PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

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

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

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/25/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11ND125636	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 10NDHAZ001

5. APPLICATION INFORMATION

LEGAL NAME: Communities In Schools of Arizona

DUNS NUMBER: 107750515

ADDRESS (give street address, city, state, zip code and county):
333 E Virginia Ave
Ste 208
Phoenix AZ 85004 - 1210
County:

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

NAME: Alexis Smith-Schallenberger

TELEPHONE NUMBER: (602) 252-5312 26

FAX NUMBER: (602) 252-5314

INTERNET E-MAIL ADDRESS: alexis@cisarizona.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
860776545

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

7b. Community-Based Organization

8. TYPE OF APPLICATION (Check appropriate box).

[ ] NEW   [ ] NEW/PREVIOUS GRANTE

[X] CONTINUATION   [ ] AMENDMENT

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

A. AUGMENTATION   B. BUDGET REVISION

C. NO COST EXTENSION   D. OTHER *(specify below):*

9. NAME OF FEDERAL AGENCY:

Corporation for National and Community Service

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006

10b. TITLE: AmeriCorps National

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

Eliminating Roadblocks to School Success Initiative

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

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

Detroit, MI. New Orleans, LA. PA: Dauphin County. Arizona: Maricopa, Pinal, Apache, Navajo, Pima, Coconino Counties. Washington: Auburn, Federal Way, Kent, Lakewood, Orting, the Key Peninsula, Puyallup, Renton, Seattle, Spokane Cc

13. PROPOSED PROJECT: START DATE: 08/01/11   END DATE: 07/31/12

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

15. ESTIMATED FUNDING: Year #: [2]

a. FEDERAL	$ 1,191,994.00
b. APPLICANT	$ 2,180,946.00
c. STATE	$ 0.00
d. LOCAL	$ 0.00
e. OTHER	$ 0.00
f. PROGRAM INCOME	$ 0.00
g. TOTAL	$ 3,372,940.00

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

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

DATE:

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

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

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

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Alexis Smith-Schallenberger	b. TITLE: Dir of Research, Evaluation, Grants Mgt	c. TELEPHONE NUMBER: (602) 252-5312 26
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 07/22/11

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Executive Summary

Members become innovators, working with youth who have become disenfranchised in school by removing barriers to school success and decreasing the dropout rate through the Eliminating Roadblocks to School Success Initiative. Using an integrated student support model, members mobilize existing community resources and bring them into the schools to address identified needs such as academic intervention, college/career readiness, tutoring, service-learning, mentoring and family engagement.

Rationale and Approach

Multi-State Needs

The negative cycle of academic failure, unemployment, poverty, abuse, and family disruption isn't concentrated in one city, county or state; it can be found throughout the United States. Labeled as states and cities with "dropout factories" and concentrated lack of grade promotion, Communities In Schools (CIS) state offices in AZ, PA and WA and city-based sites in Detroit and New Orleans have come together as a collaborative, a united front in addressing the compelling community need of dropout prevention through resource development. The education of our youth is one of the most important issues facing this country. Yet, nationwide, 25% of eighth grade students are at risk of dropping out because they cannot read well enough to understand their textbooks. Because of this, they are twenty times more likely to drop out of school than their literate peers (Alliance for Excellent Education). Once they do dropout, they are more likely to be unemployed or be imprisoned, and if they find employment, will earn $9,245 less per year than high school graduates (The Gates Foundation).

Russell Rumberger, in the publication "Why Students Drop Out of School and What Can be Done" (University of CA, Santa Barbara, May 2001), examines the reasons why students drop out. Family factors such as socioeconomic status and family structure (single vs. two parent) have consistently predicted dropout rates. It recommends that "if dropout prevention strategies are going to be effective,

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they must be comprehensive with services tailored to individual students' needs." School-community partnerships can provide and coordinate services to address each student's needs. Using the Communities In Schools National model of mobilizing an array of community resources-- after school, youth development, family support, social services, parenting and adult education, employment and other opportunities and connecting them to student learning, we provide a strategy that recognizes multiple supports--physical, emotional, social, and academic which are required for all students to succeed. A multi-layered approach -- a collaborative endeavor, fittingly referred to as the Eliminating Roadblocks to School Success Initiative (ERSSI).

While there is no single reason that students drop out, research indicates that difficult transitions to high school, deficient basic skills, and a lack of engagement serve as prominent barriers to graduation. Most dropouts are already on the path to failure in the middle grades and engage in behaviors that strongly correlate to dropping out in high school. Various researchers have identified specific risk factors, such as low attendance or a failing grade, which can identify future dropouts--in some cases as early as sixth grade. (C. Jerald, Dropping Out is Hard to Do, Washington, DC: The Center for Comprehensive School Reform and Improvement, 2006). Policymakers and education decision makers are now realizing that support for preschoolers and elementary school students must be sustained through the secondary grades to keep achievement and attainment gains from fading as students face the academic and social challenges of their middle and high school years.

CIS is an innovator in working with those who are the most disenfranchised in our society to remove barriers to school success and decrease the dropout rate. We have honed the concept of school-based, integrated student support services by mobilizing resources that already exist in the community and bringing them into schools to address specific, identified needs such as academic enrichment, mentoring and parental involvement. Our model is the most effective, sustainable and scalable solution

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to the dropout problem that exists. The CIS Model of integrated student services includes seven core elements: Site Coordinator: Responsible for planning and managing all CIS operations at the site in partnership with school staff and teachers. Comprehensive School- and Student-Level Needs Assessment: Each Coordinator identifies needs based on multiple sources of data. These may include data collected by school districts and schools as part of overall school improvement initiatives, surveys and discussions with staff, parents and students, and evaluation results from the previous year. Needs are prioritized in consultation with school administrators and are used as the foundation for site operations planning. Annual Site Operations Planning: Each year the CIS site team develops a comprehensive Campus plan referred to the Site Plan to address identified needs. The plan includes measurable objectives, as well as procedures for delivering, monitoring, adjusting services, evaluating and reporting effectiveness. Delivery of Evidence-Based Services: According to the Site Plan, widely accessible Level 1services are provided to help address identified school-wide needs or to build and reinforce student assets. Level 2 services are specific to short-term emergency crisis needs. Targeted and sustained Level 3 services are provided for specific students who are identified as having the greatest risk of eventually dropping out of school. Monitoring and Adjusting Services: Site Coordinators regularly monitors and adjusts services as needed to maximize effectiveness and impact. Evaluating the Effectiveness of Services: systematic data collection plan is used to evaluate the effectiveness of services as it relates to achieving school-wide goals and addressing the needs of individual students. Annual Reporting: Site Coordinator provides annual end-of-year reports to school leadership and stakeholders.

The "CIS and the Model of Integrated Student Services: A Proven Solution to America's Dropout Epidemic," a major study conducted by ICF International, proves the model works. The study is based on a comparative analysis of more than 1,200 schools--half of which implemented the Communities In Schools Model and half of which did not. The states of TX, FL, NC, GA, MI, WA, and PA were selected for the study because they comprise the largest concentration of Communities in Schools affiliates in the

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country. The findings in the study exceeded the U.S. Department of Education standards for showing a substantial impact. Additional findings demonstrate the following increases: When measured against the comparison group, of every 1,000 students at a school with a Communities In Schools program, 3.6% more high school students remain in school and 4.8% more graduate on-time with a regular diploma. At CIS' schools, of every 1,000 elementary students, 5.3% more attain proficiency in math and 2% more attain proficiency in reading. For every 1,000 middle school students, 6% more achieve proficiency in math and almost 5% more achieve proficiency in reading. The study confirms that the elements of the CIS Model, including the presence of a school-based site coordinator, enhance the effectiveness of prevention and intervention services.

Individual State, County and City Needs

The following individual needs were determined through community assessment with a common vocabulary and understanding of standard methods. The use of The CDC's Behavioral Risk Factor Surveillance System is use as the benchmark standard format for assessing and gathering information on a wide variety of behaviors and to measure risk factors of populations. The assessments provided the partners with a clear picture of the resources and assets that reside within the targeted community, as well as the strengths, weaknesses, and unmet community needs. Needs assessment drives the ERSS Initiative service provision around outcomes in seven areas: attendance, behavior, suspensions, academic achievement, promotion, graduation, and dropout. Another important segment of the process includes deliberating and reflecting on information gathered as a means of continuous improvement. We realize that communities are continually changing; they are not static. It is not possible to evaluate them, show they work and consider it done. It is important to invest in putting into place a whole system of systematic monitoring.

CIS of AZ

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High risk, high need school districts in AZ face particular challenges in ensuring children entering 1st grade are ready to succeed, including high mobility rates, significant numbers of youth living in poverty and an increasing number of students entering school as English learners. "Safe, Healthy and Ready to Succeed-AZ School Readiness Key Performance Indicators" report (State School Readiness Board -- Governor's Office for Children, Youth and Families, 2006) states only 13% of AZ children entering Reading First kindergarten classrooms meet benchmark early literacy-related skills. Coupled with AZ 4th graders consistently scoring slightly below the National Education Assessment of Progress reading measure and only a third of AZ school-age children meeting basic proficiency the need for CIS AZ school-based services of mentoring, tutoring and connections of needed health and social resources has become even greater than when the agency started in 1994. The recent release of "Greater Phoenix Forward--Sustaining and Enhancing the Human Services Infrastructure," (ASU--College of Public Program and Morrison Institute of Public Policy, 2009) magnifies CIS AZ's goal of "advancing the common good" by focusing on the areas of education, prevention of social issues that affect our children, and continued collaboration of business, government and nonprofit leadership understanding of the issues surrounding health and human service challenges. Report data shows the age distribution of Maricopa County with younger population than the average, with greater shares of children less than 10 years old and young adults between the ages of 25 and 34. Add to those statistics the fact that 7.3% of Maricopa County has less than a 9th grade education, 8.7% have a 9th-12th grade education and 25.3% graduated high school.

CIS Detroit

The compelling community need in Detroit--students who cannot read; and more specifically, students who cannot read at their grade level. Exacerbating the school situation is the economic hardship that is particularly acute in the City of Detroit where a higher percentage of children are poor than in any other major city in the nation. (2008 data from the America Community Survey) Detroit's poverty rate is 33.8%; 72% of Detroit's children live in families that are low income, defined as twice the official poverty

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level (U.S. Department of Health and Human Services). Detroit ranked last among the 50 largest cities with the largest share (62%) of children living in a single parent home. These rates are roughly double the 50-city average (37%), and almost triple the national average (26%). Detroit ranked last among the 50 largest cities in the nation with the largest share (60%) of children living in homes where no parent has full-time, year-round employment. This percentage is almost double the national average (32%). And in January, 2010, the unemployment rate in Detroit is almost 50%. According to an April 2009 report, "The Recession Generation: Detroit's Children at the Center of the Nation's Economic Crisis," recession-driven issues such as poor medical care and diets are also impacting performance in schools. 6 out of 10 Detroit school children are behind in reading by the 7th grade, and the city has the worst graduation rate in the nation of large cities. Only 37.5% of students are graduating, which is half the national average of 75%. The economic conditions, poverty and unemployment rates, have led to rapidly declining enrollment. Detroit Public Schools has closed 70 schools in the past four years, from 237 schools in 2005 to 177 in 2009. More are slated to close as census continues to decline.

CIS New Orleans

Historically, the schools in Orleans Parish have ranked near the bottom in statewide accountability testing and have exhibited a higher percentage of students living in poverty compared to state and national averages. The "Recovery School District" was formed by legislative action PRIOR to the hurricanes to "recover failing schools" as identified by No Child Left Behind. All but five of the Parish's 127 schools were taken over by the state board of education after Hurricanes Katrina and Rita. Today, in the fourth academic year after the floods, there are 87 schools open and operating under a myriad of structures including the traditionally run public schools, state-run schools, and independent public charter schools. Louisiana's graduation rate as of 2008 is 61.9%, significantly below the national rate of 69%. While graduation rates for New Orleans will not be calculated until 2010 because of the Hurricanes, New Orleans has a high percentage of schools who do not meet the state's minimum

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standard in the School Performance Score. This score considers several factors including scores on statewide benchmark testing, promotion rates and attendance.

CIS PA

Chester Upland School District (CUSD) has serious educational and social needs among its young people. Educationally, as indicated by performance on the PA System of School Assessment, CUSD is in a sixth year of failing to meet Adequate Yearly Progress. CUSD is in such an educational crisis that the PA Department of Education has taken over the school for the second year in a row. The district continues to score among the worst in the state. The valedictorian of last year's graduating class scored less than 1,000 on her SATs. Economically, the city of Chester has one of the lowest median and per capita incomes per household (2008 U.S. Census). Connecting economics and education, the Chester community also has only 8.5% of its citizens with a Bachelor's degree or higher. The School District of Philadelphia is the nation's 8th largest public school district, with approximately 161,000 students in grades K through 12 in more than 270 schools. Philadelphia is home to historical landmarks, stately museums and an underlying dark side. Take a deeper look and you will find rough, gang driven neighborhoods where institutional poverty, crime and drugs are common place and where education is not a priority for many. As a result, this disinterest in academics is most visible in high schools within the Philadelphia Public School System. The Johns Hopkins University study released in 2007 classified 8 percent of the state's high schools as "dropout factories." Those 47 schools graduated less than 60 percent of the students who started there as freshmen. One of the highest concentrations of "dropout factory" schools was in the urban centers of Philadelphia; 20 high schools, account for nearly half of the city's public high schools.

CIS WA

The WA State dropout rate is 30% and our graduation rate is 37th in the nation. Data results on the 10th

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grade standardized WA Assessment for Student Learning for school districts served by CIS affiliate programs show a lower rate of success for Reading and Math than across the state. Nearly 30,000 students did not graduate from WA's high schools in 2007. An estimate of the loss of lifetime earnings for that group of dropouts alone is more than $7.7 billion. Additionally, WA would save more than $436 million in health care costs over the lifetimes of each class of dropouts had they earned their diplomas and nearly half of all dropouts ages 16-24 are unemployed. In a study of Graduation and Dropout Statistics for Washington's Counties, Districts, and Schools, the WA State Office of Superintendent of Public Instruction noted the dropout rate for American Indian, Black, and Hispanic students along with children with limited English skills or low income is higher than for other students. Disadvantaged youth are nearly twice as likely to drop out of school according to the National Center for Education Statistics.

Description of Activities and Member Roles:

The ERSS Initiative focus will use a triune approach: provide direct services to individual students and their families through community resource development; engagement of students in college and career readiness; and engagement of students in service learning projects. AmeriCorps members will be the catalyst of strengthening communities by bringing generations together to meet the needs of high-risk, high-need students and their families at a school site. By developing model intergenerational and civic engagement programs that address critical community needs, providing training and technical assistance related to intergenerational and civic engagement programming, conducting research, and creating written and multi-media materials, a member will provide the foundational support for others to continue the ERSS Initiative.

Through collaboration with public schools, each member will be assigned to a specific school site based on community revitalization, poverty, socioeconomic characteristics, student mobility and homelessness

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rates which are gathered from school district data, US Department of Commerce, Census Bureau, Decennial Censuses, American Community Survey. Members under the guidance of a project director will build capacity, initiate and expand direct service by establishing and maintaining partnerships with strategically appropriate health and human service agencies within those communities and work to develop appropriate academic and other collaborative service/partnered learning programs. Volunteer recruitment and development is a key component to the Initiative, especially in the service learning and college/career focuses. A member's contribution will increase the communications of the ERSS Initiative with city, county and state community-based organizations. Through these efforts a comprehensive database system will be produced that both supports CIS efforts to promote special initiatives and furthers the ability of the community to be involved and aware of those initiatives.

Members will provide direct services to individual students and their families as well as whole school and small group programming opportunities through community resource development. Members will work with school stakeholders to design, implement, and collect data from a school-wide needs assessment. They will use information from the needs assessment to develop and implement at least one whole-school direct program per month that targets student or family needs. Using a resource case management model, members will work with individual students and their families to identify and eliminate barriers to their academic/school success (ex: eyeglasses and exams, nutritional needs, school supplies, mentoring/tutoring, and/or uniforms); work with public school stakeholders, including school administrators and staff, families, and counselors/social workers to identify students who need CIS services. Members will engage middle and high school students in planning and preparing for post-secondary careers and education.

Members will engage at-risk students at least two service learning project during the academic school year or summer programs. Academic goals and subject areas will be based on National Learn and Serve

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Competencies and Indicators. At least one of these activities will be linked to a national service day and at least one will have as the objective of improving graduation rates. Members will recruit volunteers to serve as ongoing adult mentors in the areas of job shadowing, mock interviews and workplace tours as well as to work with students participating in the service learning opportunities.

Time allocation: 30% will be spent with individual case management services, 30% developing and implementing whole school and small group direct programming, 25% identifying and coordinating community resources and networking; 15% in meetings, training, collecting data, and reporting.

Full-time members will serve eight hours per day for 200 school days (including summer programs and intercessions) for 1600 of the required 1700 member hours. Pre-service and in-service training will account for an additional 80 hours. The remaining 20 hours will be performed during teacher work days, school holidays and breaks on activities such as volunteer recruitment or logistics for service projects. The start date for ERSS Initiative is 09/01/2010 with an ending date of 08/30/2011. The recruitment deadline for AmeriCorps members will be 09/01/2010. Full-time members will receive a living allowance of $13,000 for completing 1700 hours of service over the course of a twelve-month period of service. Each member will receive an Education Award of $5,350 upon successful completion of their service hours.

Planning for Member Development

The plan for member development will place emphasis on youth at risk factors and strategies for addressing those risk factors through experiential training sessions. If the members understand these factors, they can identify the services the students need to be successful. This will enable their development to contribute to the overall goal of the project, decreasing the dropout rate. Project directors will support their understanding of these factors, which will help the members achieve the

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desired outcome of student success. Each member will receive and sign an agreement at the onset of services which will state the prohibited services as outlined in the CNCS provisions. All prohibited member activities will be listed in the member contract, which the member will read, sign and receive a copy. This will also be clarified during member and site supervisor orientations. The project team director will make periodic monitoring visits at each site to ensure compliance. If any member activity is questionable, members and subgrantees will be instructed to seek the advice of the CIS AZ Director of Community Reinvestment prior to member participation. CIS staff will emphasize that each member's role will be to provide direct services to individual students and their families through community resource development; engagement of students in college and career readiness; and service learning projects. They are not at a school site to displace paid school staff or take the place of staff that may be laid off, or a CIS Site Coordinator according to CFR 2540.100. It will be explained that they work closely with the principal and teachers; however, they will not be errand people, nor lunch or hall monitors. The project director will also monitor member activities through weekly member meetings; onsite pre-arranged and surprise visits, and external evaluation of members by school personnel and community members working or volunteering in the same site.

Collaborative Specific Activities and Member Roles

ERSS Initiative is based on connecting networks of resource development and supports for students who meet the statistical profile of being at-risk of dropping out of school. Using a team approach of school stakeholders, we work to understand the socio-economic profile of the community by conducting an intensive assessment which assists in resource identification of essential needs of the school and its students. Through the assessment, members will uncover a variety of direct, indirect, societal and geographical factors which prevent a child from succeeding in school. With data from the needs assessment and involvement from the school team, a Site Plan is designed to target the most urgent priorities of the school year. Members are the point of contact and work as a team within their project

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area to coordinate and develop an infrastructure of resources. Because of the complex and layered problems and concerns of our students and their families, effective intervention responses necessitate an integrated and multi-disciplined approach based on three levels of services, tailored to connect community and regional resources at each school site: Level One: Whole school asset building resources are provided to the entire school such as health screenings, school supplies, career fairs, character education, and service learning. Level Two: Selected students and families experiencing a sudden crisis with referrals for food boxes, clothing, rent/utility assistance, and medical/dental recommendation. Level Three: Specific profile of students and families requiring services on a regular, sustained, resource case-managed basis including tutoring/mentoring programs, chronic homelessness issues, and parenting activities.

CIS AZ

CIS AZ is requesting 20 members to provide resource development, college and career readiness mentoring and service learning project direction. Members will be placed in central city, urban and rural areas of AZ. Targeted are smaller elementary districts of two to six schools in urban and rural areas, all of which were formed under a 1867 Arizona territorial government act that allowed any settlement of at least four square miles and 100 residents to create a school district. Central city projects will be defined by targeted revitalization areas of Greater Phoenix. With rapid growth of planned developments and industry, older neighborhoods in these school districts suffer from crime, urban blight and poverty. Demographic and social data reveal a diverse community with a higher level children living in poverty than in other areas of AZ. The degree of school mobility, ranging from a high of 59% in and a low of 22% out is indicative of the transient nature of families with children in these communities. We keep the entire network of collaborative services engaged with common student outcome goals of dropout prevention, graduation, improved academic performance, attendance and behavior. AmeriCorps members are supervised by two FTE CIS Arizona paid staff. Director of Community Reinvestment

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manages the overall AmeriCorps program and related accountabilities to members. Director of Field Operations provides day-to-day project supervision to all members connected with the ERSS Initiative.

CIS Detroit

CIS Detroit is requesting 20 members to provide resource development, college and career readiness mentoring and service learning project direction. Schools chosen to participate in the ERSS Initiative will be determined through a selection process, giving priority to schools demonstrating the greatest academic need, administrative and financial support for the project, and a high level of advisory group support. Members are support by a full time Project Director.

To achieve successes, CIS Detroit members will use a targeted needs assessment rather that a single "cookie-cutter" approach as to how a school can better serve the non-academic needs of their students. The needs assessment drives the resource development conditions around outcomes in seven areas: attendance, behavior, suspensions, academic achievement, promotion, graduation, dropout. Each plan is unique to the individual school and its community and can be as simple as the coordination of a few services or as complex as facilitation of a continuum of resources, with a full time Project Director and community partners at the school.

CIS New Orleans

CIS New Orleans is requesting 20 members to provide resource development in the Orleans Parish. Under the direct, on-site supervision of the CIS Site Coordinator at four K-8 and five high schools, members will address the barriers facing the children in its schools by working in partnership with teachers and staff to use early warning systems to identify children who need additional supports. Using the Response to Intervention model, we will address the needs of the students needing group and individual attention. CIS New Orleans site coordinators will assess student needs and design an

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Individual Service Plan. Members will be used to expand the capacity of the site coordinator by finding programs, volunteers and services that the ISP indicates are needed. Members will focus on recruiting and managing volunteers and organizations that provide services such as tutors and mentors. They will help facilitate group activities and will work directly with students to provide academic support. 2 schools have contracted with CIS New Orleans to provide academic tutoring and six members in each school who will work to assist teachers with behavior management. The other 6 schools will have one or more member paired with the site-based CIS coordinator. All members will do both resource acquisitions as well as direct service to students. Each member will work under the supervision of a master's level social worker or counselor serving as a site coordinator, thus insuring that on-the-job training occurs as members become acclimated to the school climate.

CIS PA

CIS PA is requesting 20 members. The Chester Upland Freedom Schools (CUFS) program will use 3 members to engage in activities associated with program implementation and CIS Model development. This will include but not be limited to: implementing the CUFS curriculum, mentoring junior servant leaders, and partnering with other CUFS college interns. In addition, members will use the Freedom Schools program as platform to partner with outside resources and supports. These activities will be conducted throughout the school year and the summer. 3 members will be under the direction of the CUFS Program Director. Their role will primarily be to facilitate activities and provide direct service to the children enrolled in the program at three different school sites within the CUFSD. Members will have several layers of support and supervision to ensure they comply with rules regarding service activities. Within the CUFSD the project will be supported and supervised by the Program Director. The Program Director directly reports to the State Director and President of CIS PA. Programmatic training and assistance will be provided by the CIS PA AmeriCorps Program Director. The CIS Philadelphia program will focus on providing students skills necessary for 21st Century Success (primarily literacy

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and technology skills) with a service-learning framework. Aligning workforce development with service-learning is a proven strategy for providing under-served populations with skills needed for personal, professional and academic success. Academic, cultural and technology skill development activities will be supported with mentorship and apprenticeship approach as the core of the program model. 17 members will serve after school programs, technology clubs for students and parents, and summer camps. This will be facilitated through the Digital Services Fellow program and the Philadelphia Freedom Schools program.

CIS WA

CIS WA is requesting 12 members, one for each programs located in Auburn, Federal Way, Kent, Lakewood, Orting, the Key Peninsula, Puyallup, Renton, Seattle, Spokane County, Tacoma and Whatcom County to expand their ERSS Initiative. This will allow individual programs to expand services to children within their school district(s). Members will be Site Specialists with responsibilities for planning and managing programs at their school site. They will address barriers facing children in their schools by working closely with school staff and leveraging community support to stabilize a student's circumstances. All members will be supported within each affiliate by the Program Director and the state-wide project will be coordinated by the Operations Director for the WA State Office. Expected results of program replication with AmeriCorps members across WA will decrease the risk-factors affecting students and causing them to drop out of school. By eliminating barriers and improving behavior, attendance, and performance, the CIS approach allows more students to build on their academic skills and graduate from high-school.

Organizational Capability

Each subgrantees are members of the CIS National network of affiliates, the nation's largest dropout prevention organization, founded in 1977, operating in 27 states, and serving 1.2 million elementary and secondary students in 3,400 schools. CIS was founded on the concept that students can and will achieve

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academically, when resources to their academic and social service needs are tailored, coordinated and accessible in a holistic "school-wide prevention program." The mission of CIS is to "keep children in school, so they can learn, grow and prepare for college, for a career, and for life." All services are embedded in the 5 Basics that every child needs and deserves a: One-on one relationship with a caring adult; Safe place to learn and grow; Marketable skill to use upon graduation; Healthy start and a healthy future; Chance to give back to peers and community.

Monitoring activities for each project subgrantee will be monthly fiscal reports and statistical data to support the students being served by the project. All monitoring activities are designed to provide early identification of potential problems and ensure the quality, quantity and veracity of costs associated with the multi-state grant. If problems arise, the prime applicant's lead project manager has the knowledge to recommend steps for cause and corrective action in order to strengthen program and fiscal monitoring activities. To ensure that there are updated and complete student files incorporating evidence of monitoring resource case management, the prime applicant, CIS AZ, has implemented a centrally located, secure, standardized filing system for both programmatic and fiscal documentation and will require subgrantees to do the same. To augment the efforts of the prime applicant's fiscal expertise an outsource accounting firm versed in nonprofit finance will perform an analysis of subgrantee in-kind and direct match, charges submitted for reimbursement, and overall service category financial monitoring.

Multi-Site program Proposal

CIS AZ will serve as the multi-state agent organization that provides the mechanism by which four state or city, independent CIS nonprofits can access AmeriCorps members. These CIS nonprofits have a statewide presence in AZ, PA and WA or a city focus of Detroit, MI or New Orleans, LA. CIS AZ agrees to provide the technical, financial and in-kind support to assist the collaborative partners and to serve as

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the legal applicant, thereby ensuring that the systems to manage a federal grant are in place. In order for the multi-site model to work effectively, the prime applicant, CIS AZ will hold the subgrantees accountable for fulfilling the contract requirements through a signed contract spelling out all responsibilities of the plan of work. Contract will be signed by multiple parties including state and local directors, board chairman and treasurer. Memorandum of Understanding (MOU) between each subgrantee and school district will be required. The Memorandum will explicitly outline the responsibilities of the school district and the member including reporting requirements.

Site Selection: Schools are/will be selected based on recommendations from the subgrantees executive management team in partnership with their respective school districts. Once school districts are selected, the Project Manager will work with CIS senior staff and the school system administration to determine the individual school sites best suited to ERSS Initiative. Monitoring Site Compliance: Project Director will be responsible for monitoring sites by routine visits, monthly reports and regular phone calls and/or emails with the members. Monthly contact to all members via phone calls and emails will be made by the prime applicant's Director of Community Reinvestment with weekly contact to all Project Directors. Service Site Connections: Connections among the participating school districts and/or schools will be made at the monthly trainings where members will have the opportunity to network, both formally and informally, with members from other sites.

Board of Directors, Administrators, and Staff

Each of the collective partners associated with the multi-state proposal are charged with the CIS National policies, standards and procedures. Policy dictates all CIS State and affiliate agencies to be governed by a board of directors with balanced representation from the public (government, agencies and school districts) and private (business, corporations and foundations) sectors of the community. Each independent Board of Directors follows the guidance of the nationally recognized standards of

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nonprofit governance and management. All collective partners are authorized by the Internal Revenue

Service to operate as a 501 c3 and have completed the necessary corporation documents for their state.

Each partner has sufficient insurance coverage for all it insurable liability exposures including general

liability and director and officers liability. In addition, each subgrantee is accountable to the CIS

National Total Quality System policies of having current bylaws, articles of incorporation, 3-year

strategic plan, annual operations plan, current filing of Form 990, annual audit or financial review,

internal control procedures and personnel, fiscal, and data management policies.

Prime Applicant: CIS AZwill serve as the prime applicant and has designated their. Director of

Research, Evaluation and Grants Manager to serve as the multi-state project coordinator. The person

employed in this position has a proven 30 year record of accomplishment in planning and leading

comprehensive grant teams, program development, strategic planning, evaluation and nonprofit

strategies. Recent experience includes facilitating CIS AZ's accreditation through a TQS process with CIS

National, spearheading Deer Valley Unified School District's implementation of the Malcolm Baldrige

National Quality Standards for Education and delivery of environmental scan workshops for the former

Nonprofit Organizational Self-Assessment Program/Arizona State University -- School for Non-Profit

Leadership and Management. Additional experience includes overseeing AZ Department of Education

(21st Century Community Learning Centers, Math and Science Partnership Initiative, Learn and Serve,

Response to Intervention), US Department of Education (Teaching American History, Response and

Emergency Management for School Districts) funded projects as well as Ryan White HIV/AIDS AZ state

and Maricopa County contracts for Southwest Center for HIV/AIDS. Additional project support will be

provided by the Director of Community Reinvestment (accountable for all AmeriCorps and Public Allies

service contracts) and the Finance Manager.

Subgrantees: Each subgrantee will be responsible for the day-to-day operation of their respective

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AmeriCorps projects under the multi-state grant. A designated staff member will be responsible for the project management, overall health and well-being of their AmeriCorps members, and time sheets. All financial accountabilities will be handled by staff designated by the State and/or affiliate director.

Plan for Self-Assessment or Improvement

All collaborative partners are required to follow the CIS National set of standards that are based upon best practices in nonprofit management, Malcolm Baldrige Total Quality Management award standards and ASQ K-12 benchmarks. Referred to as Total Quality Standards (TQS) and correlates to our data management system, these standards require the prime applicant and the subgrantees to review periodically the organizational performance and revise processes and procedures to make necessary adjustments for continual self-assessment and improvement. Through the TQS accreditation process, our organization conducts ongoing, internal assessment and improvement to our overall organizations, including systems, structure, staffing and programs. Provisions for TQS provide a clearly articulated process with standardized benchmarks based upon best practice research in the areas of non-profit management and service delivery.

CIS National Data Management System (CISDM) is a secure, web-based system connection online which tracks student demographics, services, goals, outputs, and outcomes and allows input from any location and real time reporting. All staff members are trained in the system, and it has been customized to record and report all data required for various contracts and grants, including current AmeriCorps programs. The system is used to monitor program progress, identify areas for coaching, continuous program improvement, and reporting to funders. By assessing the data from AmeriCorps members and Site Coordinators, senior leadership can not only assess their outputs and progress, and the programmatic strengths and weaknesses, they can make program additions and changes for the betterment of the students' resource referral needs. TQS and CISDM provide staff and board members

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with up-to-date data from which to make sound programmatic and fiscal decisions. This internal

assessment is used for evaluation at all levels of the organization and leads to improvements at every

level. Evaluations of CIS programs are also done at a national CIS level, providing feedback from which

we can grow and improve.

To be compliant, with TQS and the CIS National organization, all CIS board of directors must take

intentional action to periodically review policies and procedures. The board has functioning committees

who oversee policy and compliance in the areas of finance, board and program development and

fundraising. The board follows standard best practices such as approving the annual budget, reviewing

financial statements quarterly, reviewing program outcomes relative to the annual operating plan, and

participating in resource development. At a program level, each local affiliate and school district assess

programs annually. At the onset of a school year, a Campus plan is put into place with input from the

school district, local CIS affiliate and community partners. At the conclusion of a school year, the plan is

reviewed and changes are made in staff, program outreach or implementation or other areas as

determined by the assessment team.

Plan for Effective Technical Assistance

The prime applicant will provide ongoing financial and programmatic technical assistance to all

subgrantee Project Directors and staff designated by senior leadership. Providing technical assistance

for this project will receive a high priority from all programmatic and financial CIS AZ staff. Prior to

project commencement, several teleconference meetings will be convened to finalize processes and

procedures relating to the AmeriCorps program operation, evaluation and implementation. All

subgrantee staff assigned to the ERSS Initiative will receive an orientation on AmeriCorps guidelines,

procedures and policies, as well as suggestions related to assisting and supporting the members

throughout their service year. Subgrantee staff stands ready to assist members and school personnel in

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any training and technical assistance that is needed at the service sites. With the subgrantee and prime applicant's extensive track record of collaboration and partnership, we can bring in experts to assist wherever and whenever possible. In order to link the multi-state subgrantees, the prime applicant will conduct various trainings for AmeriCorps members assigned to the project via webinars and teleconferencing.

Sound Record of Accomplishment as an Organization

Each subgrantee and the prime applicant are able to achieve a remarkable return on public investment by leveraging public dollars to attract private donations and grant revenues that in all likelihood would not otherwise flow to economically repressed cities and counties. In addition to economic benefits, the implementation of the CIS Model generates public value that while nonmonetary in nature, is very important to improving the quality of life of high-need, high-risk students and their families. While the public value noted previously is significant, the volunteer efforts, donations of support, and collaborative partnerships with more than 1500 governmental and nongovernmental organizations throughout collaborative produce other forms of public value that improve the quality of life for children, youth and families. Subgrantee and prime applicant programs have improved the capacity to address educational and family support problems in their respective areas of the state by leveraging new resources (e.g., donations by partners, volunteer time, grant funds, etc.), restructuring how services were delivered, and improving communication and information exchange among governmental and nongovernmental organizations in this policy area. Social capital (trust and relationships) has been developed among public, private, and nonprofit organizations as a result of the networks created by the partnerships used to deliver CIS programs. The trust and relationships help reduce coordination costs, promote and facilitate resource exchanges among organizations, and facilitate the development of future partnerships. The trust, relationships, and goodwill generated in the community as a result of these programs have also put the subgrantees and prime applicant and their staff in a position as a community

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leader. Accordingly, we are often a catalyst for action on education and family support issues and often helps organize and coordinate collaborative partnerships that support or enhance the delivery of support services to children and families in the region. We are a "champion" for addressing education issues and helps hold state and local officials accountable for the progress of their programs.

Volunteer Generation and Support: All subgrantees and prime applicant have a proven track record of recruitment for ongoing organizational volunteers through word of mouth, peer-to-peer asks, advertisements in community papers, coordination with our partners in business, faith, and helping communities, the national on-line recruitment system, the AARP, the AAA, and local job fairs. The faith-based communities are also an essential target for recruiting volunteer. Special attention is paid to recruitment through school districts, and in African-American, Hispanic, Native American, Asian-Pacific and Arabic communities. CIS has a long history of recruiting community members for volunteer board leadership, mentoring, tutoring, after school programs and other programs as determined by CIS and the school for all levels within the K-12 age groups. Recruitment efforts will target local business leaders through organizations such as Rotary and Kiwanis; faith-based organizations, colleges, and retiree organizations will be targeted. Volunteers will be recruited through outreach presentations, flyers and brochures, articles in local media outlets and community bulletins and through one-on-one recruitment by staff and current mentors.

Organizational and Community Leadership

At the national, state and local levels, CIS has been a recognized and successful leader in the movement to keep kids in school and reduce the horrendous rate of student drop-outs. CIS has been serving students in poor communities for more than 30 years as a national network. In July 2009, CIS announced the findings from a five-year longitudinal evaluation. This study, conducted by ICF International, was designed to determine whether CIS has an impact on student-level and school-level

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outcomes. The initial results provide third-party, independent confirmation of what CIS has been proving for more than 30 years--the organization has a positive impact on keeping kids in school and helping them graduate prepared for life.

The Evaluation explores the impact of the CIS Model for integrated student services, and the contribution of the national, state and local affiliates. The study meets the highest level of research rigor and, at its conclusion, will yield results that meet the "gold standard" of scientifically-based evidence established by the Department of Education. The research confirms the impact of the CIS Model on school-wide outcomes. Results confirm that CIS is: one of a small number of dropout prevention organizations with scientifically-based evidence of effectiveness; of these, one of a handful proven to decrease dropout rates, and the only organization proven to increase graduation rates. CIS schools perform better than comparison schools in increasing the percentage of students meeting or exceeding math and reading proficiency in fourth and eighth grade. When the CIS Model of integrated student services is implemented with high fidelity, it correlates much more positively with school outcomes than mere service provision alone. Having a school Site Coordinator on site more than 50% of the time correlates to much stronger positive school outcomes than when a site coordinator is present less than that. Specifically, when outcomes of CIS Model schools were compared with closely matched comparison schools: 3.6% fewer students dropped out; 4.8% more students graduated on time with a regular diploma; 5.3% and 6% more students reached proficiency in fourth- and eighth-grade math, respectively; and 2% and 4.9% more students reached proficiency in fourth- and eighth-grade reading, respectively.

CIS AZ

CIS AZ has demonstrated outstanding organizational and community leadership by building collaborations, maximizing resources and reducing duplication of services. CIS AZ Senior staff serve on

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statewide committees including AZ Department of Education 21st Century Community Learning Center Vision Team, AZ Business and Education Coalition's School District Finance Reform Task Force, Valley of the Sun United Way, co-chair of the America's Promise State Dropout Prevention Summit.

CIS Detroit

CIS Detroit lives up to its national CIS standards as a top affiliate with best practices, and has been recognized for fiscal integrity by New Detroit, named one of the 101 Best Places to Work by the Detroit Chamber of Commerce, selected twice as one of the 100 top charities by Worth Magazine, and been honored by the Congressional Black Caucus. CIS Detroit received awards from Northeast Guidance Center, Staples, and the Detroit Pistons for work in the schools. The CEO serves on several Boards and served on the Detroit Public School Board CEO Search committee.

CIS PA

CIS PA has been a leader in program development and in modeling effective school community collaboration. CIS PA serves in a leadership role with the following state organizations: PA Learn and Serve Advisory Board, Steering Committee for the School Funding Campaign. Executive Director of CIS of PA Nathan Mains has over 13 years experience in the non-profit and social services industries. Most recently, Mains has joined and is serving on the Educational Policy Leadership Council Fellows program. This group provides key strategic guidance to legislators and policy makers in the Commonwealth.. Mains serves on the 21st Century Community Learning Centers Advisory Board for the state. The staff of the CIS State Office serves on local Boards in their communities dealing with youth development, homelessness and education.

CIS New Orleans

CIS staff have volunteered for and been elected to several key leadership position. The CIS Executive

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Director was a founder in the America's Promise supported New Orleans Kids Partnership and the Connect2Educate Collaborative which provides a written document and networking event of all community services available to serve public school students. She was appointed by the New Orleans City Council to serve on the legislatively created Children and Youth Planning Board. She sits on the Advisory Board of the LSU AgCenter and Project GRAD. January 2010, the executive director was named the Louisiana Ambassador for Reading Is Fundamental in recognition of successful collaboration with RIF, the National PTA, Macy's, Kappa Kappa Gamma Alumnae Association and 6 CIS schools. The Director of Student Support Services is a member and former chair of the Behavioral Health subcommittee of School Health Connection, a program of the Louisiana Public Health Institute and funded by Kellogg Foundation to restore school-based health services after the storm. Various staff members serve with the Service Learning boards of Tulane University, Loyola University and Xavier University.

CIS WA

CIS WA Executive Director has a strong understanding of CIS and has demonstrated her commitment and passion for the work through her tenure as the Executive Director of Communities In Schools of Renton from 1994-2008. She holds an MSW with an Administration Concentration from the University of WA. She has an extensive background in social services, corporate finance, and management and has served on numerous boards. Senior management staff hold BS/BA and MS/MA degrees in organizational management, education, and social services. CIS WA is represented as board members and community volunteers for The Children's Museum, Philanthropy Northwest, and Renton Community Foundation.

Success in Securing Community Support

Collaboration

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Every CIS project is a collaboration among community partners to provide needed community resources to students at-risk of failing in school. These community partners always include the school district, other agencies and nonprofits, local businesses and faith-based communities. To be effective, we must engage both local and national partners, and we must strategically layer those services for children for more effective results. In each case, CIS works with the service provider to determine how CIS can help the resource maximize their time and service delivery to students. Quantitative data as well as observations are shared as appropriate so that service providers have the maximum amount of available information to serve CIS children.

The mission of CIS is to "keep children in school, so they can learn, grow and prepare for college, for a career, and for life." Collaboration is what we do! We connect community resources with low-income schools and at-risk students, engaging the likes of health and human service organizations, youth nonprofits, faith-based communities, institutes of higher learning, unions, public and private foundations, large corporations and small businesses in school-day and after-school programs. The community is represented at all stages of planning and implementation for all CIS programming. This includes day-to-day implementation, planning functions, resource development, and governance on the board of directors and its committees. Broking services brought in by collaboration and community networking, the system allows us to provide successful programs and projects which lead to higher test scores, greater reading levels, and reduced drop-out rates. These collaborations are vitally necessary for the success of the subgrantee and prime applicant programs.

Local Financial and In-kind Contributions
CIS is proud to show its commitment to the highest standards of charitable giving by being recognized by the 2009 Better Business Bureau's Wise Giving Alliance. Along with the organization's second four-star rating from nationally recognized Charity Navigator, participation in the Wise Giving Alliance

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places Communities In Schools in the top tier of nonprofits for its financial stewardship and operational transparency. While many nonprofits continue to receive support despite tough economic times, the public and key funders are demanding that organizations such as CIS show unprecedented transparency and proven results to justify continued contributions. In many cases, nonprofit organizations are being asked to do more with less, and donors are looking for proof that a nonprofit's operations are effective. The endorsement of the Better Business Bureau and Charity Navigator are born out by CIS' numbers. The organization has network-wide revenues of more than $222 million. There are 214 CIS affiliates across the country and a labor force that is 94 percent non-paid volunteers. These resources mean that nearly 2.1M students across the country have access to services and attend schools in which CIS has a presence. Organizational accountability is at the heart CIS' 30-year promise to the public and young people it serves.

The statistics cited above are reflective of the collaborative partners included in the Multi-State grant. In AZ, CIS AZ diversifies its funding sources so that we are supported by a balance of individual donors, corporate or business support, government funding and grants. In the 2008/2009 school year, CIS Arizona received over $400,000 in grants and contracts, almost $5,000 in cash and $150,000 with in-kind donations. Major contributors to CIS AX include JP Morgan Chase, Pulliam Charitable Trust, professional sports charities, Arizona Public Service, Salt River Project, Social Venture Partners Arizona, Boeing Employee Giving, and Valley of the Sun United Way. Both cash and in-kind match commitments are in place. In-kind support is in the form of the CIS Arizona training and technical assistance, office space and equipment and school supplies.

To piggy-back on what was described above, the collaborations and partnerships that CIS Detroit has developed over its 14 year history have enabled it to meet its budget and programmatic needs for the good of the children of Detroit. CIS Detroit currently facilitates more than $17 million in supportive

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services annually in 100 Detroit area schools through its community, corporate and foundation partners, reaching more than 50,000 students and their families annually, including assisting the currently funded AmeriCorps program. CIS Detroit is one of the largest, fastest growing, and most successful CIS programs in the national CIS network. Its present budget of more than $8 million in funds, and $7 million in donated goods each year illustrates their financial and in-kind contribution strength. The agency has a stellar record of managing federal, state, and city contracts; foundation and corporate grants; and individual gifts. A full 90% of all funds raised directly benefit students and their families through the coordination of services provided by the highly qualified staff team members. Independent audits attest to our capability of managing these funds, as well as site visits/evaluation by State CNCS staff.

Last fiscal year CIS WA's network of affiliates received $1,534,707 in in-kind support. Examples of in-kind support include; work space provided by the school district, school supplies, program supplies, and advertising. The project will receive continued support from critical partners like Costco Wholesale, Comcast, Clearn Channel, Seattle Foundation and local school districts and municipalities. Ongoing growth requires the renewal of exisiting partnerships as well as diversification and new funding partners. Last year, network-wide grant and fundraising efforts garnered new partnerships with the Medina Foundation, Microsoft, and Social Venture Partners to continue strengthening our network for such growth. Significant new partnerships are being explored with the M.J. Murdock Charitable Trust -- which has visited CIS of Washington and will present our application to their trustees in February 2010 to consider a multi-year, network-wide grant -- The Moyer Foundation, WA Womens' Foundation, Qwest, AK Airlines, Quadrant Homes, Detlef Schrempf Foundation and others.

Prior to Hurricane Katrina, CIS New Orleans operated on a $50,000 budget with funding provided by a few family foundations. Today, our budget exceeds $650,000, and includes a diverse stream including

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contract funding from our schools, grants from corporate and family foundations, funding from the City of New Orleans, a five-year grant from the University of New Orleans to expose high school students to careers in the STEM fields, and funding from national corporations. Board giving has tripled, and we secured our largest gift from an individual, $110,000, last year. We have completed the transition from being 100% funded by philanthropic or disaster-related funding to diverse funding from the many stakeholder groups.

Wide Range of Community Stakeholders

When students' social and emotional needs are addressed, they are able to focus on learning. The focus is magnified with CIS working directly on their campuses, providing the opportunity to enrich the lives of their students and staff by engaging the local community in meeting these needs. Inviting agencies and organizations into a school to assist with health and wellness efforts can bring about positive outcomes for both groups of stakeholders. To build successful school--community partnerships, schools must consider principal support; reception of external partners by the students, staff, and families; and two-way communication (Sanders and Harvey, 2002). We support the development of collaborative community strategies for improving the way existing programs and services serve students and families.

Common threads are woven together create a tapestry of stakeholders within the prime applicant and the subgrantees. Key stakeholders include school district leadership, school site staff, social service agencies, volunteers, board members and the community at-large. Non-financial support continues in the form of space, supplies, volunteerism, and advertising. Subgrantees have developed a wide range of community, corporate, faith-based, foundation, governmental and university partners. As stakeholders, they have provided financial support, educational programs, leadership and management advice, skilled professional volunteers, unskilled but caring community volunteers, items for raffles and silent auctions for fundraising events of the schools, food for school events, incentives for students, families and

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schools showing high achievement, school supplies, backpacks for students, thousands of books, holiday presents, computers for school labs, and basic household and clothing needs for students' families who are identified by Site Coordinators.

Special Circumstances

Within the collaborative, two subgrantees cite special circumstances. All CIS Detroit serviced schools are located in a community with a very high poverty rate and unemployment rate which is the highest in the nation. (See first section with more documentation on compelling need.) Because of the high unemployment rate, high number of very low-income individuals and families, a preponderance of schools with at-risk students, and an economy that has bottomed out in MI, especially in Detroit. CIS New Orleans board and staff have effectively balanced the challenges of total devastation and loss of corporate and personal assets from Hurricanes Katrina and Rita and have grown a stronger, more diverse and effective organization. There continues to be significant competition for the philanthropic dollar as the community faces ongoing demands of rebuilding housing, public facilities and schools.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness

The prime applicant and the subgrantees view the project as a return on investment, a cost efficient model of reaching underserved youth at an average cost of $180 per year, per child. The cost/MSY for 92 AmeriCorps members is $13,000 per year. This amount is reasonable for each collaborative partner and has benchmarked success in attracting qualified members with a living allowance in this range. The total budget amount is $1,196,000 for 92 members with an additional 5% indirect cost rate for the prime applicant.

Diverse Non-Federal Support

Subgrantees are positioned to provide a 2:1 match to the Corporation's funds with a substantial portion

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of firm commitments. In addition, each has demonstrated the ability to attract diverse funders from local United Ways, state department of education, community foundations, corporations and individual donors. Each collaborative partner is committed to matching a minimum of 24% of the total project costs. The match includes an average of 12% in-kind cost match of staff salaries and benefits, travel, evaluation, work space, supplies and equipment with an additional 12% match in cash from private and public funding. The prime applicant and each subgrantee will ensure each participating school will commit in-kind local supervision, other non-cash support and/or cash support in the amount of $10,000 for full-time member. This commitment is designed to guarantee that each school has fully committed to the project.

Budget Adequacy

Each subgrantee and prime applicant have operated AmeriCorps program on average for five years. We are confident the proposed budget will be sufficient to administer a quality program that will achieve significant results for the children, schools, and families. We have ensured that funds will be fully adequate to train and prepare members to tutor students the designated number of hours and to provide ongoing support to them. Each subgrantee has forged strong relationships with a variety of funders on national, state, and local levels in order to assist in this effort.

The budget is designed to cover the fundamental costs needed to adequately support the members during their year of service. It enables the subgrantee to leverage the foundation each has laid over the past years. The budget is driven by the initiative outcomes. The training costs are adequate to meet both the grant application requirements and the training members need to perform their duties. Travel costs are sufficient to allow Project Directors to travel regularly to the local sites and for the members to attend State Commission-sponsored events. The supplies are those needed to conduct the college and career readiness curriculum. The mentoring, service learning and volunteer recruitment require no

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funding beyond the training costs. Finally, the salary for the Project Directors is based upon each

subgrantee's pay scale and benefits according to the required job qualifications and duties to be

performed. Trained, professional site coordinators will be able to double the number of students they

serve because of the fulltime presence of the members. In addition, each member will receive the highest

quality of support because site coordinators know how to recognize when members are exhibiting signs

of frustration and trauma and are able to immediately assist the member with coping. Other than the

addition of the Project Director in CIS New Orleans, only incremental costs need to be incurred. These

costs will enable CIS to cover the operating costs of members, thus eliminating the need or expectation

that they will incur additional personal costs on behalf of CIS. The design maximizes the use of field

operations managers, builds upon the opportunities for relationships with service providers that are

under cultivation by state and local CIS management teams, volunteer coordinators, and site

coordinators. Efficiencies will continue to be gained once members are oriented and they are able to take

a leadership role in working with students, and when they begin working together with other members

to make it easier for resource providers to connect with students across multiple schools. Each

subgrantee will be able to adequately build their next fiscal year budget to support the program and

ensure members are able to successfully meet the outcomes.

Evaluation Summary or Plan

N/A

Amendment Justification

Communities In Schools Arizona (CIS Arizona) is requesting the following amendment as it relates to

the member location reassignments with subgrantees. The request is to reduce from 20 to 13 the

number of member slots for Communities In Schools Pennsylvania (CIS PA); add 2 member slots for

CIS Arizona for a total of 22 members and add an additional subgrantee, a CIS affiliate located in West

Los Angeles, California who will supervise 5 members.

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Communities In Schools Pennsylvania (CIS PA) acting as the subgrantee is asking to amend and to continue forward with thirteen of the twenty members planned for and requested in the original application, and to reissue members in fields that exhibit community/school readiness and resources developed to promote the greatest impact in program efficacy based on the proposed approach. Programmatic training and assistance will be provided by the CIS PA AmeriCorps Program Director. This person will work in guidance of member programs, site coordination efforts, and management of the CIS PA AmeriCorps team to effectively assure that this experience provides fellowship and service opportunities which are truly the essence of the AmeriCorps program.

CIS PA Changes and Reasoning of Request are:

1) An amendment in location from the proposed approach with Chester Upland Freedom Schools (CUFS) to repositioning members in the Lehigh Valley school district using a elementary, middle and high school feeder pattern to provide seamless services to students and their families. Due to a change in administration at the CUFS district, it is undetermined and detrimental to the validity of the program as to whether or not the programmatic and financial support plus appropriate supervisory components could be made available to provide a meaningful term of service for members in that community. Through a well established affiliate location in Pennsylvania, three members will be repositioned to CIS Lehigh Valley where appropriate supervisory, programmatic, and financial support has been established. This elicits a greater ability of the members to serve without barriers to conducting services through the established CIS Model.

2) An amendment to the CIS Philadelphia program due to programmatic changes, staff supervision and the award of an AmeriCorps State award, we are requesting that 10 members would be better able to provide meaningful services through educational initiatives in the Harrisburg, PA area. Direct supervisory components, in-kind contributions, health insurance, and other required areas will be the

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responsibility of the State Office in Pennsylvania in efforts to establish a new system of services in the Capital Region (Harrisburg) for an area that has struggled with our primary issue--school dropout at a rate measured between 4% and 9.2% (PDE, 2009 and PA Partnerships for Children, 2009). This amendment is attributed to program needs and feasibility of meaningful service in the Philadelphia location, but through the shift in services to the Harrisburg area provides the same meaningful experience and positions as our original application wherein we: focus on providing students skills necessary for 21st Century Success (primary literacy and technology skills) with a service-learning framework to include critical supports for disparate populations; align workforce development with service-learning as a proven strategy for providing under-served populations with skills needed for personal, professional and academic success; provide academic, cultural and technology skill development activities individualized to student needs and through effective and proven prevention programs.

CIS Arizona is requesting that the remainder of the members (7) originally designated to CIS PA be reassigned -- 2 members to CIS Arizona and 5 members to an established Communities In Schools affiliate, CIS Los Angeles West in California. CIS Los Angeles West and CIS Arizona share a number of commonalities in serving at-risk students.

CIS Arizona will continue in the manner described in the original application as to delivery of services and assignment of the additional 2 members to schools on the Arizona Department of Education "Persistently Lowest Achieving Schools" list.

Rationale for CIS Los Angeles West: Los Angeles Unified School District (LAUSD), the second largest district in America with 727,000 students, has one of the most severe dropout problems among large American cities. According to studies conducted by UCLA-Harvard, the Gates Foundation and the

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Points of Light Foundation, the district has a dropout rate of 40%. Members will serve two large urban high schools in the western part of Los Angeles -- Alexander Hamilton High School and Venice High School. Each high school has over 3,000 students and qualifies as a Title I school, due to the large number of students eligible for free and reduced lunches. At Hamilton High School, one in four students does not graduate in four years, and at Venice High School, 35% of students fail to receive their diploma within four years. Members assigned to the high schools and their middle school counterparts will partner with CIS Graduation/Promotion Coaches using a resource case management model -- working with individual students and their families to identify and eliminate barriers to their academic/school success; delivery of post-secondary college and career readiness using CIS Charting for Success curriculum; engage at-risk students at least two service learning project during the academic school year or summer programs and recruit volunteers to serve as ongoing adult mentors in the areas of academic tutoring, college and career readiness activities and service learning opportunities.

Clarification Summary

Clarification Response FY11

Budget Clarification Items:

Budget has been revised to reflect the FY11 grant in the amount of $1,195,286; 92 Member Service Years (MSYs) and 92 member positions.

Section II. Member Costs - B. Member Support Costs:

FICA has been correct using the 7.65% of total living allowance for the calculation.

Health Care: There is an error in the budget narrative for health care. It should be $150 per month and not $15 per month. Please revise calculation.

Health Care cost has been corrected to reflect the $150 per member, per month cost.

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Programmatic Clarification Items:

Please verify that criminal history checks will be conducted on all members, employees and other individuals as described in the Grant Clarification Letter received via email April 25, 2011. You may revise the budget to include these costs, if necessary but may not exceed the level of funding for which you are under consideration.

The Prime and all subgrantees will conduct for all members receiving a stipend and/or national service education award the required criminal history checks to be completed upon application, prior to beginning an AmeriCorps term of service. Any employees of the Prime and subgrantees who directly supervise, work frequently with AmeriCorps members and/or who have recurring contact with vulnerable populations are required to conduct a criminal history check for those individuals. Criminal history background checks will include a search of statewide criminal history repositories, a FBI fingerprint-based check and the National Sex Offender Public Website for all members and employees as described above.

The budget has been revised to reflect the costs of conducting the required criminal history checks. We anticipate the required checks to cost on an average of $100 per person.

Please verify that the criminal history checks conducted for members and staff will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations.

The prime and all subgrantees will conduct a National Service Criminal History Check of all members and staff serving in the program with frequent contact with youth who are considered in the definition

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of vulnerable populations as defined by CNCS. The three-part check will include:

** State criminal history registry checks (by name and/or fingerprint) for the state of residence and the state where the individual will serve or work.

** A FBI fingerprint-based check (Criminal History Record Information (CHRI)).

** Sex offender registry check through the National Sex Offender Public Registry (NSOPR) check, consisting of a web-based check for all states and territories.

These checks are only part of the overall applicant screening process, which also include a comprehensive interview and personal reference checks.

Please provide detail regarding the commission consultations for the states where the program will operate.

Consultations for the Prime and subgrantees to participate in a National Direct grant were conducted and subsequent approval was given by each of their State Commissions. Prime and subgrantee details of their consultations are as follows:

CIS Arizona: Sr. Director of Federal Projects and Grants Management conducted a face-to-face meeting with the Executive Director of the Arizona Governor's Commission on Service and Volunteerism to discuss the project "Eliminating Roadblocks to School Success" prior to committing to the National Direct application.

CIS New Orleans: Executive Director of CIS of New Orleans conducted a face-to-face meetings with the Executive Director of Volunteer Louisiana and the chair of the Louisiana Commission to discuss the project "Eliminating Roadblocks to School Success" prior to committing to the National Direct application.

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CIS Washington: Operations Manager completed the AmeriCorps National Consultation Form as requested by the Washington Commission on National and Community Service.

CIS Detroit: CEO of CIS Detroit submitted a written request to participate in a National Direct program to the Executive Director of the Michigan Community Service Commission.

CIS Pennsylvania: State Director/CEO of CIS Pennsylvania submitted a written request to participate in a National Direct program to the Executive Director of the PennSERVE: The Governor's Office of Citizen Service.

CIS Los Angeles West: Executive Director of CIS Los Angeles West submitted a written request to participate in a National Direct program to the Secretary of Service & Volunteering with California Volunteers

Please provide detail regarding the role of members placed at CIS Affiliate offices. Specifically explain the statement from the application narrative that members will serve as grant writers.

The inclusion of members to placed at CIS affiliate offices or to serve as grant writers was at the request of a new subgrantee including in the expansion request. The Prime and subgrantees for FY10 and FY11 will not use members at their CIS State or affiliate office nor will they be used as grant writers.

Performance Measure Clarification Items:

Please review all your performance measures and determine if any changes are needed to reflect the

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funding and MSY amount specified above. If any changes are needed, please make the changes in the performance measures in eGrants.

All performance measures have be changed to reflect the FY11 funding and the 92 MSYs (92 member positions) in eGrants.

Note that student grades do not meet the standards of rigor for ED5 and should be removed from the list of instruments. Provide more detail on the instruments that will be used to measure academic performance, including whether they are standardized, reliable and valid. Refer to the NOFO Background Document for guidelines.

Student grades have been removed from the instrument lists. Academic achievement/performance will be based on pre/post assessment data (for example, 4Sight, Dibels, Terra Nova, Stanford 10) where gains are defined as moving one or more levels using predicted scaled scores. Additional instruments for achievement/performance are state or school district mandated testing in the core subjects of reading, math, writing, social studies and science. Gains are gains are defined as moving one or more grade level benchmarks or documented through proficiency testing.

Clarification Response FY 2010

Describe who the 20 Executive Directors positions and what are their responsibilities in relation to this proposal?
Communities In Schools National infrastructure is based on a State Office Director managing a grouping of affiliates based on cities, counties or regional jurisdictions. Each affiliate has a full-time, paid

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Executive Director that oversees the day-to-day operations and reports to the State Director. If a State Office is not in place, the affiliate is accountable to a Communities In Schools National Regional Field Operations Director. Executive Directors responsibilities for the multi-state proposal is to provide overall supervision and coordination of the Eliminating Roadblocks to School Success Initiative at designated K-12 school sites, budget administration, site specific program evaluation and monthly document submission to the lead partner, Communities In Schools of Arizona.

Where are site supervisors that are noted at $10,000 in-kind contribution explained in the narrative? Adjust the budget accordingly.

Budget has been adjusted to show the following formula for site supervisors, noted as an in-kind contribution. 92 site supervisors @ annual salary of $36,000 with .31% of time = $10,267.

Clarify if the project managers and senior staff positions are reflected in the personnel section of the budget.

All project managers, site supervisors, senior staff positions (affiliate Executive Directors, Director of Community Reinvestment, Director of Research, Evaluation & Grants Management, Director of College and Career Readiness) are reflected in Section I -- Program Operating Costs; A. Personnel Expenses with Grantee Share of $357,017 and B. Personnel Fringe Benefits with Grantee Share of $60,693.

Specify travel to CNCS sponsored meetings, clarify the number of meetings between 3 or 4, itemize and calculate. Also, clarify the cost of $1,200 amount budgeted per person for staff travel; it seems unreasonably high.

4 Corporation Meetings - Airfare: $900 x 4 trips = $3600; Lodging: $250 per night x 4 days x 4 meetings = $4000; Meals and Incidental Expense (2010 Federal Rate) $56 per day x 4 days x 4 meetings = $896. Total $8496. Cost of airfare has been reduced to $900 round trip per meeting. Airfare is based

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on Phoenix, Arizona as the departure point with the arrival point of Washington National Airport.

Revise staff and member travel so that mileage reimbursement does not exceed the current federal rate of $0.50 per mile.

Mileage -- Project Manager, Senior Staff: .50 per mile x 100 per month x 20 persons x 12 months = $12,000

Mileage -- Project Manager, Member: .50 per mile x 100 per month x 92 persons x 12 months = $55,200

Clarify the large amount of staff (100) budgeted for staff orientation. Where are the staff located and what is their role to the proposed program?

All State Office and affiliate staff in each state represented in the grant will receive an orientation to AmeriCorps and the National Performance Measures in the Education priority area. Project managers and/or site supervisors will provide an orientation to the school administrator as to their role in the project and the capacity in which the member will serve. During their first few days at the school site, a designated school administrator will provide an orientation for the member that includes a review of school policies and procedures and an introduction to key staff. At least 60% of the staff are placed-based in schools with the remaining 40% housed at either state or affiliate offices.

Other Program Operating Costs - Budget for criminal history checks for all members and grant-funded staff.

92 criminal history checks x $10 per member = $920

92 fingerprint clearance cards x $65 per member = $5980

29 criminal history checks x $10 per grant-funded staff = $290

29 fingerprint clearance cards x $65 per grant-funded staff = $1885

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Section II: Member Support Costs - Itemize member related benefits in the appropriate line items in this section.

Itemized member related benefits have been placed in the appropriate line items sections

Member Related Benefits - Workers Comp -- 92 members x $1300 per year = $119,600

FICA - 92 members x 7.5% of living allowance = $98,700

Health Care - 92 members x $175 per month x 12 months = $193,200

Section III: Corporation Fixed Percentage - Re-calculate CNCS fixed amount by adding CNCS share of section I and II and multiplying by .0526 to determine CNCS share.

Section I - $0 + Section II - $1,196,000 = $1,196,000 x .0526 = $67,215.20

Section III: Source of Funds - Itemize sources and provide amounts in the Source of Funds section.

The prime applicant, CIS AZ in partnership with the subgrantees, CIS PA, CIS WA, CIS Detroit and CIS New Orleans will provide their grantee share based on the following percentages: Public and Private Foundations -- 40%; Corporations -- 30%; United Way -- 20%; and Individual Donors -- 10%

Overall grantee share for the multi-state as a whole breaks down to: Public and Private Foundations - $421,472; Corporations -- $316,105; United Way - $210,736, and Individual Donors -- $105,368.

Clarify if the program meets the AmeriCorps requirements for the tutoring curriculum for the New Orleans site.

The tutoring curriculum used by CIS New Orleans incorporates scientifically-based approaches to reading instruction, proven strategies for curricula development, tutor training, outcomes and performance measurement, and standards for tutors. Each site provides planned, consistent, one-to-one or small group reading support activities that are targeted to individual student needs and include

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ongoing assessment of student progress, with the ultimate aim of skill development and improvement.

Clarify the relationship or level of support from CIS National.

CIS National supports each state named in the grant with a Director of Field Operations. They are positioned to provide technical support if needed with the intranet data management system and operational procedures. CIS National provides monetary support if available for state and affiliate management staffing.

Describe how the AmeriCorps positions will be different from other staff or volunteer positions placed in schools.

AmeriCorps members in the ERSS Initiative will serve as Site Specialists and be the catalyst of strengthening communities by bringing generations together to meet the needs of high-risk, high-need students and their families at a school site. By developing model intergenerational and civic engagement programs that address critical community needs, providing training and technical assistance related to intergenerational and civic engagement programming, conducting research, and creating written and multi-media materials, a member will provide the foundational support for others to continue the ERSS Initiative.

Clarify collaborative efforts with other CNCS programs such as VISTA, Public Allies, and other AC programs serving in the same geographic area.

The prime applicant, CIS AZ in partnership with the subgrantees, CIS PA, CIS WA, CIS Detroit and CIS New Orleans are committed to supporting the growth and integration of National Services Members within the agency and throughout all levels of programmatic experiences. All members share a common thread of work, working on multiple fronts with a range of partners, building a strong support system of community capacity building and infrastructure. All National Service Members are included in staff and

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team meetings. Each state will look at continuous improvement on how to provide opportunities for CNCS staff in other agencies to learn from and support each other on a regular basis, to improve practice, to celebrate successes, and to recognize contributions. Members will be directed to build upon existing initiatives, especially as they plan their service projects and celebrations for commission-supported recognitions.

Clarify the difference in program design in relation to the proposed State EAP application, 10ES110984. Communities In Schools of Arizona's State EAP application, 10ES110984 is a request for 26 part-time AmeriCorps members to serve as Graduation Coaches within their K-12 College and Career Success Initiative. The program design is a targeted approach of a college and career readiness curriculum to students at-risk of failing high school in five regional network areas of Arizona. The high school program curriculum is focused on providing opportunities for youth to gain a greater understanding of career demands, skill sets and qualifications for employment based on Arizona Academic Workplace Skills Standards and Communities In Schools National's Charting for Success Curriculum. Program goals are: (1) to engage students in planning and preparing for post-secondary training and education by providing career awareness and exploration activities (2) to increase the number of high school graduates ready for college and post-secondary success through a variety of college access activities and (3) to help students transition to post-secondary education by teaching parents and students about the valuable link between high school and college success, providing information on college requirements, the preparation process, and exploring the financial aid options that make college more affordable. Services to be provided in the K-12 College and Career Success Initiative include volunteer outreach and mentor recruitment, tutoring and skills training, alternative education options, summer employment opportunities, paid and unpaid work experiences, leadership development activities, occupational skills training, and related supportive services.

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Clarify the consultation process undertaken with the state commission in which this application plans to serve -- i.e., AZ, MI, LA, PA, and WA. Only need to provide clarification regarding your consultation with the Louisiana Commission.

Sara Massey, Executive Director of CIS of New Orleans initiated face-to-face meetings with the Executive Director of Volunteer Louisiana and the chair of the Louisiana Commission to discuss the project "Eliminating Roadblocks to School Success" prior to committing to the multi-state application.

Clarify the role and the allocation of time for the Director of Community Reinvestment position across multiple CNCS grants.

CIS Arizona's Director of Community Reinvestment will manage the multi-state AmeriCorps Team and provide ongoing communication with each state's Project Managers, Directors of College and Career Readiness and affiliate Executive Directors as well as the CIS Arizona President/CEO, Sr. Director of Research, Evaluation and Grants Management. It is the Director of Community Reinvestment's responsibility is to oversee the entire recruitment procedure, process background checks on each member and ensure that recruitment goals are on track in partnership with each individual state project directors. Time sheets and member development through pre-service, mid-service and end-of-service activities/inventories will be tracked by the Director of Community Reinvestment and state Project Managers. The allocation of time for the Director of Community Reinvestment is .75 FTE.

Eliminate the redundant section on Community Output and Outcomes that is both at the end of Member Output and Outcomes and under Community Output and Outcomes.

The redundant narrative text located at the of the Member Output and Outcomes has been deleted. Existing narrative text under Community Output and Outcomes did not change.

Criminal History Check Requirement: Criminal history checks are required for all grant funded staff and

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AmeriCorps members. A detailed description of the requirements can be found at:

http://www.nationalserviceresources.org/criminal-history. Please verify that criminal background

checks will be conducted on all grant funded staff and members.

Criminal history check will be conducted by IntelliCorp for all members and grant-funded staff.

Background check includes: state and single-county criminal search, criminal super search, criminal

super search -- former name, SSN verification and terrorist search. Fingerprint clearance card will be

process through local and/or state authorities for each member and all grant-funded staff.

Continuation Changes

START AND END DATE REQUEST

We are requesting a start date of August 1, 2011 with an end date of July 31, 2012. The earlier start date

will allow subgrantees with school start dates of mid-July and August to have Members in place when

students return. These are school districts who have increased student seat time to an average of 210

days based on national "dropout factory" and "failure to promote" lists.

NEW SUBGRANTEES, ADDITIONAL MSYs

Communities In Schools (CIS) Arizona currently serves as the prime with five subgrantees and is

requesting the addition of five new subgrantees for 2011. We are respectfully submitting our

continuation request for an additional 119 full-time Members and 4 part-time Members, who will be

placed in existing or new subgrantee programs. The addition of subgrantees and Member slots plus

existing subgrantee Members will expand services and/or replicate the reach of the "Eliminating

Roadblocks to School Success" (ERSS) Initiative in AZ, NC, PA and WA; Lenawee, MI and East Chicago,

IN counties; cities of Charleston, SC; New Orleans, LA; Los Angeles West, CA; Detroit and Kalamazoo,

MI. Existing education performance measures and budget have been revised to reflect additional

subgrantees and Member slots. Based on current and requested Member slots, the ERSS Initiative

would position 211 full-time and 4 part-time MSYs in 9 states to address dropout risk factors which

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contribute to declining promotion and graduation rates in public and charter schools.

Project and financial oversight will be provided through the CIS State office with each affiliate responsible for the direct management of their Member(s). In areas without a State office, the local network affiliate will be solely accountable for Member supervision and fiscal management of their projects. All subgrantees have at a minimum an Executive Director and Program Director to manage the program plus those with 15 plus MSYs have Field Service staff that provide supervision or members. All subgrantees completed a Readiness Indicator Assessment which assisted in determining whether or not they are organizationally poised to successfully apply for and implement an AmeriCorps program. The assessment dovetails with the CIS National Total Quality Standards for State Office, affiliates and regional networks which provides consistent excellence across organizational competencies thus setting benchmarks for the administration of an AmeriCorps program. Each subgrantee has put into place creative and innovative collaborations that provide for the delivery of an Integrated Student Support system referred to as CIS Model. In addition, all subgrantees have carefully reviewed and indentified ways these activities can be supported with local resources by reaching out to new partners and introducing visionary service methods should CNCS funding be reduced or eliminated. All subgrantees have communicated with their State Commission to advise of their participation in the project via email, telephone or in-person meeting.

EXPANSION JUSTIFICATION

Throughout the United States, budget shortfalls are forcing school districts to cut staff and eliminate programs With that students continue to fall behind their national and international peers in academic achievement, promotion/graduation rates and degree attainment. When CIS can partner with the schools to offer quality, trained AmeriCorps Members to help fill some of the gaps, it strengthens the partnership and demonstrates the value of community involvement Members serving in schools will

Narratives

provide direct service through the ERSS Initiative that would not be offered given dire budgeting restraints. By living in the communities they serve, Members will increase the number of volunteers, strengthening the capacity to provide services and guide community response to the needs of its youth. Members will further the CIS mission by working to improve student success through direct service and community involvement; helping students prepare for college and careers and directing service-learning projects. Members placed in CIS affiliate offices will serve as grant writers, volunteer managers, tutoring project coordinators; support community-building work of CIS, recruit volunteers and work in after-school and summer enrichment programs offered by CIS schools.

2010 SUBGRANTEES/PROGRAM EXPANSION

CIS ARIZONA

With K-8 experiences as strong predictors of high school success, we will target low-performing elementary and middle schools that feed into low performing high schools within tribal communities and the Southern Az region of the state using an additional 5 FTE and 4 PTE Members. To select from among high-needs schools in target districts, we will work with the Az Department of Education and school district leadership to identify those schools with characteristics that facilitate school turn-around.

CIS DETROIT

High unmet needs for students' services within several small school districts in Detroit, MI will provide a Member service platform for 5 individuals who will be guided by new standards for what classes and skills a student needs to have passed to be promoted to the next grade. More than 75% of the 900 eighth-graders who took a national math exam scored at "below basic" levels. In October 2008, some 57% of Detroit third- through eighth-graders essentially failed a state writing test. Detroit's graduation rate is 58%. Poverty and unemployment are far more pervasive than in most other major American cities. Many adults lack the basic skills necessary to qualify for the high-tech jobs officials are desperately trying to attract to Michigan, which has the U.S.'s highest unemployment rate.

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CIS LOS ANGELES WEST

In Los Angeles, high school dropouts are posing a serious problem to the future of the community. A large percentage of young people are dropping out of school and creating problems in unemployment, becoming an underskilled and undereducated work force, and becoming wards of the criminal justice system. The school system and the community-at-large understands that a dropout prevention program to provide support to high school and middle school students at risk of not graduating is very valuable for all involved. In the schools where Members will be working with CIS staff, the dropout rate is between 25% and 35%. Additional 3 Members will provide expansion of services to middle school feeders.

CIS NEW ORLEANS

CIS New Orleans requests 30 additional Members as one of our charter school operators has been granted four additional charter schools including a K-8 school, with only 26% of 7th graders passing the statewide ELA test last year and still being operated by the Recovery School District. The other two are 150-student alternative schools which will focus solely on overage middle and high school students to bring them up to grade level so that they can attend traditional schools or achieve a career track high school diploma. The intensity of adult support needed to turn around the K-8 school and to work with the overage students is ideally suited to the CIS site coordinator/AmeriCorps structure. A CIS site coordinator and a team of 7 Members will directly address attendance, truancy, homeless children, resource acquisition in K-8 schools. In the high schools a CIS graduation coach and a 10 Member team to address credit recovery, college/career readiness, basic needs.

CIS PENNSYLVANIA

CIS PA State Office requests 7 additional Members to meet the compelling community needs indicated by our network of affiliates and the majority of public school districts across the Commonwealth. In these difficult economic times, the connection of services in the school environment is a difficult task, especially as an alarming number of service providers are no longer available (due to county and local

Narratives

level funding shortages) to assist students with the organized services necessary to make a difference in educational outcomes and successful completion of the basic educational credential - a high school diploma.

CIS WASHINGTON

The addition of 13 Members will allow for program expansion in 10 counties based on school district feeder patterns. Members will be charged with restarting afterschool and mentor programs as well as to support continuation of services from elementary to high school within districts.

2011 NEW SUBGRANTEES NEED JUSTIFICATION

CIS CHARLESTON

In Charleston County only 45.3% of students graduate high school. The estimated overall poverty rate is 15.5%, but youth are disproportionately impoverished with an estimated 23% under age 18 living in poverty. Strikingly, ethnic/racial minorities under the age of 18 live at a 38.9% rate of poverty in the area. The request is for 6 Members to work within schools where they can respond to the needs of students and their families as they arise will assist in addressing the social and personal risk factors common to young people who do not finish high school.

CIS EAST CHICAGO

East Chicago County public schools faces considerable challenges in improving student achievement due to factors such as low per capita income and a history of poor educational attainment. The state average for passing Indiana Standardized test in 2009 is 72% Language Arts and 74% Math, however East Chicago schools rank considerably lower, with a district-wide average of 51% LA and 54% for Math in grades 3-8. Graduation rate is 55% vs. 76% state rate. Economic growth and prosperity are critically influenced by the literacy and educational preparedness of its labor force. The economic deprivation of the community is compounded by high levels of substance abuse. The request is for 6 Members to serve as Site Coordinators (4) FTE and (2) PTE, becoming the primary link between the school, community

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services and young people in need to address risk factors which may lead to student failure.

CIS KALAMAZOO

Members will serve as Volunteer Coordinators (15 MSYs), specifically target students who are failing to meet established grade level benchmarks in math and literacy and provide identified students with a trained volunteer tutor to work with them one-on-one or in a group setting within Kalamazoo Public Schools (KPS). Members will be able to recruit, train, and retain high quality volunteers to provide individual or "push-in" tutoring (in class with small groups) to approximately 6,000 students. The overall graduation rate for KPS is 64%, which is higher than Detroit and Flint schools. 67% of students in KPS qualify for Free/Reduced price lunch. Percentage of disadvantaged KPS high school students passing the English Language Arts MEAP in 2008-09 was 20% while the percentage for math was 17%.

CIS LENAWEE COUNTY

Our chosen community for this project is the City of Adrian in Lenawee County, MI. Adrian is the largest city (population 21,867) and the county seat for this primarily rural county in southeast MI. 4 elementary schools, 2 middle schools and 1high school serve 4032 students with over 50% qualifying for free/reduced price lunch. 3 Members (1-FTE/2-PTE) will expand services to 3 additional schools in the district by coordinating/implementing the Lunch Buddies program, Families and Schools Together program, afterschool and summer service-learning/leadership camp.

CIS NORTH CAROLINA

In North Carolina, 14 affiliate CIS programs requested inclusion in this AmeriCorps project to help address the need for personnel to work with CIS and public schools to help support students with academic or other challenges that are barriers to promotion or graduation and predictors of school dropout. According to the NC Department of Public Instruction School Dropout data, 5,938 students in the 14 targeted counties dropped out of school in the 2008/09 school year. The National Assessment of Educational Progress reports that only 8% of black males in NC are proficient in reading in Grade 8 and 30% of white males are proficient. Participating CIS NC affiliates are requesting a total of 30 FTE MSYs.

Performance Measures

SAA Characteristics

☐ AmeriCorps Member Population - None ☒ Geographic Focus - Rural

☒ Geographic Focus - Urban ☐ Encore Program

Priority Areas

☒ Education ☐ Healthy Futures

Selected for National Measure ☒ *Selected for National Measure* ☐

☐ Environmental Stewardship ☐ Veterans and Military Familie

Selected for National Measure ☐ *Selected for National Measure* ☐

☐ Economic Opportunity ☐ Other

Selected for National Measure ☐ *Selected for National Measure* ☐

Grand Total of all MSYs entered for all Priority Areas   92

Service Categories

Elementary Education   Primary ☒   Secondary ☐

Secondary Education   Primary ☐   Secondary ☒

N/A

Service Category: Elementary Education

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

Results

Result: End Outcome
N/A

Indicator: increased academic achievement

Target: N/A

Target Value: 0

Instruments: N/A

PM Statement: N/A

Prev. Yrs. Data N/A

Result: Output
N/A

Indicator: increased academic achievement

Target: N/A

Target Value: 0

Instruments: N/A

Result: Output

PM Statement: N/A

Prev. Yrs. Data N/A

Result: Intermediate Outcome

N/A

Indicator: increased academic achievement

Target: N/A

Target Value: 0

Instruments: N/A

PM Statement: N/A

Prev. Yrs. Data N/A

National Performance Measures

Priority Area: **Education**

Performance Measure Title: Number of students who start in a service-learning project, enrichment class or leadership class.

Service Category: Elementary Education

Strategy to Achieve Results

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

Delivery of student planned service-learning projects conducted during the school day or outside the school

environment. Delivery of leadership classes conducted outside the school day. Delivery of enrichment and

academic intervention classes conducted during the school day or outside the school day. Delivery of summer

programs (leadership camp, enrichment and academic intervention classes, community service-learning

projects)

Result: Intermediate Outcome

Result.

Increasing percentages of students regularly participating in the program who meet or exceed state and school

district academic achievement standards in reading, writing and math.

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

Target : K-8 grade students at-risk of not promoting to grade level or dropping out of school.

Target Value: 30000

Instruments: Pre-and Post assessments
Student monthly contact logs
Reading, writing and/or math core-program assessments
Formative classroom assessments
State and/or district mandated test scores

PM Statement: 40% of students will make achievement level gains in reading after participating in reading support/enrichment based on pre/post assessment data (for example, 4Sight, Dibels, Terra Nova, Stanford 10) where gains are defined as moving one or more levels using predicted scaled scores.

Result: Intermediate Outcome

Result.

Students regularly participating in the program will demonstrate improvement in performance measures of school

attendance.

Indicator: (PRIORITY) ED6: Youth w/improved school attendance.

Target : K-8 grade students at-risk of not promoting to grade level or dropping out of school.

Target Value: 30000

Instruments: Attendance rosters - classroom - school day
Attendance rosters - enrichment/academic intervention classes - before or after school programs - summer programs
Self-reporting
Reflection journals

PM Statement: For school attendance, 70% of students identified as having a school attendance issue will reduce their number of absences by 25%; for school tardiness, 70% of students identified as having a school tardiness issue will reduce their number of tardiness infractions by 25%.

Result: Output

National Performance Measures

Result.
 Students will have an enhanced awareness of community, national and global issues. Students will show

increase in self-esteem, more developed leadership skills, skills awareness in technology, arts, science,

language arts, social studies and math.

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

      Target : K-8 grade students at-risk of not promoting to grade level or dropping out of school.

   Target Value: 46000

   Instruments: Self reflection journals
                Attendance rosters
                Student monthly contact log
                Self-reporting and evaluation
                Pre-and post-tests
                Virtual assessments

PM Statement: At the end of each project year, 60% of the student population served at the school site will have started in at least one activity or resource referral.

Priority Area: Education

Performance Measure Title: Number of students completing academic intervention, service-learning project, enrichment or resource referral
Service Category:
                  Elementary Education

Strategy to Achieve Results

 Briefly describe how you will achieve this result (Max 4,000 chars.)
 Provision of academic tutoring, service-learning or resource-case management referral.

Result: Output

 Result.
 Students will complete an academic tutoring or enrichment program, participate and reflect in a service-learning

project or leadership class, and/or follow through with a resource-case management referral.

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

      Target : K-8 students at-risk for not promoting to grade level or dropping out.

   Target Value: 30000

   Instruments: Snapshot of resource-case management referrals
                Attendance logs
                Student monthly contact log
                Class or project evaluation

PM Statement: K-8 students will successfully complete an academic intervention, enrichment or service learning program or follow through with a resource referral.

Result: Intermediate Outcome

Result.
 At the end of each project year, at least 60% of the students participating in service-learning projects or academic

interventions or followed through on resource referrals will have improved school attendance.

   Indicator: (PRIORITY) ED6: Youth w/improved school attendance.

National Performance Measures

Result.

Target : K-8 students at-risk for not promoting to grade level or dropping out.

Target Value: 40000

Instruments: School attendance records
Academic intervention, service-learning project attendance
Snapshots of resource case management referrals

PM Statement: For school attendance, 70% of students identified as having a school attendance issue will reduce their number of absences by 25%; for school tardiness, 70% of students identified as having a school tardiness issue will reduce their number of tardiness infractions by 25%.

Result: Intermediate Outcome

Result.

Performance Indicators will all be set at a level of 40% change. Achievement level gains in both reading and math

will be measured based on pre/post assessment data using academic report card grades with gains defined as

.5% or 1/2 letter grade change in effect.

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

Target : K-8 students at-risk for not promoting to grade level or dropping out.

Target Value: 40000

Instruments: Pre/post assessment data
State or district mandated testing in core subjects (reading, writing, math, science, social studies)
Student contact logs
Attendance rosters

PM Statement: 40% of students will make achievement level gains in math and/or reading after participating in math and/or reading support/enrichment based on pre/post assessment data using state or school district approved assessments, where gains are defined as moving one or more grade level benchmarks or documented through state mandated proficiency testing.

Priority Area: Education

Performance Measure Title: Number of students start academic intervention, service-learning project, enrichment/leadership class or resource referral

Service Category: Secondary Education

Strategy to Achieve Results

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

Social norms among 9-12 grade students will change to include academic success, increased volunteerism and

service-learning participation, decreased negative behaviors, and increased sense of community at school.

Result: Intermediate Outcome

Result.

Students regularly participating in the program will demonstrate improvement in performance measures of school

attendance and the reduced number of disciplinary referrals.

Indicator: (PRIORITY) ED6: Youth w/improved school attendance.

Target : 9-12 grade students at-risk of not promoting to grade level, graduating or dropping out of

National Performance Measures

Result.

         school.

  Target Value: 20000

  Instruments: Attendance rosters - classroom - school day
         Attendance rosters - academic intervention classes - before or after school programs
         Student contact logs

PM Statement: For school attendance, 70% of students identified as having a school attendance issue will reduce their number of absences by 25%; for school tardiness, 70% of students identified as having a school tardiness issue will reduce their number of tardiness infractions by 25%.

Result: Intermediate Outcome

Result.

Eligible students gain credit hours to graduate. Increase the number of students participating in college and

career readiness activities.

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

    Target : 9-12 grade students at-risk of not promoting to grade level, graduating or dropping out of

         school.

  Target Value: 12000

  Instruments: Attendance rosters - classroom - school day
         Attendance rosters - college/career readiness classes - before or after school programs
         Student contact logs

PM Statement: 70% of eligible students obtain student credit hours needed for graduation and/or participate in college and career readiness programs.

Result: Intermediate Outcome

Result.

Students will achieve academic performance based on state mandated testing and graduation requirements.

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

    Target : 9-12 grade students at-risk of not promoting to grade level, graduating or dropping out of

         school.

  Target Value: 15000

  Instruments: Pre-and Post assessments
         Student monthly contact logs
         Reading, writing and/or math core-program assessments
         Formative classroom assessments
         Attendance rosters - classroom - school day
         Attendance rosters - academic intervention classes - before or after school programs

PM Statement: Performance Indicators will all be set at a level of 40% change. Achievement level gains in both reading and math will be measured based on pre/post assessment data using achievement/performance on state or school district mandated testing in the core subjects of reading, math, writing, social studies and science. Gains are defined as moving one or more grade level benchmark, documented through proficiency test scores.

Result: Output

Result.

National Performance Measures

Result.

Students will complete an academic tutoring program, participate and reflect in a service-learning project, complete an enrichment/leadership class, participate in college/career readiness activities. Students will follow through on resource-case management referrals.

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

Target : 9-12 grade students at-risk of not promoting to grade level, graduating or dropping out of school.

Target Value: 15000

Instruments: Student monthly contact logs
Reading, writing and/or math core-program assessments
Formative classroom assessments
Attendance rosters - classroom - school day
Attendance rosters - enrichment classes - before or after school programs
Self-reporting
Reflection journals

PM Statement: At the end of each school year, at least 60% of 9-12 grade students will start an academic, enrichment, leadership, college/career program and/or participate in a service-learning project and follow through on resource-case management referrals.

Priority Area:	Education

Performance Measure Title: Number of students completing academic intervention, service-learning project, enrichment/leadership class or resource referral

Service Category: Secondary Education

Strategy to Achieve Results

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

Provisions of academic tutoring, service-learning, college/career readiness, enrichment/leadership classes and resource-case management.

Result: Intermediate Outcome

Result.

Eligible students graduate and obtain their high school diploma. Increase the number of students participating in college and career readiness activities.

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

Target : 9-12 grade students at-risk of not promoting to grade level, graduating or dropping out of school.

Target Value: 12000

Instruments: Senior capstone project completion, if applicable
Senior portfolio
Attendance rosters
State mandated test scores

PM Statement: 70% of eligible students graduate based on student credit hours needed for graduation and/or participate in college and career readiness programs.

National Performance Measures

Result: Intermediate Outcome

Result.

Students regularly participating in the program will demonstrate improvement in performance measures of school

attendance.

Indicator: (PRIORITY) ED6: Youth w/improved school attendance.

Target : 9-12 grade students at-risk of not promoting to grade level, graduating or dropping out of

school.

Target Value: 15000

Instruments: Attendance rosters - classroom
Attendance rosters - before/after school programs
Self-reporting
Student contact logs

PM Statement: For school attendance, 70% of students identified as having a school attendance issue will reduce
their number of absences and tardies by 25%.

Result: Output

Result.

Students will achieve academic performance based on state mandated testing and graduation requirements.

Students will complete an academic tutoring program, participate and reflect in a service-learning project,

complete an enrichment/leadership class, participate in college/career readiness activities. Students will follow

through on resource-case management referrals.

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

Target : 9-12 grade students at-risk of not promoting to grade level, graduating or dropping out of

school.

Target Value: 12500

Instruments: Pre-and Post assessments
Student monthly contact logs
Reading and/or math core-program assessments
Formative classroom assessments
Attendance rosters - classroom - school day
Attendance rosters - enrichment classes - before or after school programs
Self-reporting
Reflection journals

PM Statement: At the end of each project year, at least 60% of 9-12 grade students will complete an academic,
enrichment, leadership, college/career program and/or participate in a service-learning project and
follow through on resource-case management referrals.

Result: Intermediate Outcome

Result.

Students will achieve academic performance based on state mandated testing and graduation requirements.

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

Target : 9-12 grade students at-risk of not promoting to grade level, graduating or dropping out of

National Performance Measures

Result.

school.

Target Value: 8000

Instruments: Pre-and Post assessments
Student monthly contact logs
Reading, writing and/or math core-program assessments
Formative classroom assessments
Attendance rosters - classroom - school day
Attendance rosters - academic intervention classes - before or after school programs

PM Statement: 40% of students will make achievement level gains in math, writing and/or reading after participating in math, writing and/or reading support/enrichment based on pre/post assessment data using state approved assessments, where gains are defined as moving one or more grade level benchmarks or documented through proficiency testing.

Subapplicants

ID	Organization	Amount Requested	Amount Approved	# FTEs Requested	# FTEs Approved	Status
	Totals:	$0	$0	0.00	0.00	

Required Documents

Document Name	Status
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable