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Executive Summary

ReServe, an emerging national network that places adults aged 55+ in stipended, part-time assignments in the nonprofit and public sectors, will recruit, train and deploy ReServists in New York, Baltimore and Miami to expand educational and economic opportunities for disadvantaged youth, students at risk of dropping out of high school, and adults learners who lack literacy and basic skills needed to secure a job. The program targets the following outcomes: enhancing college access for disadvantaged students by assisting them in the completion of college applications, including college essays; decreasing chronic absenteeism among at-risk middle school students; and enhancing educational and job-related skills among adult learners.

Rationale and Approach

Problem: Educational achievement is the key to full participation in American society, yet across the country poor children and families face enormous barriers to educational attainment, as the systems that serve them are severely under-resourced. Educational inequities are especially prevalent in cities with large proportions of minority and immigrant families, such as Baltimore, Miami and New York. In these locales, schools serving disadvantaged children and youth struggle to graduate the majority of students, and access for these students to critical post-secondary education is often limited.

Graduation rates in these communities are dismal: In NYC, for example, where 70% of schools receive Title 1 funding and 40% of families are new immigrants, the overall graduation rate is 56% (NYC DOE 2008). In Miami, where 60% of the population is foreign born and 75% of households speak a language other than English (US Census), the overall graduation rate is 57% (EPE Research Center, 2010), while in Baltimore, where 24% of the population live below poverty, only 43% of students graduate high school. Students on a path to dropping out show signs of disengagement well before they leave school. In NYC, for example, 15% of elementary students missed one month or

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more of school in the last academic year; 75% of 6th graders who are severely and chronically absent will never graduate (NYC DOE). In Baltimore, in the three years before dropping out, 71% of dropouts missed more than 20 days of school each school year (Baltimore Education Research Consortium [BERC], 2010). These findings are alarming, as research demonstrates that risk for dropping out can be identified as early as sixth grade, with poor attendance a key warning sign (An Early Warning System, Educational Leadership, 2007); once a student has fallen two years behind in credit accumulation for age and grade, dropping out is all but inevitable (Multiple Pathways to Graduation, AEI, 2009).

A high school diploma is no longer an entry point to earning a living wage; further education is now essential (Postsecondary Success, Gates Foundation, 2009). The majority of Americans living below poverty have no more than a high school degree (US Census). Yet, college-going is far too infrequent among low-income students. In Miami, only 44% of students who enter the city's public high schools enroll in college, and Hispanic and black students are far less likely than whites to obtain a degree (32% and 21%, respectively, compared with 55%; Miami-Dade Department of Planning). In Baltimore, fewer than half of graduates currently enroll in college in the year following high school, and less than one quarter of these attend a selective school (BERC, 2010). In NYC, low-income and immigrant youth have far lower rates of college attendance than more affluent students. For example in 2007, fewer than 10% of native born black and Latino young adults had attained a bachelors degree, compared with 46-57% of their white and Asian peers (Community Service Society, 2010).

Minority and low-income youths and those whose parents did not complete college are the least likely to enter or complete college (NCES, 2009). In middle class communities, parents are more likely to have gone to college themselves, to encourage their children to go, and to have the resources to assist

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them. In low-income neighborhoods, students have fewer role models and far less exposure to a college-going culture. First-generation college students often lack knowledge, guidance and support and attend schools without college-going norms. All these factors are critical to supporting college access and attendance. The federal student aid system, especially the Free Application for Federal Student Aid (FAFSA), poses complex barriers to low-income students. Many students don't know what aid they are eligible for or when and how to apply; 20% of low-income college students never filed a FAFSA. Youth who receive individualized attention are more likely to graduate high school and enroll in a two or four-year college than those who do not (Barriers to College Attainment, 2009).

In disadvantaged and immigrant-rich communities, the need for English competency or basic literacy and the lack of education beyond high school also seriously limit economic opportunities for many adults. More than 88 million adults nationwide have a major educational barrier to earning a living wage (Reach Higher America, 2008). Many low-income adults left high school without a diploma or are immigrants still struggling to learn English. They lack basic skills and literacy, and may find services in their communities limited, as the adult education system can reach only a small portion of those in need and the recession has cut into many public offerings. In Miami, 52% of adults lack basic literacy skills (2003 NAAL) and 75% of individuals age five and above live in households where English is not the primary language (US Census). In Queens, NYC's most ethnically diverse borough, 46% lack basic literacy, while in the Bronx, where 27% of individuals live in poverty, only 15% of the population has earned a bachelors degree. In Baltimore, 23% of people live below poverty, and only 19% have earned a bachelors.

The need for human capital to address educational gaps in these areas is enormous. While local, state and federal sources already fund programs to address these problems, funding levels are inadequate to

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the meet the need and often misdirected or overly prescriptive. Education is highly local and labor intensive, and the educational needs of disadvantaged students and their families are diverse and ever-changing. The human capital needs of localities to address educational service gaps are expensive, and it is difficult to create efficiencies through economies of scale. While there is no substitute for a professional education workforce, disadvantaged communities need additional human resources to implement targeted solutions that address the dire challenges they face. A skilled service corps that can supplement the work of educators and allied professionals and be deployed flexibly to meet the evolving needs of low income communities, provides a viable solution to the human resource dilemmas faced by many struggling localities. These problems require a large number of people, a variety of professional skills and a high degree of dedication, all of which ReServe can deliver.

Solution: ReServe, an emerging national network based in NYC that places adults aged 55+ who have finished their primary careers ("ReServists") in stipended, part-time assignments in the nonprofit and public sectors, proposes a solution to these problems. In alignment with the 2009 Serve America Act and the mission of the Corporation for National and Community Service, ReServe will expand service opportunities and mobilize untapped human capital to create a targeted, efficient and highly effective response to address the most pressing educational challenges in three communities. ReServED, an education initiative, will bring 116 ReServist AmeriCorps members, serving 68 450-hour service terms and 48 675-hour service terms, to schools, libraries and community-based organizations to assist in meeting the educational goals of students and adult learners.

ReServED will employ a comprehensive strategy targeting the specific needs outlined above by expanding three successful pilot programs and building on existing community services. Through ReServED, 68 AmeriCorps members will serve 450-hour service terms and 48 members will serve

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675-hour terms annually. Success Mentors will bring teams to middle schools to mentor students identified as at-risk of dropping out and to link them with the supports they need to get back on track. READY will partner with under-resourced schools and community-based organizations (READY in the Community) in high need areas to raise awareness about the critical importance of college attendance and help disadvantaged students select and apply to college. The Adult Education Corps partners with local libraries and nonprofits to run workshops, develop new programming and provide coaching and other support to adult learners who lack basic skills.

ReServED is crafted to have a measurable impact on the identified problems and to build on best practices in the field. Success Mentors, launched by the NYC Mayor's office, is an early intervention that connects students with supportive adults who can engage with, guide and influence them in a personalized, positive way. ReServists survey students to assess their needs, offer tutoring and personalized support. They provide concrete assistance to students and families to enhance student attendance by connecting them to local resources and problem solving with school staff. ReServe was selected by the Mayor's office as one of five model service programs to participate in the pilot. Eight ReServists are Success Mentors to 138 youth in two middle schools. Overall attendance rates in the two schools have increased 10%.

READY, now in its second year, has placed more than 60 ReServists in 54 high schools across NYC (ReServe received an AmeriCorps State grant for READY in 2010). In its pilot year, READY ReServists helped 67 youth submit financial aid applications and accompanied 75 students on college tours. This year, 44 ReServists have assisted 565 students to complete 463 college applications. Leveraging their contacts as alumni, READY ReServists facilitated student meetings with representatives from 18 postsecondary institutions. The success of READY created demand for similar

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programming among CBOs (READY in the Community) and highlighted the need to direct college access services to younger students to build college awareness and create a college-going culture in Title 1 schools.

ReServe currently operates the Adult Education Corps (AEC) in partnership with NYC's Queens Library, which logged 15 million visits in 2009. Seven ReServists are currently serving in the program, which began in August 2010. AEC operates in 7 branches, bolstering the library's adult and family literacy programming and Job Information Centers. ReServists have led 170 workshops, connected literacy patrons to 90 CBOs where adult learners can obtain social services, developed new program offerings including an entrepreneurial workshop series serving 70 women, computer orientations and cultural development programs, and initiated the application process for more than 100 new volunteers.

The use of ReServists as AmeriCorps members to implement ReServED is a highly effective approach to addressing these education challenges. ReServists are age 55+, are mature, experienced, highly motivated and committed to service. ReServists have had successful careers in health care, business, finance, advertising, and government. More than two-thirds are college graduates and 40% have advanced degrees. ReServists are ideal candidates for fulfilling AmeriCorps' vision of an active and engaged citizenry dedicated to service-based solutions to local problems as they are eager to use their skills and expertise to tackle social challenges. AmeriCorps' national leadership and resources will significantly enhance ReServe's efforts through opportunities for capacity building and participation in a national evaluation. Joining with AmeriCorps will allow ReServe to greatly expand its impact beyond NYC and promote the contributions of older Americans and the added value they can bring as a professional-quality service corps.

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ReServe's early successes in engaging ReServists to tackle education problems and using AmeriCorps to strengthen program services encouraged two of our emerging affiliates to partner in ReServED. ReServe will thus launch ReServED in Miami and Baltimore, building on the efforts of stakeholders in these cities to adapt ReServe's service model to local conditions, offering a national response with measurable impact. ReServe will also expand our successful education-based programming to additional non-school sites in NYC. ReServED will create a national, multi-site program that addresses serious educational inequities through the deployment of flexible, targeted and highly skilled human capital.

Member Roles & Responsibilities: Members will provide a range of educational support functions. Success Mentors will serve at elementary and middle schools with approximately 12-15 at risk students each to improve attendance through relationship building, collaboration and resource coordination. Members will: mentor students; identify and address problems related to school absences; connect students and their families to resources; follow up on absences with students, families and school staff; work with a resource coordinator (also a member) to link students and families with services; and consult regularly with school personnel to monitor students' progress. Teams of two or four members will implement Success Mentors. One member of each team will serve as Team Coordinator. Each team will work with a Community Resource Coordinator, who will develop relationships with local providers to ensure that students and families have access to services. 22 Mentors will serve 450 hours during the school year (30 weeks); two members with additional coordination responsibilities will serve 675 hours per school year.

READY members will build college awareness and provide college advising and support services to

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disadvantaged students and their families in high schools and at CBOs (READY in the Community). Members will work with students and school personnel to create a college-going culture, provide youth with college selection and application support, and assist with completion of financial aid requests. Each member will work with on average 40 students. Members will host workshops about the necessity of college attendance, provide overviews of the selection and application process and available financial aid resources, host trips to college campuses and hold mock interviews. 26 members will provide 450 hours of service per school year (10 members at public schools in Baltimore and 16 in Miami); 16 members will offer READY in the Community at CBOs in NYC.

The AEC will build on highly successful work at the Queens Library, placing members in libraries and CBOs to expand local capacity to serve adult learners. Members will supplement the work of existing staff by running adult literacy and financial education workshops, conducting daily conversation groups for English language learners, and recruiting volunteers to further extend services. 46 members will provide 675 hours annually (26 in NYC, 8 in Miami and 12 in Baltimore) at a range of CBOs; four additional members serving 450 hour terms will expand further the capacity at the Queens Library.

Member Selection, Training and Supervision: ReServe will recruit members from our growing pool of ReServists in a fair and non-discriminatory manner, in full compliance with the recruitment and selection requirements specified in the AmeriCorps regulations. ReServe recruits ReServists using a variety of media and community-based strategies, including outreach to CBOs, senior centers, libraries, elected officials, professional organizations, college alumni associations, houses of worship, social media, and word-of-mouth which allows us to reach a highly diverse population. Affiliates in Baltimore and Miami will hold recruitment fairs and information open houses at their partner sites to

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ensure that members are recruited from among community residents.

ReServe participants are experienced professionals age 55+ with a range of backgrounds and life experiences who want to serve part-time to strengthen their communities. All ReServists are carefully screened through a multi-step process, allowing our staff to match ReServists with appropriate placement opportunities. After screening, ReServe forwards resumes to partner sites, which then decide on next steps and whether to make the placement. For ReServED, selection criteria for members will vary according to program needs. All participant must demonstrate cultural competency, a commitment to public service and to completing their service term. Members participating in Success Mentors will have strong interpersonal skills, an interest and ease in working with middle school students, data management skills and a social work background for members serving as Team or Resource Coordinator, respectively. READY members will require at least some college and recent relevant experience; competent writing skills, computer literacy; familiarity with school settings; foreign language skills as necessary; and an interest in working with high school students. Members serving in AEC will also require some college and relevant experience, strong writing and foreign language skills, as necessary, and knowledge of the local community.

ReServe will provide members with a two-day orientation to ensure their understanding of AmeriCorps, its history, mission and requirements; ReServe's mission and program model; and the goals and objectives of ReServED. The orientation will be planned and implemented jointly with our Affiliates, who will be able to tailor presentations to highlight the needs of the community and population served and to bring in local stakeholders. ReServe staff will provide a detailed overview of ReServED program goals, activities and performance measures; roles of program staff, members and volunteers; volunteer generation strategies; and the importance of their service to the school

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community.

ReServe will design and implement a high-quality ReServED training to provide members with skills, strategies for resource development and intergenerational service, and cultural competencies. We will build on existing curricula developed for NYC pilots to create a national training model combining established best practices with local resources for an effective and targeted training experience.

Members will participate in three days of training focused on the knowledge and skills needed to meet program goals and ensure a powerful service experience. For READY, ReServED will adapt the training program developed by the College Access Professional Development Institute as well as site-based trainings created by Global Kids to address building a school-wide college-going culture.

Training will address college awareness activities, the school context, financial aid, and managing expectations and challenges. Topics include college matching, applications and admissions, counseling skills, and college success. For Success Mentors, training will be adapted from the curricula developed by NYC DOE's Office of School and Youth Development, which addresses attendance recognition systems and monitoring, coaching practices, integration of citywide resources to address chronic absenteeism, using technology to promote success and enhance collaboration between schools and community partners, and educational rights. Training for AEC will be adapted from that currently offered to ReServists at the Queens Library Literacy Assistance Center, which includes tutoring, GED test prep, conversational instruction, volunteer generation, and elements of financial education.

ReServists are trained to help adult learners practice new skills, guide group process, choose appropriate topics and encourage participation. All members will be provided with an introduction to local resources. The training and orientation of members will be conducted locally in NYC, Baltimore and Miami using a train-the-trainer model to ensure sustainability.

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Ongoing training, professional development and peer learning will occur through weekly phone check-ins and monthly meetings for ReServe staff and members to promote shared problem solving and identification of resources to meet emerging needs. These meetings will also provide a structured time and place for members to share in a learning community with peers, examine lessons from their service experience, and reflect on ways to make service an ongoing activity in their lives. To sustain shared goals across affiliate and program sites, ReServe will support Google groups, bimonthly inservice training, and joint planning of volunteer generation activities.

A Program Director (.5FTE) in each city will have primary responsibility for ReServED, providing regular reports to the ReServED National Director regarding all grant funded activities. A Program Officer (1FTE) at each location will manage day-to-day implementation and supervision of all member activities. At each service site, a designated supervisor (e.g. a school college advisor, a CBO program director) will provide day-to-day oversight of member activities, maintain regular communication with the Program Officer and provide feedback. Program staff will be selected according to standards similar to those governing selection of members, described above, in accordance with job descriptions crafted to ensure a strong service ethos and robust leadership. Supervisory staff (Program Directors and Program Officers) from each affiliate will travel to ReServe NY for an initial two-day staff training and will participate in ongoing professional development as described.

Outcomes: Performance Measures: READY and Success Mentors fall under the Education focus area, AEC falls under the Opportunity Focus area. ReServe will participate in the National Performance measures pilot. Performance measure targets are based on examination of evidence from interventions focused on similar target populations and from our own pilot work. At the end of the

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grant cycle, we anticipate that students attending schools and CBOs participating in READY will report rates of college attendance 10% higher than established college-going rates among low-income students in general, based on available evidence. Pilot data indicate that 28% of students served by Success Mentors will significantly improve their attendance, as assessed by attendance records. Sites that implement AEC will increase by 10% their capacity to serve a variety of adult learners, as measured by program rosters and attendance logs, and program participants will report satisfaction with services rendered, as indicated by satisfaction surveys.

ReServe will carefully monitor program outputs to track our progress toward achievement of outcomes. The Success Mentors program utilizes a data dashboard, through which we track weekly attendance, tardiness and student interventions. READY monitors benchmarks including submission of financial aid applications, completion of college applications, signing up for the SAT, and attending college tours. AEC will track the number of new volunteers recruited by members and the number of individuals attending workshops and classes held by members.

Volunteer Generation: Volunteers will play a key role in ensuring that ReServED achieves its goals and expands its impact. Each member will recruit at least ten volunteers, support their work, and develop a volunteer management strategy with their site supervisor. READY members will work with parent associations and other community groups to engage parent volunteers and with school staff to identify student leaders. Parent volunteers will assist in events, meetings and campus trips, and bilingual parent volunteers will serve as translators. Student volunteers will lead early awareness activities and mentor younger students to support a college-going school culture. AEC members will recruit volunteers as literacy tutors, outreach workers and bilingual facilitators. Success Mentors will recruit peer mentors and teachers to tutor during lunch and after-school. Success Mentors will also

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engage volunteers to run extracurricular programs and bilingual volunteers to help reach mentees who are recent immigrants.

Partnerships and Collaborations: ReServe will partner with affiliates in Baltimore (Social Work Community Outreach Service at the School of Social Work, University of Maryland) and Miami (Human Services Coalition) for ReServED. Together SWCOS and HSC will provide at least 30 placement sites for member service. Both have active Public Allies programs, demonstrating capacity to manage an AmeriCorps program. Each has been collaborating fully on the planning of ReServED, sharing information about local needs to determine which program elements will be implemented in each location, reaching out to community stakeholders to identify placement sites for members, and obtaining commitments for match funds. In Miami, HSC has partnered with the Miami Dade County Public Schools for READY and the Miami Dade Public Library to jointly determine the best placement sites for AEC members. SWCOS has partnered with the Baltimore Public Schools for READY and Success Mentors, and at least nine community-based education and asset development programs that will serve as placement sites for AEC members.

In NYC ReServED Success Mentors will partner with City Year in NYC to offer comprehensive student support services at four middle schools, and ReServe has tapped into its deep local network of CBOs to identify community partners for READY in the Community. ReServe has a well-established relationship with United Neighborhood Houses, a member organization that comprises one of the largest human service systems in NYC, with 39 agencies working at more than 400 sites that provide services to a half million New Yorkers annually. Twelve CBO sites have committed to serving as member placement sites for READY in the Community. ReServe works closely with each site to ensure that the implementation of each program reflects the needs of the community.

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Sustainability: ReServED is designed for sustainability in several ways. READY and Success Mentors will leverage public investment by providing schools with flexible, cost-efficient and high-quality resources that directly address core concerns around attendance, graduation rates and college attendance. ReServED will serve substantially more students than current school staffing models allow. Public dollars have been committed as part of match funding in all three cities; the support of continuing professionals 55+ is a repurposing of public dollars and we anticipate that school districts will recognize tangible benefits and cost efficiencies from their participation (greater daily attendance rates, higher college acceptance rates) and will continue to allocate funds to sustain the services. The generation of more than 1000 new volunteers will add even greater value that localities will want to sustain. ReServED's strategy will also attract private dollars. A feasibility study with the Queens Library, funded through a \$14,000 planning grant, demonstrated the promise of AEC to enhance libraries as centers for learning and literacy, and resulted in a nearly \$500,000 3-year grant from the Revson Foundation.

ReServED represents an opportunity for a national, unified service effort explicitly targeting education and linking efforts across communities to address a common problem. ReServED will engage the growing number of baby boomers nearing retirement age who wish to remain active and serve their communities. With a national network, ReServe will be positioned to reach hundreds of ReServists and volunteers long after the grant term ends, enhancing educational service delivery over the long term. Tapping into public funds for ReServED at the outset will increase the likelihood of services being sustained. ReServe is in conversation with several foundations that have expressed interest in supporting ReServED.

Organizational Capability

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ReServe has the experience, staffing and management structure needed to plan, implement and evaluate ReServED, an encore service program of AmeriCorps members over the age of 55 with an Education focus, one of the Corporation's priorities. Mary S. Bleiberg is primary contact for the proposed program, Euriphile Joseph is secondary contact.

Organizational Background: ReServe was created in 2005 to enhance the lives of older adults and strengthen NYC communities. Since then, ReServe has helped turn experienced older adults into a powerful resource for social change, while strengthening public and non profit organizations. ReServe has made more than 1600 service assignments for people 55+ at over 400 organizations in NYC. In 2010, ReServists worked more than 271,000 hours and generated \$7.7 million in market value, for less than a quarter of the cost. In January 2011, more than 470 ReServists served in 183 organizations and 938 ReServists are waiting to serve.

In 2010, ReServe began to expand its program model to Newark, Chicago, Milwaukee, Baltimore and Miami to create a national network of community-based affiliates capable of leveraging the skills and talents of highly motivated older Americans eager to contribute their time and expertise to address our nations greatest social challenges. Our goal for the ReServe National Network will be to match at least 2000 ReServists annually and demonstrate the benefits of deploying continuing professionals age 55+ in stipended service in their communities. We are well poised for growth, with a strong capacity to raise public and private funds, a strong program and training model, and integrated systems that allow affiliates to utilize our web-based matching program and our third party payroll partner.

ReServe has the financial systems in place to collect, disperse and report on multiple funding streams, and has a track record of successful public/private partnerships. In June 2009, NY State Education

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Department awarded ReServe a three-year \$2.7 million grant (federal funds) to support 21st Century Community Learning Centers in 4 high-need schools. ReServe was awarded a contract with the NYC Department for the Aging to place ReServists at 20 city agencies in specialized, short-term assignments, and from City University of New York to support ReServists working at 24 campuses. ReServe has partnered with the NYC Health and Hospitals Corporation to train and deploy ReServists to outreach to elderly diabetes patients and enroll them in wellness programs at senior centers, and with NYC's Human Resources Administration to deploy ReServists to provide childcare at job centers. To support these programs, ReServe staff maintain regular contact with site supervisors and ReServists, ensuring that program activities are performed consistently across sites and that additional resources can be secured as needed. These initiatives require targeted recruitment of retirees on a large scale and assignment-specific training. They demonstrate ReServe's capacity to administer public contracts with various fiscal and programmatic compliance requirements, and to develop and implement scalable, multi-site initiatives.

ReServe is also adept at generating private investment. In FY2010, 60% of ReServe's \$4.8 million budget was provided by foundation and corporate donors. ReServe's earned income strategy - a small fee is paid to the organization for every ReServist hour served - generates a modest but reliable stream of dollars (\$207,000 in FY 2009). The proposed program request represents 3.5% of ReServe's total organizational budget.

Our Baltimore and Miami affiliates are strong organizational partners, each of whom run Public Allies programs, demonstrating their capacity to recruit, train and deploy service members. SWCOS is an agency within the School of Social Work at the University of Maryland, a University that serves 6389 students, employs more than 7500 individuals, has a budget of \$968 million and awarded \$567

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million in grants and contracts in FY 2010. In 2009, SWCOS received a \$119,700 AmeriCorps grant to implement Public Allies Maryland, which this year placed 18 allies, served more than 30,000 hours, and recruited 1,000-plus volunteers. HSC is a Miami non-profit founded in 1995 with a budget of \$2,089,518 that operates a variety of programs to enhance civic life. HSC is supported by a range of national, state and local funders. In 2007 it launched a Public Allies program and has successfully placed 57 Allies.

Current AmeriCorps Program. In November 2010 ReServe was awarded a \$199,000 AmeriCorps State formula grant to implement READY ReServe AmeriCorps (RRA) in partnership with the NYC Department of Education at 52 high-need secondary schools with 52 ReServists serving 13,7592 MSYs. 100% of members have been placed. To date, based on total projected expenses of \$520,000, ReServe has secured pledges or grants for RRA from NYC DOE, the Mayor's Office of Immigrant Affairs, New Visions for Public Schools, NYC Outward Bound, International School Network, Urban Assemblies, the Seedlings and Pinkerton foundations, and Bloomberg LP totaling \$300,000. Corporation funding represents 4.2% of ReServe's total funding.

RRA demonstrates the synergy between the AmeriCorps and ReServe operational models. They complement each other, promote service, recognize the value of targeted service activities, experience, and the importance of stipend as a means of recognizing commitment. In addition, match funding is already a part of ReServe's business model.

RRA operates within ReServe's Education Services Department and is staffed by the Director of Educational Services (reporting directly to ReServe's Executive Director), a Program Officer and a part-time Field Coordinator (a ReServist). The Director oversees the development and implementation

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of all ReServe's education and training programs, recruits and supports partners and ReServists and serves as primary liaison with NYCDOE. He manages the RRA training program and oversees the RRA peer networks. He is responsible for overall contract management and ensuring that ReServe is in compliance with AmeriCorps regulations and requirements. The Director manages relationships with partners and ensures that AmeriCorps members have appropriate supervision and training. The Program Officer is responsible for member recruitment and placement, scheduling training, and monitoring members' work towards expected outcomes. She establishes documentation systems to ensure that members are meeting their performance targets, and provides technical assistance and support. The Field Coordinator is responsible for site visits and follow up, volunteer generation, administrative liaison with schools, and organizes and facilitates orientation and training sessions. Operationally, RRA is fully integrated with ReServe's other program areas and administrative systems. ReServe's Executive Director also supervises the CFO, who collects all match funds and reports on acquisition and use of all funds, and the National Strategy Manager, who is responsible for coordination of sites in the national network.

Management Structure and Board of Directors. All ReServe programming, including the proposed ReServED Initiative, are overseen by ReServe's Executive Director, Mary Bleiberg. She has more than 20 years' experience designing and overseeing large-scale federally-funded programs at ReServe and The After School Corporation, where she served as VP for Policy and Program and designed their AmeriCorps program, which has become the national model for placing members in after-school settings. Bleiberg is responsible for ensuring that ReServe's programming reflects our mission to challenge older Americans to use their lifetime skills to serve the public good. She oversees a staff of 24, including 8 part-time ReServists. Staff efforts are supported by ReServe's Board of Directors, which includes 13 leaders from the fields of philanthropy, social services and aging, including Chairman Jack

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Rosenthal, Senior Fellow, The Atlantic Philanthropies; Michael Weinstein, Senior Vice President of the Robin Hood Foundation; Herb Sturz, Senior Advisor at the Open Society Institute, who pioneered many of NYC's most innovative public/private partnerships; Phyllis Segal, Vice President, Civic Venture, and Linda Fried, Dean of the Mailman School of Public Health. The Board is responsible for setting policy, selecting the leadership and fundraising, and is committed to raising additional funds.

Project Staffing: ReServe's Executive Director will allocate 20% of her time to overseeing ReServED. She is responsible for articulating ReServe's vision for ReServED and the National Network, assisting affiliates and partners in securing matching funds and representing ReServe with partners. Euriphile Joseph, ReServe's National Strategy Manager, will serve as National Program Director (.5FTE), responsible for national program management, including liaison with affiliates to ensure financial and programmatic operation in line with AmeriCorps regulations. She will work closely with affiliates to oversee the recruitment and training of qualified members nationally. She will monitor overall program services to ensure they lead to desired milestones and outcomes and provide assistance to local sites. ReServe's Director of Education Services will contribute 20% of his time to serve as ReServED Program Director. He will be responsible for development of ReServED's national training model, combining ReServe's accumulated expertise in training and supporting service corps members with program-specific modules that reflect local resources. He will also oversee the work of a full-time Program Officer who will be responsible for the recruitment, training and placement of members in NYC sites. This position requires a bachelors degree and 3 years of relevant experience, strong written and oral communication skills, advanced knowledge of MS Office and the capacity to set priorities and work collaboratively. S/he will monitor members to ensure they serve their minimum required hours, organize member development and volunteer-generation activities, oversee data collection and monitor progress toward program goals. S/he will monitor and maintain the member blog,

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disseminate promising practices, and manage and update resource notebooks. ReServe's CFO will spend 25% of his time managing the grant, dispersing funds, reporting on match funds, overseeing member payroll and preparing reports to CNS. The Director of HR and Administration will spend 25% of his time managing payroll, assisting with member enrollment and management issues, and serving as primary HR resource for all members.

Program Directors (.5FTE) in both Baltimore (SWCOS) and Miami (HSC) will direct ReServED at these affiliate and will function as primary liaison to ReServe, to local partner sites and to local funders, and be responsible for securing high-quality member placements that will achieve program goals and provide members with a meaningful service experience. They will arrange for local and national training activities, secure matching funds and provide regular reports to the ReServED National Program Director. Each Affiliate will also hire a Program Officer (1FTE) for the day-to-day management of ReServED, responsible for recruiting and placing qualified members, coordinating member training, development and volunteer generation, and monitoring of member activities and hours. Each affiliate is budgeted for a part-time (.2FTE) Administrative Officer to manage subgrants, disperse funds, report match funds, oversee payroll of members and prepare reports for the Corporation.

Consultation with State Commissions: ReServe has consulted with the AmeriCorps State Commission for each state where we propose to implement ReServED. With each Commission, ReServe has consulted regarding the program model, number of slots, sources of match, program activities, anticipated outcomes of program activities, staffing and administration of the program, and an overview of program sites. Consultation with the New York State Commission has ensured that ReServED is substantially different from our existing AmeriCorps state program in terms of the area

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of impact and the impact the program will have on designated communities.

Member Service Sites: ReServED will be implemented in nearly 50 member service sites across Baltimore, Miami and NYC. In Baltimore, SWCOS will match members with local partners to implement AEC at sites including the South Baltimore Learning Center, a nonprofit targeting educationally disadvantaged adults; the Greater Homewood Community Corporation Adult Literacy Program; the Financial Services Center run by Bon Secours Maryland Foundation; and the Baltimore Cash Campaign, a coalition that seeks to increase economic opportunities for low-income Baltimore families. READY and Success Mentors in Baltimore will be implemented in Baltimore City Public School sites. HSC will match members with public school sites to implement READY, and with branch sites of the Miami Dade Public Library to implement AEC. In NYC, ReServe will match members with CBOs serving disadvantaged communities to implement READY in the Community, such as the Arab-American Family Support Center a multi-service agency that supports immigrant families and children in Brooklyn and the Bronx-based Women's Housing and Economic Development Corporation. Members will serve as Success Mentors in public schools in Brooklyn and the Bronx.

All school sites selected for ReServED implementation are Title 1 public schools. Schools implementing Success Mentors were selected based on large proportions of students with high rates of absenteeism. All other community-based sites were selected based on community need, the organization's demonstrated success in engaging the target population, capacity to build on existing service delivery, the ability to provide matching dollars, and the capacity of the site to function as a high-quality placement for members. The site selection process was informed by AmeriCorps regulations pertaining to quality, innovation, sustainability, leadership, past performance and community

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involvement.

The sites selected for ReServED address the special considerations identified in the AmeriCorps regulations. Each serves a community "identifiable as having high concentrations of low-income people." Baltimore and Miami are both cities with high rates of poverty (23% and 29%, respectively). Public school sites for Success Mentors and for READY are all Title 1 schools, which explicitly serve students living at or near poverty. Community based sites are those that strive to bring community resources to solve local problems, such as Unchained Talent, in Baltimore, which employs local youth to bring performing arts and other services to high-poverty schools that resources for youth.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness: ReServe is requesting Corporation funds to support 36.281 MSYs at rate of \$12,996 per MSY. While this cost is close to the maximum rate allowed, ReServED will bring 116 flexible, mature, exceptionally well-qualified and highly motivated members with enormous social capital to three high-need communities. Members will be trained and deployed to implement population-specific interventions that address serious gaps in education services. The MSY rate reflects the cost of recruiting, training and supporting 116 part-time members, which are higher than for 37 full-time individuals. However, the benefits to communities in need of deploying human resources flexibly for targeted interventions will be far greater. The added value of an AmeriCorps program designed for members over the age of 55 with high social capital, and the significant contribution of nonfederal funds (60%, far greater than the required 24%) make the requested MSY rate a cost effective use of AmeriCorps funds. ReServED will leverage members' decades of life and work experience for the benefit of students and their families and low-income adult learners. The 116 members will provide at least 63,000 hours of service and engage at least 1,160 volunteers in at least 5,000 hours of service. Our training model is also cost-effective, as we will build on existing curricula with demonstrated

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effectiveness supplemented by local expertise and in-kind resources, with ReServe staff delivering part of the training. The large number of part-time ReServists offers sites flexibility to respond to the evolving needs of participants, when and where they need it. This influx of professionally skilled, passionate and dedicated human capital will provide tremendous benefit to schools, libraries and community based organizations, all of which now struggle under the constraints of budget cuts and limited resources to meet substantial and growing educational needs of their constituents.

Resources: ReServED has a strong funding base and will draw diverse public and private support to leverage AmeriCorps funds to reduce the cost to partners of highly-skilled ReServists for stipended service placements. The proposed program budget of \$1,362,014 has a grantee contribution of 60% in year 1. Non-Corporation sources total \$890,518 in year 1 program costs, 100% of which has been committed by private and public match sources, including over \$420,000 from foundations, public agencies and partner sites in Baltimore and Miami and \$470,000 to ReServe NY. Committed funding sources include \$125,000 in foundation support from Baltimore funders including the United Way, OSI and the Deutsch and Bon Secours Foundations, and \$192,000 from private foundations in Florida, including the Knight, Miami and Verizon foundations. Private foundations have committed \$300,000 to ReServe NY, including \$60,000 from the Revson Foundation. Public support includes \$50,000 from NYC DOE, and \$40,000 from the NYC Mayors office; \$10,000 from the Miami-Dade Public Library System; and \$15,000 from Baltimore City Public Schools. Miami-Dade Public Schools are providing in-kind training as match. Community-based partner sites in each location will contribute, on average, \$5000 for a 450-hr member, and \$9000 for a 675-hr member, resulting in \$75,000 in CBO match in Baltimore and \$80,000 in NYC. ReServe expects to expand both the sources and amount of non-federal funding in years 2 and 3. ReServe receives funding from many private foundations that support our mission and expects that a portion of these funds can be targeted

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to support ReServED.

Special Circumstances: ReServe is a relatively young organization (founded in 2005) that has emerged as a major resource for New York City nonprofit organizations and public agencies to access the talents of older adults, and for older adults to strengthen their communities in meaningful ways. ReServe has demonstrated ability to respond rapidly and flexibly to service opportunities and community needs. The proposed program will broaden our reach and cultivate an even stronger ethic of service among older adults: ReServED will bring approximately 50 new member service sites to high-poverty urban communities and under-resourced public school systems.

Budget Adequacy: The ReServED AmeriCorps budget provides sufficient resources to support program activities that will enable staff and members to reach the outputs and outcomes described in the program narrative and performance measures. The ReServED budget addresses the oversight and coordination required to successfully manage a multi-state, multi-site initiative, ensuring that each location is staffed by a full-time Program Officer and overseen by a Program Director (50% time). Affiliate sites are also supported through a part-time (20%) Administrative Officer and ReServe NY through a part-time (20%) Financial Officer. This staffing model ensures ample resources for recruiting, supervising, and providing initial and ongoing training and support for members; managing local relationships with partner sites; dispersing and tracking program funds; and appropriately monitoring program activities and tracking outputs and outcomes locally. The budget also provides for a portion of the ReServe NY Executive Director, who will provide affiliates and ReServe NY staff will overall direction and oversight, assist affiliates and partners in obtaining matching funds to secure the long-term sustainability of ReServED, and represent the organization with public agency partners.

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ReServED will concentrate its resources on developing and supporting members to ensure a powerful impact. The program model reflects ReServe's success in maximizing ReServists' skills and experiences through targeted training and supports. The budget accounts for Corporation priorities and requirements, including criminal background checks for all staff and members; staff travel to three Corporation meetings annually; and AmeriCorps service gear for members. The budget also includes sufficient funds for the design and execution of our internal evaluation, which will enable us to examine our efforts in real time to enhance outcomes. Costs were determined based on the experience of ReServe's Executive Director who has developed multiple large-scale NYS AmeriCorps proposals, including program evaluations. Training costs are based on negotiated rates with existing providers and reflect the specific content-area, skill-based expertise needed for members to provide quality program services and meet target outputs and outcomes.

Evaluation Summary or Plan

The internal evaluation will be an implementation study aimed at improving the quality of the program. By examining how each of the three program elements are delivered, ReServe will gain information critical to enhancing our deployment of resources, providing high-quality training to members, and delivering service to our target populations.

Amendment Justification

N/A

Clarification Summary

Please provide documentation of the need in each of these cities for each of the issues you identified

High School Dropouts. Graduation rates in these communities are dismal: In NYC, for example, where 70% of schools receive Title 1 funding and 40% of families are new immigrants, the overall

Narratives

graduation rate is 56% (NYC DOE 2008). In Miami, where 60% of the population is foreign born and 75% of households speak a language other than English (US Census), the overall graduation rate is 57% (EPE Research Center, 2010), while in Baltimore, where 24% of the population live below poverty, only 43% of students graduate high school.

Miami-Dade's high-school dropout rate is 9%. This is 44% higher than the national average.

-- Students with low literacy skills are significantly more likely to drop out of school.

-- School dropouts are two and a half times more likely to be on welfare and almost twice as likely to be unemployed.

Absenteeism. Students on a path to dropping out show signs of disengagement well before they leave school. In NYC, for example, 15% of elementary students missed one month or more of school in the last academic year; 75% of 6th graders who are severely and chronically absent will never graduate (NYC DOE). In Baltimore, in the three years before dropping out, 71% of dropouts missed more than 20 days of school each school year (Baltimore Education Research Consortium [BERC], 2010).

While gains have been made in reducing school absences, Baltimore City continues to suffer from rampant truancy and chronic absenteeism. Last year alone, according to the 2010 Maryland Report Card, 13.9% of elementary school students, 17.5% of middle school students, and 41.9% of high school students missed more than 20 days of school.

Although no data on chronic absenteeism is available for Miami- Dade County, the low graduation rates are presumptive evidence of this problem.

These findings are alarming, as research demonstrates that risk for dropping out can be identified as early as sixth grade, with poor attendance a key warning sign (An Early Warning System,

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Educational Leadership, 2007); once a student has fallen two years behind in credit accumulation for age and grade, dropping out is all but inevitable (Multiple Pathways to Graduation, AEI, 2009).

Need for Adult Literacy Services. More than 88 million adults nationwide have a major educational barrier to earning a living wage (Reach Higher America, 2008). Many low-income adults left high school without a diploma or are immigrants still struggling to learn English. They lack basic skills and literacy, and may find services in their communities limited, as the adult education system can reach only a small portion of those in need and the recession has cut into many public offerings.

In Miami, 52% of adults lack basic literacy skills (2003 NAAL) and 75% of individuals age five and above live in households where English is not the primary language (US Census)42% of adults in the county operate at the lowest level of English literacy. This undermines their economic progress and ability to help their children succeed in school.

Nationwide, 22% of the adult population is at the lowest of the five levels of English-language literacy: it is 24% in Florida , and 42% in Miami-Dade County.

In New York City, an estimated 36% of all adults have literacy proficiency at the lowest level, lacking the foundation to find and keep decent jobs, support their children's education, and participate actively in civic life. Despite the critical need for adult education and training opportunities for immigrants and other adults, only 3% of the 1.23 million adults in the city who speak English "less than very well" are enrolled in English-language programs.

Adult literacy services help our society and our economy:

- Every GED or high school diploma is worth an average of \$325,000 to New York City in terms of

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increased tax revenue from recipients and decreased institutional costs to the City.

- 1 in 3 adults with limited English proficiency lives below 100 percent of the federal poverty line, and nearly 2 in 3 live below 200 percent of the poverty line.

In Queens, NYC's most ethnically diverse borough, 46% lack basic literacy, while in the Bronx, where 27% of individuals live in poverty, only 15% of the population has earned a Bachelor's degree.

In Baltimore, 23% of people live below poverty, and only 19% have earned a Bachelor's.

Children of parents with lower educational levels are less likely to succeed in school themselves.

100,000 Baltimore City adults do not have a high school diploma. Even more lack basic literacy skills.

125,000 of all City residents are at or below the poverty level.

In Baltimore City, 8.7% of the population speaks a language other than English at home. Hispanic and Asian groups continue to increase and they will continue to seek literacy enrichment.

Over 20% of Maryland residents function at the lowest literacy level (below fifth grade); 25% are at or below 125% of the poverty level. High school graduates earn more than twice what non-high school graduates (\$27,453 vs. \$13,218).

Poverty and its associated social and economic problems in the three communities can be mitigated by improving residents' English proficiency and literacy skills.

Please explain how the proposed intervention will be successful in tackling the problems identified in New York, Baltimore and Miami.

Although these problems are rooted in a myriad of complex societal conditions- i.e. changing

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economic patterns, homelessness, immigration practices, public health and education policies, they are amenable to solutions. Education is highly local and labor intensive, and the educational needs of disadvantaged students and their families are diverse and ever-changing. The human capital needs of localities to address educational service gaps are great, and it is difficult to create efficiencies through economies of scale. While there is no substitute for a professional workforce, disadvantaged communities need additional human resources to implement targeted solutions that address the dire challenges they face. A skilled service corps that can supplement the work of educators and allied professionals and be deployed flexibly to meet the evolving needs of low income communities, provides a viable solution to the human resource dilemmas faced by many struggling localities. These problems require a large number of people, a variety of professional skills and a high degree of dedication, all of which ReServe can deliver.

Research shows that low income students who receive individualized attention are more likely to graduate high school and enroll in a two or four-year college than those who do not (Barriers to College Attainment, 2009). Many students don't know what aid they are eligible for or when and how to apply; 20% of low-income college students never filed a FAFSA. In fact the single most common reason for not getting financial aid is not completing the application. With a college counselor to student ratios of 1 to 450 in all three cities, the only way to increase college access is by increasing the number of caring and trained adults who can assist students in selecting colleges, preparing their applications, and submitting their FAFSA forms in school and in community based programs. In the 2010-2011 school year, 45 READY ReServists provided these life changing services to more than 2,000 high school seniors.

Mayor Bloomberg's drop-out prevention initiative in New York City has demonstrated that teams of

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(ReServist) Success Mentors can reduce chronic absenteeism among even the most troubled middle schools children, through school wide programs, targeted mentoring and case management. In fact the Mayor has asked ReServe to expand its work into three additional schools this coming year and to partner with City Year teams in two more. This model can be easily replicated.

With respect to adult education, especially targeted to those moving from welfare to work, ReServists have demonstrated their ability to accelerate and improve outcomes in adult education and financial literacy programs through the Queens Library system

ReServED will succeed in tackling the problems identified in these three communities through a multi-faceted intervention that marshals the talents and energies of 116 continuing professionals 55+ from all walks of life, and, provides them with timely and ongoing training and support in the three communities. Through the READY model, ReServEd will provide these communities with the human capital they need to help more students graduate and enroll in college. Success Mentors model will be used to help students get to school every day and ReServEd Reservists will be able to increase the capacity of adult education programs in which they serve and improve their outcomes.

ReServEd will be an integrated as well as a multi-faceted intervention. Within each city, ReServEd teams will participate in joint professional development activities and best practice sharing as their client populations have commonalities and in some cases overlap. ReservEd will integrate the efforts and lessons learned from the three cities through the development of a national training model, internet-based chat rooms for members and regular "virtual" cross city meetings that include program leaders as well as community and school representatives.

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Additional information on how these strategies will help to mitigate these problems are described in the original proposal.

Please explain how you will support and manage sites.

ReServEd will be managed by ReServe under the leadership of Euriphile Joseph, National Strategy Director. She has worked closely with the program directors of ReServe Miami and ReServe Maryland to launch their local programs. With support from ReServe's Education Services and Programs staff, she and the ReServEd sites will create a national training and in service support model , adapted from ReServe's local programming.

ReServe's proprietary Web platform, the Opportunity Board, which will be made available to all cities in our network, is instrumental in the recruiting process. Posted positions are widely distributed to a large pool of prospective ReServists. In addition, ReServe and its network will use a highly customized Salesforce CRM database to capture, manage and evaluate data. ReServe will schedule weekly phone conferences with program staff during the first six months and biweekly thereafter.

How the program's impact will be sustained without public support:

We have evidence that ReServED program elements can be sustained without continued federal support. Support from local funders, including foundations, community-based organizations and schools has grown and, we believe, will continue to grow, as our initiatives demonstrate impact. Local government already contributes to the cost of the Success Mentors. Our adult literacy corps at the Queens Library is supported by private funds, which will be increasingly taken over by the library system in subsequent years. READY is supported by a range of local school support organizations, and increasingly, community-based organizations. Indeed, in recent discussions with CBOs, these

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community partners have agreed to a 100% increase in the cost of a READY ReServist because of their belief in the value of the program.

Post-service civic engagement. ReServists have already completed their primary careers. They are eager to move onto new challenges, one of which is to "give back." The training and service exposure of the ReServED AmeriCorps experience will incentivize this process. Moreover, the high-quality training ReServED will provide to members has an extremely high value to members who may view the AmeriCorps experience as an opportunity to explore encore careers as well as further civic engagement. Once their service year has ended, we anticipate that many members will remain with ReServe and continue to contribute through our stipended service opportunities. They will also engage with other older adults who share a passion for public service, finding a community that will spur them on to greater engagement.

Clarification of team coordinator role:

The role of the team coordinator in the Success Mentors program is to help other members access resources that may be critical to assisting at-risk youth and their families. The duties of the team coordinator are not supervisory.

Description of affiliates:

Our Miami affiliate is the Human Services Coalition, a non-profit organization, founded in 1995 that works through a network of partner organizations to link people information, public benefits and educational and economic opportunities. HSC has a strong commitment to leadership development, community service and capacity building: their programs promote civic engagement, connect the people of Miami-Dade County to the tools, resources and education they need to improve their own

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and others' health and prosperity. Our Baltimore affiliate is Social Work Community Outreach Service (SWCOS), an agency created within the School of Social Work at the University of Maryland. SWCOS began operation in 1992 to develop innovative models of social work education and service in Baltimore and Maryland. SWCOS provides students with hands-on experience working on critical social issues at nonprofits and public institutions, and prepares them to be leaders in community social work. In summer 2010, ReServe began to develop partnerships with both HSC and SWCOS to expand ReServe's social impact and operational reach to Miami and Maryland. Both organizations' missions are in strong alignment with ReServe's -- they aim to mobilize continuing professionals 55 and older to address a wide breadth of human service needs and strengthen community life. Each affiliate partner has been collaborating fully on the planning of ReServED, sharing information about local needs to determine which program elements will be implemented in each location. Partners have been identifying and reaching out to community stakeholders to identify placement sites for RSA members, and exploring sources for private match dollars. In Miami, HSC has partnered with the Miami Dade County Public Schools for READY and is negotiating with Miami Dade Libraries and the WLRN Adult Literacy programs to determine the best placement site for AEC members. SWCOS has partnered with the Baltimore Public Schools for READY and Success Mentors, and has existing relationships with a variety of community-based education and asset development programs that will serve as placement sites for AEC members.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

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

Priority Areas

- Economic Opportunity Environmental Stewardship
- Selected for National Measure* *Selected for National Measure*
- Education Healthy Futures
- Selected for National Measure* *Selected for National Measure*
- Veterans and Military Families Other
- Selected for National Measure* *Selected for National Measure*
- Disaster Services
- Selected for National Measure*

Grand Total of all MSYs entered for all Priority Areas 36.27

Service Categories

- Adult Education and Literacy (including ESL and GED) Primary Secondary
- Secondary Education Primary Secondary
- Other Education Primary Secondary

Adult Literacy

Service Category: Adult Education and Literacy (including ESL and GED)

Measure Category: Not Applicable

Strategy to Achieve Results

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

AmeriCorps members will run adult literacy classes/workshops for adult learners at public libraries

Results

Result: Output

Adult learners will enroll in literacy classes/workshops to acquire educational and/or job-related skills

Indicator: participants

Target: 450 Adult learners will enroll in literacy classes/workshops to acquire educational and/or job-related skills

Target Value: 450

Instruments: AmeriCorps members will maintain attendance tally sheets for all literacy classes and workshops with participants

PM Statement: 450 adult learners will participate in literacy classes/workshops to acquire educational and/or job-

Result: Output

related skills

Prev. Yrs. Data:

Result: Intermediate Outcome

Adult learners will report that they have acquired meaningful educational or job-related skills after participation in literacy classes/workshops held by AmeriCorps members

Indicator: adult beneficiaries

Target: 338 Adult learners will report that they have acquired meaningful educational or job-related skills after participation in literacy classes/workshops held by AmeriCorps members

Target Value: 338

Instruments: Members will implement skill acquisition checklist with participants after participation in literacy classes/workshops held by AmeriCorps members

PM Statement: 338 adult learners will report that they have acquired meaningful educational or job-related skills after participation in literacy classes/workshops held by AmeriCorps members

Prev. Yrs. Data:

Adult Education

Service Category: Adult Education and Literacy (including ESL and GED)

Measure Category: Not Applicable

Strategy to Achieve Results

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

AmeriCorps members will run GED and pre-GED classes/workshops for adult learners at public libraries and community-based organizations

Results

Result: Output

Adult learners will enroll in GED and Pre-GED workshops held by AmeriCorps members at public libraries and community-based organizations.

Indicator: participants

Target: 120 adult learners will enroll in GED and Pre-GED workshops held by AmeriCorps members at public libraries

Target Value: 120

Instruments: AmeriCorps members will maintain tally sheets to track enrollment of participants in GED and pre-GED classes/workshops

PM Statement: 120 adult learners will enroll in GED and Pre-GED workshops held by AmeriCorps members at public libraries

Prev. Yrs. Data:

Result: Intermediate Outcome

Adult learners will report that they have acquired meaningful educational or job-related skills after

Result: Intermediate Outcome

participation in GED or pre-GED classes/workshops run by AmeriCorps members

Indicator: adult beneficiaries

Target: 90 adult learners will report that they have acquired meaningful educational or job-related skills

after participation in GED or pre-GED classes/workshops run by AmeriCorps members

Target Value: 90

Instruments: Members will implement skill acquisition checklist with participants after participation in GED or pre-GED classes/workshops held by AmeriCorps members

PM Statement: 90 adult learners will report that they have acquired meaningful educational or job-related skills after participation in GED or pre-GED classes/workshops run by AmeriCorps members

Prev. Yrs. Data:

Adult Financial Literacy

Service Category: Adult Education and Literacy (including ESL and GED)

Measure Category: Not Applicable

Strategy to Achieve Results

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

AmeriCorps members will run financial literacy classes/workshops for adult learners at public

libraries and community-based organizations

Results

Result: Output

Adult learners will enroll in financial literacy classes/workshops run by AmeriCorps members at

public libraries and community-based organizations

Indicator: participants

Target: 180 Adult learners will enroll in financial literacy classes/workshops run by AmeriCorps members

at public libraries and community-based organizations

Target Value: 180

Instruments: AmeriCorps members will maintain tally sheets to track enrollment of participants in financial literacy classes/workshops

PM Statement: 180 Adult learners will enroll in financial literacy classes/workshops run by AmeriCorps members at public libraries and community-based organizations

Prev. Yrs. Data:

Result: Intermediate Outcome

Adult learners will report that they have acquired meaningful educational or job related skills after

participation in financial literacy classes/workshops run by AmeriCorps members.

Indicator: adult beneficiaries

Target: 135 adult learners will report that they have acquired meaningful educational or job related skills

after participation in financial literacy classes/workshops run by AmeriCorps members.

Target Value: 135

Result: Intermediate Outcome

Instruments: Members will implement skill acquisition checklist with participants after participation in financial literacy classes/workshops held by members.

PM Statement: 135 adult learners will report that they have acquired meaningful educational or job related skills after participation in financial literacy classes/workshops run by AmeriCorps members.

Prev. Yrs. Data:

READY College Access

Service Category: Secondary Education

Measure Category: Not Applicable

Strategy to Achieve Results

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

AmeriCorps members serving in the READY College Access program will help disadvantaged students select and apply to college. Corps members will work in schools alongside guidance staff to provide students with assistance with the college selection and application process. Members will work with youth to help them identify and assess colleges, write personal essays, and complete college applications. Direct individual support of students may be complemented by group work with both students and families to raise college awareness and enhance knowledge about the selection and application process. Members will encourage students to attend college fairs, host trips to college campuses and hold mock interviews

Results

Result: Output

Students in the program will meet with members for at least three hours to work on filling out college applications and writing college essays

Indicator: student participants

Target: 1040 Students will work on filling out college applications and writing college essays and applying for financial aid

Target Value: 1040

Instruments: Members will maintain encounter logs that are entered into a database to track individual meetings with students and to log activities during each encounter

PM Statement: 1040 Students will work on filling out college applications and writing college essays

Prev. Yrs. Data:

Result: Intermediate Outcome

Students will complete college applications

Indicator: complete college applications

Result: Intermediate Outcome

Target: 390 students will complete college applications

Target Value: 390

Instruments: Members will maintain encounter logs that are entered into a database to track students and to log activities

PM Statement: 390 students will complete college applications

Prev. Yrs. Data:

Result: Intermediate Outcome

Students will complete college essays

Indicator: complete college essays

Target: 187 Students will complete college essays

Target Value: 187

Instruments: Members will maintain encounter logs that are entered into a database to track students and to log activities

PM Statement: 187 students will complete college essays

Prev. Yrs. Data:

READY in the Community

Service Category: Secondary Education

Measure Category: Not Applicable

Strategy to Achieve Results

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

AmeriCorps members serving in the READY in the Community program will help disadvantaged students select and apply to college. Corps members will work in community based organizations alongside existing staff to provide students with assistance with the college selection and application process. Members will work with youth to help them identify and assess colleges, write personal essays, and complete college applications. Direct individual support of students may be complemented by group work with both students and families to raise college awareness and enhance knowledge about the selection and application process. Members will encourage students to attend college fairs, host trips to college campuses and hold mock interviews

Results

Result: Output

Students participating in the program will meet with members to work on completing college applications and drafting college essays

Indicator: student participants

Result: Output

Target: Students will meet with members to work on completing college applications and drafting college essays

Target Value: 400

Instruments: Members will maintain encounter logs that are entered into a database to track students and to log activities

PM Statement: 400 students will meet with members to work on completing college applications and drafting college essays

Prev. Yrs. Data:

Result: Intermediate Outcome

Students who participate in the program will complete college applications

Indicator: completed college applications

Target: 225 students will complete college applications

Target Value: 225

Instruments: Members will maintain encounter logs that are entered into a database to track students and to log activities

PM Statement: 225 students will complete college applications

Prev. Yrs. Data:

Result: Intermediate Outcome

Students who participate in the program will complete college essays

Indicator: completed college essays

Target: 150 Students who participate in the program will complete college essays

Target Value: 150

Instruments: Members will maintain encounter logs that are entered into a database to track students and to log activities

PM Statement: 150 Students who participate in the program will complete college essays

Prev. Yrs. Data:

National Performance Measures

Priority Area: Education

Performance Measure Title: Success Mentors

Service Category: Other Education

Strategy to Achieve Results

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

AmeriCorps members mentor disadvantaged, at-risk students with high rates of absenteeism. Members meet regularly with students, family members and staff to resolve obstacles to school attendance and connect students and their families to services and supports to enhance school engagement and attendance.

Result: Output

Result.

Disadvantaged youth/mentor matches are sustained for at least 6 months over the school year

Indicator: (DELETED) ED4: Youth/mentor matches sustained.

Target :275 disadvantaged youth/mentor matches are sustained for at least 6 months over the school year

Target Value: 275

Instruments: An AmeriCorps member acting as coordinator will maintain a program roster of participating youth. All mentors maintain log of meetings with participating youth

PM Statement: In our pilot year, Success Mentors were highly successful in engaging with youth, and the vast majority were able to sustain relationships over a 6 month period. We estimate that 85% of Success Mentors will be able to sustain relationships over a 6 month period thus, a target value of 275.

Result: Output

Result.

Disadvantaged youth are matched with AmeriCorps member mentors

Indicator: (DELETED) ED3: Youth/mentor matches started.

Target :324 disadvantaged youth will be matched with Americorps member mentors

Target Value: 324

Instruments: An AmeriCorps member acting as coordinator will maintain a program roster of participating youth.

PM Statement: Success Mentors work with between 12-15 at-risk students. The average is thus 13.5; with 24 Success Mentors, this equals 324 students who will be matched.

Result: Intermediate Outcome

Result.

Youth who meet regularly with AmeriCorps member mentors will improve their school attendance over the course of the program

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

Target :91 youth will improve their school attendance over the course of the program

Target Value: 91

Instruments: Mentors maintain weekly attendance tracker and have access to NYC DOE attendance data through the central database maintained by the NYC Mayor's Office, a partner in the Success Mentor initiative. NYC DOE Office of School and Youth Development issues a weekly data dashboard for all participating Success Mentor schools indicating average attendance for all students, and comparing

National Performance Measures

Result.

attendance rates for participating students compared to non-participants.

PM Statement: We are revising downward our target for ED6, based on end-of year data from the NYC Department of Education, indicating that results in the program were far less dramatic than the midyear data suggested. Nonetheless, ReServe Success Mentor sites had some of the strongest results of any of the 25 schools in the pilot. We now target that 10% of the youth in the program will improve their attendance, in line with DOE data. This makes our ED6 target 28 (10% of students who have a mentor match of at least 6 months)

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

Already on File at CNCS

Labor Union Concurrence

Not Applicable