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Executive Summary

The Great Strides Rural Education Corps is an AmeriCorps program helping students in rural communities in Northern New England. Great Strides will work to increase the poor educational attainment rates for the rural counties in ME, NH and VT by placing AmeriCorps members in schools to mentor at-risk youth, recruit community volunteers, and increase service-learning opportunities. Great Strides is a program of Goodwill Industries of Northern New England.

Rationale and Approach

a. Problem

As little as a decade ago, rural towns in Northern New England still held the promise of secure economic futures for all able bodied residents. Along every river, industrial mills were established, providing life-long jobs for willing workers, drawing on cheap hydro power and an even cheaper labor supply. High school completion was considered a luxury when employers valued strong backs over strong minds. Over generations, educational pursuit became less valued as every day spent in the classroom meant a day lost earning money for the family. Gradually, as mills closed when jobs were sent offshore for lower operational costs, the shift to a knowledge-based economy began to transform rural America. Manufacturer's News, Inc. (MNI) a trade organization based in Evanston, IL that tracks industry trends, reported in their annual survey that "VT has lost 5.6% of its manufacturing jobs just since the start of the recession. (Looking back even further, VT companies have shed 9,921 jobs, or 17% of the state's industrial employment over an eight year period.) But VT's most recent losses are smaller compared to those seen in Maine, down 7.7% and NH, down 7.5%, for the same period according to earlier MNI reports. MNI reports that jobs were shed in nearly all industrial sectors." Those who failed to recognize the change were (and are) destined to at best depend on a social service safety net unable to support the number of families in need and at worst experience homelessness, unemployment, hunger and illness.

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Goodwill Industries of Northern New England (Goodwill) proposes a strategic AmeriCorps intervention designed to address troubling economic conditions and educational trends unique to the most rural counties in Maine (Oxford, Franklin, Somerset, Piscataquis, Washington, Knox, Waldo and Kennebec), New Hampshire (Coos, Grafton, Carroll, Belknap, Merrimack, Sullivan and Cheshire) and Vermont (Orleans, Essex, Lamoille, Caledonia, Washington and Orange). The project will utilize the proven AmeriCorps technique of community volunteerism to increase educational attainment rates among middle and high schools that is critical to mitigate persistent high unemployment, extreme poverty and welfare dependence and continued economic decline. As explained in "Help Wanted: Projections of Jobs and Educations" by Georgetown University, "The future of employment in the United States comes down to this: success will require postsecondary education, in one form or another. By 2018, our forecasts show the economy will create 46.8 million openings--13.8 million brand new jobs and 33 million replacement jobs, positions vacated by workers who have retired. Nearly two-thirds of these 46.8 million jobs--some 63 percent--will require workers with at least some college education. About 34 percent will require a Bachelor's degree or better, while 30 percent will require at least some college or a two-year Associate's degree. Only 36 percent of total jobs will require workers with just a high school diploma or less, and those will be clustered toward the low end of the wage scale."

New jobs will not be created in rural Northern New England because employers are reluctant to locate in these communities since a skilled workforce does not currently exist. The US Department of Agriculture, Economic Research Service supports the education/jobs thesis, particularly in rural areas: "The skill requirements of rural jobs continue to rise along with education levels. Although less educated rural adults fared well in the 1990s due to the robust economic expansion, their prospects are

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uncertain. Many rural jobs historically held by workers with limited education have been lost to changes in production technology, overseas competition, and changing consumer demand.

Prospective employers are increasingly attracted to areas offering a concentration of well-educated and skilled workers, just as better educated youth and adults are still drawn to places--often in cities--that offer better jobs with higher salaries. Although investments in education are not a panacea for places struggling to attract jobs and residents, they can be an important part of a broader economic development strategy."

Those who recognized the change have prospered, but by doing so became unknowing contributors to the decline in the quality of life for much of rural areas. Young people left home for college, built a network of social and professional contacts and acquired educational debt. When this cohort begins to retire, few with marketable skills are ready to take their place. US Census Bureau, 2000 data (most recent available) for the rural counties served by Great Strides have a bachelor's degree rate for people over twenty five of 20 percent compared to a New England bachelors degree rate of 29.7 percent (with four of the counties having a bachelors degree rate under 15%).

Professor Stephen Coelen, in his publication "New England 2020, A Forecast of Educational Attainment and its Implications for the Workforce of New England States", predicted: "Particularly important are business/higher education/K12 partnerships that develop college aspirations and college readiness as early as middle school. Such partnerships can boost college participation rates of native young people and support their entry into the economy. This is especially important in these times when population growth remains low and encouraging in-migration remains a challenge."

The connection between education and good jobs is compelling. The US Dept. of Education reports that in 2008, the median of the earnings of young adults with a bachelor's degree was \$46,000, while

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the median was \$36,000 for those with an associate's degree, \$30,000 for those with a high school diploma or its equivalent, and \$23,500 for those who did not earn a high school diploma or its equivalent. In other words, in 2008, young adults with a bachelor's degree earned 28 percent more than young adults with an associate's degree, 53 percent more than young adult high school completers, and 96 percent more than young adults who did not earn a high school diploma. In 2008, the median of the earnings of young adults with a master's degree or higher was \$55,000--20 percent more than young adults with a bachelor's degree. (U.S. Department of Education, National Center for Education Statistics. (2010). The Condition of Education 2010 (NCES 2010--028), Indicator 17.)

b. Solution

Responding to the unmet needs of students in rural areas is not an undertaking that is exclusive to schools. In order to make a sustainable impact, the community must take ownership and join in the effort. AmeriCorps is known for engaging volunteers in the community to solve a problem. Great Strides stipended AmeriCorps members will be civically engaged recent college graduates. They will have the benefit of perspective, having freshly emerged from an educational setting. They will also have the advantage of being close in age to the youth they are supporting, thus relatable. Great Strides Education Award Only members will be passionate individuals, eager to make an influence, ranging from high school students to retired community members.

Last year's operation of the "College Access Corps Pilot Program" proved that AmeriCorps members placed in schools can have a significant impact on solving the issue of educational attainment. The College Access Corps placed one AmeriCorps member in each of 6 Maine high schools to increase the number of students entering post secondary education. The program was a phenomenal success with all high schools reporting an increase in students who enrolled in higher education. For example, at

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Oxford Hills Comprehensive High School, seniors submitted 555 applications to college, an increase of 233 applications over the 2008-2009 school year. At Bonny Eagle High School, there were 780 applications submitted by seniors, 160 more than in the previous year. Great Strides will expand this program model to the rural areas throughout Maine, New Hampshire and Vermont. Members will work directly with at-risk middle and high school students (low-income, potential first-generation, minority, academically low-achieving) to help them consider, explore, and apply themselves to future opportunities.

45 STIPENDED FULL-TIME AMERICORPS MEMBERS will serve at selected high schools and middle schools as mentors for a portfolio of 15 to 20 at-risk students. This will include, but not be limited to, developing and maintaining contact with students' parents, teachers, counselors and referral partners; identifying resources within the community; creating a structure for extended learning opportunities and expanded career awareness; and participating in a variety of service projects. In addition to their mentoring role, schools and members must also jointly select at least one of the following leadership components to address an identified community problem by engaging community volunteers: 1) Mentor Program Coordinator in which a member will create or expand a mentor program matching students with community members utilizing the Goodwill Goodguides Mentor Model; 2) Educational Support Program Coordinator in which a member will match students and community members to concentrate on educational and career support utilizing both Goodguides and Goodwill's Youth Workforce Investment Act (WIA) programs; 3) Community Outreach and Education Awareness Coordinator in which the member will reach out to community partners to create internships and service opportunities; and/or 4) Service-Learning Coordinator in which the member will focus on creating school or district-wide service-learning curriculum. Stipended members will work closely with the communities to develop service projects and resources while

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fostering a stronger connection between the school, students, and the community as a whole.

Thirty 300 Hour, fifteen 450 Hour, and five 675 Hour PART-TIME EDUCATION AWARD ONLY MEMBERS will enhance the reach and impact of the program. Serving with their stipended counterparts, these part-time members will engage volunteers, become involved in the community, and learn leadership skills to strengthen their effectiveness. They will serve in four different capacities: 1) Ed Award Only Service-Learning Coordinators will be student teachers who provide classroom and curriculum support as well as design and implement service-learning curriculum/activities; 2) Ed Award Only Mentors will mentor at-risk youth; 3) Educational Support Ed Award Only members will provide direct academic support to at-risk high school students; 4) Ed Award Only Community Outreach Representatives will develop relationships and resources within the community. Education Award Only Members will supplement their terms with one or more of the following leadership components: Assisting students with job searches and college applications; coordinating career and/or college fairs; organizing and participating in mentor/mentee events; organizing service projects, and/or forming community collaborations regarding educational related projects.

The addition of highly-trained, full-time stipended AmeriCorps members who can focus solely on academic attainment and post-secondary opportunities is an enormous help to students. In addition to this, Ed Award Only members will work to create lasting relationships between students, community members, and partnering agencies that have expertise in academic attainment and post-secondary opportunities. This comprehensive approach combining both the efforts of educational institutions and community stakeholders ensures linking educational aspirations to achievement.

Research has shown that service-learning increases student success by increasing their engagement in

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the school and community. Minnesota Campus Compact published "Service-Learning and Academic Success: The Links to Retention Research, which argues "that service-learning should be thought of as a process that creates greater student engagement, which in turn results in the product of student retention." Research has also shown that mentoring improves academic achievement as quoted from the Corporation for National and Community Service's Issue Brief; National Service and Mentoring "Mentoring successfully reduces the incidence of delinquency and substance use and that it promotes positive outcomes such as improved self-esteem, academic achievement, social skills, and career development." The relationships formed with AmeriCorps members demonstrate to rural students that young people can make a difference by engaging in the community, setting personal goals, and striving for success.

c. AmeriCorps Member Selection, Training, and Supervision

A solid program recruits and selects qualified members with the appropriate backgrounds, qualifications and skills to succeed at their sites. The recruitment plan for Great Strides mimics the recruitment plan for Goodwill's highly successful College Access Corps Pilot Program. The plan starts with working diligently with the placement site (in the Great Strides program it is the school) to develop an inclusive recruitment posting. By utilizing the national AmeriCorps website, local community outreach, and posting on on-line job sites and in campus career offices, Goodwill AmeriCorps programs proactively recruit from a broad spectrum of qualified applicants. In operating the College Access Corps it was found that recent college graduates were extremely successful at connecting with students. Recruitment and initial selection will be targeted to occur before the end of the school year.

After a careful vetting process by the Great Strides staff, including a preliminary review of

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applications, a screening interview and reference checks, the top four applicants will be forwarded on to the host site to further interview and ensure a good fit. Once selection by the school is made the Great Strides staff will do a final review and offer the potential member a conditional acceptance into the program while results of background checks are awaited. This multi-tiered interview process brings several viewpoints to the table and allows the program to ensure a balanced and thorough hiring process. Basic qualifications for Great Strides members include recent college graduates, strong communication and organization skills, and prior volunteer experience. Experience or study within the field of education or youth is preferred.

Goodwill has a proven record of recruiting and hiring AmeriCorps members with diverse backgrounds. In 09-10, Goodwill AmeriCorps members hailed from 23 states and ranged in age from 17 to 62. Since many of the Great Strides stipended members will come from around the country the target for the Great Strides Education Award Only members will be individuals from local communities. This will offer the program the valuable perspective of individuals who are familiar with the specific issues students face, while building long term sustainability for the project through increased community engagement. With targeted outreach on National Service Days, it is the program will introduce volunteers with disabilities to national service programs across the region. The full and proactive inclusion of individuals with disabilities in service allows AmeriCorps members with disabilities to gain valuable experience and skills and provides communities the opportunity to work closely with persons with disabilities.

Member Orientation and training will begin on the first day of their term of service (August 26, 2011). Every member will participate in an in-depth Orientation webinar led by Great Strides staff on their first day of service. This webinar will include:

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- Overview of AmeriCorps history
- Structure of Great Strides program and Goodwill AmeriCorps
- Great Strides and Goodwill AmeriCorps policies
- Prohibited Activities
- Benefits
- Local AmeriCorps programs in their region

Within their first week of service each member will receive an orientation to their school. Each stipended member placed at a school will be required to attend "New Teacher Training," the same training a new teacher is required to go through at the school. This includes agency policies, staff, the community and key partnerships. Guidelines for orienting a member are given to supervisors annually; ensuring members are immersed in agency and community culture and comply with AmeriCorps staff expectations.

A three day Opening Day training for all stipended members will be conducted in September 2011. One day will focus on mentoring at-risk youth. This training, developed by Goodwill Industries for the GoodGuides mentoring programs, includes a comprehensive and interactive introduction to youth mentoring programs including topics such as personality and mentoring relationships; diversity and perception; developing safe boundaries; handling difficult situations and conflict resolution; coaching; building positive relationships; expanding career awareness; confidentiality and trust; and child abuse and neglect. Goodwill staff will also facilitate workshops aimed at members developing and coordinating mentoring and academic support programs.

The second and third days will continue to focus on the members' particular leadership training needs.

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Anne Schink (consultant for CNCS) will provide training on volunteer management best practices. Kids Consortium, a nationally recognized educational nonprofit, will provide training on service-learning. Throughout the three-day training there will be opportunities for members to connect and strengthen their networks. Goodwill staff has a decade of experience operating federally funded at-risk youth employment programs and will provide additional career counseling training to stipended members. The training will include utilizing the ONET Interest Inventory, a US Department of Labor approved tool to assess youth's interests and match them with occupations in high growth and/or high demand occupations.

Education Award Only members will all be trained at the beginning of their term with a comprehensive webinar that orients them to AmeriCorps, including prohibited activities, AmeriCorps and program history, member benefits, and reporting responsibilities. They will also receive training on volunteer management, service-learning, and/or mentoring.

In addition to the Orientation Webinar, New Teacher Training (School/Site Orientation) and Opening Day training, stipended members receive regular training throughout the year. Online and independent studies through the Corporation for National and Community Service's Online Resource Center and other guided studies will be offered, as well as webinars throughout the year to ensure member development. These include:

- Disaster Preparedness Training
- Volunteer Management
- Publicity and Social Media
- Disability Awareness and Inclusion
- Service-Learning

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-Life After AmeriCorps

-Being an Effective Youth Worker

All members will be expected to attend AmeriCorps-sponsored trainings for CPR/First Aid in the spring and Celebration of Service/Recognition in July. Great Strides staff will encourage stipended members to attend the local State Commission-sponsored events as well as other trainings that promote student achievement. All of these opportunities provide for a well-balanced year and help to make certain that members are connected, satisfied, and moving toward accomplishing program and personal goals.

In addition to their daily work at the host site, Goodwill AmeriCorps fosters an ethic of service through structured service and leadership opportunities, such as:

-Opening Day

-September 11th

-Martin Luther King Jr. Day

-National AmeriCorps Week

-Celebration of Service/Recognition

-Regularly scheduled webinars and member quarterly conference calls will also provide an opportunity to reflect with other members

In an effort to promote National Service and promote esprit de corps, Goodwill AmeriCorps staff created three leadership teams: Esprit de Corps Team, Training Team, and Service Project Team. The latter allows members to take initiative to organize events on national service days. Morgan January, who is serving a second term at Catholic Charities in Caribou, ME talks about the impact these

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leadership teams have made on her current AmeriCorps term: "I feel much more connected to the AmeriCorps aspect of my job. This helps me stay connected not only to service at my individual host site, but service within my community, and with my teammates as well. I feel as if we will be able to accomplish more this year since we all have stakes in others personal and professional development."

Members return from the additional service opportunities to their host sites rejuvenated, motivated, and ready to rededicate themselves to their service. Incorporated into each of these member training/service events are group readings, journaling, and other activities centered on topics of service. Members thoroughly enjoy this opportunity to share and reflect on their experiences. In 09-10, there was a positive change in ethic of service as noted in the final evaluation. Without exception, members reported that they were more involved and motivated to be involved in their community by the end of their term.

Each member will have an assigned supervisor from the host site school staff who received a day long supervisor training from Goodwill AmeriCorps staff. Supervisor Training includes AmeriCorps prohibited activities, how to orient your member to the local community, supporting the work of the AmeriCorps member, Great Strides educational attainment goals and reporting requirements. Site Supervisors will be selected through a consultation process between Great Strides staff and Host Site School leadership. All site supervisors will undergo a background check.

Goodwill AmeriCorps staff have developed a comprehensive collection of monitoring tools and practices to ensure the member and supervisor are working together towards affecting changes in student attainment levels and following AmeriCorps rules and regulations. These monitoring tools include:

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- Site visits from Great Strides staff
- Quarterly reports from site and member
- Weekly timesheets and impact reports
- Quarterly conference calls for supervisors and members
- Mid-term and end of term evaluations
- And webinar style desk "visits" with similar questions as a site visit

Goodwill AmeriCorps developed a custom-designed online member management system to assist in communications and documentation. Functions include:

- Online submission from any computer of: PDF forms (enrollments, exits, evaluations, etc), timesheets, and in-kind donations with digital signatures
- Policies and handbooks posted
- Auto-compilation of volunteer and client statistics and in-kind information
- Member "Individual Homepage," listing an updated view of a member's term hours, total hours completed to date, % of training and fundraising hours, number of weeks left to the end of the term, estimated hours per week needed to complete term successfully, and start/end dates.
- Program staff has ability to post important information specifically to members, supervisors, or program staff throughout the year

This computerized system keeps members and service sites fully aware of program expectations with accurate up-to-date information. It also streamlines program efficiencies, allowing staff to focus on improving customer satisfaction of members and sites.

d. Outcome: Performance Measures

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The Great Strides program will increase educational attainment within school districts in which members are placed by the end of the three-year grant cycle. Great Strides members will organize or provide mentoring to at-risk youth to increase their educational attainment. Research confirms:

"Mentored youth skipped half as many days of school as control youth, felt more competent about doing schoolwork, skipped fewer classes, and showed modest gains in their grade point averages."

"Mentoring-A Proven Delinquency Prevention Strategy". US Department of Justice Juvenile Justice Bulletin.

"Youth participating in mentoring programs also had better attitudes and behaviors at school and have better chances of attending college." "MENTORING PROGRAMS AND YOUTH DEVELOPMENT: A SYNTHESIS". Edna McConnell Clark Foundation.

Great Strides will use standardized performance measures of the Corporation for National and Community Service (ED1, ED2, ED6, ED9, ED10). The output measures will be tracked by members as they provide a mentor relationship and various programming to students: 1) [ED1] 750 students who start in an AmeriCorps education program; and 2) [ED2] 600 students will complete participation in an AmeriCorps education program. Program impact will be measured on three separate levels: 1) [ED6] 180 of 220 youth will have improved their school attendance over the course of the program's involvement with the student; 2) [ED9] 120 of 140 students will graduate from high school on time with a diploma; and 3) [ED10] 175 of 210 students will enter post-secondary institutions. Great Strides will measure an additional overall performance goal. The outcome measure will be number of students that move up to the next grade level or graduate on time. This measure provides an overall impact of Great Stride's impact on student attainment, while the 3 standardized

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performance measures show impact within various at-risk categories. All measures will be reported on a quarterly basis by members and tallied for an annual, program-wide total. An end of year evaluation will compile comparison data based on data compiled by each school regarding measures the year before the member served.

Performance Measure targets were determined by consulting the Great Strides Advisory Group and partner school leadership, asking the following questions: 1) Of the students who will be "significantly engaged" by the AmeriCorps members how many of them struggle with school attendance? How many do you expect to achieve improved attendance at school due to the work of the AmeriCorps member? 2) How many seniors will the member significantly engage in an effort to have them graduate on time? How many do you expect to succeed at graduating on time? 3) How many seniors will the member significantly engage in an effort to have them enroll in post secondary institutions? How many will you expect to enroll in a post secondary institution?

e. Volunteer Generation

Volunteers will be helping to address the pressing community issue of educational attainment. Great Strides members will recruit individuals from the local community to serve as both episodic and ongoing volunteers, depending on the site and the specific project. For example, Ed Award Only members will recruit local volunteers to serve in different capacities at outreach events. Stipended members acting as Mentor Program Coordinators will recruit, train, and support volunteers serving as mentors. Similarly, Educational Support Program Coordinators will recruit, train, and support volunteers who are providing academic support to students. They will also set up job shadowing opportunities for mentees with local business people volunteering their time.

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Volunteers will mentor youth, provide academic support, introduce youth to occupations through job shadowing and assist in service-learning projects. By utilizing volunteers, members are able to provide innovative and effective solutions to the issue of educational attainment.

Goodwill generates and supports diverse volunteers in the form of thousands of community volunteers recruited that provide essential services to the communities served. Similarly, Goodwill AmeriCorps programs have a history of acting as a highly effective means of solving community problems, generating great success in the field of volunteer recruitment and management. In 09-10, 20 Members recruited 2632 new volunteers who contributed 42,161 hours of service.

f. Partnerships and Collaboration

Goodwill completed significant research on regional needs through meetings with Congressional and Senatorial offices as well as discussions with community stakeholders and regional research organizations such as the Carsey Institute at the University of New Hampshire, who study the struggles of families in rural America. This work confirms that rural Northern New England faces pressing economic woes directly tied to the fact that its population needs a higher level of education to succeed in the evolving economy. After setting the broad goal of increasing educational attainment; teachers, principals, superintendents, and State Education Department staff were engaged in helping to design effective methods to have an impact on this need.

For example staff, had brainstorming sessions with Korah Soll, the Director of the Zenith Program (an alternative education program) at the Camden Hills Regional High School. Korah is a former AmeriCorps member (1994-1996) who is passionate about impacting the region's most struggling students. She has a vision for school systems that successfully engage a broader swath of the local

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community in student support programs. Korah helped design a mentoring component where an AmeriCorps member works with a committee of school staff to identify struggling students who could most benefit from a community mentor. Then the AmeriCorps member completes targeted community outreach to recruit mentors for the identified students.

Following Goodwill AmeriCorps' success in engaging individuals in the Great Strides program design, the Great Strides Program an advisory group made up of superintendents, principals, Alternative Ed directors, and non-profit leaders has been developed. This group has helped craft the most effective approach to improving educational attainment in rural communities. Many of these advisors will also be host site supervisors of Great Strides members. They will be key to the successful implementation of the program.

g. Sustainability

By design, Great Strides is making a lasting impact on Northern New England and is sustainable beyond the presence of federal support. This is done by working to strengthen the community engagement in local schools and community partners. Great Strides members will be trained in volunteer management and a significant portion of their work will be to recruit community volunteers to help increase educational attainment in the school. This will develop an interest in educational attainment in the community and create a group of volunteers engaged in the issue. Thanks to Great Strides' focus on strengthening volunteer systems, there will be community volunteers to help fill the gaps left by dwindling federal resources and the potential absence of AmeriCorps members.

For example, in the College Access Corps last year at Mt. Ararat High School the member linked with

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local college students to develop a program called "Aspirations in Maine." This program brought Bowdoin College students to the high school every Wednesday morning. Each college student worked with a group of 10 to 15 high school students for 45 minutes, giving presentations on topics related to college aspirations and meeting one-on-one with students. When the Recovery Act funding for the College Access Corps ended the volunteer program continued on and students still benefit from additional services aimed at improving their access to higher education. With a solid program in place, volunteers are able to continue and sustain the program over time.

By engaging community volunteers in the goal to increase educational attainment in these rural communities, Great Strides partner schools are more likely to be able to leverage match through local businesses who value education. Great Strides school partner, Camden Hills Regional High School, has the commitment of a local bank to provide cash match to the program through the community outreach they have already started.

h. Tutoring Programs only

N/A

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Organizational Capability

a. Organizational Background

Goodwill Industries of Northern New England has a long track record of successfully operating AmeriCorps programs and other federal and non-federal grants. Tom Nickerson, Senior Director for Workforce Solutions at Goodwill and Steve Niles, AmeriCorps Programs Director, will be the primary and secondary contacts for Great Strides. Steve and Tom have been creating and overseeing successful AmeriCorps programs together since 2003 with Steve starting his work creating AmeriCorps

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programs in 1994. In 2009 Goodwill's services included \$24.9 million in grant funded programs to benefit our region. This made up 51 percent of our budget for 2009. The other half of Goodwill's budget came from its well known retail stores. With a budget of over \$50 million Goodwill of Northern New England has well developed staffing, management, and evaluation systems available.

Goodwill has operated three distinct AmeriCorps programs in the past 7 years. The College Access Corps operated as a 2009 pilot program in partnership with Maine Campus Compact funded through Recovery Act funding and has contributed a lot of models to the Great Strides program. The Emergency Response Corps has served ME, NH and VT since 2005 as a national direct, placing members at Fire Departments and Ambulance Services. The Community Resource Corps (CRC) has operated since 2003 with CNCS funding from both State Commissions and National Direct. The CRC places members at non-profit or public agencies to strengthen volunteer recruitment and retention efforts at our partner agencies to help impact community needs. Corporation funding is approximately 2% of Goodwill's annual funding. Raising funds to support the non-corporation side of our program budget has been very successful. The many partners in our AmeriCorps grants create a diverse funding source since each partner contributes to the AmeriCorps program.

Great Strides has access to all of Goodwill's excellent program management systems, such as Information Technology, Financial Management, Human Resources, and Training. These systems are also very responsive to new needs. For example Goodwill's Finance Department recently restructured to create a position called Grants Analyst. This was in response to the grant funded programs need to have one person who could be depended on to create and submit grant funded financial reports on deadline. Having one person responsible for this task allows the program staff to have clearer communications on financial reporting.

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b. Staffing

With 33 years of combined AmeriCorps experience amongst the current AmeriCorps staff, the team has the experience, staffing, and management structure to plan, implement, and evaluate the Great Strides Rural Education Corps. AmeriCorps program staff currently includes two Program Directors, and two Program Coordinators to oversee two AmeriCorps grants entering the final year of funding. Great Strides will create two vacant Program Coordinator positions. These positions will manage a portfolio of members within their region and be responsible for all paperwork, monitoring, and training of members throughout the term. Desired qualifications for the two new positions include experience within the education field and AmeriCorps. One Program Director, a current position, will oversee the Great Strides Program. This individual has extensive experience in managing AmeriCorps programs and staff, having overseen National Direct, Recovery Act, and Formula fund AmeriCorps grants. Staff has an intimate understanding with what it is to be an AmeriCorps member. Having recently brought on three new staff members to oversee AmeriCorps Recovery grants successfully, Goodwill AmeriCorps staff are confident in orienting new staff.

New staff will be trained on expectations regarding recruitment, selection, reporting, policies, procedures, financial oversight, member training, and grant monitoring. They will participate in required Goodwill trainings including but not limited to Essentials of Program Service Delivery, Safety Training, Diversity, Defensive Driving, and First Aid/CPR. Weekly staff meetings will include updates, shared training topics, grant monitoring, and opportunities to learn from peers. Staff will also benefit from solid internal AmeriCorps Program Policies and Procedures which outline staff roles and responsibilities throughout the life of the grant. Staff will use the same forms, policies and procedures utilized in operating Goodwill AmeriCorps programs, including: detailed site monitoring tools, an

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Online Member Management System to monitor timesheet and paperwork submission, in addition to inkind and volunteer tracking.

Existing monitoring procedures guarantee files are kept complete and accurate while programs are efficiently operated. Files are reviewed by the Program Coordinator of the grant and another AmeriCorps staff member to ensure timely completion of member enrollment and exit. A member management spreadsheet monitors timesheet submission, paperwork, reporting, and member issues. Host sites are monitored at the mid-point of a member's term with a tool outlining paperwork submission, reporting, project goals, member and supervisor satisfaction, and policy adherence including prohibited activities. Written feedback including corrective action items is disseminated to the member and site following the monitoring site visit.

c. Multi-State Applications Only (Consultation)

Goodwill AmeriCorps programs have worked closely with Maine, New Hampshire, and Vermont Service Commissions over the past 6 years in which staff have operated two separate National Direct AmeriCorps programs. AmeriCorps staff have discussed program details with each of the Commissions and have submitted Commission Consultation Forms to each State Commission to ensure non-duplication and coordination of Corporation resources.

With 8 years of AmeriCorps programs under Maine Formula Funds, Goodwill AmeriCorps staff has regularly attended Maine Commission Meetings, grantee meetings, and Commission sponsored trainings. The Great Strides program falls under one of two Maine Commission for Community Service's strategic plan initiatives: "increased percentage of students who complete high school and pursue post high-school training or education." While operating the College Access Corps pilot

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Recovery Act program in 2009, Goodwill staff consulted with the Commission staff regarding the sustainability and strengthening of the program model. Goodwill staff also consulted with Shelley Reed Representative from the Maine Department of Education on the Commission.

Goodwill has operated two National Direct AmeriCorps programs in New Hampshire and Vermont, fostering a good working relationship with the respective Commissions. While Goodwill AmeriCorps staff involvement in both NH and VT are consistent as a current grantee, both offices have recently undergone staff leadership changes which require increased networking and consulting.

d. Multi-Site Applicants Only (Service Sites)

Proposed member service sites:

The following sites have requested 50 stipended, seven 675 hour, seventeen 450 hour, and thirty two 300 hour Education Award Only positions. Great Strides staff will work in consultation with host site school staff to finalize partnerships. Therefore it is possible not all of these sites will be selected and additional sites will be considered for the proposed 45 stipended, five 675 hour, fifteen 450 hour, and thirty 300 hour positions.

- Barnet School District, VT
- Digital Wish-working with 24 schools, VT
- Eden Central School, VT
- Lake Region Union High School, VT
- Orange Center School, VT
- South Royalton, VT
- The Sharon Academy, VT

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- Williamstown, VT
- Laconia High School, NH
- BCOPE/RSU 20, Belfast, ME
- Camden Hills Regional High School, ME
- Good Will Hinckley, ME
- Greenville School Department, Union 60, ME
- Lake Region High School, SAD #61, ME
- Maranacook Community High School, ME
- RSU #3-Morse Memorial School, ME
- Sea Coast Mission and MSAD 37, ME
- State-wide Shared Youth Vision Council, ME
- Sumner Memorial High School, ME
- The Community School, ME
- Waterville Public Schools, ME

The Great Strides Program issued a Request for Letters of Intent from school districts in rural ME, NH, and VT. To determine if an area is Rural, staff utilize tools from the USDA's Economic Research Service and OMB (Office of Management and Budget). This method designates counties as a "Metro Area" if they have a population of greater than 50,000 people or have a significant percentage of commuters to a Metro Area" with 50,000 or greater. Great Strides is also proposing to allow towns within "Metropolitan" classified counties to qualify to have an AmeriCorps member if they can make the argument effectively that they are truly rural communities. For example, Penobscot County, Maine is classified as "Metropolitan" by the USDA, yet many towns in Penobscot County are truly rural. The town of Stacyville has a population of 405 and is an hour and a half from Bangor (the

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largest city in the county); the town of Mt. Chase has a population of 247 people and is an hour and 48 minutes from this city.

School officials shared information regarding their student population, interest in and need for proposed activities for AmeriCorps members, the number of Stipended and Education Award Only members that the school could accommodate, and intended source(s) of cash match required by the site. All sites will receive a one-on-one consultation with AmeriCorps staff to reiterate the Great Strides program model and expected member activities to ensure understanding and commitment to the program. AmeriCorps staff will have the opportunity to seek information regarding the site's previous programming experience/success, innovativeness around placing an AmeriCorps member within school programming, sustainability regarding the member's position, quality of leadership and supervision at the host site, and local community involvement in proposed programming and member placement. Each of the participating schools within the grant will be selected based on answers to these questions. In February 2011, the schools will be required to submit a written contract verifying that they will serve as a partner with Great Strides and can support the cash match.

e. Current Grantees Only

Enrollment and Retention

Goodwill AmeriCorps staff have a strong record of high enrollment and retention rates within AmeriCorps programming. Goodwill AmeriCorps grants on average (a total of 6 different AmeriCorps grants in 2009-2010, including Recovery Act, National Direct, Sub-granted, and formula funds), have an overall enrollment rate of 100.85% and retention rate of 93.5%. One AmeriCorps grant, The Emergency Response Corps (ERC), has consistently struggled to fulfill 100% recruitment and retention due to the nature of the program population served. ERC positions are routinely rural

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emergency departments which require high training qualifications before serving as a member, creating enrollment difficulties. Similarly, the ERC program has retention difficulties because the members are highly skilled and seeking competitive professional positions outside of AmeriCorps. Most members who end a term early have been offered a highly competitive position and accepted that offer to take an important step in their career. The Great Strides Program is more comparable to the very successful AmeriCorps programs that have consistently had strong enrollment and retention rates. Comparable Goodwill AmeriCorps grants in 2009-2010 (and preceding years) achieved 100% or higher enrollment rates. Any retention rates that fell below 100% in comparable grants to Great Strides were due to members facing financial difficulties and leaving due to unforeseen personal life changes.

Cost per MSY

As a new program this section is not applicable.

f. Special Circumstances

See below in cost effectiveness.

Cost Effectiveness and Budget Adequacy

a. Cost Effectiveness

As proposed the Great Strides program will be extremely cost effective considering its special circumstances. With a collective 33 years of experience operating AmeriCorps programs the staff at Goodwill has developed excellent systems for operating extremely efficient programs. For example staff created a custom web based system further explained in "AmeriCorps Member Selection,

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Training, and Supervision". This system greatly reduces the amount of staff time required to manage member timesheets, in-kind contributions, and member enrollment and exit paperwork. In addition Goodwill programs are cost effective by utilizing outstanding collaborations with the other AmeriCorps programs in Northern New England to provide training and professional development opportunities for AmeriCorps members.

The match is already committed from diverse sources of funding. Each partner host site schools/agencies has committed enough match to meet the cash (\$245k) and in-kind match (\$431k) requirements. This makes 20 different sources of committed match to meet the operational needs of the Great Strides program.

b. Current Grantees Only

N/A since Great Strides is a new program.

c. Special Circumstances

The Great Strides program's budget will operate at \$13,300/MSY. This is very cost effective considering the extremely rural locations that the program is serving. With members in Orleans County, VT (child poverty rate of 20%), Coos County, NH (22% child poverty), Somerset County, ME (27% child poverty), and Washington County, ME (29% child poverty) Great Strides will be serving some of the most impoverished counties in the Northeast region (US Census 2009 estimates). In order to even serve these counties Great Strides has limited the amount of match required because there are very little local resources to help meet these match requirements.

d. Budget Adequacy

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The budget accurately predicts and lists the expenses required to operate the Great Strides Program. With 7 years of AmeriCorps program operations at Goodwill and staff leadership with AmeriCorps program operation since 1994; historical budget data and precise planning tools have been used to identify the predicted costs in the budget.

As stated above, Goodwill's years of experience operating AmeriCorps programs gives staff a keen understanding of what it takes to operate Great Strides effectively. That being said, staff has not taken the design of the Great Strides program lightly. Many discussions among staff, partners and the Great Strides Advisory Group led to the current proposed program design and budget. The staffing, training, monitoring, member support plans, and budget are thoroughly thought out based on prior years experience to meet our desired program outcomes.

e. EAPs

N/A

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Evaluation Summary or Plan

The overall goal of the Great Strides Rural Education Corps is to increase the educational attainment of students who attend partner schools. Success will be evaluated with the help of an independent evaluator and partner schools and agencies. By analyzing a partner school's historical graduation rates, attendance rates, and post secondary school enrollment rates the program will measure whether the partner schools improved following the introduction of Great Strides.

Evaluating success or failure at meeting the standardized performance measures of the Corporation for National and Community Service (in the Education Focus Area the standardized performance

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measures are required) will be more complex. An independent evaluator will be selected through a Request for Proposal process. As indicators of the overall goal of increasing educational attainment the following three standardized performance measures have been selected: Increased attendance; increased graduation rate; and increased enrollment in post-secondary institutions. Measuring increased attendance will compare current year attendance rates versus historical rates.

The standardized performance measures for increased graduation rate and increased enrollment in post secondary institutions requires proving that the subset of students the AmeriCorps member assists graduated from high school or enrolled in post secondary institutions at a greater rate than a comparable group of students. Great Strides staff will work closely with the selected independent evaluator and the Corporation for National and Community Service to determine a method for identifying a comparable group of students to those served by the Great Strides AmeriCorps members. AmeriCorps staff and evaluator will create tools to compare the results of members' interventions.

Amendment Justification

N/A

Clarification Summary

Great Strides 2011-2012 Program Year Clarification Response

Budget Clarification Items.

Personnel Expenses/Staff titles (please see the description in the last section of the Programmatic Clarification Items.)

Staff Travel. There will be 20 host sites for Great Strides. In order to do two site visits for each school

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in this first year we are planning for 20 total trips that visit two schools per trip. Each trip will average 200 miles. This results in 4000 miles x .44/mile= \$1760. The Great Strides Representative will have her/his office at Goodwill's offices in Concord, NH and the Programs Manager will have his office in Portland, ME. At the start of the program the Rep or Manager will travel weekly between Portland and Concord (220 mile round trip), then for the rest of the year travel between Portland and Concord will occur once every other week for a total of 40 trips between Portland and Concord. 40 trips x 220 miles x .44/mile= \$3872. Great Strides staff will travel to Commission or AmeriCorps staff council meetings in all three states. 12 trips x 106 miles (average per trip) x .44/mile= \$560. These trips equal 72 days of travel with food and some requiring lodging costs. Only 10 days will require lodging at \$100/night = \$1,000. The overnight trip days will include three meals averaging a \$42/diem x 10=\$420 and the day trip days will only require \$25/day x 62= \$1550. This totals \$9162. Both the Program Manager and the Program Representative will take turns doing site visits and attending State Commission meetings after attending a few together.

Member Training. Member training costs do not include staff time. One day in-person training with CPR/First Aid training for all 31 stipended members. \$250 in food for that training, \$530 for instructor and CPR/First Aid cards. 31 stipended members will receive \$120 each in reimbursement for fees to attend local trainings such as trainings organized by other AmeriCorps programs, local conferences, or other appropriate training opportunities. 31 members x \$120= \$3720. Web based trainings provided by program staff are covered under technology costs and staff time.

Member Office Space. During operation of College Access Corps AmeriCorps program each school was required to provide documentation proving fair market value of the office space provided to the AmeriCorps member. Some schools did this by calculating the cost of maintaining and owning the

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number of square feet provided to the member. Other schools figured the fair market value of the space provided to the member by getting documentation from a local realtor on what it would cost to rent a comparable space in the same town the school was in. In figuring the budget for donated member office space for Great Strides we examined the donated space for the College Access Corps schools and found that only two of the schools from the College Access Corps were in truly rural areas. To estimate what the value of donated member space would be from Great Strides partner schools we used the average value from the two rural College Access Corps schools.

Programmatic Clarification items.

Grant Award Date and Member enrollment period. Great Strides is requesting a member enrollment period that starts on August 26, 2011 and allows Education Award Only members to enroll up until May 1, 2012. In order to have members enrolled by August 26th 2011 we are requesting the Grant start date be ten days before member enrollment begins- or August 16th, 2011.

Additional detail of specific member activities that will result in the proposed outcomes including detail on academic support and mentoring. Each Great Strides member will have a "caseload" of at-risk students who they will mentor. Additionally each Great Strides member will provide; mentoring coordination, service-learning opportunities, and/or academic support to students at risk of not succeeding in school, or community outreach assistance. Here is a quote from the template used for creating each Great Strides AmeriCorps members' Position Description that describes many of the specific activities members will be engaged in.

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"Essential Functions:

- * Serve as a mentor for a portfolio of at-risk students
- * Develop and maintain contact with students' parents, teachers, counselors and/or referral partners
- * Develop relationships and resources within the community
- * Create a structure for extended learning opportunities and expanded career awareness
- * Act as a positive role model for youth
- * Participate in a variety of service projects within the community
- * Serve alongside and recruit volunteers for various projects
- * Coordinate and facilitate meetings
- * Participate in staff meetings
- * Attend required weekly meetings with supervisor
- * Coordinate projects with team members

Participate in at least one of the following Leadership Components (check all that apply):

Mentor Program Coordination

Member coordinates a mentoring program, matching students with mentors and overseeing the operation of the program throughout their term. The Goodwill Goodguides program model will be utilized to structure this program. Member may also organize mentee/mentor events, coordinate student assessments, communicate with student parents and teachers, etc.

Academic Support Program Coordination

Member coordinates a mentoring program focused on academic support for students. The member will oversee the operation and matching of students throughout the term in addition to organizing activities such as career/job fairs, college info nights, SAT prep classes, etc.

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O Community Outreach and Education Awareness Coordination

Member coordinates partnerships within the community for increased student involvement. This may be with businesses, nonprofits, or community leaders to enhance students involvement, internship opportunities, community collaborations, and resources. Member will coordinate community projects, compile resources, network, and create programming around community partnerships.

O Service-Learning Coordination

Member coordinates/supports school-wide service-learning curriculum and/or projects."

***end quote from Great Strides AmeriCorps member Position Description

The above language from the Position Description template is required to be included in the Position Description of each of the Great Strides members.

Member activities that research shows will result in improved student attendance (Performance Measure ED 6) are engaging students in a mentoring program and engaging students in service-learning opportunities. Member activities that will result in increased High School graduation (Performance Measure ED 9) are engagement in a mentoring program, member's providing after school study opportunities, and the member recruitment of volunteers/mentors to provide homework help for at-risk students, as well as student participation in service-learning opportunities since research shows students who participate in service-learning will become more engaged in and successful at school. Member activities that will result in increased post secondary school enrollment

Narratives

(Performance Measure ED 10) include: providing assistance with the college search, college essays and college application process; scheduling representatives from local colleges to visit the high school; and coordinating financial aid coordinators to do workshops at the high school.

All activities will move Great Strides and our partner communities toward the objective of creating student success in school to increase overall educational attainment of our rural communities.

The type and level of academic support provided by Great Strides will vary slightly from school to school depending on the need at that particular school. Most schools have elected to have their Great Strides AmeriCorps members recruit community volunteers to provide homework assistance to at-risk students. Some schools will have members operate a safe place afterschool for students to get additional academic support (often assisted by community volunteers recruited by the members) and sometimes this opportunity will be provided during free periods during the school day. In some instances a school has proposed having the AmeriCorps member work in the classroom during lessons to support struggling students at the moment of instruction.

The AmeriCorps definition of mentoring as indicated in the standardized Education Performance Measure ED4 states that a school based mentoring relationship must have at least one hour of contact per week (between the same mentor and mentee) for a minimum of six months of the school year. Great Strides mentoring model is based off of the Goodwill International "GoodGuides" mentoring program for at-risk teens. Both the AmeriCorps standard and GoodGuides standard is 1 hour per week for mentor/mentee matches to meet. Great Strides will follow this standard. Great Strides will follow GoodGuides strict standards for background checks, careful matching practices, mentor and mentee orientation, and frequent follow up with matches.

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Additional information on service-learning and its integration into the curriculum. At Great Strides schools that have selected service-learning support/coordination as a member activity the members will work very closely with teachers and administrators. Great Strides members will meet with teachers to learn about upcoming curriculum and brainstorm with the teacher opportunities for the students to have service-learning experiences. Since student led service-learning is the most effective the Great Strides member will plan with the teacher for how/when to facilitate student brainstorming sessions on how they can serve their community in connection to the topics they are studying in the classroom. Members will receive training on best practices in service-learning as part of their fall training/member networking event.

Additional details on Great Strides member Site Supervision. Great Strides AmeriCorps members will be supervised by a designated Site Supervisor. Every Site Supervisor will receive a site supervisor orientation that includes; AmeriCorps prohibited activities, the history of national service, Great Strides Rural Education Corps mission, goals and performance measures, program policies and procedures and reporting requirements. Site supervisors and members will meet at least once a week to go over the member work plan and touch base over any issues and upcoming events. Site supervisors will be staff at Great Strides partner schools. Partner schools have primarily identified principals, guidance staff and assistant principals as the designated site supervisors for this year's Great Strides members. Goodwill AmeriCorps staff have met with the proposed site supervisors and will complete background checks on them before members start being supervised by them. Site supervisors will be responsible for review and approval of members timesheets on a weekly basis.

Further description of Great Strides staff and skills. Steve Niles will be the lead Program Manager for

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the Great Strides program. Prior to helping operate the Community Resource Corps and the Emergency Response Corps for Goodwill Industries of Northern New England, Steve created and operated the Teach Maine AmeriCorps program from 1997-2003. Teach Maine placed AmeriCorps members at non-profit agencies to create partnerships between schools and non-profits with the goal of engaging students in the critical issues facing their communities. As director of Teach Maine Steve regularly taught or coordinated service-learning trainings. Additionally Steve regularly facilitated multi-faceted service-learning projects engaging hundreds of students, multiple AmeriCorps members, multiple non-profit partners and dozens of community volunteers. Steve's role in operating the Great Strides program will be to directly recruit partner schools and maintain strong relationships with their staff/administration. Steve will also lead member recruitment and member training (with his strong knowledge of service-learning resources available in the region). Soliciting an evaluation contractor will also be part of Steve's responsibilities. A new person will be hired to become a Great Strides Representative. This person will have a portfolio of members who the representative will be responsible for maintaining complete files for and providing frequent communication with. The representative will also assist in member recruitment and training event organization. Please note the original narrative referred to the Program Manager as a Program Director, and referred to the Great Strides Representative as the Great Strides Coordinator. The budget narrative has always used the terms Manager and Representative since these are titles required by Goodwill's HR department.

Difference between the various less than full time slot types. The 675 and 900 hour Ed Award Only positions are designed for the Service Learning/Student Teaching position. These are student teachers who agree to integrate service learning into their curriculum and lead a service learning program with their students. These vary in term length depending on the structure of the student teaching program of the college the student teacher is coming from. The 300 and 450 hour positions are for the

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remaining three ed award only position types. They are: 1) Ed Award Only Mentors will mentor at-risk youth; 2) Educational Support Ed Award Only members will provide direct academic support to at-risk high school students; and 3) Ed Award Only Community Outreach Representatives will develop relationships and resources within the community. The difference between a 300 hour and 450 hour Ed Award slot in these position types will depend on the individual school and the potential member's willingness to commit to 300 hours or 450 hours.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 40.09

Service Categories

Secondary Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Great Strides members will engage the community in working to provide mentoring, service learning, academic support, and community interaction opportunities to students who are at risk of dropping out of school. Members will work with a caseload of students to create individual goals and assessment plans to be carried out throughout the year. Students will participate in member-led one-on-one and group activities which will impact student's achievement of high school graduation, enrollment in post-secondary education and/or improved attendance. Students will receive at least one hour per week of intervention facilitated by the member or a volunteer managed by the member for at least 6 months.

Result: Intermediate Outcome

Result.

Stipended members will recruit community volunteers to help provide educational support services to at risk students. 175 of the students that members are working with will enroll in a post secondary education program.

Indicator: ED10: Students entering post-secondary institutions.

Target :175 students that members are supporting will enroll in post secondary education.

Target Value: 175

Instruments: Progress and member activities with this population of students will be monitored in quarterly reports and reported on an annual basis on the final report.

PM Statement: 175 of the students who had been identified as needing support to enroll in post secondary education will enroll in post secondary education due to their work with the stipended member or a program managed by the member.

Result: Intermediate Outcome

Result.

Stipended members will recruit community volunteers to help provide educational support services to at risk students. 120 of students that members are working with will achieve high school graduation on time.

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

Target :120 students that members are supporting to increase graduation rate will graduate from high school.

Target Value: 120

Instruments: Progress and member activities with this population of students will be monitored in quarterly reports and reported on an annual basis on the final report.

PM Statement: 120 students identified as needing support to graduate from high school will graduate from high school.

Result: Output

Result.

Stipended members will support a caseload of at-risk students to increase educational attainment. In order to

National Performance Measures

Result.

count as "completing" the program the student must have received at least one hour a week for 6 months of intervention provided by or managed by the AmeriCorps member.

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

Target :Of the 750 students that started 500 of them will receive at least one hour of intervention per week for at least 6 months.

Target Value: 500

Instruments: Members will keep student assessment tracking sheets and report accomplishments and activities through quarterly reports.

PM Statement: Stipended members will support a caseload of at-risk students to increase educational attainment. 500 students will "complete" participation by receiving at least one hour of intervention per week for at least six months in the education program supported by the member.

Result: Intermediate Outcome

Result.

Stipended members will recruit community volunteers to help provide educational support services including mentoring and service learning experiences for students identified as meeting the state standard for Truant (10 days absent in total or 7 consecutive school days absent). 180 of the students that members are working with will improve their attendance and meet school attendance policies.

Indicator: (PRIORITY) ED6: Youth with improved school attendance.

Target :180 students with a history of truancy will meet school attendance policies.

Target Value: 180

Instruments: Attendance records will be reported back to the Great Strides staff on quarterly reports from the site supervisor and member.

PM Statement: 180 students previously identified as being truant will have improved school attendance (meet school attendance policies) as measured by review of student attendance records.

Result: Output

Result.

Stipended members will support a caseload of at-risk students to increase educational attainment.

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

Target :750 students will start in an educational program supported by the stipended member

Target Value: 750

Instruments: Members will keep student assessment tracking sheets and report accomplishments and activities through quarterly reports.

PM Statement: Stipended members will support a caseload of at-risk students to increase educational attainment, 750 students will start an educational program supported by the member.

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Subapplicants

<u>ID</u>	<u>Organization</u>	<u>Amount Requested</u>	<u>Amount Approved</u>	<u># FTEs Requested</u>	<u># FTEs Approved</u>	<u>Status</u>
Totals:		\$0	\$0	0.00	0.00	

Required Documents

Document Name

Status

Evaluation

Not Applicable

Federally Approved Indirect Cost Agreement

Not Applicable

Labor Union Concurrence

Not Applicable