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: 11ND125421	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 10NDHDC003

5. APPLICATION INFORMATION

LEGAL NAME: National Council of La Raza

DUNS NUMBER: 074809369

ADDRESS (give street address, city, state, zip code and county):
1126 16th St NW
Washington DC 20036 - 4804
County: District of Columbia

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

NAME: Rogelio Quintanar

TELEPHONE NUMBER: (202) 262-1798

FAX NUMBER: (202) 776-1796

INTERNET E-MAIL ADDRESS: rquintanar@nclr.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
860212873

7. TYPE OF APPLICANT:
7a. National Non Profit
7b. National Non-Profit (Multi-State)

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:
Latino Empowerment through National Service (LENS)

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

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):
Los Angeles, Oakland, and San Diego, CA; Chicago, IL; El Paso, and Edinburg, TX; Prince Georges County, MD:

13. PROPOSED PROJECT: START DATE: 09/01/11   END DATE: 08/31/12

14. CONGRESSIONAL DISTRICT OF: a.Applicant [DC 001]   b.Program [DC 001]

15. ESTIMATED FUNDING: Year #: [2]

a. FEDERAL	$ 917,683.00
b. APPLICANT	$ 802,942.00
c. STATE	$ 0.00
d. LOCAL	$ 0.00
e. OTHER	$ 0.00
f. PROGRAM INCOME	$ 0.00
g. TOTAL	$ 1,720,625.00

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: Rogelio Quintanar	b. TITLE: Program Director	c. TELEPHONE NUMBER: (202) 262-1798
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/05/11

Narratives

Executive Summary

The NCLR AmeriCorps LENS (Latino Empowerment through National Service) program addresses the direct educational and other development needs of low-income Latino communities throughout the United States. Through community-based affiliates, NCLR AmeriCorps offers Latino Americans educational programs such as literacy, language proficiency, and other reading and writing comprehension and fluency assistance through small group and one on one tutoring. NCLR¿s AmeriCorps LENS program operates in four states and provides training, technical assistance, and support to sites in the implementation of the AmeriCorps project.

Rationale and Approach

The National Council of La Raza (NCLR)¿the largest national Latino civil rights and advocacy organization in the Unites States¿is submitting a proposal in an effort to access funding made available through the passage of the Edward M. Kennedy Serve America Act (SAA) of 2009. If funded the NCLR AmeriCorps Latino Empowerment through National Service (LENS) program plans on supporting AmeriCorps programs that are focused on improving the literacy rates among Latinos.

The portrait of Hispanic education today is mixed. While there have been some gains in school completion rates, college enrollment, and overall achievement, compared to other racial/ethnic groups, Latinos are more likely to start school later and leave school earlier. The resulting ¿ and persistently large ¿ education gap between Latinos and their peers continues to be the most critical issue facing the Hispanic community.

There are many factors associated with the poor status of Latino education, including high poverty rates of Hispanic families and their propensity to live in segregated communities that tend to have poorly-funded, overcrowded schools, poor facilities, and teachers with inadequate preparation. Latino students are not always exposed to rigorous coursework or placed on a college preparatory track. In some cases, Latino parents lack the resources to help their children in school or need support to be effective advocates for their children¿s education.

Narratives

Polling data show that nearly nine in ten (87%) Latinos consider education a critical component to expanding life opportunities for Hispanic children. The 2000 Census data confirmed that more than one-third (35.7%) of Hispanics were under 18 years of age and that Latinos now represent the second-largest segment of the school-aged population. (2003 NCLR Agenda for Hispanic Families: A Public Policy Briefing Book.) By 2000, more than 8.1 million Latinos were enrolled in K-12 schools. Even so Latinos continue to be concentrated in five states (California, Texas, New York, Florida, and Illinois), the Latino population has expanded to new areas of the country and, as a result, Hispanic students are a growing presence in schools in every region of the U.S.   Current achievement data indicates that Hispanic children begin their education behind well behind Whites in letter recognition, understanding beginning sounds of words , understanding the ends of words. They also lagged behind Whites in sight reading words, which is an advanced skill for entering kindergartners.(2006 National Center for Education Statistics) Hispanic fourth-graders scored at 205 on the National Assessment of Education Progress (NAEP) reading test (on a scale of 0-500, 500 being the high score). In comparison, White fourth graders scored at 231 on the NAEP reading test that year.   Accordingly, since 2007 the Hispanic dropout rate remained a high 21.4% compared to the national average of 8.7%. (US Dept. of Ed). For Hispanics, beyond the general challenges that this often poses, issues that hinder a family¿s involvement in their child¿s education include: recentness of arrival in the United States, the immigration status of the parents, and English language proficiency. The sense of urgency that many Latino parents feel to immerse their children in English-only teaching environments quickly creates a disconnect between the home and school cultures, preventing many parents from being able to become actively involved in their children¿s education.

If awarded, NCLR would support 14 operating sites in nine states (AZ-1; CA-2; IL-2; MD-1; NM-1; PA-1; WI-1; RI-1, and TX-4).   NCLR has selected sites in states with traditionally large Latino populations such as Arizona, Texas, California, New Mexico and Illinois and where the problems of Latino education urgently need to be addressed. Together these sites serve approximately 500,000 Latinos annually

Narratives

providing low-cost education programs, after-school services for youth, and an array of literacy, English-as-a-Second-Language, and job training opportunities to address education and employment issues at the local level.   These sites were chosen through a competitive process that graded the applicants on their ability to manage an AmeriCorps grant:

Association House of Chicago (Chicago, IL)

The need for employment and educataion services in the Humboldt Park area is extreme. According to the latest Census figures (2000): 45% of households have annual incomes below $25,000; 28% are below $15,000, 27% of adults and 40% of children live below the poverty line, 18% of adults are unemployed; 43% work only part-time, 50% of adults have educational attainment levels below the 12th grade, 23% of adults have educational attainment levels below the 9th grade, 31% of those that speak other languages do not speak English well, 8% are foreign born and 75% of foreign born are not citizen. According to AHC¿s FY09 demographic data, rates of poverty, unemployment, and low education attainment are even more extreme. Of the 62% Latino and 31% African American participant base: 65% of participant households live on less than $700/month; 40% of participants are unemployed; 32% have less than an 8th grade education, 31% have between 9th and 11th grade educations; 26% have a high school diploma or GED; 41% primarily speak Spanish; and 51% are without health insurance.

Center for Hispanic Policy and Advocacy (CHISPA) Providence, RI

Mathematics scores for Rhode Island Latino students were the lowest in the nation in both 4th grade and 8th grade according to the results of the National Assessment of Educational Progress (NAEP) 2009 mathematics tests. This is not a new trend as evidenced by the 2000 NEAP scores which demonstrated that 29 percent of white 8th graders performed at the proficient or above level in mathematics, compared to 4 percent of Latinos. That same year, the state had the sixth largest Latino-white 8th grade mathematics achievement gap. In 1998, Rhode Island had the second largest Latino-white 4th grade reading achievement gap nationwide. Twelve years later Latino students in Rhode Island are still lagging behind; offering literacy through our proposed programming will allow the students we serve to have

Narratives

one on one and group support in a familiar and community-based environment. From the previous Census, it is estimated that there are 59,745 Latinos in RI, making them the largest and most diverse minority group in the state. Latinos make up almost 6% of the RI population, but were nearly 15% of the population in Providence in 1990, and are a significantly higher percentage today ¿ estimates show that Providence is approximately 30% Latino. Our proposed program will encompass College Access Coaches to address the need for information and one-on-one support.

Instituto del Progreso Latino (Chicago, IL)

Chicago has a burgeoning Latino population that increased by 38% from 545,852 to 753,644 during the last Census. The Latino population served by Instituto typifies the general low level of educational attainment in the immediate area ¿ three predominately Mexican neighborhoods on Chicago¿s Southwest side Pilsen, Little Village and Back of the Yards. These three communities represent a total population of 186,823, with 140,696 Latinos living in the districts. 74,128 persons are lower English proficient in these districts (U.S Dept. of Commerce, Census 2000). The districts are also characterized by low education, and low median incomes. In South Lawndale 62.7% of adults have a less than a high school degree; Lower West Side 56.5%; New City 53%. Unemployment in the 3 districts ranges from 12 to 15%; the median incomes are $20,253 family income for district #30, $32,317 for district #31, and 27,331 for district # 61. Data from schools closest to Instituto confirm census trends. Ruiz Elementary, 2 blocks from Instituto had 928 Latino students, with 379 being listed as limited English proficient, or 40%, compared to just 6% statewide. Not surprisingly, reading scores at these schools are below state averages as well, and the vicious cycle of low literacy and low income is set to repeat itself.

Information Referral Resource Assistance (Edinburg, TX)

IRRA plans to serve the target population of youth ages 04-21 years, their parents and community members that live within the service areas of Mission, Edinburg, Weslaco, Brownsville, Raymondville, Rio Grande City and Sebastian, TX. The typical resident in each of these communities is Hispanic, has an average per capita income of $12,074 (2000 Census) or below, has a graduation rate of 55.7%

Narratives

compared to the national average of 84.5%,(2000 Census)   and 35.5% of its residents live in poverty

compared to the national average of 9.6%.(Texas DOE)   In addition to these alarming statistics, the

Valley¿s 18 to 24 year old population has a dropout rate of 27% . These communities, both rural and

border areas, share a disheartening array of challenges when attempting to provide services and manage

the well being of their populations.

La Casa de Esperanza (Waukesha, WI)

In addition to facing language challenges, Waukesha¿s Hispanic and African American populations also

tend to lag behind in education. Only 67% of Waukesha¿s Hispanic population over age 25 graduated

from high school compared to 89% of the total population.(WI Dept. of ED.) Subsequently, only 12% of

Waukesha¿s Hispanic population over age 25 had a bachelor¿s degree or higher compared to 31% of the

total population. The Waukesha Public School District, the 7th largest school district in the State of

Wisconsin, serves the city and shows similar achievement gaps between White and minority students

from 3rd to 10th grades. Academic disparities are most dramatic when students enter middle school in

7th grade with English Language Learner (ELL) students having the most pronounced achievement

gaps.

Centro de Salud Familiar La Fe (El Paso, TX)

In the Segundo Barrio, the exorbitant number of school dropouts, high-risk children, limited

employment options, and poor health result from the following conditions: 59.5% of the families live

below the poverty line 88.2% of residents rent a housing unit, the median household income is $9,783

per year, only 26.8% of the population 25 years and older have a high school diploma or higher, and only

2.2% of the population 25 years and older have a bachelor¿s degree or higher (2000 Census). The only

way to improve the quality of life and health of the Segundo Barrio community is to begin to close the

education achievement gap. Students and adults in the Segundo Barrio must begin to realize their

potential academically, and the La Fe Preparatory School was designed to do so.

Maryland Multicultural Youth Center (Riverdale, MD)

Narratives

The Riverdale Community After-school Program (RAP) will serve youth in grades 6, 7 and 8 who attend William Wirt Middle School, as well as other youth from the surrounding community. William Wirt is located at 62nd & Tuckerman Streets in Riverdale. LAYC-MMYC operates its programs out of the former Riverdale Elementary School that is located adjacent to William Wirt. William Wirt is home to 833 students, about 60% African-American and 32% Latino; 71% of students are free and reduced-price lunch eligible. The academic needs at William Wirt are pressing as evidenced by the 2006 Maryland State Assessment (MSA) results in reading: 61% of sixth graders are reading at a basic level and 62% of seventh graders are reading at a basic level. School-wide, students have not made Adequate Yearly Progress indicators in math or reading.(2006 Maryland Report Card).

Luz Social Services, Inc. (Tucson, AZ)

Services are needed for youth ages 11-18 attending the Luz Academy (high school) and Adalberto Guerrero School (middle) who are not meeting educational standards in reading, math and language. The schools have an 80% Latino population with 70% of students living at or below the poverty level. Currently, tutoring is only provided by teachers on an ad-hoc basis after-school. Education and outreach is needed for youth and families in the communities served by Luz programming who are at highest risk for substance abuse. Based on findings from the Arizona Youth Survey 2001-2002 (AYS), which collects data on youth violence, substance use behavior, and associated environmental risks, results show 1) as early as 10 years old or younger, 10.2% from Luz Southside Partnership (LSSP) surveyed respondents smoked marijuana, and 6.7% from Adelante Juntos Coalition (AJC) did the same thing; 2) 64.6% of those surveyed youth from LSSP admitted smoking a cigarette, and 61.6% from AJC did the same; 3) 54.4% from LSSP and 42% from AJC said they began to drink alcoholic beverage between the age of 10 to 17; 4) 46% from LSSP and 29% from AJC surveyed youth got suspended from school.

Mexican American Unity Council (MAUC) San Antonio, TX

According to the Intercultural Research Development Association, Inc. (IDRA)

Narratives

Latino students in the Texas state¿s public schools have the highest attrition rates (42%) and are the most at-risk of dropping out of high school. In Bexar County, the numbers are even grimmer. The attrition rate of Latino ninth graders in Bexar County is 39% as compared to White students at 24%. Clearly, more needs to be done to close the achievement gap between White and Latino students in our public high schools. More importantly, the

issue of drop-out prevention must be addressed early in the student¿s academic career, preferably at the elementary school level. Literacy and Tutoring programs must take a holistic approach that involves the student¿s parents and is presented in a bilingual and bicultural environment that takes into account a student¿s family and cultural dynamic and financial situation.

Spanish American Civic Association (Lancaster, PA)

The Spanish American Civic Association¿s (SACA) Pl@za Comunitaria and La Academia Charter School are located in an urban center in rural Pennsylvania. Although the surrounding region is best known for its Amish population, and picturesque farmlands, Lancaster City presents a very different picture. The southeast quadrant of Lancaster City is predominantly low-income and minority (61% Latinos and 21% African) and challenges faced by the community include: 1) high unemployment of 9.8% (DOL) for Lancaster County but 12.7% for Latinos and 15.4% for African Americans; 2) a high school dropout rate of 44% for Latinos in Lancaster County schools(2000 Census); 3) Latino underemployment of 30% throughout the County. The children who attend La Academia face the following severe academic challenges including: 1) 25% of students are English language learners; 2) 98% receive free and reduced lunch; 3) the school qualifies as Title 1 school; 4) the majority of our students are two to three years behind in reading, writing and math; and 5) 54% of our students are below basic in Reading, 13% are below basic in Writing, and 54% are below basic in Math.

Southwest Keys (Austin, TX)

According to the Texas Education Agency (TEA), Hispanic students in Austin scored lower than the district average in all five Texas Assessment of Knowledge and skills (TAKS) subject during the 2007 ¿

Narratives

2008 school year. Compared with the Austin Independent School District (AISD) student average, Hispanic students are: more likely to drop out of school in middle school, less likely to graduate from high school, less likely to enroll in advanced courses, less likely to take the SAT/ACT tests, and less likely to meet criterion. While Hispanic students account for approximately 58 percent of students in AISD, school campuses in which Hispanic students are the majority continue to not meet TEA standards. For example, for the 2007 ¿ 2008 school year, 11 schools in AISD were rated ¿Academically Unacceptable¿. According to the TEA, 10 of the 11 schools that were rated ¿Academically Unacceptable¿ were campuses in which Hispanic youth represented the majority of students. As a result AISD students face major educational hurdles. Further, it limits the possibility of attending a college or university to very few youth. According to the 2000 U.S. Census, of residents 25 years or older, 28% have less than a 9th grade education while 52% do not have a high school diploma.

Unity Council (Oakland, CA)

A 2005 study by the Harvard University Civil Rights Project and the Urban Institute Education Policy Center calculated the dropout rate in Oakland public high school at a stunning 52%. More specifically, the California Department of Education (CDE) determined that the City of Oakland¿s four-year drop-out rate was highest among Latino youth. The impact of the drop-out rate is further evident from the result of the 2000 Census figures that indicates 62.6% of adults 25 years of age and older who live in the Fruitvale District have not graduated high school. According to the CDE, in 2005 Fruitvale¿s two public high schools received the lowest possible ranking on the State¿s Academic Performance Index.

Youth Development, Inc. (Albuquerque, NM)

New Mexico ranks 43rd out of 50 states in child well being according to the 2009 Kids Count Data Book. Nearly 53.4% of children in New Mexico are of Hispanic or Latino heritage with 27.5% of these children living in poverty and 35.5% residing in immigrant households that speak a language other than English at home. The New Mexico Coalition for Literacy reports that approximately 20% of New Mexicans age 16 and older have literacy skills at level 1, the lowest level on a scale of 1 to 5. This means that these

individuals have difficulty locating simple information in a news article. Another 46% of New Mexicans are at literacy level 2. With nearly 64% of all jobs today requiring literacy skills beyond level 2, this creates a critical need to educate our community.

Youth Policy Institute (Los Angeles, CA)

The partnership chose to focus on literacy tutoring and the targeted schools and communities due to the clear community need. Renaissance Arts Center students score 20% below grade level, the Mendez Learning Center students score 78% below grade level and the nine schools that the Barrio Action Youth Center serve, on average, are 65% below grade level. Need-based information has been gathered from partnership meetings, California Department of Education data for 2008-09, 2008 United States Census data, and other community information provided by partners and residents. The vast majority of schools in these areas targeted by the YPI AmeriCorps LENS are Title I school wide programs and have high percentages of students (over 80% of targeted families) qualifying for the Free and Reduced Lunch Program.

Description of Activities and Member roles

The following activities will be performed at our grantee locations by AmeriCorps members: 1) tutoring to provide individualized and group attention in literacy tutoring to school age and adult students. 2) tutoring to provide classroom assistance to teachers to help meet their needs and offer individualized and group attention to students in core subject areas such as reading, math, language, social studies, and science, 3) tutoring to youth and adults with English-As-A-Second Language, vocational English, and GED preparation coursework. Currently, NCLR is managing an AmeriCorps program in seven states at 11 site locations. The current focus is aimed at increasing the Literacy rates within the Latino community. If funded NCLR would continue this work and expand to nine states and 14 sites. NCLR is also managing an expansion grant made available through the American Recovery and Reinvestment Act. (ARRA).

Narratives

 NCLR will serve as the parent organization and provide guidance, compliance, leadership, training and technical assistance to our 14 sites. In total NCLR is requesting 138.02 MSY. Each site will be responsible for recruiting, selecting, and placing their members at the appropriate service site. Members will serve in afterschool programs, in the classroom, at One stop employment centers, and in the communities they serve. The types of slots that NCLR is requesting allow each sub grantee the flexibility to enroll members that can serve during non business hours and on the weekend. Full time slots will allow sites to recruit members to serve in the classroom during the day. Part time members will allow sites staff programs that are offered in the evening. Additionally, requesting quarter and minimum time slots allows our grantees to plan for summer programming and other seasonal service opportunities.

All sites will be expected to follow 45 CFR 2540.100 and ensure that they have systems in place to safeguard against non-duplication, non-displacement, and non-supplementation. Sites will be required to develop service descriptions for members and clearly identify how these positions are unique to the service being provided. Additionally, NCLR will conduct annual site visits and desk audits to review that the information is in place. Also, NCLR will continue to highlight this in the sub grant agreements that each site signs before the start of a program year.

NCLR has developed minimum training standards that each site must provide to their members. This standards were developed in an effort to ensure that across the program the members are receiving the same core guidance for their service. This information is provided to sites in the NCLR Policy and Procedure manual and include Orientation Activities: Time Sheet (Record keeping) ,Benefits; Prohibited Activities, Drug-Free Workplace, Rules of Conduct and Safety, Grievance Procedures, tutor training, Program Objectives/Performance Measures, Member Contract , and NCLR resources and programs. In addition to orientation activities sites are required to develop ongoing training that include, but are not limited to: Youth Leadership and Development, Volunteer recruitment/management, Conflict Resolution, Communication Skills, Diversity Awareness, Personal Goal-Setting, Appearance and

Narratives

Presentation Skills, Life After AmeriCorps, Progress Reporting, Using AmeriCorps Evaluation Tools, and Citizenship

Local AmeriCorps host sites are also expected to take part in training events sponsored by their state commissions. Furthermore, NCLR holds an annual program director¿s training that creates an opportunity for sites to exchange best practices, receive program updates, and receive training on managing AmeriCorps programs. These efforts create consistent standards across the program that will allow us to reach our outcomes.

Prior to the program year NCLR provides sites with information that will help them comply with the rule on prohibited activities. All sites are required to sign a sub grant agreement. In the body of the agreement we include language that identifies that this is an aspect of the program that they will need to prioritize. Also, during our annual program director¿s training/meeting we have the program director¿s participate in activities where we highlight what prohibitive activities are and how to avoid them. Furthermore, NCLR developed a Policy and Procedure manual that all it sites receive. In the body of the manual the prohibited activities are listed and a sample member contract template, which includes the prohibitive activities, can be found. Sites are also provided with the AmeriCorps regulations and provisions. Additionally, NCLR has developed and distributed a member orientation power point that sites are required to use during pre service training. This power point provides, in detail, information that, at a minimum, each member should be aware of before starting their service. Furthermore, NCLR will conduct one site visit a year to each of its grantees. During those visits NCLR will review member files to ensure that required documentation has been filed. Time logs will be reviewed for appropriate content and accuracy of service hours.   Members will also be interviewed to establish if sites are providing members with appropriate and correct information regarding their service. Lastly, NCLR will conduct random desk audits of member time logs to ensure that member activities are in compliance with AmeriCorps provisions.

If NCLR is funded for another AmeriCorps grant it will allow us and our sites to continue building on

Narratives

our collective efforts in promoting National Service to the Latino community. In addition to the value that the program provides the beneficiaries the program has had a tremendous impact on the members that chose to serve in their communities. For several of the members serving through NCLR this is their first professional experience. This experience lay the groundwork for members to consider work within the nonprofit sector and/or better prepare them for future employment.

Measurable Outputs and Outcomes

The NCLR LENS program will address the Education priority area and opt into the National Performance Measure pilot. Through the described member activities our measurable output will be to provide 15 hours of literacy tutoring to 1500 students in a one on one setting or in a small group. Sites will use tutor logs and sign in sheets to track progress towards the 15 hours of tutoring. The Intermediate Outcome: 75% of tutored students at least 15 hours who are rated "very satisfied" or "extremely satisfied" as reported by stakeholders. At the completion of the 15 hours of tutoring the program directors will have the student and their respective guardian fill out a satisfaction survey to assess the level of satisfaction with the tutoring. The end outcome: Stakeholders will report that 80% of students tutored at least 15 hours will increase academic performance in area of literacy by one grade level. Programs will follow up with stakeholders to obtain the grade level at the end of the tutoring session. Through these efforts we plan to achieve not only improved reading scores but also encourage additional gains in other core areas.

Plan for Self Assessment and Improvement

NCLR will train sites on our common performance measures and the role they play in the program. Technical assistance calls, reviewing progress reports and providing feedback to our sites will be strategies utilized to asses ongoing improvement.

Quarterly review of progress reports, operating site visit, risk assessments, desk audits are some methods that will be used to identify strengths and weaknesses, identify problem areas and assess the program. A site mentoring system that pairs veteran sites with new sites continues to be used to allow

Narratives

the sharing of best practices and what to expect when managing an AmeriCorps program. NCLR will also continue the AmeriCorps member council. The council was started during the first year of the current grant cycle to give members across the program an opportunity to share experiences and give direct feedback to NCLR on the member experience.

Community Involvement

NCLR¿s active and productive relationships with its community-based affiliate organizations are at the heart of NCLR¿s work and key to its ability to fulfill its mission. In providing capacity-building assistance, policy analysis, advocacy, and special initiatives that complement the work of our affiliates, NCLR is able to work ¿on the front lines¿ to improve life opportunities for Hispanic Americans throughout the country. Throughout the year NCLR creates opportunities to meet with affiliates. Meetings occur during our annual conference, in different regions of the country, and other special events. During these meetings and in ongoing communications with our affiliates we learn about the ¿on the ground¿ needs of not just our affiliates but of the communities they serve. The relationship between NCLR and its affiliates is vital in determining how to best serve Latinos.

Relationship to other National and Community Service Programs

NCLR has a strong history of relationships with other National and Community Service programs. We¿ve been able to do this by employing outreach strategies for both NCLR and our grantees. First: NCLR operating sites are required to write letters of introductions to their respective state commissions. The letter serves a couple of different purposes: First, it introduces the program to key state commission staff and brings awareness to the work being accomplished by our operating site. Second, it connects our operating sites to the state network of national service programs, provides access to program and training calendars, and makes it possible to identify potential partners for service projects or for trainings. This effort has resulted in grantees developing relationships with commission staff that have led to collaboration on service projects and other initiatives.

NCLR has made an effort to attend commission sponsored meetings and trainings in an effort to

Narratives

strengthen our relationship with the commissions. Additionally, we¿ve reached out to commissions for guidance on balancing the requirements of the provisions with state laws.

Over the last program cycle NCLR has partnered with other National Directs in organizing and presenting workshops at the various National and Community Conferences. Workshops titles range from Managing programs within immigrant communities to How to Survive an Inspector General Audit. NCLR has also been active in the Corporation sponsored Affinity groups. These groups center on a common theme and encourage grantees of the Corporation to collaborate on the topic and provide feedback to the Corporation. Additionally, NCLR program staff based in San Antonio, TX has been working with other State and National programs based in the area. Their efforts have centered on developing the AmeriCorps Alumni network and sharing best practices. Lastly, NCLR and AmeriCorps NCCC continue to promote NCCC within the Hispanic community.

Describe the manner and extent to which you consulted with the state commissions in the states in which you plan to operate.

NCLR utilized the consultation form that was created by the grantee working group on the new combined competition. Once we had completed the selection of the sub applicants that would be a part of our application we filled out the consultation form and shared it with their respective state commissions. The state of Maryland did not use this form and instead had applicants submit information through their website. In most cases the state commissions confirmed receipt of the form and followed up with a phone call to discuss the proposed activity.

Potential for Replication

With our collaboration with the NCLR education component will be able to use the train the trainer model and train affiliates within our affiliate network to carry out these programs in their communities. Regional trainings are held throughout the country by our education staff and the plan would be for AmeriCorps members to participate in those trainings and train other NCLR affiliate staff to carry out these programs in their communities. Our plan includes holding workshops during our national

Narratives

conference that will allow us to: 1.) showcase the work to other affiliates and provide training on implementing this type of tutoring program, 2.) Parents will be trained in the curriculum and will be encouraged to give back. 3.) Volunteer recruitment and management best practices will be shared as a cost effective means to increase capacity without straining organization budgets. And 4.) Introduce other organizations to Corporation and State commission programs.

Organizational Capability

Organizational Capability

The NCLR (NCLR) is the largest constituency-based national Hispanic organization and the leading Hispanic advocacy organization in the United States. Since 1968, NCLR has provided leadership, vision, and strategies to meet the needs of Latinos nationwide. NCLR¿s mission is to reduce poverty and discrimination, and to improve life opportunities for Hispanic Americans. As a private, nonprofit, nonpartisan organization, NCLR works nationally through a network of close to 300 affiliates ¿ Hispanic-led, community-based organizations ¿ that serve 40 states, Puerto Rico, and the District of Columbia. In total, NCLR reaches over four million Latinos annually. NCLR¿s Washington, D.C. headquarters and field offices in Chicago, Los Angeles, Phoenix, and San Antonio provide NCLR affiliates capacity-building assistance to support and strengthen their local organization. NCLR focuses on resource development, program operations, management, and governance, as well as on program-specific services in education, housing and community development, health, leadership, and employment and training. Through individualized technical assistance and training seminars, NCLR helps Hispanic groups to assess community needs, and to develop new programs. NCLR also promotes effective partnerships between Hispanic groups, other minority entities, mainstream service providers, corporations, and public agencies.

Since 1995, NCLR has managed an AmeriCorps national direct program and has given AmeriCorps members the opportunity to serve at the local level in affiliate organizations to meet vital human service

Narratives

needs in Latino communities.   This partnership with NCLR affiliate organizations has been key to the success of the NCLR AmeriCorps program. During the first two years of the current three year cycle NCLR¿s AmeriCorps program has met and/or surpassed its performance measures in literacy tutoring. For both of the 07-08 and 08-09 program years NCLR AmeriCorps program set out to tutor 1200 students across its programs. In 07-08 the program tutored 1,261 students and in 08-09 it tutored 2,371 students. Additionally, during the 2005-2006 programs year NCLR was awarded an augmentation grant to address the needs of the Gulf Coast communities affected by Hurricanes Katrina and Rita and is currently administering a Recovery AmeriCorps program made available through the passage of the American Recovery and Reinvestment Act. Furthermore, NCLR has been the recipient of multiple federal grants. Our education component receives dollars for the Upward Bound program Workforce development is able to support job preparedness/placement program development with grants from the Department of Labor. Finally, our Community Development component received a HUD grant to support community development work at our affiliate sites.

The NCLR Finance department will support the NCLR AmeriCorps Program and staff has attended Corporation sponsored fiscal trainings organized by the Corporations Financial training and technical assistance provider. The finance office has a strong team that includes a Controller, a Grants Manager, a General Ledger Accountant and other support staff.   Our current grants manager, Manuel Cuyun, has over eight years in contract and grant administration with the AmeriCorps program. Also, during the current grant cycle NCLR underwent an Office of the Inspector General (OIG) audit. The OIG review claimed total costs of $2,861,529 from October 1, 2005, through March 31, 2008. As a result of applying audit procedures, the auditors questioned claimed Federal-share costs of $7,694. Through the resolution process NCLR returned $1,928 of questioned costs.

Multi-site program

Narratives

Common performance measures and data collection tools have created greater collaboration and sharing opportunities among operating sites. Through common measures, reporting to show program impact is made easier with sites working toward common goals in tutoring. Therefore, sites have a greater incentive to work together and share experiences and resources resulting in a stronger program. This is just part of how NCLR will support and oversee service sites. Additionally, National program policies and procedures manual, a directors training, and program calendar ensure that all members and hired staff members are oriented to the NCLR AmeriCorps mission, vision, methods to conduct the program, program reporting requirements, and other yearly events. These tools have all contributed to the creation of a national identity among sites. Sites cover fundamental program elements through a standardized pre-service orientation for AmeriCorps members and supervisors. Within that standardized training agenda, sites are allowed to add additional training topics to fit their specific program needs. Therefore, NCLR addresses all fundamental program elements and allows organizations to tailor training as needed. Furthermore, through a wide range of communication efforts, NCLR connects sites to ensure accordance with NCLR¿s vision and compliance with AmeriCorps provisions. NCLR¿s system of regular monthly program director calls, and daily and weekly emails provides sites information, news, initiatives, and approaches from the CNCS. A scheme of on-site visits, phone calls, and mini-desk audits are used to ensure compliance with NCLR¿s established program framework and AmeriCorps provisions. Operating sites are linked to State Commissions to ensure they are part of the ¿bigger national picture¿ and enjoy the camaraderie of other national service programs through participation and networking at the local and state level. Our program website assists us in increasing the impact of local efforts by sharing information, offering access to program documents, best practices, and resources. NCLR¿s extensive experience in working with federal contracts provides it with the expertise necessary to ensure that sites are in compliance with provisions.

Site selection

Narratives

NCLR recruited organizations with track records in grants management and program planning, and existing community partnerships to support the AmeriCorps program. These affiliate organizations also demonstrated a strong community need, and a clear plan for strengthening their communities through the AmeriCorps program. One of the key criteria for selection was program focus and strong community need. NCLR selected affiliate organizations based on alignment with NCLR¿s national performance measure of literacy tutoring. Organizations selected implement: 1) a during- and/or after-school enrichment program to enhance the academic performance of Latino children, youth, and adults through tutoring, and/or 2) a workforce development program that offer English-as-a-Second-Language (ESL), native language literacy, job readiness, vocational training, computer training, citizenship preparation, leadership training and case management to increase employment opportunities for Latinos. In addition, all sites completed a Financial System Survey, which provided NCLR information on the completeness of the site¿s accounting and reporting capabilities, and possible system deficiencies. Sites also provided the most recent audit and financial statements from sites. Sites were also required to submit an application that answered or explained their criteria in meeting the requirements of both 45 CFR 2522.450 and 45 CFR 2522.475. A panel then reviewed the applications and scored them according to their strengths and weakness.   All our sites currently have or have recently had program and financial relationships with NCLR.

NCLR will monitor compliance with the program via sub grant agreements. On-site visits offer the opportunity to review member records, time sheets, written financial policies and procedures, and match documentation. During a visit, NCLR uses two tools to review financial elements: 1) CNCS Grantee Assessment Tool for State/National Programs, and 2) Checklist of Financial, Management and Organizational Documents to Review. Also, during the on site visits AmeriCorps members will be interviewed to assess esprit de corps and if service activities are meeting compliance requirements. Additionally, NCLR will periodically request documentation from the computerized accounting system of each operating site as required backup to report monthly expenditures. NCLR will also conduct

Narratives

annual desk audits, by phone, to ensure compliance with program requirements.

In order to assure compliance with AmeriCorps financial provisions, NCLR has identified a program director, program coordinator and fiscal officer in each operating site who have committed to fully participate in AmeriCorps financial training. NCLR requires Site staff to attend a three-day mandatory financial and program management accountability training seminar. If funded, NCLR would request that the Grants Office provide this training in conjunction with its annual conference in July prior to project start-up on September 1, 2010. Lastly, with the transition from WBRS to the My AmeriCorps portal NCLR has developed both program and fiscal reporting tools that replace those functions that WBRS provided.

Board of Directors, Administrators, and Staff

NCLR¿s governing Board of Directors represents the constituency it serves and includes 26 elected members. Bylaws require that the Board include representatives of all geographic regions of the U.S. and all Hispanic subgroups. Board members are invited to regional NCLR events and would also be invited to participate in AmeriCorps events located in the region they serve.

Jose Velazquez, Deputy Vice President for the Affiliate Member Services component, has extensive program development experience and has been with NCLR for over three years. He recently oversaw the major redevelopment of the relationship between NCLR and its Affiliates. Rogelio Quintanar, the national program director for the NCLR LENS project, reports directly to Jose Velazquez. Mr. Quintanar has several years experience in program development and in national service programs.. Prior to joining NCLR, Mr. Quintanar operated a affiliate based AmeriCorps program in the Midwest. Since 2004 he has overseen the day to day operations of the NCLR AmeriCorps program and in 2006 he took over as director. Mr. Quintanar will supervise the NCLR AmeriCorps program coordinator, who will be located in our San Antonio, TX regional office. Veronica Alarcon, prior, to joining NCLR was responsible for recruiting, training, and managing the OK Money Matters AmeriCorps members and program throughout the state of Oklahoma. She also served as a member at the Greater Dallas

Narratives

Community of Churches AmeriCorps Program. Ms. Alarcon would focus primarily on our sites in Texas, the southwest and California. Although the monitoring of sites will be divided among staff, all staff will play a role in the continuous improvement of the program.

Plan for Self Assessment or Improvement

NCLR recently underwent a significant transformation in how it works with its Affiliates. This included implementing new standard and expectations that are required of both NCLR and our affiliates. It was through this process that NCLR was able to asses its systems of providing sub grants, how it monitored compliance, standards for memorandums of understanding with its affiliates. Undergoing this process focused NCLR in creating methods to review those systems on an annual basis and when an affiliate renews their membership with NCLR. NCLR staff also receive performance evaluations on a yearly basis. This allows staff to set goals for improving productivity and improving on areas that need additional training. Furthermore, every year NCLR holds its national conference. This is the largest gathering of Hispanic lead community organizations. Besides offering workshops and special events, NCLR creates opportunities to hear from the Hispanic community, our affiliates, and other partners on how to improve our work and reach.

Plan for Effective Technical Assistance

NCLR conducts one annual site visit to each operating site during the fiscal year. During the site visit, NCLR staff uses Corporation developed Grantee Assessment Tools to assess program¿s administrative and financial management systems as well as program monitoring and support structures.   Interviews are conducted with operating site staff, supervisors, and members to obtain critical feedback to help identify issues of concern, program strengths and weaknesses and program needs. Additionally, desk audits are used to supplement site monitoring to detect administrative and financial trouble spots to ensure compliance throughout the program year.

Monthly program director phone calls to monitor program operations, which provides operating sites the chance to discuss issues of current concern and to get programmatic feedback on training and

Narratives

technical assistance needs. The results of these activities will assist NCLR AmeriCorps staff in determining the type and level of technical assistance needed. If funded, NCLR will hold a three day program director¿s training and orientation during its annual conference in July. During these three days NCLR AmeriCorps staff, NCLR staff, and state commission representatives will participate in the training of the program site directors. Topics covered will include, but not be limited to, AmeriCorps provisions and regulations, grants management, member and volunteer recruitment and retention, performance measures, service projects, My AmeriCorps portal, and data collection.

NCLR AmeriCorps staff, through their communication with their service sites, will encourage feedback on the level, responsiveness, and quality of service they feel they are receiving from staff. NCLR will utilize monthly program director¿s call for sites to identify areas where we might require further training and vice versa. Additionally, through staff performance review training needs will be determined. Based on the training need NCLR will participate in Corporation sponsored trainings. Furthermore, staff will also explore trainings through state commissions or other AmeriCorps programs. NCLR will also make training information available to operating sites and encourage their participation in Corporation sponsored trainings. Lastly, prior to site visits NCLR will conduct a risk assessment to determine what training needs are before conducting the visit. Trainings and technical assistance will then be developed to coincide with the training.

Sound Record of Accomplishment as an Organization

Volunteer Generation and Support

The annual NCLR conference and expo, which draws 20,000 attendees, affords us the opportunity to recruit a diverse group of volunteers. This five day conference and expo requires the support of hundreds of volunteers in order to be successful. Volunteers provide assistance in pre conference activities such preparing workshop logistics, assisting with registration, serving as ushers, and manning information booths. NCLR also provides technical assistance to our affiliates, who rely on volunteer service for capacity building, on developing a Hispanic volunteer pool. Additionally, 2472 volunteers

Narratives

were recruited and mobilized by AmeriCorps members serving at our affiliate AmeriCorps operating sites. Volunteers assisted AmeriCorps members in capacity building activities which included literacy tutoring, job preparedness coaching, and in organizing community service projects.

Organizational and Community Leadership

NCLR President Janet Murguia has emerged as a key figure among the next generation of leaders in the Latino community. She began her career in Washington, DC as legislative counsel to former Kansas Congressman Jim Slattery, serving for seven years. She then worked at the White House in various capacities from 1994 to 2000, ultimately as deputy assistant to President Clinton, providing strategic and legislative advice to the president on key issues. She also served as deputy director of legislative affairs, managing the legislative staff and acting as a senior White House liaison to Congress. Prior to joining NCLR, she was the Executive Vice Chancellor for University Relations at the University of Kansas, overseeing the university's internal and external relations with the public, including governmental and public affairs, and coordinating the university's strategic planning and marketing efforts.

Murguía is currently a Board member of the Independent Sector, a coalition of leading nonprofits, foundations, and corporations committed to connecting, informing, and advocating on behalf of the nonprofit and philanthropic community. She also sits on the Board of the Hispanic Association on Corporate Responsibility and the National Hispanic Leadership Agenda. In addition, Murguía is an executive committee member of the Leadership Conference on Civil Rights and a member of the Merrill Lynch Diversity & Inclusion Council. She has been recognized on numerous occasions for her work. She has been selected twice as one of Washingtonian magazine¿s ¿100 Most Powerful Women in Washington¿ and featured in Newsweek magazine¿s ¿Women and Leadership¿ issue. She has been chosen as one of the NonProfit Times¿ ¿Power and Influence Top 50¿ leaders, named to People en Español¿s ¿100 Most Influential Hispanics,¿ and selected as one of Hispanic Business magazine¿s ¿100

Narratives

Most Influential Hispanics,¿ Hispanic magazine¿s ¿Powerful Latinos,¿ Latino Leaders magazine¿s ¿101 Top Leaders of the Hispanic Community,¿ and Poder magazine¿s ¿The Poderosos 100.¿ In 2005, she received the KU Law Alumni Association Distinguished Alumnus/na Award.

Success in Securing Match

NCLR AmeriCorps has strong support from Corporations and private foundations. Funds acquired from these sources are used to cover match dollars for NCLR.   Since CNCS adopted new match standards NCLR and its sub applicants have met and/or exceeded the required amounts. Sites have been able to achieve this by conducting budget analysis to determine areas where they could document match. For example several grantees use site supervisors to manage AmeriCorps members at various locations. In reviewing budgets several grantees were not capturing a percentage of the supervisor¿s time as match. This allowed sites to free up cash resources to cover other areas of the budget where in kind resources alone would not cover expenditures.

Success in Securing Community Support

Collaboration

NCLR¿s collaboration with its Affiliates is central to increasing the quality and reach of services to the Hispanic community. Affiliates are the on-the-ground force, surfacing the needs of their constituents, developing and delivering innovative services, and working within the community to truly make a difference in Hispanics¿ ability to improve their lives. Affiliates also serve as the voice of the community, through the advocacy work they do in the Capital, state houses, and city halls throughout the country. The close to 300 Affiliates members consist of community based organizations, including faith based organizations, serving the Hispanic community around the country.

Local Financial and In-Kind Contributions

Narratives

Our operating sites have enjoyed continued success in securing match to operate the AmeriCorps programs.   The NCLR LENS program is committed to matching at 42% of the overall proposed budget. Based on the new match regulations NCLR, this year, is required to match at 42% of the overall budget and have submitted a budget meeting that requirement.

Wide range of Community Stakeholders

With the continued boom in the Hispanic population NCLR expects its network of Affiliates to grow. As a result our partnership with our affiliates and the support they provide to the overall mission of improving the lives of Hispanics will be crucial. By being our voice on the ground they will provide NCLR with the support, information, and feedback on what is happening at the community level.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness and Budget Adequacy

NCLR is requesting 138.02 MSY to carry out program activities for the LENS project. Our average cost per MSY is $12,571 which falls under the maximum cost per MSY of $13,000

Diverse Non Federal Support

The NCLR parent organization budget and the Operating Sites budgets fulfill the requirements and standards set by CNCS. In following with NCLR's commitment to build the capacity and sustainability of each of its Operating Sites, NCLR AmeriCorps staff developed a model budget for the sites and worked with each site to develop their own budgets. To maximize resources, NCLR and its affiliate organizations have ensured that its AmeriCorps program is leveraging diverse non federal support from various sources. NCLR and its grantees have secured resources from national and local corporations, foundations, State and local funds, general funds (unrestricted dollars), and pro bono support. Non-CNCS Commitments are listed under the matching section for each of the three budget sections in the E-grant system.

The NCLR LENS is committed to diverse non federal support and is evident by the level of match that

Narratives

has been committed by the 14 operating sites. Per the CNCS regulations NCLR is required to match at a level consistent with a program in its eighth year, 42%, of receiving funds from the CNCS.

Budget Adequacy

The NCLR LENS project budget is sufficient to meet the needs of our program design. At the parent level resources will be used to support the program director, a full-time regional program coordinator, and a half time program coordinator. The regional coordinator, based in our field office in Texas, will manage the day to day operations of the program. The program director will oversee the coordinators and interns, ensure compliance, and provide resource development. The addition of the program interns is integral to implementing support services to the LENS initiative. Interns will focus on connecting the LENS program to new technologies and using them to achieve performance measures and enhance the member¿s experience.

Grantee budgets have been created to support the efforts of AmeriCorps members in providing literacy tutoring in the communities where they will serve. All budgets will support a program director/coordinator to oversee the program. Grantees will also leverage in kind resources to provide member training throughout the program year. In particular grantees will partner with local literacy programs in developing trainings and events to promote literacy and their tutoring services.

Evaluation Summary or Plan

Contigo Research Policy and Strategy is a social business that provides research, policy, and strategic thinking services to nonprofits, philanthropy, schools, and the government sector.

Contigo conducted a national evaluation of the NCLR Latino Empowerment through National Service (LENS) Program. The evaluation focused primarily on measuring student outcomes as they relate to the following broad indicators: Literacy rates; academic achievement; civic participation/engagement; and

Narratives

educational attainment. Contigo also conducted process evaluation to assess the relative strengths and weaknesses of the LENS program model. Promising practices were shared across sites and recommendations for improvement were provided to improve service delivery. Contigo collected data through existing databases, program surveys, administrative data review and through individual and group interviews. A copy of the evaluation has been submitted to the Corporation and the following is a summary of its findings:

The NCLR LENS Project has demonstrated that tutoring efforts are having a positive impact on Latino students throughout the country. Over three quarters (76%) of students participating in the program have shown gains in literacy levels. The emphasis on individualized and small group tutoring has proven to be a successful strategy in meeting the literacy needs of Latino youth. Furthermore, with over 3,500 community volunteers mobilized for service, the NCLR LENS Project provides critical capacity-building support to meeting unmet needs in Latino communities. Moreover, the project has woven in parent engagement strategies to train and educate parents on how to be advocates for student success. The training of parents (in terms of numbers) across NCLR Affiliate sites varies greatly. This can be attributed, in part, to parent engagement being a relatively new focus of the initiative. NCLR LENS Project Directors suggested more professional development and training to successfully implement a strong parental involvement piece to the LENS Project. While research suggests that parental involvement leads to better student outcomes, it is critical for the NCLR LENS Project to examine program specific parent involvement efforts and their causal link to student performance.

Amendment Justification

At the start of the program year one of grantees Southwest Keys of Austin, TX notified us that they would not be able to proceed with supporting the AmeriCorps program. With this news NCLR explored a couple of options to determine how to move forward with the unused slots that were now available.

After discussing the possibility about taking on some of the slots The MAAC Project, a NCLR Affiliate in

Narratives

San Diego, CA, had decided to join the LENS project. The Mission of the MAAC Project is to promote self-sufficiency for low and moderate income families and communities of Southern California through advocacy for, and delivery of, social, educational, housing and employment services.

Since 1965 The MAAC Project has earned a reputation of meeting results and providing comprehensive social services to the low income residents of San Diego. By bringing The MAAC Project on board NCLR will expand its presence in California to three sites. The MAAC Project joins The Unity Council in Oakland, CA and the Youth Policy Institute in Los Angeles. They will be an added force in helping to improve the literacy rates among Latinos. According to the National Assessment for Educational Program California Hispanic 4th grade students had an average reading score that was 31 points lower than that of White students. Equally, Hispanic 8th graders had an average reading score that was 28 points lower than White students. In addition to working with the Hispanic community the program will also provide services to a diasporas of Somali and Filipino communities. These services will be critical given the recent California budget shortfall that have resulted in cuts to several education programs that will affect the type of support services available to these communities..

The MAAC Project serves San Diego County families through several programs including HeadStart/FirstStart, nutritional programs, low-income home weatherization and improvement, two notable and culturally specific recovery homes, award winning affordable housing complexes and a charter school. Their experience with managing federal, state, and local programs gives them the experience necessary to manage an AmeriCorps grant. In addition to these programs The MAAC Project is also engaged with NCLR on several projects and is well respected within the Affiliate network.

The MAAC Projects, through their affordable housing units, will place nine AmeriCorps Members (One full time and eight part time) at their satellite offices. The offices are equipped to provide residents with

Narratives

access to direct services and community resources. Members will organize tutoring services to the school aged children that live at those complexes. Those services will also be available to students that are not residence of the housing units but attend nearby schools. Additionally, they will work with the residents on organizing service projects and exploring ways to improve where they live.

The MAAC Project will recruit their members through a variety of methods. The MAAC Project Human Resource recruitment process will include advertising all positions via their website as well as through JOBing.com and other local resources. MAAC Project¿s recruitment strategy will focus on targeting residents of its housing complexes as well as targeting participants from MAAC¿s different programs. Additionally, MAAC will promote / advertise these service announcements via local volunteer resources (Volunteer San Diego), program specific collaborations, and local colleges and universities.

In addition to what has been outlined in the amendment the MAAC Project will also adhere to what NCLR details in its recompete proposal with regards to Member supervision, training, recognition, and understanding the difference between allowable and unallowable activities.

Clarification Summary

Budget Clarification Items:

Please make the following changes directly in the application budget in eGrants:

1) Please revise your budget to equal the funding and MSY amount listed above.

Completed.

2) Section I.A. Personnel Costs:

a. Describe the role and responsibilities of the NCLR Staff specialist position.

Narratives

Staff specialist represents our quality control component. They are responsible for reviewing documents and ensuring they are aligned with NCLR standards.

b. Explain why the 4 MAAC Resident Services Coordinators positions are reasonable and necessary costs on the budget.

The MAAC Projects operates several housing complexes in the San Diego area. AmeriCorps members will be placed at those locations for their service and the Resident Services Coordinators will provide supervision and oversee parts of their service.

c. Explain the role and responsibilities of the IPL Site Supervisor Training Program: is this a staff position or a training cost? If it is a staff position, why is this a reasonable and necessary program cost? This is a site supervisor that will oversee an AmeriCorps member at this location. Omitted from the title was ¿workforce¿. Full title for staff position is IPL Site Supervisor Workforce training program.

d. Explain the role and responsibility of the NCLR Intern, and explain why this is a reasonable and necessary program cost.

NCLR interns will assist NCLR staff with updating our website, assist in the management of our awards program, and provide limited support to NCLR AmeriCorps staff.

3) Section I.C. Staff and Member Travel: Each line item in this sections requires revision, because they do not contain (a) itemized lists of estimated travel costs, and (b) the numbers in the individual line items do not match the totals listed under CNCS share or grantee share. In order to correct this, please:

Narratives

a. Review each line item in this section, provide an itemized list of costs (# of staff, # of nights of lodging and $x/night, # of days of per diem at $x/day, etc.);

Completed.

b. Verify that the itemized list of costs equals the amounts in the CNCS share and grantee share columns.

Completed

c. Explain why the LAYC staff local travel-Public transportation is a reasonable and necessary grant cost.

Cost is to cover member travel between satellite sites where they hold meetings and trainings throughout the service year.

d. Explain why all member travel costs are reasonable and necessary costs for the program.

The majority of the travel costs are for grantees to take their members to the NCLR national conference. The gathering of our grantees and Members at our conference allows us to do a couple of things: 1. We hold a meeting/training with our programs to update them on any recent changes to the program 2. Members participate and present at the Lideres Summit on topics ranging from promotion of AmeriCorps, Sharing best practices through AmeriCorps member lead workshops, and an opportunity to network and meet their counterparts from across the country. 3. Conference is our opportunity to recognize our members during our ¿Noche de Premios¿, awards night, and highlight some of the key

Narratives

service activities our members are engaged in.

Secondly, grantees budget to travel to our annual program director¿s training. At the training we provide training, updates, sharing best practices and networking, and the opportunity see a different program and tour their facility.

Lastly, grantees budget to cover travel cost between site locations where members are serving. Specifically our sites IRRA, MAAC Project, and LAYC have satellite sites where members are serving and they rotate having training and meetings at those locations.

4) Section I.E. Supplies:

a. Explain the costs in the "NCLR Communication Cost" line item: it is unclear what is included in this line item and the calculations for this line item do not match the amount listed in the CNCS share column.

completed

b. The line item for supplies for the IRRA site includes the purchase of 10 computers for members. Provide a justification for why the 10 computers are reasonable and necessary cost for the program. The IRRA site purchased 10 computers in 2010 for member use, and I would expect that those 10 computers would still be in use.

c. The line item for supplies for the UC site includes the purchase of 10 computers for members. Provide a justification for why the 10 computers are reasonable and necessary cost for the program. The UC site

Narratives

purchased 10 computers in 2010 for member use, and I would expect that those 10 computers would still be in use.

Both sites, IRRA and UC, were listing the continued use of computers as match. It was explained to the sites that since the computers were originally purchased with grant funds they can not be used as match. Value was removed from budget.

5) Section I.H. Evaluation:

a. Please provide an itemized list of what is included in each of the two evaluation line items, and a brief explanation of the sub-applicant share and the role of the sub-applicants in evaluation. You may enter the itemized list in the budget line item; provide the brief explanation in the ?clarification summary? section of the application.

The evaluator will use process evaluation to assess the relative strengths and weaknesses of the NCLR AmeriCorps program model.   This will include collecting data through existing databases, program surveys, administrative data review and through individual and group interviews.

b. Explain why these costs are repeated on this year's budget: is this a multi-year evaluation?

Yes, this is a multiyear evaluation that began with the current, 2010-2011 program year.

c. Please verify that these costs do not include the daily/weekly gathering of data to assess progress towards meeting performance measures.

Evaluation does not include the weekly gathering of data related to the performance measure. However,

Narratives

It will look at end of the year numbers.

6) Section I.I. Other Program Operating Costs:

a. Criminal history checks must be conducted on all members, employees or other individuals who receive a salary, education award, living allowance, stipend or similar payment from the grant, regardless of whether these costs are coming from federal or non-federal share. Criminal history background checks include a search of statewide criminal history repositories and the National Sex Offender Public Website for all members and employees as described above. An FBI check is also required for members, employees or other individuals with recurring access to vulnerable populations. A detailed description of the requirements can be found at:

http://www.nationalserviceresources.org/criminal-history.

 i. The budget only includes costs for members; it does not include costs for criminal background checks for staff. Please explain how these costs will be covered. 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.

Grantees will cover background check for staff but those are covered from non AmeriCorps finances. Documentation will be filed with the respective human resources offices to document that those checks have been completed.

 ii. 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.

All criminal history checks will be conducted according to AmeriCorps regulations. NCLR has been working with our grantees to ensure that they are compliant with the change in the rule that took effect

Narratives

on April 21, 2011.

b. Explain why each of the costs listed in the NCLR Annual Conference line item is a necessary and reasonable cost, and provide an itemized list of what is included in each cost. Please note that gifts and/or food in an entertainment or event setting are not allowable.

The NCLR conference cost reflect the in kind contribution provided by NCLR to the grant during conference. The $500 dollar covers the pages that promote our award winners and the AmeriCorps ad in the conference program book. Additionally signage is also create that lists the winners that are placed through the conference center. $7500 is the cost to present a workshop during our national conference. Additionally, the AmeriCorps members present a workshops during the Lideres Summit and the cost is $2500. These cost are necessary in that they provide the program visibility to thousands of conference attendees. Additionally, the workshops provide a more directed opportunity to highlight the program and the service being conducted by the grantees and the members.

7) Section II.K - Member support costs.

a. FICA does not appear to be calculated correctly. Please recalculate.

Completed

Programmatic Clarification Items:

1. NCLR has taken steps to improve the fill rate for its non-stipend slots, including dropping sites from the grant which demonstrated a history of not filling EAO slots and helping sites establish connections with local colleges and universities. However, additional work is still needed to improve these rates. Please describe the corrective actions you will implement to assist sites with filling these slots, and

Narratives

include any larger strategic approach which the national NCLR program office may take in allocating slots among sites.

NCLR will move to limit the number of EAO slots that the program will carry. Based on a review of past fill rates for EAO slots NCLR will limit the number the number of EAO for the entire program. This number of slots that will be allowed will reflect what has been consistently fill in the last couple of years. The strategies that have been put in place: working with local colleges and universities, collaborating with faith based organizations/churches, and recruiting from volunteer programs will continue to be utilized.

Performance Measure Clarification Items

Clarification items for national performance measures reflect our assessment of the following criteria:

? measures align with the need, activities and outcomes described in the narrative

? outputs and outcomes are correctly aligned as directed in the NOFO background document

? measures utilize rigorous methodologies to demonstrate significant impacts

Please make the following changes in the Performance Measures screens in eGrants:

1. Intermediate Outcome Measure ED5: This measure specifies that a pre/post test will be used to determine students? current reading level. It states that the tests have been used on students outside the population they will be serving, is grade level appropriate, measures student knowledge & literacy skills, and that the schools the sites work with have confirmed that the tests are in-line with what is being taught in the school . However, it does not specifically state that it measures changes in performance that would demonstrate a change in letter grade. Please explain whether or not the pre/post test measures grade letter changes.

Narratives

Post test used by grantees measure grade letter changes.

2. In addition to the national performance measures, there is an aligned set of measures which focuses on nearly the same outputs and outcomes. Since you are participating in the National Performance Measure pilot in education, you are not allowed to have any applicant-determine measures in Education. Please remove these measures.

Continuation Changes

Changes to program Year Two

At the start of the program year one of grantees Southwest Keys of Austin, TX notified us that they would not be able to proceed with supporting the AmeriCorps program. As mentioned in our program amendment the MAAC Project, a NCLR Affiliate in San Diego, CA, will take the spot once occupied by Southwest Keys for the remainder of the grant cycle.

 The MAAC Project serves San Diego County families through several programs including HeadStart/FirstStart, nutritional programs, low-income home weatherization and improvement, two notable and culturally specific recovery homes, award winning affordable housing complexes and a charter school. Their experience with managing federal, state, and local programs gives them the experience necessary to manage an AmeriCorps grant. In addition to these programs The MAAC Project is also engaged with NCLR on several projects and is well respected within the Affiliate network.

The MAAC Projects, through their affordable housing units, will place AmeriCorps Members at their satellite offices. The offices are equipped to provide residents with access to direct services and community resources. Members will organize tutoring services to the school aged children that live at those complexes. Those services will also be available to students that are not residence of the housing units but attend nearby schools. Additionally, they will work with the residents on organizing service

Narratives

projects and exploring ways to improve where they live.

The MAAC Project will recruit their members through a variety of methods. The MAAC Project Human Resource recruitment process will include advertising all positions via their website as well as through JOBing.com and other local resources. MAAC Project¿s recruitment strategy will focus on targeting residents of its housing complexes as well as targeting participants from MAAC¿s different programs. Additionally, MAAC will promote / advertise these service announcements via local volunteer resources (Volunteer San Diego), program specific collaborations, and local colleges and universities.

In addition to what has been outlined in the amendment the MAAC Project will also adhere to what NCLR details in its recompete proposal with regards to Member supervision, training, recognition, and understanding the difference between allowable and unallowable activities.

Budget

Budget remains the same from the previous year with the exception of including specific line items related to the MAAC Project. This edits do not affect the overall cost per MSY. Budget remains similar to the current years program.

Plans for improving enrollment, retention, or other compliance issues.

As noted in our GPR NCLR AmeriCorps grantees for the 2009-2010 program year filled 178 out of 220 awarded slots representing an 81% enrollment rate. There were a couple of factors influencing the recruitment rate that affected all grantees. First: grantee's slot portfolio balanced between stipend and non stipend slots to keep cost per MSY low but created an abundance of education award only (EAO) slots. This strategy was successful in keeping the MSY cost low but a few grantees had trouble filling those EAO slots.   Second, grantees focused their efforts on filling the stipended positions first and the

Narratives

EAO slots second.

To address this issue for the 2010-2011 program year NCLR encouraged grantees to limit the number of EAO slots that they include in their budget. NCLR provided technical assistance to their grantees to structure their budgets to avoid an abundance of EAO slots. So far in the first quarter of the 2010-2011 program year our enrollment rate is 77% or 99 out of 131 slots filled. Sites continue to enroll members and we anticipate that the program enrollment rate will be much higher than in previous years. It should be noted that sites are having technical issues with enrolling Members into the portal. The number of members with signed contracts and serving is reflected in the above number. Yet when we run an enrollment rate report on the portal the number is closer to 60%. NCLR is conducting an enrollment audit to pinpoint the issue and correct so the numbers are correct.

Grantees continue to have success with filling their stipended positions and using reliable recruitment techniques like word of mouth, employment websites, internal organization recruitment, and running ads.

State Commission

NCLR contacted the California, Texas, Illinois, and Maryland state commissions regarding the sites we plan on supporting during year two of our program. We received responses from California and Texas and have yet to hear from Illinois and Maryland. As part of our consultation with the state commissions we provided contact information for our grantee, scope of their work, program location, and number of members expected to serve in those communities. Grantees will also send an update letter at the beginning of the program year with contact and program information.

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   41.58

Service Categories

Tutoring and Child (Elementary) Literacy

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

AmeriCorps members serving at NCLR affiliate sites will tutor school age students. Students will be referred to

the program via a teacher, parent, or other stakeholder. AmeriCorps programs will be required to provide

outreach to their programs, local schools, and other partners education programs to ensure that each sites tutors

the required number of students. Outreach will include giving presentations about the service, handing out fliers,

using local media, and internet services. Once enrolled in the program students will receive a minimum of 15

hours of tutoring. Students will receive a pre test to determine the level they are currently reading at the test will

also help to determine the type of tutoring they will receive.

Result: Output

Result.

1000 k-12 school aged students from low income Latino families will be enrolled in NCLR AmeriCorps grantee

tutoring program.

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

Target : School aged students from low income Latino families who have been referred for tutoring, and

drop ins, will receive tutoring services. Referrals will come from teachers, parents, and

additional stakeholders.

Target Value: 1000

Instruments: tutor and student contact logs will track the progress towards the goal

PM Statement: 1000 K-12 school aged students who have been referred for tutoring or drop in from low income Latino families will be enrolled in NCLR AmeriCorps tutoring programs. Referrals will come from Teachers, parents, and additional stakeholders.

Result: Intermediate Outcome

Result.

K-12 students tutored through the NCLR AmeriCorps program will increase their literacy performance by one

letter grade.

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

Target : 85 % of low income Latino, and other, students tutored by NCLR AmeriCorps sites.

Target Value: 850

Instruments: Sites will use a pre test before starting the tutoring service to determine their current reading level. After the tutoring is complete sites will administer a post test to determine progress made towards goal. The pre/post tests the sites are using have been used on students outside of the population they will be serving. Additionally, the test is grade level appropriate and it measures the types of student knowledge, literacy, that the program is trying to improve. Lastly, All the programs work closely with the local schools and this has ensured that the test is in line with what is being taught at the school.

PM Statement: 85% of total k-12 students tutored through the NCLR AmeriCorps program will increase their literacy performance by one grade level. Sites will use pre and post test to determine reading levels

National Performance Measures

Result.

prior to tutoring and a post test to assess progress towards increasing their grade.

Result: Output

Result.

900 unduplicated school aged children will complete tutoring services at NCLR AmeriCorps grantee locations.

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

Target : Unduplicated school aged students from low income Latino families who have been referred for

tutoring, and drop ins, will complete tutoring services.

Target Value: 900

Instruments: Program will use tutoring and the student monthly contact log to track progress and collect the information.

PM Statement: 900 unduplicated school aged students will successfully complete tutoring services at NCLR AmeriCorps grantee locations. Sites will use tutor and student monthly contact log to track progress and collect information.

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	Already on File at CNCS
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable