obligated to sustain our aggressive growth and expand our services to help as many students as possible attain their dream of going to

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college and succeed once they get there.

1. Sound Organizational Structure

a. Ability to Provide Sound Programmatic and Fiscal Oversight

In April 2000, Admission Possible was incorporated in Minnesota, registered with the Attorney General's office, and granted 501(c)(3) status from the IRS. We formally began operations on September 11, 2000, serving 35 high school juniors from the Minneapolis/St. Paul area.

Since that time, Admission Possible has grown exponentially. We have successfully managed an AmeriCorps*State grant in Minnesota for the past seven years and in Wisconsin for the last year, with the guidance of an experienced leadership team and the assistance of our State Commissions. Our financial management structure is solid. We have worked extensively with a certified public accountant to ensure that we are following generally accepted accounting principles. We utilize an external service to process our payroll and have a dedicated staff responsible for all accounting, payroll, and human resource functions. We have had unqualified opinions on seven consecutive audits conducted by an external audit firm. In fall 2007, we completed and received an unqualified opinion on the Office of the Inspector General audit of our AmeriCorps grant.

As a multi-site organization, we are developing systems and processes to ensure consistent service delivery and grant management across all sites. We have shared functions for accounting, communications, grant reporting, and program oversight. In selecting staffing for new service sites, we have centralized training and common reporting templates, and we are developing written manuals and information-sharing mechanisms to ensure consistent service delivery, program management, and fiscal oversight, with a minimum of duplication. All of our sites are either directly managed by our staff, or through partner organizations that have adopted our model and have an existing record of running

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AmeriCorps programs, so we are confident that all AmeriCorps regulations are understood and followed.

b. Board of Directors, Administrators, and Staff

We have an outstanding, experienced management staff that is responsible for administering our program. This staff has successfully managed state grant programs for years and will continue to oversee our national efforts. They include:

Jim McCorkell, CEO

Background: Jim has a master's degree in public administration from Harvard's Kennedy School of Government, where he studied nonprofit management and strategic organizational development. He taught SAT and GRE preparation courses for Kaplan, one of the largest test preparation companies in the United States. Prior to founding Admission Possible, Jim worked with City Year, a national nonprofit public service and youth development organization headquartered in Boston, where he managed the organization's developmental plan to grow from 11 sites to 20 over a four-year period.

Role with AmeriCorps: Ensures compliance with all state and regulations, and that adequate match support is attained each year. Oversees work of all sites to ensure adherence to the program model and sound fiscal management.

Traci Kirtley, Chief Operating Officer

Background: Traci has a master's degree in public policy from Harvard's Kennedy School of Government, where she studied education policy and organizational management. She began her career as a high school teacher, and has worked for a federal government contracting firm conducting trainings and evaluation of various education and human service grantees. She has overseen our AmeriCorps program since 2004.

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Role with AmeriCorps: Ensures that program management, record-keeping, and activities are in compliance with all federal and state requirements. Trains and provides support for program leadership, develops program objectives, and evaluates AmeriCorps program. Oversees the fiscal management and reporting for AmeriCorps and all other aspects of the organizational budget.

Paula Clark, Operations Manager

Background: Paula has a bachelor's degree in business from Oregon State University. She has served in human resource and operations roles at William Mitchell College of Law, the MS Society, and the Amherst Wilder Foundation. She has served in an operational capacity with Admission Possible for over three years, and has successfully managed all fiscal elements of our state grants since that time.

Role with AmeriCorps: Ensures that fiscal records and grant expenses are in compliance with all federal and state requirements. Is proficient in the OMB Circulars and other federal regulations related to the AmeriCorps program. Prepares all fiscal reporting for current AmeriCorps grants in Minnesota and Wisconsin. Oversees financial audits for the organization.

Each site also has one key staff member who oversees the AmeriCorps program at that site. Because all fiscal management happens centrally, these staff members are responsible for programmatic management and oversight. These staff members are proficient in all the regulations pertaining to AmeriCorps; they supervise and support our program staff, oversee the training and evaluation efforts of the program, help recruit and orient members, and prepare quarterly reporting as needed.

Bethany Albrecht, Twin Cities Program Director

Background: Bethany graduated from the University of Minnesota in 2000, and served as an AmeriCorps*VISTA at Augsburg College during the 2000-2001 year, coordinating America Reads and America Counts programs. She recently completed a Master of Arts in Organizational Leadership from

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the University of St. Catherine. Bethany served as a Program Coordinator for our organization's efforts since our first AmeriCorps grant was received, and was promoted to Program Director in 2007.

Jennie Flaming, Seattle Program Manager

Background: Jennie Flaming joined CAN as Program Director in March 2007 and has managed their AmeriCorps program for two years. Prior to this role, she served as Pre-College Manager for Kaplan Test Prep and Admissions, and worked with students dealing with substance abuse and behavior problems for the Fairbanks Northstar Borough School District in Fairbanks, Alaska. She holds a M.Ed. in Guidance and Counseling from the University of Alaska Fairbanks and a B.A. from the University of Washington.

In addition to the staff members mentioned here, 8 other program leadership staff help to manage our AmeriCorps team. We have an organizational management philosophy that we use to ensure a consistent management approach. Each program staff member supervises 6-8 Corps members, conducts member evaluations and trainings, helps lead member recruitment and orientation and has weekly check-ins with Corps members. They help to prepare all training sessions, service projects, recognition activities, and other events. This intensive management structure allows us to ensure that our Corps members have a fulfilling experience, comply with AmeriCorps requirements, and achieve outstanding results for their students--as evidenced by our student success rates and our ability to retain Corps members throughout their term and, in many cases, into a second year.

The remainder of our leadership team consists of development professionals dedicated to leveraging financial and in-kind support for the organization; communications staff responsible for all internal and external communications; and operations coordinators, overseeing all accounting, human resources, information technology, and office management needs.

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Our organization is led by a diverse, talented Board of Directors who provide strategic guidance for our efforts. The Chair of our Board, David MacLennan, is the Chief Financial Officer of Cargill, Inc., and brings extensive knowledge of successful business practices to our work. Additional Board members come from a variety of backgrounds and offer expertise in financial management, human resources, the legal system, local foundations, high school and post-secondary education, and federal and state politics. Two of our board members are former participants in our program who ground our program in the realities and needs of the students we serve. In addition, each site has a local advisory board which helps to identify funding sources, build relationships, and increase community awareness of our work.

c. Plan for Self-Assessment or Improvement

During the past year, we developed a written organizational management philosophy, with one of our five key principles focused on continuous improvement. As an organization, we continually evaluate our efforts and work to improve our structure and systems. We hold quarterly board meetings to review our financial status and program results, making adjustments as necessary. The senior managers of the organization meet at least twice monthly to discuss the strategic direction of the organization. With the aggressive growth of our organization, we have named a central office team to provide overall leadership and grant management support to each of our local sites, which are headed by an Executive Director capable of raising financial support to run a strong program, and an experienced program manager who can head up our efforts to serve students.

We also convene regular conference calls with the Executive Directors and program leads at each site, to share information that will be helpful to all sites and to ensure consistency across the sites. Every other week, the leadership team at each site meets to discuss any issues that may arise. The program leadership meets weekly and regularly seeks feedback from AmeriCorps members as to the effectiveness

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of our organizational structure and systems. The CEO and COO meet weekly to ensure that any staffing or structural needs are identified and responded to quickly to maintain our program's excellence.

d. Plan for Effective Technical Assistance

As new staff are hired at each site, or as existing staff members are given additional responsibilities, we conduct orientation and training activities as necessary to prepare them for those responsibilities. In addition, staff members may be sent to outside trainings to supplement their knowledge of their areas of responsibility. When a need is identified, we work quickly to bring in assistance. For example, we recently began work with a technology consultant who is helping us evaluate our Web 2.0 communication strategies. We are also revamping our supervisory training so that it focuses more directly on our management philosophy and structure and discusses the unique aspects of managing an AmeriCorps organization.

2. Sound Record of Accomplishment as an Organization

a. Volunteer Generation and Support

We are fortunate to have a diverse group of people who volunteer their time and expertise to support our organization. The first source of volunteers who help to increase our capacity is our Board of Directors-- including a committee that is responsible for identifying, interviewing and recommending new Board members, helping to ensure that our leadership comes from a diverse group among the community, including former participants in our program.

We also have many volunteers who help increase our staff knowledge and capacity and to support our students. Many of the trainings we provide to our Corps members are voluntary efforts of local experts, from financial aid professionals to scholars on African-American culture. In addition, we have volunteer support to serve our students, often from our corporate partners--local companies host "After

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Admission" events for our students to help them develop career skills such as interviewing and networking, and financial literacy nights to help our students learn about credit.

Community members also help meet a great deal of our structural needs. We are fortunate that many of our organizational needs have been met through volunteer support--web services, accounting, technology support, logo and branding work, and printed materials have all been provided through individuals who volunteer to share their expertise in support of our program. A team of HR professionals recently volunteered to help reconstruct our job descriptions and develop a standard process for organizational hiring.

b. Organizational and Community Leadership

We strive to be a community leader. We hope to share our knowledge and expertise to strengthen the non-profit community, and to learn from others where we can continue to improve. We have been honored with many local, regional, and national awards, and we seek to have our team members serve as leaders throughout the community.

Awards: In 2009, we were awarded the National College Access Network's Organizational Award of Excellence, as well as the Human Relations Award from the National Association of College Admissions Counselors--the two premier organizations focused on college access work. In 2008, we received the St. Paul Chamber of Commerce Excellence in Small Business Award, based on our organizational and management capability and strong fiscal record. Our CEO and Founder, Jim McCorkell, was named an Ashoka fellow in 2006 for his innovative creation of Admission Possible, allowing us to join a national network of social entrepreneurs. We also received the Minnesota Council of Nonprofits' Innovation Award, recognizing our unique structure in using AmeriCorps members to address the issue of college access.

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Community Leadership: As an organization and as individuals, we are actively involved in our local, state, and national communities. At the local level, team members participate in community task forces such as the YMCA youth mentoring advisory board, and on planning committees for events like College Goal Sunday. Our CEO served on the Board of the Minnesota Council of Nonprofits and has been an Advisory Board member for ServeMinnesota, our state AmeriCorps commission. Our COO served on the Governor's P-20 Task Force working group on postsecondary access. We are active members of both the state and national professional organizations for college admission counselors and college access organizations. We are also active members of ServiceNation and America Forward, national coalitions focused on building more support for national service. Through that effort, our CEO participated in "A Day on the Hill" efforts to educate members of Congress about the value of service. Leadership is also demonstrated through the demand for staff to present at different venues--last year we presented at 22 speaking engagements throughout our communities and the nation.

Other Recognition: In Minnesota, two different reports by the Governor have highlighted our work, suggesting that an important strategy for investing in higher education and Minnesota's economy is to "expand successful programs such as Admission Possible." Admission Possible has been reviewed by the Minnesota Charities Review Council and meets all of their accountability standards for strong, accountable, ethical charities. The think tank Growth & Justice named Admission Possible in their report entitled "Smart Investments," examining the return on different social enterprises and finding our services to provide one of the highest social returns on investment in the state. We were featured in the American Youth Policy Forum's recent report, "Success at Every Step," highlighting programs with proven records of success in preparing students for college. Admission Possible was also featured in a report issued by the US Congress' Advisory Committee on Student Financial Assistance in Washington, DC. They cited our results-oriented program model as an example of organizations truly using

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evaluation to guide their work. In the media, our work and our AmeriCorps members have been highlighted in national outlets, such as The New York Times, The Chronicle of Higher Education, The Chronicle of Philanthropy, and USA Today, and in countless regional news spots.

Our crowning recognition came in June, 2009, when President Obama spoke about our organization and our results, saying, "Admission Possible operates in just two states now, so imagine if it were 10 or 20 or 50." It is in part due to this call from the President himself, that we feel a mandate to expand our efforts to reach many more students. This proposal will help us being to work toward that call.

3. Success in Securing Community Support

a. Collaboration

We have been very successful in collaborating with other organizations to help maximize our ability to fulfill our mission while using our resources as efficiently and effectively as possible. We join with existing community resources to solve problems, rather than reinventing services. Here are just a few examples of collaborative efforts that have helped increase the quality and reach of our services, specifically highlighted because they address potential criticisms of the scope of our work:

*In order to reach younger students, we work together with organizations serving elementary and middle-school students. These partners include GEAR UP grant recipients serving late elementary and middle school students and other community-based programs whose services focus on younger students, but do not reach into high school. Our staff and students work with these organizations to help their students begin to think about college and how they can prepare for their future.

*In order to help our students secure scholarship dollars, we work with local and national scholarship providers. In the past two years, we have had 12 students receive a Gates Millennium Scholarship, one of the premier scholarships in the nation. Our students regularly receive more than 50% of all

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scholarships awarded in some of the biggest statewide competitions, from the Horatio Alger scholarships to the Children's Defense Fund's Beat the Odds competition. These organizations are seeking quality scholarship recipients, and we help notify our students of these opportunities and prepare quality applications to maximize their chances of receiving scholarship dollars. Last year our students were awarded \$2.9 million in competitive scholarship dollars.

*To serve our college students, we work with academic affairs, financial aid, community service, and multicultural offices to help connect our students with their services. Each fall, we hold events on campuses to introduce our students to the services available at their schools to help keep them on track academically, financially and socially, so that they stay in school. We also work closely with college admissions offices to help them identify qualified candidates and ensure that they have the information they need to advocate for low-income students with the potential to succeed in college.

*In order to eliminate overlap of services and to serve more students in a more effective fashion, we work actively with the counselors and other programs in each of our partner high schools to coordinate student services. We want to ensure that we are active partners in helping schools, and overburdened counselors, to reach out to as many students as possible.

b. Local Financial and In-kind Contributions

Since 2000, we have raised a total of more than \$12 million. Of that total, more than 70% has come from the private sector (i.e. non-governmental). Our private sector donors include more than 1400 individuals and nearly 180 different foundations, including corporate foundations such as Cargill, 3M, General Mills, Northwestern Mutual, Travelers, and Texas Guaranty. We are especially proud to note that we have been able to leverage more than four private sector dollars for every AmeriCorps dollar we have received.

We receive considerable in-kind support from our partner high schools. We also receive in-kind support

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from a variety of local professional organizations. Stores and restaurants provide donations of food for the students we serve. Last year we had more than \$109,000 of in-kind contributions documented in our audited financial statement.

c. Wide Range of Community Stakeholders

Our organization has the support of a wide range of community stakeholders. Businesses concerned about the future of the workforce in our community support us financially as well as with the time and expertise of their employees and through in-kind donations of goods and services. Colleges hoping to recruit our students support us by hosting campus visits and ACT exams, helping to train our staff, allowing us to use space on their campus when needed, and providing work-study students and other volunteers to help us do our work efficiently and effectively. Community organizations that provide scholarships, run summer programs, or work with students in other capacities, join with us for the mutual benefit of the organizations and the students we serve. High schools see our services as a valuable supplement to the work of their counselors, who are responsible for providing a tremendous range of services to an overwhelming number of students. We have bipartisan political support: In Minnesota, Governor Tim Pawlenty and the mayors of Minneapolis and St. Paul have attended program events in the last year. The governor as well as Minnesota's two U.S. Senators and our school superintendents have also all expressed written support for our efforts.

Budget/Cost Effectiveness

1. Cost Effectiveness

a. Corporation Cost per Member Service Year (MSY)

We are proposing to participate in the fixed-amount grant pilot. This sets the cost per MSY at \$13,000. We have received AmeriCorps funding for eight years. Our first grant served 250 students at a cost per student to the Corporation of \$314. This grant, if funded, would directly serve more than 3,700 students at a per-student cost to the Corporation of \$210. We are extremely proud of our ability to continue to

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extend our reach in serving our mission with increased cost efficiency to AmeriCorps.

b. Diverse Non-Federal Support

Our program has an extremely diverse base of non-federal support, with both cash and in-kind contributions coming from a wide variety of private, non-profit, and public sector sources. Since our founding in 2000, corporate foundations have contributed more than \$3.6 million (about 27% of all funds raised). Private foundations have donated nearly \$5 million (about 38% of all funds raised). Individual donors have contributed more than \$3.4 million (about 26% of all funds raised). We have raised over \$12 million in non-federal funds, matching every AmeriCorps dollar with more than four dollars from other cash sources, and consistently meeting and exceeding our own internal fundraising goals.

Here are some of the additional sources of support we have been able to secure for our operations:

*Corporate foundations: We expect to raise at least \$490,500 from corporate foundations this year. We have secured significant funding from a variety of corporate foundations operating in our service areas. Some of our long-term corporate funders include General Mills (10 years of support), 3M (10 years of support), Cargill (8 years of support), and Best Buy (5 years of support).

*Private foundations: Private foundations are a vital part of the communities they serve and have supported Admission Possible since our inception. This year, we expect to raise at least \$455,000 from private foundations and are constantly seeking new national funders as we grow.

*Individual donors: The work that Admission Possible does is appealing not just to foundations, but to individuals as well. Each year, Admission Possible conducts a campaign for individual giving which has raised about \$3.4 million from 1400 different individuals since 2000. Given that individuals account for about 75% of philanthropic giving in the United States each year, we have made this a major focus in our fundraising plan. For example, as our student participants graduate from college and enter the

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workforce, and as our former AmeriCorps members move on to new careers, we intend to conduct a giving campaign that targets these audiences.

*Private firms: Several private sector organizations have supported our work in ways other than grants. For example, Kaplan Test Preparation provides all of our ACT instructional and testing materials at a reduced cost, trains our staff members to teach the ACT, and scores all of our practice exams for free. Companies like General Mills provide donated snacks for early-morning practice ACT exams that our students attend. Naviance, our student tracking database, is provided free of charge. Thomson Reuters provides printing services for our Annual Report at no cost, and our IT services are provided by a consulting firm at a discounted rate.

*State government: We have secured \$79,000 in state funding through a partnership in the state's Gear Up grant, a program that works collaboratively to make students aware of post-secondary opportunities, as well as a grant from the State's Interventions for College Access Program (ICAP) for our work to increase college access for underrepresented students.

*Public schools and community organizations: By working directly in our partner high schools we are able to secure a variety of in-kind resources that help us provide our services efficiently. Each school provides our staff members with office space (including a desk, a phone, and Internet access) as well as classroom space to conduct our after-school sessions and 9th and 10th grade workshops. In some cases, schools provide bus tokens to our students for transportation home after attending our sessions. Next, much of the training our Corps members receive comes through the generosity of individuals, college representatives, State offices and non-profits who share their time and expertise.

2. Budget Adequacy

We are extremely proud of the outstanding results we have achieved each year we have had AmeriCorps funding. Our programmatic results are among the best in the country and we have won state and national awards for the quality of our work. Every year the program has been in existence we have

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attained 100% enrollment, and during our tenure as an AmeriCorps program we have maintained above a 96% retention rate. In our ten years of operation we have never had a budget deficit; in fact, we have built an operating reserve that could fund up to a full year of programming should our fundraising falter.

Producing these kinds of results costs money. Most of our costs are associated with providing substantial program oversight, management, and training for our Corps members. We provide a supervisor for every 6-8 corps members as well as other senior management to ensure overall program quality remains high. We invest in the technology, training and development needs of both our AmeriCorps members and our full-time management staff to ensure that our program is well-run and able to achieve outstanding results. And as we grow to serve multiple sites, we are increasingly investing in our infrastructure to ensure that our management continues to be strong.

We believe that our commitment to strong management is shown through a significant budget for program infrastructure and support, and our demonstrated effectiveness at securing substantial non-federal, non-AmeriCorps funds shows that we can raise the funds to provide this level of oversight and support. We believe that we represent a model AmeriCorps program in terms of the results we obtain, and we are able to secure the amount of resources needed to meet the costs of achieving this level of quality.

Admission Possible has a ten year track record of raising private sector support for our AmeriCorps program and producing unprecedented results for low-income students. Given our track record, we are fully confident in our ability to successfully manage the proposed National Direct AmeriCorps grant.

Evaluation Summary or Plan

We recently had our main programmatic results validated by an external auditor, ICF International, who

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was able to confirm that our students' ACT scores increased an average of 22% and that 98% of our seniors were admitted to college. A two-year independent evaluation of the Admission Possible program and its results was published by the Wilder Foundation in 2005. Also in 2005, a respected Minnesota business leader conducted a "Social Return on Investment" study of our program. Copies of each of these studies have been e-mailed to CNCS to supplement this proposal.

As a continuation of our work with ICF International, we are preparing an emerging evaluation agenda that will include a quasi-experimental design study of our work in an attempt to examine the impact of our program for our students in comparison to other, similar students who do not receive our services. We will also be preparing to evaluate the impact of service at Admission Possible on our AmeriCorps members, and to conduct initial evaluation efforts of the program's impact on our college students.

Amendment Justification

N/A

Clarification Summary

1. Please confirm if a new site will be added to the program, based on the recommended funding level. If so, please provide additional information on integrating a new site into the program model, such as training of new staff on AmeriCorps policies and procedures, Admission Possible technical training, and managing of AmeriCorps members.

By maintaining our program size at the same number of MSYs, it will be significantly more challenging to fulfill our expansion plans with only this existing AmeriCorps grant. Thus, it is also our intention to aggressively pursue other alternatives for support that would allow us the opportunity to use this grant to expand into a new site, which would be Omaha, NE.

We have a strong plan for integrating this new site into our existing program model. This plan is based

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on our experience expanding our programming into Milwaukee, WI in 2008 (a site not included in this national direct grant, but supported through a Wisconsin state AmeriCorps grant) as well as our partnership with the Seattle-based program College Access Now, which is also supported through this grant.

Managing and Training AmeriCorps Members

AmeriCorps members based in a new site will be managed by a dedicated Program Manager whose full-time job is to oversee the AmeriCorps program. The Program Manager will conduct weekly check-ins with each member and will regularly observe their work with students (at least every two weeks) to ensure that service delivery follows our proven program model. The program manager will also meet weekly with the AmeriCorps team in this site to conduct trainings on mission-specific topics and activities; to lead lesson-planning activities for the next week, and to ensure that members are following AmeriCorps rules and regulations and developing a life-long ethic of service. The Program Manager is responsible for ensuring that all member development activities outlined in our original proposal are followed in the local site.

All AmeriCorps members in all sites come together for one week of orientation at the beginning of their term of service. They then receive an additional 7 days of orientation delivered in their local sites, using a training calendar that is common to all sites, but which is tailored to meet local needs and resources. Throughout the year, members receive weekly training. Some of these weekly trainings are common, nationally required topics; others are created and delivered based on local programming needs.

Training Program Staff

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All program staff in all sites, including a new site, receive their initial orientation and training in our national headquarters. This training covers mission-specific, organizational management, and AmeriCorps regulatory topics. This helps ensure that they are familiar with and able to help re-create Admission Possible's programmatic, cultural, and procedural requirements to establish the same expectations and behaviors that currently exist in our successful sites.

The National Director of Programming and Evaluation also spends significant amounts of time, both in-person and remotely, supporting sites in their first year of program implementation. She will travel to the new site at least quarterly during the first year of operation to provide training and support; conduct local audits; and ensure fidelity of programming in the new site. In addition, she conducts monthly one-on-one calls with the program leads in each site, to monitor progress and answer any site-specific questions they may have.

All program staff in all Admission Possible sites participate in monthly organization-wide program calls. This helps to ensure that all sites have the resources they need to successfully implement the program; allows for the sharing of best practices across sites; and provides a forum for sharing organization-wide information with the team.

Admission Possible also requires each site to complete a monthly "site scorecard" which provides programmatic, fundraising, and financial updates on site performance on a regular basis. Any measures which are behind our established benchmarks require an action plan for improvement to be discussed between the site-based and national oversight staff.

Maintaining AmeriCorps Policies and Procedures

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All program staff receive training and written guidance on following AmeriCorps policies and procedures. The new site's Program Manager will receive common tools such as member file checklists, training sign-in sheets, expense reimbursement forms, time sheets, etc. that will be used in maintaining proper documentation of member activities as well as proper financial management.

The Program Manager will also receive written guidelines on AmeriCorps prohibited activities and will ensure compliance with those regulations. Finally, internal audits will be conducted of Admission Possible member files and spending activities to ensure that all internal guidelines are being followed.

2. Please clarify if students participating in the college support component of the project will be the same students that are part of the high school component and then enter post-secondary institutions.

The students in Admission Possible's college program are the same students who are part of the high school program, graduate from high school, and then enter post-secondary institutions. In other words- all students served by the college program have participated in Admission Possible's high school programming.

1. For the self-identified PM #1 (ACT/SAT Test Preparation), please replace the target value percentage with a numerical value.

Based on discussion with our CNCS Program Officer after these clarification items were sent, we have deleted this measure due to our participation in the national performance measures pilot.

2. Please delete the self-identified PM #2 (Volunteer Mobilization). When volunteer generation is not the primary focus of the program, we are directing applicants to remove these measures from their

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application. Volunteer generation outputs are captured in the annual progress report.

This change has been made.

3. For the national performance measure on high school graduation (ED9), please confirm that 100% (or 575) of low-income students that complete the program will graduate from high school.

Graduation performance measure has been slightly revised to show 560 of 575 students who complete the program will graduate from high school. This would be a 97% graduation rate. This would be the anticipated number of students who graduate from high school by the summer following their senior year of high school, as that is the grant's reporting period.

Continuation Changes

REQUEST FOR FY11-12

We are requesting an increase of AmeriCorps members, totaling 74 members to serve in Minnesota, Seattle, and one of the following cities: Chicago, IL; Omaha, NE; or Portland, OR. We plan to have the next Admission Possible site selected by spring 2011.

Since our founding in 2000, student services have grown 200-fold while maintaining a low cost per student and excellent results as described in our initial proposal. We have successfully replicated in schools of various size and structure including traditional public schools, charter schools and private schools in urban and suburban settings, and have helped others in the independent replication of our model.

As a result of this success, Admission Possible launched a 12-month strategic planning process with pro bono support from McKinsey & Co., to generate a detailed national growth plan. During this process, we

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consulted with leaders of other AmeriCorps organizations with significant experience in expansion, including City Year and Teach for America. Completed at the end of 2009, our Board-approved strategy lays out a plan to reach 20,000 students annually as a single 501c3, growing within existing sites and adding one to two cities per year. Continued support from AmeriCorps is a key part of our ability to continue to serve more students.

Based on a series of metrics used in our first out-of-state expansion and further developed during strategic planning, targeted expansion cities include a balanced combination of criteria: Age eligible low-income students; density of student population; availability of other college access resources; and funding leads in the area. Analysis utilizing these metrics produced a target city list with Chicago, Omaha and Portland as the leading contenders.

Admission Possible plans its programming based on the input and needs of the local community and is proud to collaborate with other service programs supported by the Corporation. We have consulted with state commissions in our three target states, as well as our existing sites, to share our intentions in this application. Our CEO is building relationships in these cities, having already met with local school administrators, potential funders, and community-based organizations. We have commitments of \$850,000 over three years to help support this national growth plan and fund programming in our selected third site in 2011-12.

NEED

Low-income students everywhere face barriers to college that their higher income peers do not, suffering from lower standardized test scores and a lack of information about the college admissions and financial aid processes. Admission Possible was created to address this need, as described in the 'Rationale and Approach' section of our original proposal. Our three target cities are no exception to

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these problems:

In Chicago's largest public school district, the average counselor-to-student ratio is 527:1. In Illinois, 2010 college bound seniors with family incomes under \$20,000 scored an average 1400 on the SAT and made up just 6% of test takers, while students with family incomes over \$100,000 scored an average 1847 and made up 49% of test takers. Only 24.9% of low-income Illinois students enrolled in college in 2009.

In Omaha Public Schools, each school counselor works with an average of nearly 300 students. For 2010 seniors in Nebraska, students with family incomes under \$20,000 scored an average 1618 on the SAT and made up just 3% of test takers, while students with family incomes over \$100,000 scored an average 1806 and made up 40% of test takers. Just 31.5% of low-income students in Nebraska enrolled in college in 2009.

Portland's largest public school district averages a counselor-to-student ratio of 402:1. 2010 seniors in Oregon also experienced startling achievement gaps on the SAT test, as students with family incomes under \$20,000 scored an average 1395 and made up just 8% of test takers, while students with family incomes over \$100,000 scored an average 1644 and made up 28% of test takers. Only 25.2% of low-income students enrolled in college in 2009.

Urban areas throughout the country demonstrate the same patterns we see in our existing operations. Our program has demonstrated a research-based solution to the challenge of low-income student access to and success in college, which has been verified through internal and external evaluations. We have begun a randomized controlled trial conducted by Harvard professor Christopher Avery to verify these outcomes.

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ACTIVITIES OF NEW MEMBERS

All members will participate in the same kinds of activities described in our original proposal (detailed in 'Member Outputs and Outcomes'): supporting high school students as they prepare for and earn admission to college, and working with students after high school to enroll in college and persist towards graduation.

In Seattle, College Access Now (CAN) currently works with seven Corps members as a result of partnerships with two different grants (this partnership with Admission Possible and another program). Because of the congruence of our missions, CAN has decided to request all members through this Admission Possible grant. This request for ten members will replace that existing partnership and allow us to add two members to grow the high school program and one member to support college students.

We are requesting eight additional members to serve with our program in Minnesota. Two of these members will help expand our services to high school students, allowing an additional 50-75 students to enter our high school program. Six members will be added to our college program as we serve more students and explore new ways of supporting students as they persist towards graduation. Preliminary results show that our college program is helping about 50% of students graduate from college within six years--a rate about five times greater than for all low-income students, and that approaches the national graduation rate for all college students.

Finally, we are requesting three new members to serve in a new site under the Admission Possible organizational structure. These members will serve 40-60 high school juniors as we begin programming, with the intention of growing to serve at least 250 students annually within three years. We anticipate naming our third site by spring 2011, chosen among the three cities described earlier.

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ORGANIZATIONAL CAPACITY

Admission Possible is ready for growth with an innovative results-driven model; a board approved national expansion strategy; and a dedicated and experienced senior leadership team. The organization has never run a budget deficit and has successfully managed AmeriCorps grants for nine years. The program model has been refined over ten years in order to ensure growth at a sustainable rate, maintaining excellent results for students and cost effectiveness.

In 2010, Admission Possible shifted its organizational structure to account for growth, functioning as a single 501c3 nonprofit organization with a national office providing centralized services to sites. The national office ensures consistency, creating significant cost savings through a reduction in replication of site-level staffing. Centralized services led by the national office include:

- Administrative support: provide financial oversight and human resource management, including production of financial statements, benefits and performance evaluation structures; technology support
- AmeriCorps: manage grant reporting; ensure compliance with regulations; provide member recruitment and selection structure
- Communications and branding: safeguard Admission Possible brand; develop tools and templates; produce marketing materials; provide media relations support
- Fundraising: secure support of national funders; coordinate efforts to approach multi-site funders; provide infrastructure (e.g., donor database)
- Programming: develop common curriculum, training, and data management tools
- Performance management: provide common leadership training and reporting structures to ensure consistency; offer consulting expertise as needed to address concerns or improve outcomes

During the strategic planning process, we identified key capacity building areas and developed

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associated plans. Many of these efforts are underway, with expansion into national office space, transition to a national staff structure, and software conversions to more sophisticated accounting and fundraising systems completed in 2010. We have expanded our staffing in both AmeriCorps program support, and finance and operations, ensuring expertise in areas crucial to successful AmeriCorps grant management.

Admission Possible's Board of Directors implemented a new governance structure consisting of a national board of directors with supporting regional advisory boards. The national Board is responsible for governance, policy direction, strategic vision, and for helping locate resources to run the organization. The CEO works with the Board to determine organizational vision and is responsible for mobilizing staff in its execution. Each local site is led by an Executive Director who provides direction in program delivery, fundraising, community leadership, and works with the local Advisory Board to build support and ensure that programming meets local needs. Each site is responsible for meeting specific outcomes in number of students served, student achievement, local funding, school relationships, and AmeriCorps recruitment. Executive Directors work closely with the CEO and national team to ensure consistency in organizational and AmeriCorps standards of performance and operation. With a strong track record of success in managing AmeriCorps grants and the infrastructure necessary for aggressive growth in place, we are confident in our ability to support an expansion of our AmeriCorps program.

OTHER CHANGES

- We have updated our performance measures to reflect an increase in students served
- Nearly 7,400 students are served annually by this grant: 3,200 9th and 10th grade students with college planning workshops; 1,600 juniors and seniors with the core high school program; 2,750 program alumni with college support services
- On Make a Difference Day 2010, over 800 volunteers in the Twin Cities facilitated an organization-wide

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food drive, collecting 9,330 pounds of food for a local food shelf

-In the past three years, we have had 22 students receive a Gates Millennium Scholarship.

-High school juniors have raised their ACT scores by an average of 21% and 98% of seniors have earned admission to college

-This past year, 375 complete applications were received for 71 AmeriCorps positions: 10 AmeriCorps positions were filled by former Admission Possible students and 22 of 44 eligible members chose to return for a second year

-Our member enrollment rate remains at 100%; our retention rate is 96%. During the current year (FY10-11) we lost a member for the first time in three years, due to compelling personal circumstances in her family

-Since our founding, corporate foundations have contributed more than \$3.6 million (~27 % of all funds raised); private foundations have donated nearly \$5 million (~38 % of all funds raised); individual donors have contributed more than \$3.4 million (~26% of all funds raised). Admission Possible has matched every AmeriCorps dollar with three dollars from private-sector sources.

-We have had eight consecutive unqualified audits conducted by an external audit firm

-The role of our Chief Operating Officer (Traci Kirtley) has been divided into two positions: Director of Programming & Evaluation and Director of Finance & Operations. Traci has assumed the role of Director of Programming & Evaluation and will remain Acting Director of Finance and Operations until the position is filled, likely in early 2011.

-In her 2010 book *The American Way to Change*, national service policy expert Shirley Sagawa highlights Admission Possible as one of 25 organizations ready for scale

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 56

Service Categories

- Afterschool Programs
- Secondary Education
- Other Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

AmeriCorps members will provide an intensive college access program during after-school sessions throughout the school year.

Result: Output

Result.

Low-income high school students will complete the Admission Possible program.

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

Target : At least 575 of the low-income high school seniors served will complete the program by completing the Admission Possible exit process.

Target Value: 575

Instruments: Program database.

PM Statement: Low-income high school students will complete the program, resulting in 575 students completing the Admission Possible exit process.

Result: Output

Result.

Low-income high school students will participate in the program.

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

Target : At least 600 low-income high school juniors and 600 low-income high school seniors will participate in the program.

Target Value: 1200

Instruments: Attendance books.

PM Statement: Students will be recruited to participate in the program during their sophomore year of high school, resulting in at least 1,200 students participating in the program each year (600 juniors and 600 seniors).

Priority Area: Education

Strategy to Achieve Results

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

AmeriCorps members will work with high school students in groups of 8-15 to provide academic support and intensive assistance in applying to college.

Result: Intermediate Outcome

Result.

Admission Possible high school seniors will graduate from high school.

Indicator: ED9: Students graduating from high school on-time with a diploma.

Target : At least 560 low-income high school seniors we serve will graduate from high school.

Target Value: 560

Instruments: School records and program database.

PM Statement: AmeriCorps members will provide academic support to students in after-school sessions, resulting

National Performance Measures

Result.

in at least 560 students graduating from high school.

Result: Intermediate Outcome

Result.

Admission Possible high school graduates will enroll in college.

Indicator: ED10: Students entering post-secondary institutions.

Target : At least 475 low-income students we serve will enroll in a post-secondary institution.

Target Value: 475

Instruments: National Student Clearinghouse database, college registrar offices and program database.

PM Statement: AmeriCorps members will provide intensive assistance in applying to colleges and universities to low-income high school seniors at partner high schools. This will result in at least 475 students enrolling college.

Priority Area: Education

Strategy to Achieve Results

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

AmeriCorps members will work with college students to keep them enrolled in college and persisting towards graduation.

Result: Output

Result.

Low-income students will participate in the Admission Possible college program.

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

Target : At least 500 graduated high school students will start the college program each year.

Target Value: 500

Instruments: Naviance database and excel spreadsheets.

PM Statement: At least 500 graduated high school students will join the Admission Possible college program each year, to help them enroll in college, remain enrolled, and persist towards a degree.

Result: Output

Result.

Low-income students will complete the Admission Possible program.

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

Target : At least 450 students will remain involved with the Admission Possible college program throughout the year.

Target Value: 450

Instruments: Naviance student database, excel spreadsheets

PM Statement: AmeriCorps members will work with college students throughout the year, and at least 450 of those students will remain involved in the college program at the end of the year.

Priority Area: Education

National Performance Measures

Strategy to Achieve Results

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

AmeriCorps members will use a variety of in-person and distance technology strategies to keep students persisting toward degree and, ultimately, to graduate.

Result: Intermediate Outcome

Result.

At least 100 students will earn a post-secondary certificate, two-year, or four-year college degree each year.

Indicator: ED11: Students earning a post-secondary degree.

Target : 100 students will complete a post-secondary degree each year.

Target Value: 100

Instruments: National Student Clearinghouse, Naviance student database

PM Statement: AmeriCorps members will work with students in the college program to ensure that at least 100 students complete the college program each year by earning a certificate, two-year, or four-year college degree.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable