



## Narratives

### Executive Summary

The focus of the Iowa Alliance of Boys & Girls Clubs' AmeriCorps Education Enhancement Project is to help Iowa's youth achieve success in school and to decrease the school dropout rate. Members will be serving as youth development professionals providing after school homework help, healthy choices programming, or case management support for "at risk" youth. Members will serve at Boys & Girls Clubs in seven different communities across Iowa.

### Rationale and Approach

#### A. Rationale and Approach

##### 1. Compelling Community Need

The focus of the AmeriCorps Education Enhancement Project ("the Project") addresses the Corporation for National and Community Service's ("the Corporation") service priority area of unmet educational needs within communities. More specifically, the Project's aim is to help Iowa's youth achieve success in school and to decrease the school drop out rate while also promoting healthy choices. This will be accomplished through an after-school program of tutoring, healthy choices training, and intentional tracking (i.e. case management) of those students identified as most at risk of failure. The Project will be a state-wide initiative by the Iowa Alliance of Boys & Girls Clubs with the following communities as targets: Adair, Council Bluffs, Carter Lake, Cedar Rapids (4 sites), Waterloo, Davenport, Des Moines (4 sites), and Sioux City. The Boys & Girls Club of Central Iowa ("BGCCI") will serve as the fiscal agent.

There are many factors that create barriers to academic success, such as socioeconomic status, poor academic performance, teen pregnancy, drug and alcohol abuse, lack of meaningful adult connection, and race/ethnicity status. Iowa's youth are not exempt from facing these same barriers. As evidence of this, Iowa's 2008-2009 graduation rate decreased to 88.7% from the previous year. Furthermore, the

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2009 Annual Condition of Education Report by the Iowa Department of Education reports the following statistics regarding Iowa youth:

\*The national average for percent of children living in households where both parents work outside the home was 55.6% while Iowa's rate was considerably higher at 64.6%.

\*57 Iowa counties had between 10 and 14.9% of individuals living below the poverty level and six counties had over 15% or more living below the poverty level.

\*76 Iowa counties had between 10 and 19.9% of children living below the poverty level and nine counties had 20% or more children living below the poverty level. The overall poverty rate of children living in Iowa was 13.7%.

\*The percent of people age 25 and older who have earned a Bachelor's degree in Iowa was 24.3% while the national percentage was 27.5.

\*The Iowa teen birth rate was 31.3 per 1000 15-19 year old females. Twenty-eight Iowa counties had a teen birth rate of 40.0 or more.

\*The drop out rate for minorities was significantly higher than non-minorities (African-American rate was 4.06, American Indian rate was 5.96 and Hispanic rate was 3.90). Overall, the minority drop out rate was 3.74% compared to 1.69% for non minorities.

\*All minorities represented only 13% of public education enrollment, but accounted for 25% of the total drop outs.

As evidenced by the statistics below, there are significant discrepancies between 4th, 8th, and 11th grade Iowa Tests of Basic Skills ("ITBS") scores in reading, math, and science between minority and non-minority students in Iowa. In addition, a large discrepancy exists in ITBS scores based on socioeconomic status which is measured by students who are eligible for free and reduced lunch. The

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project seeks to close this achievement gap by focusing on the barriers to academic success.

### ITBS Reading Proficiency

Status 4th grade 8th grade 11th grade

White 82.2 76.2 79.2

African-American 56.3 45.2 50.8

Hispanic 62.6 49.1 55.9

American Indian 63.6 61.2 59.6

Eligible free/

red. lunch 66.4 55.1 60.3

Not eligible 86.2 80.7 82.1

### ITBS Math Proficiency

Status 4th grade 8th grade 11th grade

White 83.4 79.4 80.2

African American 54.6 44.5 44.8

Hispanic 63.1 54.6 55

American Indian 61.5 59.7 61.0

Eligible free/

reduced lunch 67.9 59.1 60.0

Not eligible 86.9 83.5 83.0

### ITBS Science Proficiency

Status 4th grade 8th grade 11th grade

White n/a 84.5 82.9

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African American n/a 56.8 53.6

Hispanic n/a 62.5 62.5

American Indian n/a 70.3 64.3

Eligible free/

reduced lunch n/a 68.4 66.9

Not eligible n/a 87.6 85.0

The following data from the 2008 Youth Survey confirms the need for the Project's additional focus on healthy choices:

State of Iowa

2008 Youth Survey

	alcohol use	tobacco use	drug use
11th grade girls	35%	19%	15%
11th grade boys	37%	29%	18%
8th grade girls	16%	7%	9%
8th grade boys	16%	8%	8%
6th grade girls	4%	2%	4%
6th grade boys	6%	3%	5%

Given the gap between parents' work schedules and children's school schedules, the need for safe opportunities for children and youth during out-of-school time is becoming more and more evident. The United States Department of Justice Office of Juvenile and Delinquency Prevention reports that

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teens who do not participate in after school programs are three times more likely to use marijuana, drink alcohol, smoke cigarettes, and engage in sexual activity. In addition to providing safe environments for children and youth, after school programs are proven to expand student learning and success. The U.S. Department of Justice also reports that teens not involved in after school programs are five times more likely to be D students, as compared to students involved in after school programs, 75% of whom are A or B students. (Source: Iowa's Blueprint for After school, Iowa After school Alliance, Summer 2008).

The mission of the Boys & Girls Clubs is "to inspire and enable all young people, especially those who need us most, to realize their full potential as productive, responsible and caring citizens." The unmet educational needs of Iowa youth were chosen as a focus because those needs fit nicely with the long established mission and goals of the Boys & Girls Clubs. The Project will follow the Boys & Girls Clubs of America's ("BGCA") Youth Development Strategy. The overall goal of BGCA is that youth emerge from their youth into adulthood with a true sense of:

- \*Competence--The feeling that there is something they can do and do well
- \*Usefulness--The opportunity to do something of value for other people
- \*Belonging--A sense that they have a place where they fit and are accepted.
- \*Influence--A chance to be heard and influence decisions.

Boys & Girls Clubs work to lower risk factors for youth by providing not only the stability of a safe place to go after school hours, but also the academic, emotional and social support youth need to reach their full potential. However, after school programs need local involvement through community volunteers, donors, and leadership. A partnership with AmeriCorps members through the Project will facilitate this local involvement, build capacity for local clubs, and provide direct services to youth. As a result, youth

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will have increased support to overcome barriers to achieving academic success.

In terms of results specific to Boys & Girls Clubs, millions have benefited from belonging to a Boys & Girls Club since the first Club opened its doors in 1860. Based on national research by Louis Harris & Associates, Club alumni have very strong feelings about their individual Club experiences:

\*28% would have dropped out of high school if not for Boys & Girls Clubs

\*26% also went on to earn 4-year college degrees which is equal to the national benchmark, however, this is a remarkable achievement considering that many Club members come from disadvantages circumstances

\*51% said they achieved a higher level of education than they thought possible because of their Club

\*57% of alumni said participating in the Club saved their life

AmeriCorps members will provide direct educational support services to assist Iowa youth in reaching their full potential. Twenty-five AmeriCorps members (12 full-time, 13 part-time) will perform direct service assisting young people at Boys & Girls Clubs and help deliver quality programming at 14 different sites across the state of Iowa.

In general, the population of youth served by the Iowa Alliance of Boys & Girls Clubs is as follows:

\*56% males and 44% females

\*29% African-American, 2% Asian, 53% Caucasian, 8% Hispanic, and 7% Multi-Racial

The 14 different sites across Iowa were selected based on their need and lack of resources in their geographic area. The need for an AmeriCorps program was determined through discussion about gaps in service and reflecting on the goals of Impact 2012, the five-year strategic plan of BGCA which seeks to

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deepen the impact of Boys & Girls Club organizations on the youth they serve. As a result of these discussions, Clubs who were interested in the program were surveyed about their needs and potential positions for AmeriCorps members.

### 2. Description of Activities and Member Roles:

AmeriCorps members will be working as youth development professionals providing after school homework help with a specific focus on "at risk" Club kids ("Power Hour: Making Minutes Count"), healthy choices programming ("SMART Moves: Skills Mastery and Resistance Training), and case management support or intentional tracking for those youth identified as "at risk." Youth will be identified as "at risk" if they possess two or more of the following: 1) minority status 2) eligible for free/reduced lunch 3) drug/alcohol use 4) poor school attendance 5) behavior issues (suspensions/expulsions) 6) poor grades. Youth possessing these traits will be focused on since statistics show a direct correlation between these traits, drop out rates, and overall poor educational success.

Power Hour: Making Minutes Count--AmeriCorps members will provide individualized homework help and tutoring activities during after school time to Club kids who are identified "at risk" by: (1) using strategies to make homework fun, (2) use of technology and the Internet to support homework help and tutoring, (3) character development through homework completion, (4) recognition and incentive strategies, and (5) one on one tutoring for hard to reach youth. AmeriCorps members will work in cooperation with parents and school professionals to develop an academic plan to improve the child's academic standing. AmeriCorps members will monitor and track youth progress and document educational accomplishments through daily lessons plans, quarterly progress reports, and on going communication with parents and teachers.



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In general, Power Hour: Making Minutes Count provides Club youth with the support, resources and guidance necessary to complete their homework -- and start the school day with a sense of confidence and ability. As Club members complete homework assignments and bonus activities, they accumulate Power Points, which may be used to obtain Power Rewards -- prizes, activities and incentives. In addition, Power Hour offers tutoring assistance for members who need additional work in special areas.

Power Hour offers a structured time and place for AmeriCorps members to help Club kids with an important aspect of the educational process -- homework. Club kids emerge from the program better prepared for classes and proud of their hard work and accomplishments. While our current Clubs do offer the Power Hour program, the AmeriCorps members' position will be unique in that it will focus on those youth who are identified as "at risk" and will provide additional time and assistance. This will allow Clubs to provide extra attention and focused assistance to at-risk Club members and those in need of motivation and direction. With the proper guidance and support, every Club member has the chance to develop self-directed learning skills and to be successful in school.

SMART Moves: Skills Mastery and Resistance Training--AmeriCorps members will assist kids make healthy choices by running or help running SMART Moves. Boys & Girls Clubs of America developed and field-tested SMART Moves, a comprehensive program to help young people develop skills to resist alcohol, tobacco, other drug use and premature sexual activity. The program is based on two rigorously tested curricula: Life Skills Training (Gilbert Botvin, Ph.D., Cornell University) and Project SMART (William Hansen, Ph.D., University of Southern California). Healthy choices will be targeted by the Project because making unhealthy choices (drug, alcohol, sexual activity) constitute a barrier to academic success and graduation. The Projects aim is to remove as many barriers as possible for youth in order to give them the best possible chance for success in education.

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SMART Moves is now used successfully in communities across the nation. The program is based on a resistance-training/social-skills model. Using small-group activities, it teaches young people to recognize and resist media influences and peer pressures to engage in alcohol, tobacco, other drug use and early sexual involvement. The program has received numerous awards and was written up in many national publications praising its results.

SMART Moves recognizes that in addition to resistance training and the development of social skills, self esteem is an important factor in regulating basic human drives and attitudes. When children are made to feel that they matter -- that they have a unique contribution to make -- and when they are helped to understand their feelings, they are less likely to endanger their own health or that of others by indulging in behaviors that put them at risk.

SMART Moves also recognizes that in order for youth to learn and apply prevention principles, prevention programs must include parents and members of the community. SMART Moves uses a team approach to implement the program. The prevention team consists of Club staff, community representatives, parents and older teens.

Specifically, AmeriCorps members will prepare youth for healthy choices by establishing program objectives; and oversee day-to-day program activities. Members will ensure youth are encouraged to participate in a variety of programs and activities as well as receive instruction and constructive feedback to develop skills. They will be expected to demonstrate leadership, uphold standards of programming; ensure evaluation on a regular basis; address the gender and cultural diversity needs of the youth, supervise volunteers and staff including feedback; and consult with parents and service organizations.

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Case Management: AmeriCorps members will be utilized to implement a new strategy for ensuring kid's success by utilizing a case management approach or intentional tracking approach. AmeriCorps members will be responsible for tracking each individual child on a case-by-case basis, beginning with those kids identified as "at risk". This is the first time that Clubs have been able to utilize a case management approach with their youth. This will enable closer tracking and monitoring of a child's educational plan and developing and more personal relationship with each child. In addition, the case management approach will help youth during critical transition periods. These periods include transitioning from elementary school to Middle School and from Middle School to High School.

Particular emphasis will be placed on these transition periods because this is the time when kids often quit attending their Club. In addition, eighth grade is when many of the graduation drop outs occur. AmeriCorps members can directly help kids meet their full potential by helping kids stay in school and closely tracking their individual specific needs.

AmeriCorps members will provide educational support and healthy choice programming during after school and summer programming periods. The 12 full-time members will each deliver 1700 hours, and the 13 part-time members will deliver 900 hours of service to young people at local Boys & Girls Club throughout Iowa. Each site may offer programming that relates directly to the needs of the children that they serve and the grant programs that they operate. The main goal of the Project is to prepare youth to become productive, responsible and caring citizens through educational enhancement and addressing the barriers to success, such as unhealthy choices.

AmeriCorps Members will be trained by the newly hired AmeriCorps Program Director on appropriate AmeriCorps activities and alerted to prohibited activities through both presentations and written

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communication expressing those prohibitions. Each AmeriCorps member will be provided with a Project manual that will include all required forms, reports, and policies for the program. Part-time members will provide an efficient use of member service years due to the time frame which children are out of school. Full-time AmeriCorps members will be able to spend more time on planning, design, and preparation while the students are in school. AmeriCorps Member led programs and support for such programs would be in highest demand for three to four hours each school day. Therefore, by utilizing some part-time members, the program will maximize the percentage of members' service time that would be actively spent with young people, while also tapping into a broader pool of available young workers and reducing the costs per member years of the program.

AmeriCorps members will receive training from their site supervisor and on-going training throughout the year from other BGCA resources. AmeriCorps members will be expected to complete the same "new hire" training that new employees must complete. This will provide training on BGC policies, procedures, program training, organizational history, just to name a few.

18.5 MSY AmeriCorps members will be placed at the followings sites:

Boys & Girls Club of Central Iowa, Des Moines, (4 sites), 3 MSY (full-time)

Boys & Girls Club of Cedar Rapids, Cedar Rapids (4 sites), 4 MSY (full-time)

Boys & Girls Club of Central-Southwest Iowa, Adair (1 site), 1 MSY (full-time)

Boys Club of Sioux City, Sioux City (1 site), 3 MSY (2 full-time, 2 part-time @ .50)

Boys & Girls Clubs of the Midlands, Council Bluffs and Carter Lake (2 sites), 4 MSY (1 full time, 6 part-time @ .50)

Boys & Girls Clubs of Black Hawk Co., Waterloo (1 site), 1.5 MSY (1 full-time, 1 part-time @ .50)

Boys & Girls Clubs of Quad Cities, Davenport (1 site), 2 MSY (4 part-time @ .50)

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### 3. Measurable Outputs and Outcomes

Measurable output #1 (ED1): Number of students who start in an AmeriCorps education program.

Intermediate outcome: Youth will have daily access to homework help and tutoring which should improve their fluency in math and reading and prepare them for success in school.

End outcome: 700 youth between the ages of 5 and 18 will participate in homework help and/or tutoring (Power Hour) sessions during program year 1. This output will be tracked using program attendance records.

Measurable output #2 (ED2): Number of students who complete participation in AmeriCorps education program

Intermediate outcome: Youth will have daily access to homework help and tutoring which should improve their fluency in math and reading and prepare them for success in school.

End outcome: The number of students from Measure 1 who complete participation in the activity.

Measurable output #3 (ED6): Number of youth who have improved their school attendance over the course of the AmeriCorps program's involvement with the student.

Intermediate outcome: Youth will have student engagement, including student attendance and student behavior.

End outcome: Students will improve their school attendance with the goal of 80% attendance. This data will be collected through classroom/school attendance logs.

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The Project will address Education, and we will be using National Performance Measures, ED1, ED1, and ED6.

#### 4. Plan for Self-Assessment and Improvement:

Boys & Girls Clubs of America provides systems to help individual Club organizations to improve programs and to evaluate and develop both the boards of directors and the staff of clubs throughout the state. Recently, BGCA developed a Standards of Effectiveness for the State Alliances to self-evaluate. Individual organizations self-assess organizational capacity and performances through the Standards of Effectiveness which covers marketing, technology, board development, financial sustainability, human resources, programming, and resource development. BGCA's staff re-evaluates the local report and assists local organizations in setting up strategic goals to increase our abilities and capacities.

In addition to the Standards of Effectiveness, the Project will self-assess on a quarterly basis by reviewing individual Club data, the work plan, and checking against performance measures. The AmeriCorps Program Director will work directly with Club Executives, unit directors and the AmeriCorps members during this review which may include a site visit to determine status and next steps as well as continue to learn best practices through his or her own training through AmeriCorps.

AmeriCorps members will be asked to complete quarterly program evaluations that gain information and feedback in regards to an AmeriCorps members current experiences with the program, their achievement of personal goals, and areas in need of improvement. In addition, a final year end survey will be collected on all AmeriCorps members that will seek their input on program structure, outcomes, areas in need of improvement, best practices, and personal stories.

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### 5. Community Involvement

Boys & Girls Clubs across Iowa are integrated components of their local communities. Most Clubs are the result of a grassroots effort by local citizens to create a safe, inviting and nurturing place for the community's children. Clubs have partnerships throughout their community with schools, social service agencies, United Way, and other government entities. Each Club develops partnerships based upon the current needs of the particular community and the needs of the children served. Local parents, teachers, financial professionals and a myriad of other interested parties serve on each board of directors. They also fundraise, provide direction and input to their Clubs. Clubs recruit Board Members, staff and volunteers from local area businesses and community members. In addition, Club staff hold many volunteer positions in community coalitions, local boards, and school and government groups.

The need for this Project resulted from our evaluations of pre and post test scores and local statistical data from school districts, the Department of Human Services and the Department of Education. It became apparent that we have an achievement gap in Iowa youth. With the increasing demand for Club programming and the high number of youth in need of educational support, it became a critical need to expand the capacity of the Clubs. Based upon Club input from across the state, it was determined that the AmeriCorps program would be an excellent fit to address our increasing demand for services and provide a valuable workforce.

We will continue to engage community partners and stakeholders throughout the Project period by having community partners share their expertise, lend their leadership, and participate in program planning. Board members from individual Clubs attend meetings and provide invaluable feedback to clubs. We will continue to collaborate with law enforcement, departments of social services, and other organizations in the community because of their access to youth on a regular basis.

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### 6. Relationship to other National and Community Service Programs:

The Boys & Girls Club of Central Iowa currently participates in the Iowa Campus Compact AmeriCorps/Vista Program. They currently have one AmeriCorps/Vista member placed in their Club as part of this program. This member serves as the Volunteer Coordinator for the Club. Since the focus of that position is on volunteer coordination, it would not be a duplication of the current application to enhance educational programming.

### 7. Potential for Replication

The potential for replication of this Project is high. This proposal is loosely based on Boys & Girls Club of Indiana and Boys & Girls Club of Colorado's proposal and has been modified to fit the needs of Clubs in Iowa. Both Indiana and Colorado's Alliance Director have given us feedback on what they believe they have done well and what they would do differently. Because we are only piloting this Project in 7 out of the 9 Clubs in Iowa, we believe more Clubs will want to participate once they see how well the AmeriCorps program integrates into our Clubs. We also believe that Clubs across the country will be able to replicate this model to fit their state, just as we have done with Indiana and Colorado.

Plans for replication begins with a thorough documentation of the process, gathering and analyzing data, and sharing at monthly executive director meetings. Strategies will include: reports of impacts, presentations from participating Clubs to non-participating Clubs and communities, sharing stories about the benefits to local staff and youth, and each executive director will be required to report to their board and staff the details of the program.

### **Organizational Capability**

Organizational Capability



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### D. Organizational Capacity

#### 1. Sound Organizational structure

The Boys & Girls Clubs of Central Iowa (BGCCI) was founded in 1963. We opened our doors in a small remodeled grocery store on June 12, 1967. Today, we serve more than 7,200 Central Iowa youth ages 5-18 from 63 local schools. We offer hands-on educational and experiential enrichment every day after school, as well as all-day programming during the summer and other breaks. Club is a safe setting where youth can participate in both supervised and self-directed activities designed to give them the developmental assets necessary in becoming successful adults. Homework help, leadership opportunities, computer access, and a plethora of age-appropriate activities are offered at Club daily. Our youth development strategy is to instill a sense of competence, useful, belonging, and influence in the youth we serve. We accomplish this as our Club kids participate in five core programming areas:

1. Character and Leadership Development
2. Health and Life Skills
3. Education and Career Development
4. The Arts
5. Sports, Fitness, and Recreation

BGCCI currently has over 2,200 members and reach an additional 5,000 youth through our outreach efforts. We're open to all youth, and our programming is relevant to kids from every background. To make certain that we serve those who need us most, we intentionally locate our Club sites in underserved areas with high concentrations of youth in challenging circumstances. Some key BGCCI

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demographics are:

\*93% of families we serve have a total income of less than \$35,000

\*Over 98% of funding is raised privately by the Board of Directors, Trustees, volunteers and staff.

\*Membership is only \$10 a year for youth, but no one is denied membership if unable to pay.

\*Programming is run efficiently and actual costs are kept to approximately \$928 per member a year.

\*We provide an additional 75 days of academic skill-building opportunities for each child per year through our programming.

\*91% of our Club kids graduate high school, compared to 50% of their peers

\*Over 50% of our families have a combined family household income under \$10,000/year.

For 46 years, BGCCI has been at the forefront of youth development, working with young people from disadvantaged economic, social and family circumstances. BGCCI has actively sought to enrich the lives of girls and boys who other youth agencies have had difficulty reaching. As you can see, BGCCI has the experience and qualified staff to be the fiscal agent for the Project. In the past five years, BGCCI has administered 5 federal grants (for e.g. Office of Juvenile Justice and Delinquency Prevention) and 3 other state or local grants.

Our ability to serve multi-service sites is already in place. The Iowa Alliance is composed of 9 Clubs in 17 different sites. Each of these Club sites has had significant experience in working with local, state and national funding sources. Each Club site will be visited at least twice during the grant period to ensure fiscal and programmatic compliance. At these site visits, an on-site monitoring tool will be completed to ensure stringent adherence to program and fiscal requirements. BGCCI has prior experience in being the fiscal agent for a multi-site grant from the Department of Health, so we have operated in that situation before and are already familiar with running this type of project.

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In order to ensure common program threads, an AmeriCorps Education Enhancement Project manual will be created for each Club and each AmeriCorps member. The manual will obtain outlined information in regard to program expectations, program outcomes, reporting requirements, AmeriCorps service requirements, prohibited activities, service logs and journaling. During quarterly Executive Director Round Tables, the AmeriCorps Project will be a required agenda item with a program update including success and areas in need of improvement.

Board of Directors, Administrators and Staff:

Please see the attached organizational chart for our management and staff structure. The key fiscal responsibilities will fall on Dave Klinkenborg, (Director of Operations), Katie Byers, (Alliance Director), 7 Unit Directors, and the AmeriCorps Program Director who will be a new hire for the purposes of this project.

The newly hired AmeriCorps Program Director will be responsible for recruiting and hiring AmeriCorps members, ensuring compliance with all AmeriCorps' regulations, all paperwork and reporting involved with the Project, and the general operation of the Project.

Dave Klinkenborg has 25 years in service and has been employed with the Boys & Girls Club for four years. Dave has a B.A. in Social Work and Sociology and Master's Degree in Social Work (MSW). Dave will be in charge of the fiscal responsibilities for the AmeriCorps project. He has administered many grant programs and follows general accounting principles at all times.

Katie Byers has 5 years experience as an attorney and 13 years experience with grant writing, board

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experience and working with non-profit groups. In her capacity as an attorney, she worked extensively in the juvenile justice arena. She has a B.A. in French and a Certificate in International Business. She also has a Juris Doctor. She has over a decade of experience in supervision and management. As Director for the Iowa Alliance, she will assist with the planning and implementation of the grant as well as oversee the new AmeriCorps Program Director.

At each site where an AmeriCorps member will be placed, the day-to-day supervision and training will be by the respective Unit Directors. Unit Directors are required to have a college degree and have many years experience in the field of youth development.

### Plan for Self-Assessment or Improvement

Boys & Girls Clubs of Central Iowa seek to continually improve the quality and efficiency of its organization. In an effort to assure that this occurs, BGGCI undertakes several annual and semi-annual evaluation measures to evaluate programming, staffing, facilities and organizational capacity. Every year, the entire organization undertakes the "Commitment to Quality" process outlined by the Boys & Girls Clubs of America. This process involves staff, board members, volunteers, members, and parents in the evaluation of Club programming, facilities, and staff in order to identify organizational strengths and opportunities for improvement. In addition to "Commitment to Quality" process, each Club surveys its members every six months to evaluate the impact of Club programming and to better understand the opinion of their members. Staff members also undergo annual evaluations with their direct supervisors and have the opportunity to communicate feedback to the administrative office throughout the year.

### Plan for Effective Technical Assistance

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Immediately upon contract approval, the Unit Directors and Program Director will begin their training. The Program Director will develop a Project manual for all staff and executives that will focus on stated requirements of the contract, mandatory paperwork and forms, and policies and procedures for the program. We will offer a state-wide AmeriCorps orientation session that will focus on putting the planning, marketing, and recruiting efforts in place. We will develop committees to assist in developing marketing tools, recruitment tools and evaluations. During the four Executive Director Round Tables, the Executive Directors will receive a "mini-training" session that will focus on areas of concerns or areas of need in regard to the AmeriCorps program. In addition to the professional development programs and program orientation that will provide substantial training on child development, tutoring, program development, and First Aid/CPR, AmeriCorps members will have at their disposal many well trained and experienced staff members throughout the state. All Clubs have expressed a willingness to train not only the AmeriCorps members placed at their site, but any AmeriCorps members in the program in any contact area about which their site possesses particular knowledge.

The Program Director will manage technical assistance requests and will maintain regular contact with all AmeriCorps members and Unit Directors to address any technical assistance issues that might arise. Whenever possible, the Program Director will refer AmeriCorps members to staff at partner sites who can address their individual assistance needs. When appropriate, the Program Director will arrange ad hoc training sessions to address program-wide technical assistance needs, arranging for appropriate support from partner sites or other community resources. It is expected that the Project will serve as a basis for future collaboration among project partners and as such, if needs arise that extend beyond the original parameters of the Project budget, it is expected that the partners will work collaboratively to address this need.

Sound Record of Accomplishment as an Organization

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### Volunteer Generation and Support

BGCCCI employs a Volunteer Coordinator who manages volunteer recruitment, screening, training and program activities for all Club site volunteers. The Volunteer Coordinator also (1) identifies opportunities for volunteer participation and implements policies and procedures for volunteer recruitment, selection, training and participation in activities at the Club site, (2) develops collaborative relationships with businesses and organizations that are potential sources for Club volunteers, and (3) coordinates special events (community resource fairs, etc.) and activities to increase awareness of existing and new volunteer programs and to recognize volunteers.

All Clubs in Iowa actively recruit volunteers from the community to assist in the delivery of youth programming. The organizations post volunteer opportunities on the internet through the United Way Volunteer Match program as well as through organizational newsletters and mailings. Clubs also recruit volunteers through each of 17 individual Clubs throughout Iowa. Iowa Clubs utilized 1120 volunteers during 2007. Our many volunteers expand the fundraising and programmatic capacity of the organizations by running on-going youth programs, staffing fundraising events, improving Club facilities, and connecting the organizations with their businesses and employers as potential funders.

### Organizational and Community Leadership

Boys & Girls Clubs of Central Iowa will serve as the fiscal agent for this AmeriCorps Project. BGCCI has also served as the fiscal agent for the Iowa Alliance of Boys & Girls Clubs.

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In 2007, the Clubs of the Alliance served over 24,546 youth in Iowa with an average attendance in Iowa Clubs of 1,439 young people per day. In 2007, the cost of providing comprehensive youth development services was \$3,964,283. School districts in Polk County are investing in various projects to support suspended, expelled or other at-risk students. Their focus is on school attendance rates, youth on track for high school graduation, and the number of youth involved in extra-curricular and out-of-school activities (non-school, volunteer, and employment). These initiatives are included in the Polk County Youth Development and School Success Business Case, and the Des Moines Public School District is a critical partner to these community efforts.

In addition to being actively involved in the Business Case for youth development, BGCCI collaborates with the many Polk County entities through a number of specific community initiatives, which includes the following: the Executive Director of BGCCI serves as co-chair of the Polk County Empowerment Board/Early Childhood Partnership Board, chair of the Greater Des Moines Leadership Institute, on the Advisory Committee of the Making Connections initiative, active on the Agency Directors Association of the United Way of Central Iowa, as well as chair of the 2006 United Way Agency Campaign. BGCCI has many established program collaborations as well, including sponsoring a health clinic at its Logan Unit (in partnership with FreeClinics of Iowa), transporting youth living at two homeless shelters to the First Christian Unit for daily Club activities (in partnership with New Direction Shelter, St. Josephs Shelter and the United Way of Central Iowa), and summer outreach to youth through the Summertime Club Fun Mobile (in partnership with City of Des Moines Parks and Recreation Department).

BGCCI is also collaborating with the Des Moines Public School District, City of Des Moines, Iowa Health Systems and many other community entities in the building of the new Longfellow/Wallace Community School. The Building Potential One Kid at a Time Capital Campaign will enable BGCCI to have 5,500 square feet of dedicated Boys & Girls Club space and another 20,000 square feet in shared space within

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the school building. An added part of this project is to make significant capital improvements to the Logan Unit with the goal of creating a "Teen Center" -- an architectural firm has been hired and design is under way. These capital investments and improvements will help fulfill the goal of providing high-impact youth development services to the most at-risk neighborhoods in Polk County.

In addition, BGCCI works in partnerships with schools and local agencies to promote Club membership through its recruitment of youth at schools, participation in school events, participation in community events/fairs and by making referrals to and from other local agencies.

### Success in Securing Community Support

#### Collaboration:

This Project is a collaborative effort on behalf of 7 Boys & Girls Clubs organizations throughout the state that account for 14 individual sites. Local Clubs partner with schools, local businesses, local colleges and universities, and the communities as a whole. The many partner organizations that will implement the Project have cultivated strong volunteer support that includes residents and parents from the communities AmeriCorps members will serve. Support for our partner sites indicates a strong commitment from the community to this type of program, which the Boys & Girls Clubs will build upon.

Partner sites will provide space and oversight for AmeriCorps member programming, and most importantly a ready pool of youth in need. By locating AmeriCorps members either individually or in small numbers at these sites, they will all be able to create programs that will not require large staffing increases to sustain. Partner programs and host sites at this point include:



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Boys & Girls Club of Central Iowa, Des Moines, (4 sites)

Boys & Girls Club of Cedar Rapids, Cedar Rapids (4 sites)

Boys & Girls Club of Central-Southwest Iowa, Adair (1 site)

Boys Club of Sioux City, Sioux City (1 site)

Boys & Girls Clubs of the Midlands, Council Bluffs and Carter Lake (2 sites)

Boys & Girls Clubs of Black Hawk Co., Waterloo (1 site)

Boys & Girls Clubs of Quad Cities, Davenport (1 site)

### Local Financial and In-Kind Contributions

Boys & Girls Clubs have positive relationships with local and national funders and have built a reputation as a successful and able youth serving organization. During 2007, Boys & Girls Clubs of Iowa have a combined budget of 3,964,283 which comes from a diverse pool of funding including:

Federal Government Grants 5.8%

State Government Grants 0.7%

Local Government Grants 1.8%

Contributions from Corporations 8.0%

Contributions from Trusts/Foundations 24.9%

Contributions from Individuals/Bequests 17.9%

Special Events 12.4%

Income from United Way 11.7%

Dues and Program Services Fee 1.4%

Clubs have worked hard over the past several years to increase the diversity of funding and to increase

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individual investments by donors. The Boys & Girls Clubs of Iowa is committed to the AmeriCorps program and will be providing significant amounts of match to make this program a success.

### Wide Range of Community Stakeholders

Boys & Girls Clubs across Iowa are truly community based organizations that serve a variety of stakeholders. First and foremost, our Club kids, the youth of Iowa, come from diverse communities, neighborhoods, and backgrounds. There are many stakeholders in our communities who have an interest in the presence and success of Clubs:

- \* Single, foster and working parents--by providing a safe place for their children to go after school and during the summer break for homework help and enrichment activities
- \* Schools utilize clubs for 21st Century programming--tutoring follow-up and homework help, and as an alternative setting for education
- \* Mental health agencies--utilize Clubs for individualized plans for youth and mentoring programs
- \* Community Police--utilize Clubs for gang prevention, police leagues and opportunities to better their relationship with youth and parents
- \* Social Services--utilize Clubs to provide youth with consistency when there are problems at home and provide out of school care for working parents

Community partners and stakeholders where Clubs are located are continually involved in their Clubs. They are present on their board of directors, their volunteers, and the children that attend the Clubs. Our boards of directors have fiduciary responsibility for the Clubs and are continually working to support their individual Clubs through fundraising, volunteering with youth and staff, and participating in collaborative projects. Clubs continually see their role as one that works with and for our communities. As part of our IMPACT 2012 strategic plan, we believe our role goes well beyond our walls

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to ensure that our youth and their families, other non-profit organizations, civic leaders, and social services work together to make our communities a better place.

### **Cost Effectiveness and Budget Adequacy**

Cost Effectiveness and Budget Adequacy

Cost Effectiveness

Corporation Cost per Member Service Year

We are applying for the amount of 11,701 per MSY. We will be working with 14 different sites across the State of Iowa.

Diverse Non-Federal Support

The Boys & Girls Clubs of Iowa will contribute 48% of the Project budget in its first year. The collaborative nature of the initiative multiplies the number of potential donors and resources the initiative will be able to assess. The local resources of the initiative are numerous and will only increase with proven results.

Each Club has agreed to donate supervision by unit director, personnel benefits, oversight, program supplies and copying expenses as in-kind support. In addition, Clubs will be contributing a cash match of 100% of FICA, Worker's Comp. and Health Insurance for full-time members. Any additional financial support for the initiative will come from individual Clubs and Alliance efforts including local, state and private funding

Budget Adequacy

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The stable structure of Boys & Girls Club throughout Iowa, taken in conjunction with nature of the after-school and summer hours, allow the overall program costs for this Project to remain relatively low. All of the partner sites possess significant staff resources that will be invaluable in the implementation of the Project. Partner sites will donate this staff support as in-kind support for the program, and will contribute staff expertise in other facets of the program through the program advisory council. In addition, running the program through established Clubs allows for members to immediately engage our target population without added costs to penetrate these difficult to reach groups.

Existing staff and nationally developed curriculum assist in keeping the costs of implementation low. These resources, when combined with the immense youth development resources of the Boys & Girls Clubs, provide a stable foundation for the low-cost implementation of AmeriCorps member led programming throughout Iowa. In total, the Project will deliver a full year of after school and summer programming for thousands of youth.

### **Evaluation Summary or Plan**

N/A

### **Amendment Justification**

N/A

### **Clarification Summary**

Initial clarifications from November 2010:

The budget has been revised according to the requested clarifications.

Member Travel: This amount was reduced to allow for carpooling for Members traveling to and from the same town/city. Since this left extra federal funds, this amount was added to the budget in the Member health insurance area to offset the cost to the grantee. Please note that a portion of the health

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insurance will now be paid through federal funds. It was previously funded 100% by the grantee.

Member Support Costs: The FICA calculations were not revised because there are only 12 full-time members who will be receiving a living allowance. According to page 28 of the federal instructions, all projects must pay FICA for any member receiving a living allowance. The Worker's Compensation amount was also not changed because it had already been calculated based on 25 Members (12 + 13).

Staff training: The regional trainings will be held all day long thus creating the need for snacks during the meeting as well as a box lunch for Members. In addition, an evening meal needs to be provided due to the length of the trainings and the distance traveling home.

Program Operating Costs: The budget was revised to add a background check for the new Program Director position. All other staff already have had background checks conducted upon hire.

Other Program Operating Costs: The State member management cost line item is for the web-based ONCORPS member time keeping program. This is a requirement per Iowa's instructions.

### Programmatic Clarification Summary:

The AmeriCorps Education Enhancement Project will include homework help based on the Boys & Girls Club of America's curriculum titled "Power Hour: Making Every Minute Count." The program will not include a tutoring component. The "Power Hour" curriculum from BGCA includes assessment tools and strategies to measure success. There is available for free through BGCA, a new tool kit titled, "Demonstrating the Effects of Your Power Hour Program: A Practical Tool Kit." This tool kit contains a youth survey, an attendance tracking form, an attendance data entry form, a youth survey results data entry form and a report card data entry form. We will be utilizing these forms to evaluate the success of this program and to review the data to make improvements to the program. This will assist us in targeting specific areas of need.

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The first step in the training plan for AmeriCorps members will be to hold an initial orientation for all members. This will be completed as soon as possible during the commencement of their service year. These trainings will be held in regionally in groups so Members can carpool and spend time with Members from other sites. During this new member orientation, the Iowa Alliance will comply with any service orientation or training required by the Corporation. The orientation will cover members rights and responsibilities, including the Program's code of conduct, prohibited activities (including those specified in the regulations), requirements under the Drug-Free Workplace Act, suspension and termination from service, grievance procedures, sexual harrassment, other discrimination issues, and other topics as necessary. In addition, members will recieve an overivew of AmeriCorps and national service, and, in particular, national service in Iowa and an explanation of the role of the Iowa Comission on Volunteer Service.

The new member orientation will also include training for the BGC specific Education Enhancement program. This will include the mission of BGC, the needs addressed by the project, the goals of the project, the curriculum that will be utilized, an overview of the demographics and needs of the youth that they will be serving. They will also recieve training their role in engaging volunteers and an explanation of their service project that they will be doing with the youth. At the beginning of the service year, Members will also receive Disaster training which will encompass First Aid and CPR along with the Boys & Girls Club new employees.

Another key piece to member training will be their local site orientation. This will be conducted by the BGC Unit Directors and will be very similar to our new hire trainings. It will include a tour of the building, introductions to all staff, security information, a review of office policies, an overview of the community, an overview of BGC programming, and will provide the opportunity to answer any questions that the members may have.

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AmeriCorps members will also receive civic engagement training which will be incorporated into their duties. Our Unit Managers and Executive Directors attend and participate in many civic meetings such as Board of Supervisors, school boards, city councils, just to name a few. The AmeriCorps members will be asked to attend meetings with our Unit Managers and Executive Directors and to reflect and report back on their experience. This will be an ongoing training goal throughout the service year. In addition, opportunities for Members to gain knowledge about citizenship, voting and community needs will be pursued.

Since AmeriCorps members will be working with youth and at risk youth, in particular, they will receive training on youth development, youth leadership, and dealing with diverse populations. Boys & Girls Club of America has many training curriculum and opportunities on these topics that Members will be able to take advantage of and encouraged to participate in. For example, there are frequent trainings on knowledge of risky behaviors, trends in youth behavior, obstacles to success, 40 assets of positive youth development, etc. In addition, Members will be afforded opportunities for communication training on the topics of mediation and conflict resolution. Training on volunteer management will also be an ongoing training goal throughout the year. Our Volunteer Coordinator and Unit Managers will provide instruction on how to work with volunteers and how to make effective use of volunteers. Emphasis will also be placed on the importance of volunteerism and why it's crucial to involve volunteers. BGCA also offers many formal training opportunities on-line on the following topics: volunteer recruitment, selection and screening, orientation, training and ongoing development, evaluation, retention, succession planning, and general volunteer management resources.

For a service project, the Member will be asked to survey the youth they are working with to find a need in their particular community. The member will work with the youth to create a long term partnership

## Narratives

in their community to assist with some need. An example of a service project would be to partner with the city and to spend the day picking up trash in local parks (perhaps done quarterly). This would not only instill a sense of volunteerism in the youth, but encourage them to be better stewards of the earth. It would also build youth self esteem by showing youth that they can be helpful and part of a solution to a problem.

In order to prepare Members for life after AmeriCorps, they will receive assistance and training on resume writing and interviewing techniques. Members will be asked to utilize the E.D.I.T. model of organized reflection to shape the overall AmeriCorps experience and specific learning events (Experience the event, Describe what happened, Interpret those results, and Transfer life lessons). Members will be asked to keep a weekly journal on their experience and asked to submit monthly reports summarizing or highlighted a particularly meaningful experience. Members will also be asked to participate in specific guided reflection sessions during the regional training events. The mid-term and end-term evaluations will also provide an opportunity for members to reflect on their service and the impact they are making to the community.

The proposed program will enhance community partnerships with local schools districts by helping schools increase the success rate of students by providing homework help, healthy choices education, and tracking at risk youth. The program will partner with schools to track and monitor attendance. The program will also build capacity of other organizations by inviting other youth organizations to attend all trainings offered especially trainings dealing with diverse populations and youth development. The service project component of the program will also provide an opportunity to build the capacity of other organizations such as parks and recreation, homeless shelters, food pantries or other organizations with whom the youth decide to partner for these projects.



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The four regional trainings will cover the following topics: youth leadership, youth development, strategies for dealing with at risk youth, working with volunteers, working with boards of directors, fundraising, decreasing the drop out rate, state and federal funding for non-profits, and staff management techniques. This list is not exhaustive, but covers the majority of topics. Members will be surveyed at the beginning of their term and at their mid-term evaluation for feedback on their training needs. In addition, after each training session, members will be asked to complete an assessment form that will inquire about future training interests. This will enable us to provide training that is relevant to members and will allow us to build a training program that is most targeted to the members needs and allows us to continuously improve the training component of the project.

Clarifications summary for 2011-2012 AmeriCorps Grant made on 4/29/11:

Budget Clarifications Items:

1. The budget has been revised to equal \$216,468 in funding and 18.5 MSY.
2. The staff t-shirt budget item has been removed.
3. All of the office space and equipment used by the Program Director is donated as an in-kind contribution. The Program Director currently works from her home, but will be transition to an office in one of our club's administrative offices for the 2011-2012 service year. The amounts were determined based upon general accounting procedures for deducting the use of equipment and office space. The figures are not finalized, but are an estimate. For office space, 10% of the office space. So, 10% of rent equals \$1320 for one year. The PD spends \$40/month on office supplies such as paper, pens and ink. The PD purchased a new laptop and printer for this position for \$700. Her phone costs are \$22/month and internet costs are \$20/month. The BGC will replace equipment and supplies, as needed for updates.
4. The costs included for member orientation are: training binders, dividers for training binders,

## Narratives

training materials, Sharpie markers, Post-it Easel Pad, name badges, copying charges, and member journals.

5. The commission fixed amount has been re-calculated.
6. The source of match section of the budget narrative has been updated.

### Programmatic Clarification Items:

1. Chelsy's phone number has been removed.

### Clarification Summary:

1. Our desired grants start date would be September 1, 2011, and we will be requesting a pre-award letter from the Corporation through ICVS. The member enrollment period start date would be September 1, 2011.
2. The program currently uses the SING program to conduct background checks for members. The first step in establishing an account with the Iowa Division of Criminal Investigation is to create an account in the SING program. We applied for the account on November 4th, as our first member started on November 1st and we needed to run the check within 30 days of hire. The delay in the DCI account caused our program to compromise compliance with the enrollment policy. Our account was established on December 10th and all background checks conducted within 48 hours of this date.

This process will not be repeated for future grant years, thus eliminating the compliance issue. Also, our sites are currently establishing relationships with the appropriate authorities to conduct FBI fingerprint checks. The PD will pay focused attention to the 30-day deadlines, and we do not foresee any further enrollment and exit policy violations.

3. The current program year's recruitment and retention rates have suffered mainly because of the fiscal

## Narratives

agent change and delay in programming start date. The program director was hired September 13th, attended a program director training led by the Iowa Commission on Volunteer Service October 25th, and was to recruit and hire all members by December 1st. All full time positions were filled by the deadline. The half time positions without a living allowance are hard to fill despite the short deadline. The extended start date for such members to February 1st did not result in many interested and qualified applicants. Recruitment for the 2011-2012 positions has already begun, which will undoubtedly boost the recruitment rate. In addition, we will be meeting with the Executive Directors of participating clubs in May to discuss the possibility of a supplemental stipend for half-time members. If the club's are able to raise the funds, the stipend would be a uniform amount for all half-time members.

Training of Boys & Girls Club staff is essential in recruiting and retaining AmeriCorps members, which is why we are holding training at the end of May for those staff involved in the supervision of members. We will address the interview to hire process as well as review all requirements and expectations of members and staff. Furthermore, our recruitment strategy will rely on seeking out candidates through more reputable sources such as the AmeriCorps.gov website and websites like careerfinder.com and less on sites like Craigslist. Our retention rate goal will be obtained next year, when we have adequately trained staff and more recruitment time.

### Performance Measures:

1. The PM titled "n/a" has been removed.
2. The PM titled "Number of students who starts in amAmeriCorps Education Program" has been removed.
3. The outputs have been rewritten.
4. We have adjusted our goal to 70% of students.
5. We plan on requesting attendance information in writing from each school district. We plan on using

## Narratives

the attendance data from last school year to identify students with poor attendance and utilize that information as a benchmark. Kids who do not attend school cannot attend Club that day, thus, we know if they attend Club then they attended school that day.

6. The target has been rewritten for 90%. The previous goal of 85% was in error.

7. We will be requesting in writing attendance records from each school district and will utilize the student tracking log to track attendance issues.

Clarifications 5/6/11

1. The number of Members has been removed from the Executive Summary.

### Continuation Changes

Year 2

I. Applicant Info and Application Info:

The primary contact name was changed to Chelsy Croson in order to reflect that she has been hired as the AmeriCorps Program Director. Other changes made were to add her phone number and address.

Year 2

II. Justification for change in fiscal agent:

A year ago when this initial grant application was written, the fiscal agent for this project was going to be the Boys & Girls Club of Central Iowa as it had experience with other federal grants. However, when we were awarded the grant, the Boys & Girls Club of Central Iowa experienced a change in Executive Director and Director of Operations in addition to several key support staff. Essentially, the Club had an entirely new Administrative staff. Due to the change in leadership and the newness of the employees, they did not feel they had the capacity to administer a new federal grant at that time. As a result, our

## Narratives

options were to turn down the grant (which we absolutely didn't want to do due to the compelling need) or to assign the fiscal agent duties to another Club in the Iowa Alliance. In coordinating with ICVS, the fiscal agent duties of this grant have been assigned by contract to the Boys & Girls Clubs of Mississippi Valley in Davenport.

Year 2

Changes in the budget

The most significant change in the budget was to add a living allowance for our half-time members. Our initial grant only offered a living allowance for full-time members. This has proven to be incredibly difficult to fill the half-time positions. These half-time member positions are critical to our program design and without them, the educational needs of these communities will not be met. We would like to keep these positions as half-time rather than quarter time in order to maintain Member consistency with the youth that we serve and for the chance to develop meaningful contact with our youth. In the initial grant application, we failed to realize that without a living allowance for half-time members, it would be nearly impossible to fill those positions. We would like to give the half-time members a \$4000 living allowance, with the sites contributing \$1000 and the Corporation contributing \$3000.

The changes to personnel expenses and fringe benefits are a result of the change in fiscal agent and include the personnel for the Boys & Girls Clubs of Mississippi Valley. All of the health insurance costs for full-time members have been changed to 100% payment by the sites. The cost of background checks has been increased to \$35 to reflect the upcoming change to FBI checks. We also added in additional checks to cover the cost of those who we complete background checks for, but do not receive an offer because they did not pass. For supplies, the cost of the Program Director's office, computer, phone, etc. was added as an in-kind contribution.

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The budget for travel to CNCS meetings for two staff was changed to allow for travel to two national conferences. The budget was also changed to add \$500 for ICVS travel/trainings per the grant requirements. The budget for member training was also revised to \$30 per person total instead of separating costs for meals and supplies.

Year 2

Increase in cost per MSY

We are requesting an increase in cost per MSY in order to provide a living allowance to half-time members. As previously stated, without the allowance, we may not be able to fill these positions which again, will not be as impactful for the youth involved in the program. In an attempt to meet the community needs proposed by this program, we feel it is necessary to provide a living allowance.

Year 2

Enrollment/Retention

Due to the time and process of changing fiscal agents, we were not able to hire a Program Director until the end of September, and we were not able to begin enrolling members until Nov. 1, 2010. Our new Program Director has been diligently recruiting and interviewing, but it has been extremely difficult to fill the half-time positions for reasons mentioned previously. All of our full-time positions were filled by November 30, 2010, but we have since had two full-time member terminations. One of the positions was filled immediately, but one full-time position remains open. We are most likely going to convert this position into two half-time positions to be filled by March 1, 2011. Currently, we have three half-time positions that are filled, and 10 open half-time positions. We are committed to 100% retention of

## Narratives

members and to maximizing our member retention.

Five member trainings have been held in Des Moines, Adair, Council Bluffs, Sioux City, Cedar Rapids and Waterloo and three supervisor trainings have been held in Council Bluffs, Sioux City and Waterloo. Davenport will have a training in February when members start at that site. All new AmeriCorps members and supervisory staff are required to take an on-line webinar created by our Program Director to orient them on AmeriCorps history, policies, and procedures.

Year 2

### III. Performance Measures

There are no changes to the performance measures.

Year 2

### IV. Increasing Grantee Overall Share of Total Budgeted Costs

The overall match has been increased to 47%.

## Performance Measures

### SAA Characteristics

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

### Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 18.5

### Service Categories

Afterschool Programs Primary  Secondary

n/a

**Service Category:** Afterschool Programs

**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

Indicator:

PM Statement:

Prev. Yrs. Data

#### Result: Output

n/a

Indicator: serving students

Target: n/a

Target Value: 0

Instruments: n/a

PM Statement: n/a

Prev. Yrs. Data



**Result: Intermediate Outcome**

Indicator:

PM Statement:

Prev. Yrs. Data

**Number of students who start in an AmeriCorps education program.**

**Service Category:** Afterschool Programs

**Measure Category:** Not Applicable

**Strategy to Achieve Results**

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

## National Performance Measures

**Priority Area:** Education

**Performance Measure Title:** Students will complete 50 hours of an AmeriCorps Education Program

**Service Category:** Afterschool Programs

### Strategy to Achieve Results

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

We will be continuing our program titled, the AmeriCorps Education Enhancement Project. AmeriCorps

members will be helping students succeed in school and maintain enrollment by giving homework help through

"Power Hour: Making Minutes Count", healthy choices programming, "SMART Moves: Skills Mastery and

Resistance Training", and case management support for those youth identified as "at risk".

### Result: Intermediate Outcome

Result.

Participating youth will increase or maintain positive attendance patterns, attending at least 90% of school days.

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

Target : 70% Number of participating youth attending at least 90% of school days.

Target Value: 210

Instruments: student tracking log  
school district attendance records requests

PM Statement: 210 of participating youth will improve or maintain positive school attendance patterns, attending at least 90% of school days.

### Result: Output

Result.

700 students will start an AmeriCorps Education program

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

Target : 700 unduplicated students ages 5-18 will begin to participate in an AmeriCorps Education program.

Target Value: 700

Instruments: Student monthly contact log

PM Statement: Seven hundred students ages 5-18 will begin to participate in an AmeriCorps Education Program.

### Result: Output

Result.

Students will complete 50 hours of an AmeriCorps Education Program

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

Target : Number of unduplicated students who complete 50 hours of an AmeriCorps Education Program

Target Value: 300

Instruments: Student monthly contact log and Education Service Output Summary

PM Statement: Three hundred unduplicated students will complete 50 hours of an AmeriCorps Education Program.

## Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable