

Narratives

Executive Summary

18 full-time members will serve with WARM Training Center's AmeriCorps program as Green School Coordinators from September 16, 2013 through September 15, 2014. Program goals and activities align with the CNCS focus area of environmental stewardship. The CNCS investment of \$236,010 will be matched with \$187,757 from WARM Training Center, with an MSY of \$13,112. Members will serve in 64 Detroit Public Schools and engage over 3,000 students, 2,000 parents and guardians and community members in projects to reduce the environmental impacts of school facilities and students' homes. Members will advance a lasting ethic of environmental stewardship and service among all stakeholders.

Rationale and Approach

a. NEED: Detroit residents, particularly youth, suffer disproportionately from environmental problems, which in turn are harmful to their health and financial well-being. These environmental problems include inefficient energy and water use in homes and schools, unhealthy indoor and outdoor air quality, lack of access to and knowledge of recycling programs, and lack of access to nutritious food. The target communities we will serve are students in Detroit Public Schools (DPS) and low-income Detroit households. Over 85% are African American; the remaining 15% of individuals are mainly Latino, Arab American, and white. Detroit's overall poverty rate is 36.2% but 57.3% among children (Data Driven Detroit 2012, US Census 2010). Real unemployment is reported by city officials and local experts to be above 50%, and 57-82% among youth (US Census, Skillman Foundation). We decided to serve this population because of serious economic need, major environmental problems, and a lack of opportunities to address local environmental issues.

Over 75% of Detroit homes and schools were built before 1950 and are in dire need of rehabilitation (Housing and Society, 2004). Poor insulation and old appliances can lead to carbon monoxide poisoning and disproportionately high energy bills. A 2006 study by WARM and Habitat for Humanity found that low-income households spend \$2,500 annually on energy bills, or 15-25% of their total incomes. High energy burdens also contribute to foreclosures and reduced ability to afford basic needs (Center for American Progress, 2008). As a result, over 200,000 residents in the region, primarily in Detroit, experience shutoffs annually (DTE Energy, 2011). Households without heat or electricity may turn to dangerous heating alternatives (e.g. kerosene generators); in 2011, 16 deaths occurred in house fires in homes without utilities.

In Detroit Public Schools (DPS), utilities cost \$11 million annually (\$116,000 per school). This

Narratives

cost adds to the DPS budget deficit and deprives schools of scarce resources needed for instruction. Inefficient energy use also results in poor learning environments: poor lighting, noisy systems, and excessively warm or cold classrooms makes it difficult to teach and learn. At a larger scale, higher energy use results in increased pollution from coal-fired power plants, which emit mercury (a neurotoxin), carbon dioxide, and particulate pollution. Detroit's childhood asthma is 29% --three times the national average, according to the Detroit Asthma Coalition. Annually, there are 6,000 hospitalizations and 50 deaths from asthma in Wayne County, many among children (Michigan Dept of Community Health, 2004).

While tackling inefficient energy use is the primary environmental stewardship focus of the Detroit Youth Energy Squad AmeriCorps program (D-YES), we will address other pressing environmental challenges in Detroit. Detroit does not have a curbside recycling program, and materials that residents do not recycle are burned at the Detroit incinerator, which was the largest in the world when it was constructed in 1986 and burns over 800,000 tons of waste annually and emits of 2,000 tons of toxins including mercury, lead, and dioxins (The Ecology Center, 2012). Detroit is also known for high rates of lead paint in homes (Data Driven Detroit, 2010) and a "food desert" lacking access to grocery stores and fresh produce (Greening of Detroit).

b. AMERICORPS MEMBERS AS HIGHLY EFFECTIVE MEANS TO SOLVE COMMUNITY PROBLEMS

MEMBER ROLES & RESPONSIBILITIES: Eighteen members will serve as AmeriCorps Green School Coordinators to advance environmental sustainability in 64 Detroit Public Schools (DPS) and their surrounding neighborhoods. Direct service activities will closely align with the DPS Go Green Challenge (GGC), a program WARM has helped develop to 1) Educate students about environment stewardship, 2) Conserve energy, water and other natural resources while creating healthier learning environments, and 3) Foster a culture of environmental stewardship among students, staff, parents, and community members. 56 schools responded to a district-wide invitation to participate in 2012 and we anticipate 64 participating schools in 2013.

Proposed member roles and performance targets were developed through extensive conversation and input from DPS staff (e.g. Energy Manager, Office of Science Director) and an advisory board of teachers, facility managers, parents, and community partners. DPS staff and the advisory board ensure that partnerships with schools run smoothly and connect members with principals, teachers, and students. Importantly, DPS has also committed \$70,000 in matching funds

Narratives

to support member activities for both the current program year and 2013-14.

Member roles will include five activities, which are detailed below. 8 pairs of members will be assigned to serve 8 schools each (64 total), including elementary, middle, and high schools; two additional members will provide capacity building functions such as volunteer recruitment and coordinating community service projects. Service activities will be scheduled to allow sufficient time for preparation, travel, and follow-up, and members will receive daily support from program staff to prioritize and complete tasks. Member responsibilities include:

1) Convene and sustain school "green teams" that include students, teachers, staff and administrators (15% of member time). Green teams provide a permanent structure to drive environmental improvements and incorporate environmental education into the curriculum. Each pair of members will meet with the green teams of 8 schools on a monthly basis, encouraging them to participate in monthly projects (e.g. lighting audit), providing tools and resources, and offering troubleshooting advice. In most cases, members will meet with existing green teams that are eager to participate. Members will also coordinate bi-monthly area meetings to help neighboring schools share best practices and address challenges. **OUTPUTS:** Each pair of members will meet 8 times with each of the 8 green teams they are assigned to (8 meetings per month; 64 total) and coordinate 4 area meetings.

2) Facilitate in-class workshops that deepen student understanding of environmental issues and enhance overall academic achievement (35% of member time). With curriculum from the DPS Office of Science, members will lead in-class workshops covering three sustainability themes (two workshops per theme): 1) Healthy food and gardening, 2) Energy and water, and 3) Solid waste and recycling. DPS will design age-appropriate workshops for 3rd, 5th, and 7th grade students and align lesson plans with Grade Level Content Expectations. Members will receive in-depth training and practice to build confidence and ensure key learning objectives are met. Each workshop will include an academic component and a take-home project, and students will learn practical solutions that protect the environment, improve human health, and save money. The Office of Science will schedule all workshops that members will facilitate. **OUTPUTS:** Each pair will facilitate 12 workshops per month over an 8 month period, or 96 workshops per pair and 768 by the full team. Each workshop will serve about 25 students for 45 minutes, for a total of 14,400 hours of participation by 3,200 students (4.5 hours per student).

Narratives

3) Engage parents and community members in environmental stewardship initiatives (15% of member time). Members will lead educational workshops for students, families and community members that will align with and reinforce the classroom workshop themes (e.g. healthy eating).
OUTPUTS: Each pair will lead monthly workshops serving 10 parents or guardians per workshop. Members will lead 64 one-hour workshops for 640 participants.

4) Coordinate after-school student and community greening projects (20% of member time). With the assistance of teachers and administrators, members will recruit high school students to participate in after-school greening programs. Members will guide teams of students to design and implement their own greening projects, such as creating school gardens or teaching water conservation workshops for community members. A \$500 project budget for each student team is provided by WARM. Members will help students identify community needs, develop goals and workplans, involve community stakeholders and volunteers, and present their results to the public. Throughout the projects, members serve as mentors and help students develop leadership and communication skills and explore pathways to green careers. Members will also mobilize community volunteers to participate in projects associated with National Days of Service. OUTPUTS: Each pair of members will lead two teams of 10 students that meet for 1.5 hours twice per week for 25 weeks. In all, members will lead 16 teams totaling 160 students who participate in 12,000 hours of environmental stewardship activities and complete 16 greening projects. Members will also organize 32 service days for community volunteers (4 times per year per pair), and recruit 320 volunteers to contribute 1,280 hours of service.

5) Lead in-home energy-saving visits with youth (15% of member time; summer only). 40 high school students participating in after-school programs will be selected to participate in an intensive 6-week summer session. Members will be trained to lead teams of 2-3 students to provide free home energy-saving visits for low-income individuals, especially seniors and individuals with disabilities. Members will install nineteen types of energy-saving supplies such as caulk and low-flow water fixtures, teach residents to understand their energy bills, and promote simple, effective energy conservation behaviors. Each 2-hour visit will help the average household save \$250 (10%) in annual energy costs. OUTPUTS: Over a 6-week session, 18 crews will complete 500 home energy-savings visits for low-income households, primarily those with senior citizens or individuals with disabilities.

Narratives

Members will play an indispensable role that cannot be filled by staff, volunteers, or community partners. WARM staff lack the capacity to provide extensive direct service in schools, and volunteers lack the expertise and sustained involvement needed to effect lasting change through multiple school greening efforts. By supporting 64 school green teams, engaging 4,320 students, parents, and volunteers and in 26,400 hours environmental stewardship workshops and service projects, and providing free home energy-saving visits to 500 low-income households in Detroit, AmeriCorps members will fill a niche that neither schools, staff, nor community volunteers could address alone.

WARM Training Center requests 18 FT AmeriCorps members to fulfill numerous service activities during the school year and summer. Building school and community relationships, carrying out year-long environmental stewardship projects, and mentoring youth are roles that require the year-long commitment of full-time members.

c. EVIDENCE-BASED APPROACH: The design of the Detroit Youth Energy Squad AmeriCorps program incorporates well-researched, proven strategies from green schools programs around the country with evaluations of WARM's programs, including D-YES. A green school has numerous benefits: 1) Makes facilities healthier, more productive spaces (UC Berkeley, 2012), 2) Reduces utility costs (U.S. Green Building Council), 3) Expands project-based learning opportunities that enhance academic achievement (Center for Green Schools), and 4) Models sustainability for the community. Green schools reduce asthma symptoms up to 65% and reduce absenteeism due to illnesses by 13 to 87% (Am. Journal of Respiratory Med, 2005).

Numerous case studies support the model of WARM's AmeriCorps program. The Watt Watchers program in Texas, for instance, has generated electric savings of 12% by forming teams of student "energy monitors". In Roaring Fork, Colorado, six schools saved \$123,000 during the 2009-2010 without replacing a single piece of equipment. Students learned about energy conservation in classes and adopted simple habits to cut energy use. Program evaluations demonstrate that behavioral interventions such as forming green teams and engaging students in environmental stewardship initiatives are highly effective at reducing energy use at minimal cost.

WARM's own experience and program evaluations confirm the value of student education, parent workshops, and home energy-saving visits that comprise our AmeriCorps program model. To determine the effectiveness of D-YES home energy visits, we analyzed a sample of 24 household bills from 12 months prior to the visit through 12 months after (24 month total span) and determined

Narratives

average gas and electric savings of approximately 10%. An independent evaluation of WARM's energy education programs showed a statistically significant 14% gas savings and 2% electric savings among workshop attendees (Public Sector Consultants, 2007). Our performance targets are based on real-world, local data.

D-YES is also designed incorporates evidence-based best practices for youth development (e.g. assessments by the Future of Children Institute, Princeton University). These best practices include engagement lasting at least 6 months, consistent adult mentorship, skill-building workshops, and opportunities for youth to determine program activities and solve real problems. WARM uses pre- and post-program surveys to measure changes in student attitudes and behaviors about environmental stewardship and career interests. From 2010-2012, we have found gains of 10-25% in 22 survey measures that include environmental attitudes and behaviors, personal leadership and organizational skills, and civic engagement. Additionally, 85% of D-YES students enroll in college, and many continue to be engaged in service. One student (also a D-YES AmeriCorps member) won the Governor's Service Award for Youth Volunteer of the Year after continuing to serve in two additional AmeriCorps programs.

This AmeriCorps investment will result in direct energy and resource savings that will save schools and households a projected \$381,000 annually (\$1,143,000 over the 3-year grant cycle) and reduce greenhouse gas emissions by over 2,159 metric tons each year (6,477 metric tons over three years) (US EPA Greenhouse Gas Equivalencies Calculator). In energy savings alone, CNCS funds will yield a 161% return on investment. The AmeriCorps investment will also create lasting structures for change, such as school green teams, a committed group of over 300 community volunteers, and a group of 160 youth who are committed to improving environmental stewardship in their schools and communities.

3-YEAR OVERALL CHANGE: WARM's vision is that the Detroit Youth Energy Squad AmeriCorps program catalyzes a culture of environmental stewardship among school communities (students, staff, parents, and community members) in 64 Detroit Public Schools and their surrounding neighborhoods. Specifically, this culture change will be marked by 1) The creation of lasting school structures such as green teams that integrate sustainability as a school priority, 2) Increases in individuals' environmental awareness and stewardship 3) Projects that advance environmental stewardship and civic engagement skills in school, at home, and in communities, 4) A cadre of youth who are pursuing environmentally-focused higher education programs and green careers, and 5)

Narratives

Reductions in energy consumption that save \$1,140,000.

DEMONSTRATED IMPACTS: Three-year D-YES impacts will include: Energy savings at 64 schools will average \$12,000 per school, for a total of \$648,000 district wide. This will save 3.3 million kilowatt hours (kWh), 500,000 therms of natural gas, and 4,377 metric tons of CO₂ (EPA Greenhouse Gas Equivalencies calculator).

* Energy savings from 1,500 households will average \$250 per household, for a total of \$375,000. This includes 1,080,000 kWh, 255,000 therms, and 2,100 metric tons of CO₂.

* 9,600 DPS students will be engaged in 43,200 hours of environmental education and demonstrate increases in environmental concern and stewardship practices.

* 1,920 parents and community members will learn about environmentally-friendly practices they can adopt at home.

* 1,440 high school students and community volunteers will complete 144 greening projects.

PERFORMANCE MEASURES AND SELECTION: Our objectives are aligned with three National Performance Measures under the CNCS focus area of Environmental Stewardship: EN3 (Number of individuals receiving education and training that promotes environmental stewardship -- 5,000, including students, parents, green team members, community volunteers), EN1 (Number of low-income housing units weatherized - 500), and EN2 (Number of public building energy audits conducted -- 50). Our performance targets are ambitious but achievable, and are based on three years of experience and feedback from the DPS Go Green Advisory Board.

IMPACT MEASUREMENT AND REPORTING: Impacts will be measured using a number of tools, including: 1) Utility bill data (provided by DPS Energy Manager), 2) Classroom assessment tools, such as reports and student grades, 3) Participant logs and surveys for green team meetings, classroom workshops, high school programs, and service projects, and 4) Portfolios of community greening projects. The program director oversees evaluation and trains members to collect data. The program director will also report on inputs, outputs, intermediate outcomes, and longterm outcomes using data on a quarterly basis. Annual reports will contain quantitative data, such as energy savings and changes in environmental attitudes and behaviors, and qualitative evaluations, such as feedback from volunteers and community leaders.

Narratives

IMPACT TO DATE: The D-YES AmeriCorps program has made notable impacts from 2010-12. In its most recent program year, these include: 1) Provided home energy-saving visits to 1,162 households, over 70% of which included seniors or individuals with a disability. Collective annual household savings is estimated at \$290,500 and 1,629 metric tons of CO₂. This impact was slightly below the performance target of 1,500 home energy visits, primarily due to the abrupt elimination of the MI Low-Income Energy Efficiency Fund and funding to conduct visits. 2) Engaged 80 youth in sustainability literacy and community greening activities. Students from four schools participated twice per week over 20-25 weeks. Students completed numerous community greening projects, such as organizing water conservation and rain barrel construction workshops, building and planting school gardens, conducting school energy audits, and cleaning up blighted lots. The number of students showing gains in environmental concern, practice of environmental stewardship, and interest in green careers exceeded performance targets by 400%.

d. MEMBER RECRUITMENT

D-YES has successfully recruited talented, diverse member classes from 2010 through 2012. We will continue to recruit Detroit residents from diverse ethnic and socio-economic backgrounds with strong ties to the populations we serve. We will make use of WARM's extensive network of community partners and contacts, including colleges and K-12 schools, businesses, faith-based organizations, non-profit partners (e.g. U.S. Green Building Council, Greening of Detroit) and the Detroit City Council's Green Task Force. We will also use online websites and networks including AmeriCorps.gov, Idealist, and college and university career service offices. In 2012, we received over 100 applications for 10 FT positions and conducted 30 interviews with well-qualified applicants. In 2012, members range in age from 23 to 69, 80% of members are persons of color, 30% speak a second language, 60% have completed AmeriCorps or Peace Corps terms, 50% have or are pursuing graduate degrees, and all are residents of Detroit or nearby suburbs.

e. MEMBER TRAINING:

SITE ORIENTATION: Member service will begin in September with an intensive two-week training. All members serve out of a WARM Training Center office and meet on site as a full group each morning. Site orientation will include: 1) Detailed review of the mission, vision, values, and history of AmeriCorps, WARM, D-YES, and DPS; 2) Review of the member contract, policies and procedures, and prohibited activities, 3) Teambuilding exercises, 4) A presentation by former members about

Narratives

AmeriCorps and D-YES activities; 5) Lunch with WARM's executive director and staff; 4) Meeting with the DPS Energy Manager and Office of Science staff; 6) Participation in community meetings, networking events, and local conferences, and 7) Orientation meetings at individual schools.

Although D-YES is a single-site AmeriCorps program, most activities take place at schools participating in the DPS Go Green Challenge. The program director will set up school orientations between members and a team from each school, including teachers, the principal, and facility manager. Each school orientation will include a tour and history of the school, logistics (e.g. security procedures, classrooms for student meetings), and an overview of the school's current sustainability initiatives and goals.

TRAINING PLAN: Staff will use a detailed, two-week, hour-by-hour training plan to ensure members gain the skills and knowledge to carry out their five service activities: 1) Coordinate school green teams. Training sessions will include meeting facilitation, effective communication and presentations, and review of green schools case studies and best practices. 2) Teach in-class workshops to students in multiple grade levels. Sessions will include multiple learning styles and intelligences, childhood development, teaching methods, and place-based education theory. 3) Lead after-school greening projects with high school students. Sessions include best practices for mentoring and youth development and developing project plans. 4) Organize community service projects. Sessions will cover volunteer recruitment strategies, safety, and promote service through compelling stories. 5) Lead parent workshops and conduct home energy-saving visits. Sessions will review curriculum and addressing multiple motivations (e.g. saving money, environmental). Members will evaluate training to help staff gauge understanding, reinforce difficult concepts, and develop additional trainings if necessary.

We will provide on-going trainings to deepen member skills throughout the year based on member feedback. Two Friday mornings per month will be reserved for on-going trainings, which may include topics such as advanced energy-efficiency for schools, college and career coaching, building community partnerships, and civic engagement. Members will play a significant role in identifying on-going training needs and coordinating these sessions. Members will also be encouraged to participate in 20 hours of self-selected professional development. Prohibited Activity Training: Members will be instructed to review the member contract before they begin service and will receive a laminated copy in the front of their binders. We will read prohibited activities aloud and use the prohibited activities quiz developed by the Power of We Consortium to reinforce member knowledge.

Narratives

We will ensure that members understand that volunteers they generate must also not engage in prohibited activities. The program director will regularly monitor member activities to prevent (or detect) potential prohibited activities.

f) MEMBER SUPERVISION:

All members are based at a single site and are directly supervised by WARM's program director and program manager. Each week, members will submit service plans that include goals, deadlines, project partners, and daily schedules. Supervisors will offer feedback on these plans and are available to provide one-to-one support throughout the week. Supervisors will review member reports on progress and impacts at the end of the week. A shared Google calendar summarizes reporting requirements and other performance-related tasks. Formal performance evaluations will be conducted three times during the year. Our structure for supervision is designed to support members and increase their effectiveness as individuals and in teams. We foster a culture of continuous improvement and support ongoing leadership development.

SUPERVISOR SELECTION, TRAINING, AND CAPABILITIES: Justin Schott, D-YES founder and program director, has more than a decade of experience in environmental education. He served two full-time AmeriCorps terms at Northwest Youth Corps in Eugene, OR (2002-4). He brings extensive experience in environmental education and career development with at-risk youth. Since 2010, he has staff and member management; partnerships development; strategic planning; fundraising, grant and financial management; curriculum development; and risk management for D-YES. Patrick Gubry served as a D-YES AmeriCorps member from 2010-11 and became program manager in 2011. Gubry is a certified building energy analyst and has worked for youth-oriented residential water and energy conservation programs in both Colorado and Michigan. Gubry and holds a joint bachelor's in economics and environmental studies from the University of Michigan and oversees member recruitment and training, manages logistics, and supervises members.

Gubry and Schott were selected for their extensive, relevant experience in the education, youth development, and energy conservation; clear understanding and passion for national service; and their strong management, administrative, leadership, and community-building skills. WARM is committed to supporting their continued professional development, and Gubry and Schott will participate in several trainings and professional networks in 2013, including the Bank of America Emerging Leaders Program (Schott), TogetherGreen leadership development program (Gubry),

Narratives

Southeast MI Stewardship Initiative (Schott), and Detroit Green Schools Committee (Gubry). Both will participate actively in MCSC and CNCS trainings.

SUPERVISOR OVERSIGHT AND SUPPORT: Schott and Gubry are managed directly by WARM's executive director. Supervision includes weekly meetings and discussion of monthly reports (which address performance measure progress, personnel, and financials) with the executive director. The supervisors develop goals and professional development plans which the executive director uses to conduct annual performance reviews. Supervisors receive extensive support from WARM's financial director (expense tracking and reporting), energy education manager (training and community outreach), and human resources director (recruiting and member files). D-YES frequently collaborates with other departments in WARM to promote home energy-saving visits, connect with community partners, and organize trainings for youth and parents.

As the site supervisors, Schott and Gubry will clearly communicate the AmeriCorps program structure, objectives, and prohibited activities to teachers, principals, DPS staff, and community partners. All schools members serve in will be required to send a representative to a 2-hour training about AmeriCorps (including prohibited activities) and the D-YES supervision structure.

g. MEMBER EXPERIENCE

POWERFUL SERVICE EXPERIENCES: Several elements of the D-YES AmeriCorps program make for powerful service experiences. First, members provide immediate, tangible benefits to children and Detroit residents. When members weatherize a home, the space is noticeably warmer and most residents express deep gratitude. In schools, members will have an opportunity to see students putting sustainability principles into practice at home and in school, and can be confident that they are inspiring an ethic of environmental stewardship that sticks. As leaders of after-school environmental stewardship projects with high school students, members form close relationships with youth and support their academic, professional, and personal growth. In the 2010-2012 years of the D-YES AmeriCorps program, 45% of high school students expressed interest in pursuing a green job. Lastly, members will present the impacts of their service to stakeholders at conference workshops and public presentations. D-YES AmeriCorps members of 2010 and 2011 have expressed very high levels of satisfaction with their service -- 90% would recommend service with AmeriCorps to a friend and 40% are serving second terms in 2012.

Narratives

REFLECTION OPPORTUNITIES: Providing members with opportunities to grow personally and professionally through service is an organizational priority. At the start of their term, members will set goals in several elements of service--mentoring youth, community impact, personal growth, and organizational development. On a monthly basis, members revisit and reflect on goals and the value of their service in structured discussions and teambuilding activities. Members will also share a brief summary of their accomplishments each week, submit great stories on a quarterly basis, and lead presentations about AmeriCorps to high schools students.

IDENTIFICATION AS AMERICORPS MEMBERS: We will train members that their primary identity is as AmeriCorps members. To explore and embrace this identity, members will research and present different Streams of Service and other Michigan AmeriCorps programs to each other as an interactive way to connect to the national service movement. Members will role play conversations with students, school partners, and community members to help them articulate their primary affiliation with AmeriCorps. The AmeriCorps identity will be promoted in member gear, business cards, email signatures, and in office signage and program documents.

AMERICORPS CONNECTIONS: All members will serve out of a single site and have daily contact with each other. We will provide time each week for members to discuss successes, challenges, and best practices from their service. D-YES will collaborate with AmeriCorps programs in Detroit (e.g. City Year), for AmeriCorps Week, MLK Day, and other community events.

IDENTITY WITH THE AMERICORPS BRAND: Members will serve as ambassadors by explaining and promoting AmeriCorps to students, staff, and community members. We will attend all state-wide member events and members will wear AmeriCorps gear daily. The consistent use of the AmeriCorps gear and logos and promoting AmeriCorps builds identity with the brand.

h. VOLUNTEER GENERATION

VOLUNTEER RECRUITMENT: Both adult and youth volunteers will play an integral role in D-YES community greening projects. Members will recruit and mobilize at least 160 students from 16 high schools to participate in after-school environmental stewardship activities. Students will volunteer twice per week for 25 weeks and each contribute about 90 hours of service, or 14,400 collectively. Members will also mobilize 320 adults to volunteer 1,280 hours in 32 community greening projects.

Narratives

We will recruit adult volunteers at parent workshops, through postings on WARM's website and VolunteerMatch, and through outreach to 10-15 community partners.

VOLUNTEER ROLES: Volunteers will help design and participate in community greening projects. Specific roles may include constructing and maintaining a community garden or natural habitat or reducing drafts in homes and schools through air-sealing measures. Volunteers may participate in on-going initiatives or one-time service projects. D-YES will also recruit volunteers to serve as trainers and speakers for youth and administrative activities like data entry.

AMERICORPS ROLES IN VOLUNTEER GENERATION: Two members will play a larger role in volunteer generation and coordination. They will create a recruitment plan, conduct outreach at partner schools and community organizations, communicate volunteer opportunities through traditional and social media, and track volunteer participation. The program director will lead trainings about prohibited activities for all new volunteers before they participate in D-YES activities.

ORGANIZATIONAL COMMITMENT TO AMERICORPS IDENTIFICATION: AmeriCorps service is invaluable to the community and WARM, and we seek to broaden the AmeriCorps network of supporters and champion the AmeriCorps brand. Although WARM does not have subgrantees, we will ask our primary partner -- DPS-- to support our branding efforts and include the AmeriCorps logo on its website and print communications. In 2012, DPS embraced AmeriCorps during the launch of the Go Green Challenge and mentioned AmeriCorps in newsletter and website articles and featured the AmeriCorps members in a district-wide e-blast and press releases. We will continue to educate partners about AmeriCorps and ask them to include logos in communications and post signs in their facilities, particularly in schools.

WARM will include the AmeriCorps logo in all program documents and communications. We will prominently display AmeriCorps signs at our offices and at off-site service activities. One member will be responsible for incorporating AmeriCorps in all of WARM's social media.

Organizational Capability

a) **ORGANIZATIONAL BACKGROUND AND STAFFING:**

MISSION AND HISTORY: WARM Training Center was incorporated in 1981 as a 501(c)(3) non-profit organization. WARM's mission is to promote the development of resource efficient, affordable, healthy homes and communities through education, training and technical assistance. In its 31 years,

Narratives

WARM has served more than 80,000 residents, provided energy audits and consulting services to more than 100 organizations and municipalities, helping them collectively save more than \$15 million in energy costs. WARM has trained over 250 weatherization and deconstruction specialists and achieved a 70% job placement rate. WARM is co-founder of the Detroit City Council's Green Task Force, was one of 16 Michigan Green Leaders (from 350 candidates in 2010), and was named a 2011 finalist for Best Managed Non-profit by Crain's Detroit Business.

EXPERIENCE, STAFFING, AND MANAGEMENT STRUCTURE: D-YES was created to expand WARM's role in energy education and leadership development for youth. The program has robust support at all levels of the organization, from the board to administrative assistants. D-YES is integrated as one of WARM's core programs, is part of the organization's strategic plan, and the program director plays an active role in WARM's section leaders committee.

WARM is the founder of numerous major initiatives, such as the Southeast MI Regional Energy Office, the \$30 million Better Buildings for MI program, a 12-week weatherization specialist job training program, a deconstruction business to reuse lumber from houses slated for demolition, and a local utility that provided over 2,500 basic home weatherizations to Detroit residents in its first 8 weeks. WARM's approach to launching new programs, including D-YES, is to solicit extensive feedback from key stakeholders; set rigorous benchmarks, metrics, and evaluation schedules; run pilot programs; create additional structures and systems to adapt to challenges and improve efficiency; and finally, to increase operations to full scale.

When we created the D-YES AmeriCorps program, we partnered with one charter school in Detroit and served 20 students. During that time, we created curricula, learned how to overcome challenges of working with high school students (e.g. lack of transportation to afterschool activities), and sought new partnerships. In 2011, we expanded to four schools, including both public and charter schools and grew our group of students from 20 to 80. This year, we are piloting the Go Green Challenge with DPS to hone the AmeriCorps program model we are proposing. While the performance targets are ambitious, they follow a clear and strategic path that builds on three years of successful management, growth, and impactful outcomes.

AMERICORPS PROGRAM STAFF: Justin Schott is founder and program director of the Detroit Youth Energy Squad. He served two full-time AmeriCorps terms with Northwest Youth Corps in Eugene, OR (2002-2004) and brings extensive experience in environmental education, youth

Narratives

development, community organizing, and project management. Schott is a TogetherGreen Conservation Fellow and one of 30 non-profit professionals across the country invited to Bank of America's 2013 Emerging Leaders Program. Schott's responsibilities as director include program design and administration, staff management, fundraising, and managing partnerships with schools and community organizations. Patrick Gubry, D-YES Program manager, is a certified building energy analyst, has worked for youth-oriented residential water, energy, and irrigation conservation programs in both Colorado and Michigan, and holds a B.S. in economics and environmental studies from the University of Michigan. Gubry oversees logistics, information technology, and data management; supervises team leaders; and facilitates training.

FINANCIAL AND PROGRAMMATIC ORIENTATION: The program director, program manager, and other support staff have all contributed to successfully managing WARM's 2010-2012 AmeriCorps grants. The full management team will meet one month prior to the program start and the program director will review program policies and procedures, assign tasks, and indicate key reporting deliverables and dates. An overview of AmeriCorps, including prohibited activities, is provided to staff by email and in an all-staff meeting. The program director will attend all meetings, conference calls, and trainings held by the MI Community Service Commission and report any changes to financial and program requirements to other staff.

INTEGRATION AND MANAGEMENT OF THE AMERICORPS PROGRAM: The D-YES AmeriCorps program is fully embraced by WARM and shares the same organizational policies and systems for financial management, reporting, technology, and communications (e.g. WARM shares AmeriCorps stories in its newsletters, social media, and other outlets). All AmeriCorps members participate in WARM staff meetings (with the distinction that they are not staff). We have successfully managed the AmeriCorps program and maintained compliance with CNCS requirements since 2010 including accurate and timely financial and program reports, member record- and time-keeping, and aligning member service with performance targets. We have met, exceeded, or nearly met performance measures in environmental stewardship, energy conservation, and green jobs training and shown very high levels of satisfaction among both residents and members.

CAPACITY TO PROVIDE TRAINING AND CONDUCT EVALUATION: Current staff developed and facilitated The majority of member training sessions and have led these trainings 4-6 times each. We

Narratives

will partner with six outside trainers to facilitate teaching skills, teambuilding, and diversity trainings. Training curriculum was developed from reputable sources such as the U.S. Green Building Council, Lawrence-Berkeley National Laboratory, and the EPA. Other WARM staff (e.g. energy educators) will assist the program director and manager in facilitating in-house sessions.

WARM has already established internal evaluation tools (e.g. bill analysis protocol, client satisfaction surveys, student pre- and post-tests) that we will continue to use in 2013-2016. The program director will train members to use these tools and enter data into a Microsoft Access database for future analysis. Through DPS, WARM will have access to EnergyCAP software, which tracks energy savings at schools participating in the Go Green Challenge. WARM has also coordinated with external evaluators for several of its programs, including the University of Michigan for student survey design and Public Service Consultants to evaluate the effectiveness of our energy education programs. We plan to conduct an external evaluation of D-YES in 2014.

EXPERIENCE ADMINISTERING AN AMERICORPS GRANT: WARM is currently managing an AmeriCorps grant for a third year and remains in good standing with the CNCS and MCSC. Funds awarded total \$658,596. While WARM has not directly received non-CNCS federal funding in recent years, we have managed large grants through the City of Detroit and the Michigan Public Service Commission for more than a decade. Additionally, we are partners in federally funded projects that have received significant government funding, including the \$3 million Southeast Michigan Regional Energy Office, \$5 million Pathways Out of Poverty Grant, and \$30 million BetterBuildings for Michigan grant from the Department of Energy. WARM also recently managed a year-long subcontract for DTE Energy worth over \$1.5 million. WARM has an excellent record of managing both public and private grants, is in good financial standing, and has five staff (program director, office manager, finance director, HR director, and executive director) who would contribute to the management of a federal AmeriCorps grant.

ORGANIZATIONAL MANAGEMENT STRUCTURE AND SUPPORT: WARM is led by an active, diverse, 12-member board of directors and executive director Robert Chapman. The organization currently has 46 employees working in four divisions: 1) Residential and youth education, 2) Green consulting, 3) Workforce development, and 4) Deconstruction. Leadership staff (executive, finance, development and four program directors) meet monthly. The finance director and office manager assist D-YES with monthly reporting and bookkeeping; the development director and executive

Narratives

director help to raise matching funds.

b. SUSTAINABILITY

The D-YES AmeriCorps program is designed to build lasting capacity among Detroit schools and households to continue advancing environmental stewardship practices. For instance, the creation of school green teams provides the institutional structure needed to integrate sustainability into both curricula and operations. When households learn low- and no-cost steps to save energy (e.g. dialing down thermostats when at work or asleep), they gain the knowledge to reduce energy costs and avoid utility shutoffs indefinitely. Each direct service activity is designed to empower community members and create leadership opportunities so that D-YES AmeriCorps members serve as catalysts and facilitators for lasting environmental stewardship.

One strategy to ensure longterm financial sustainability is to build deep buy-in from numerous program partners. For instance, having shown positive impacts in two DPS high schools in 2011, DPS sought D-YES staff to help design its district-wide Go Green Challenge and offered \$70,000 in 2012 and 2013 to support the AmeriCorps program. Since 2010, WARM has raised \$337,000 in matching funds from diverse sources including corporations, foundations, individual donors, and public agencies. Lastly, WARM has received three capacity building grants in the last six months totaling over \$400,000. WARM will use these resources to bolster communications, IT and other systems that improve operations and raise the visibility of D-YES.

PROGRAM SUSTAINABILITY: Each service activity is designed to build capacity among WARM's stakeholders and service recipients. On-going program components are sufficient to instill lasting change in attitudes and behavior. Green teams, for instance, will meet with members regularly and have a chance to network with staff from other schools at bi-monthly area meetings. We will also offer professional development opportunities for teachers interested in incorporating sustainability themes into their classrooms. Parents can participate in educational workshops, project service days, and receive in-home energy-saving visits. High school students gain leadership and communication skills by participating in D-YES for 20-25 weeks and benefit from college and career mentoring members provide. We deeply engage multiple stakeholders groups and building their capacity to address environmental issues in the future.

STAKEHOLDER INVOLVEMENT: We collaborate with numerous community partners, such as

Narratives

Greening of Detroit, Sierra Club, Recycle Here, Audubon Society, Youth Development Commission, Brightmoor Farmway, Next Energy, senior citizens organizations, neighborhood alliances, faith communities, and schools. Each partner plays a strategic role in bringing expertise and content (e.g. recycling curriculum that is tied to 4th grade science education standards) to the Go Green Challenge.

The proposed program model was been developed in close partnership with DPS staff, individual teachers and principals, the GGC advisory board, residents, students and members. Ultimately, we aim to help DPS create an Office of Sustainability, which will serve as a permanent structure for promoting an array of environmental stewardship initiatives.

c. COMPLIANCE AND ACCOUNTABILITY

ENSURING COMPLIANCE: WARM has maintained compliance with all AmeriCorps and CNCS regulations since 2010 by creating a series of systems to manage, monitor, and respond to compliance issues. D-YES AmeriCorps staff have a positive record of submitting accurate, detailed, and timely financial and program progress reports. We have abided by financial and program policies and will continue to work on improving systems that ensure all policies and procedures are strictly followed and potential concerns are detected early. The program director will review AmeriCorps regulations, especially prohibited activities, with teachers and principals from partner schools and conduct site visits to ensure compliance both on and off site.

Responsibility for compliance is shared by the program director, program manager, finance director, and HR director. The program director trains these staff on compliance requirements and the MCSC AmeriCorps Policies and Procedures. The program director assigns tasks and reporting timelines and reviews compliance issues during monthly staff meetings.

DETECTING COMPLIANCE ISSUES: The program director will create an annual calendar of all compliance requirements and review critical items such as member enrollment reports and member files on a monthly basis. We will also review members' weekly service plans and seek to uncover any potential prohibited activities during meetings with members and school contacts.

WARM operates a single-site AmeriCorps program. While members serve in several schools, daily supervision is provided from a single office by WARM staff. School staff will be surveyed on a quarterly basis to determine member activities are appropriate and detect compliance issues.

COMPLIANCE ACCOUNTABILITY: Responsibilities to maintain compliance are clearly delegated

Narratives

among the program director, program manager, finance director, and HR director. The program director is responsible for creating a shared workplan to meet compliance requirements and ensuring follow-through. If compliance issues are detected, the program director will investigate the issue, communicate the issue to MCSC staff, and create a concrete response plan and timeline.

d. ENROLLMENT AND RETENTION

ENROLLMENT: WARM enrolled members for 100% of initial slots in 2011 and 97% of slots in 2010; replacement slots were also filled whenever a member exited before completing 25% of his or her term of service. When refilled slots are considered, WARM's enrollment rates were 110% and 105% in 2010 and 2011 respectively.

RETENTION: Member retention is a top priority for WARM and we have taken steps to understand the causes for early exits and to develop strategies to increase the retention rate. Of 80 awarded slots from 2010-2011, 70 members completed their terms successfully and received education awards (87.5% of slots). 18 of 88 members (including members serving in refilled slots) did not complete their term of service and earn an education award (20.5%). Early exits have resulted from poor fit (1 member), leaving early for other employment (6), leaving early for school (4), lack of transportation (3), compelling personal circumstances (1), and for cause (5). Leaving for employment and school are results of the Detroit economy and a large number of young members beginning college at the completion of their term. We are continuously trying to improve member retention by clearly communicating member roles and expectations; supporting members through personal challenges; helping members plan for the end of service; providing opportunities to make up service hours; and conducting thorough reference checks.

DEMONSTRATED COMPLIANCE: Detroit Youth Energy Squad staff have a positive record of submitting accurate, detailed, and timely financial and program progress reports. Site visits by program officers from the Michigan Community Service Commission indicated very positive member experiences, sound management of member files, and strong community impact. Program staff have cooperated quickly with requests from CNCS for member verification and a 2011 audit of MCSC. We have abided by financial and program policies and have not been notified of any major compliance issue. We continue to work on improving systems that ensure all policies and procedures are strictly followed and potential concerns are detected early.

Narratives

OPERATING SITES AND SERVICE SITES: WARM's Detroit Youth Energy Squad is a single-site AmeriCorps program, and all members report a strategically located WARM office in central Detroit before departing in teams to serve at their assigned schools. From this service site, each pair of members are assigned to serve 8 schools in a particular geographic region of the city.

All DPS schools are invited to participate through an official invitation. In order to participate, each school must assign a sustainability coordinator as the project liaison, who attends an AmeriCorps orientation meeting and serves as the primary contact for the program director. Schools must agree to provide a thorough site orientation, schedule and coordinate member workshops and activities with students and green teams, and participate in quarterly site visits with the program director. The program director will communicate AmeriCorps objectives, structure, and regulations to sustainability coordinators, principals, and other staff.

Cost Effectiveness and Budget Adequacy

a. COST EFFECTIVENESS:

The total budget proposed to support 18 full-time members and meet the performance targets is \$423,767. The CNCS share is \$236,010 (56.0%) and WARM's share is \$187,757 (44.0%). Cost per MSY is \$13,112 which is below maximum cost per MSY and has decreased from 2013.

INCREASING COST SHARE AND DEEPENING IMPACT: In its first two years running the D-YES AmeriCorps program, WARM secured and spent matching funds of \$100,224 in 2010 (32.7%) and \$120,486 in 2011 (36.8%), well above the required 24% match. Our proposed budget for 2013 continues this upward trend with a match of \$87,757 (44%) and a lower federal cost per MSY than in 2012 (\$13,112 versus \$13,301). While decreasing the share of federal funding, WARM will increase its impact on a number of fronts through its partnership with Detroit Public Schools. This increase in impact includes: 1) Number of students engaged increases from 80 to 3,360, with total hours of youth participation increasing from 14,700 to 38,640. 2) Number of partner schools increases from 4 to 64. 3) 240 household energy-efficiency workshops (1.5 hours each) provided to 2,400 parents. 4) 32 school and community greening service projects. 5) 512 meetings with school green teams and 32 area meetings with multiple schools.

CURRENT BUDGET SOURCES AND CNCS FUNDING: 2012-2013 CNCS funding is \$242,874 and represents 10.6% of WARM's \$2,300,000 budget. WARM's income in 2011-12 was \$1,959,500 and

Narratives

includes \$130,000 in foundation grants from 14 sources; \$1,770,600 in contract revenue from 28 sources; \$14,600 in corporate donations; and \$44,300 in individual donations. From 2010-2012, WARM was awarded \$658,596 by CNCS for its AmeriCorps State program. This represented a low of 6.0% of WARM's 2010 budget to a high of 10.6% in 2012.

WARM has secured a commitment from Detroit Public Schools of \$70,000 to operate the proposed program. In the past, WARM has secured match funding from DTE Energy, JP Morgan Chase, Charter One Bank, City Connect Detroit, Detroit Youth Development Commission, Erb Foundation, TogetherGreen (a partnership between Toyota and Audubon Society), and several smaller funders. For the 2013 year, we have already had commitments or positive indications from several funders, including Charter One (\$15,000), Trane (\$10,000), Community Foundation for Southeast Michigan (upwards of \$25,000), and DTE Energy Foundation. We are confident of our ability to raise the additional \$59,647 above the Detroit Public Schools contribution to meet our proposed match.

COST EFFECTIVE APPROACH: WARM's AmeriCorps program will deliver environmental, financial, and educational benefits cost effectively. Three-year school and household energy savings of \$1,140,000 annually will be achieved for \$708,000 in CNCS funding, or a 161% return on investment. Traditional weatherization and energy efficiency programs typically have returns of about 20%. Members will engage 5,000 students and community members annually in environmental stewardship activities, which represents a cost of less than \$5 per person engaged, with average engagement of more than 6 hours per person.

b. BUDGET ADEQUACY

The proposed budget includes sufficient funding for program supervision and management, member training and travel, supplies and other operations, and member support costs.

* \$82,976, for salaries, benefits, and travel for two supervisors (19.6% of total budget); CNCS share is \$36,150 (43.6% of category total)

* \$18,270 for member travel and training (4.3%); CNCS share is \$0

* \$2,304 for supplies and other operations (0.5%); CNCS share is \$0

* \$270,571 for living allowance and member support costs (63.8%); CNCS share is \$188,066 (70.0% of category total)

Narratives

* \$49,246 in indirect costs (11.6%); CNCS share is \$11,794 (24% of category total)

Categories with no budget allocated include equipment, consultants (consultant expenses are included in the member training line item), staff training (staff are returning for their second and third years with the program), and evaluation. An evaluation plan will be created by the program director, who holds a M.S. in Environmental Science and has been trained in designing rigorous, statistically significant program evaluations. We anticipate hiring evaluation consultant in 2014.

Evaluation Summary or Plan

N/A While this is a recompeting program, the program model and performance measures have changed significantly from its operations in 2010-2012.

Amendment Justification

N/A

Clarification Summary

N/A

Continuation Changes

N/A