

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction															
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE: 23-APR-13															
2b. APPLICATION ID: 13AC148919		4. DATE RECEIVED BY FEDERAL AGENCY: FEDERAL IDENTIFIER: 13WCHFL0010002															
5. APPLICATION INFORMATION																	
LEGAL NAME: Communities In Schools of Miami DUNS NUMBER: 606180198		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Vernon Jacobs TELEPHONE NUMBER: (305) 934-8801 FAX NUMBER: INTERNET E-MAIL ADDRESS: vjacobs@cismiami.org															
ADDRESS (give street address, city, state, zip code and county): 11965 S.W. 142nd Terrace, Unit #102 Miami FL 33186 - 6016 County:																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 650140488		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization Local Affiliate of National Organization															
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: AmeriCorps Student Turnaround Project 11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): The areas affected by our proposed Program will be the five targeted schools' communities in Miami-Dade County, Florida: North Miami, Central Miami, and Sout																	
13. PROPOSED PROJECT: START DATE: 09/01/13 END DATE: 08/31/14		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="FL 021"/> b.Program <input type="text" value="FL 021"/>															
15. ESTIMATED FUNDING: Year #: 1		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 266,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 197,866.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 463,866.00</td> </tr> </table>		a. FEDERAL	\$ 266,000.00	b. APPLICANT	\$ 197,866.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 463,866.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 266,000.00																
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g. TOTAL	\$ 463,866.00																
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																	
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Christina Monteanu		b. TITLE: Grant Writer	c. TELEPHONE NUMBER: (305) 252-5444 300														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/01/13															

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Executive Summary

Forty (40) half-time AmeriCorps members will provide tutoring, mentoring, and wraparound student support services to increase educational achievement in five low-performing Miami-Dade County Public Schools: Jose De Diego Middle, North Miami Middle, Redland Middle, Campbell Drive Middle, and Frederick Douglass Elementary. The project will begin August 1st, 2013 and end July 31st, 2014. At the end of the one-year period, 85% of 400 students who participate in the program and receive reading and math tutoring services will demonstrate improvement in academic achievement by at least five points; and 80% of 80 students who receive mentoring as part of student wraparound services, will not incur a new disciplinary referral or new suspension. This project will focus on the CNCS focus area of Education. The CNCS investment of \$266,000 will be matched with \$140,468 cash and \$58,500 in-kind match.

Rationale and Approach

Communities In Schools of Miami's (CIS of Miami) and Miami Dade County Public School's (M-DCPS) proposed Student Turnaround Project will address the need to improve and increase educational achievement in five (5) low-performing SIG 1 and SIG 2 M-DCPS: Jose De Diego Middle, North Miami Middle, Campbell Drive Middle, Redland Middle, and Frederick Douglass Elementary. CIS of Miami is requesting to train and place forty (40) half-time AmeriCorps Members to provide educational support services to 400 students, grades K-8, in these targeted elementary and middle schools. Approximately eight (8) members will be assigned per school. CIS of Miami and the M-DCPS District Education Transformation Office (ETO) will collaborate for the purposes of this Project. The ETO was developed to help schools that are designated by the FLDOE/USDOE as "persistently lowest-achieving". Over several discussions and meetings, both partners worked together to identify these five schools and the services needed to increase student academic achievement and engagement. The five schools selected meet the following criteria for placement in the ETO: A SIG school; A school identified by the State of Florida as being in the lowest "Lowest 100 Performing Elementary Schools"; A school that received a "D" or "F" grade in 2012; A school that received a "C" grade in 2012, but would have received a "D" if not held harmless by the State; and a fragile "C" school that earned a "D" in at least one of the three previous years.

Furthermore, CIS of Miami and the ETO reviewed the National Service Resources that are currently engaged in the targeted schools. As such, the proposed Project selected M-DCPS without a City Year

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program in place to avoid service duplication. The proposed Project will not duplicate Teach for America services at Frederick Douglass Elementary and Jose De Diego Middle, as the tutoring and wraparound services proposed will support TFA teachers in the classroom. We will provide an AmeriCorps member to assist with push-in tutoring in the classroom; however, it will be at the school's principals' discretion to approve an AmeriCorps member to assist the TFA teacher in the classroom. The only other National Service partner present in one of the target schools (Frederick Douglass Elementary) is Strong Women Strong Girls (SWSG), who offer an after-school mentoring program. CIS of Miami has offered to partner with SWSG by offering female AmeriCorps members assigned to the school to volunteer as mentors in their after-school program. In turn, SWSG will refer girls at Frederick Douglass in need of tutoring and wraparound services to CIS of Miami.

The Student Turnaround Project will have a two (2)-pronged approach:

1. School-based Tutoring in Reading and Math
2. Mentoring and Student Wraparound Services

1. School-based Tutoring in Reading and Math. AmeriCorps members will provide reading and math tutoring to 400 students in Grades K-8 who have been identified as needing reading and math tutoring interventions to succeed in the classroom. Members will work closely with each school's Reading Coach and Math Coach to determine level of instruction for each referred student. Tutoring will be one-to-one or small group, and will consist of pull-out sessions (out of the classroom) or push-in sessions (within the classroom). Students will receive tutoring at least four (4) times a week, for a minimum of 30 minutes per session, for a minimum duration of ten (10) weeks. Reading and Math instruction provided to individual students and small groups will allow tutors to target the specific needs of struggling students and give them opportunities to practice applying new skills and strategies.

Reading Tutoring Approach. AmeriCorps members will be trained to use the Voyager Passport curriculums for reading tutoring: Voyager Passport K-5 for elementary school students and the Voyager Passport Reading Journeys for middle school students, grades 6-8. Both curriculums are District-approved and research-based comprehensive intervention systems for students who demonstrate difficulty learning to read. Voyager Passport K-5 integrates the five essential components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension) into an easy-to-deliver, cohesive instructional routine. Student interest is sparked by engaging topics and text, both

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narrative and expository, that builds critical domain knowledge. Voyager Passport Reading Journeys takes students on lesson-based "Expeditions." Each Expedition allows tutors to provide small-group instruction with targeted skills review. A reteach lesson following each Expedition allows tutors to address the needs of individual students in comprehension and vocabulary. Both curriculums include additional guided practice and assessment that enable tutors to closely monitor student improvement.

The following research supports the evidence basis of the chosen Voyager curriculums: Voyager Passport's flexible instructional model accommodates diverse learners and allows teachers to adapt instruction depending on the needs of the students, ensuring success for all students. (Henry, M.K. & Peyton, J. (2008). Research Foundation of Voyager Passport. Voyager Passport White Paper 2008 MKT1186.) Voyager Passport supports providing intervention as early as possible to mitigate the consequences of students falling behind their peers. The new emphasis is on Response to Intervention (RTI) models of instruction... that provide a structure where early intervention is available to all students, including those with linguistic and cultural diversity, at risk for school failure (Brown-Chidsey, R., & Steege, M.W. (2005). Response to intervention: Principles and strategies for effective practice. New York: Guilford.) (Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? Reading Research Quarterly, 41 (1), 93-99.) (Klingner, J.K., & Edwards, P.A. (2006). Cultural considerations with response to intervention models. Reading Research Quarterly, 41 (1), 108-117.)

The assessment tool used to track improvement in reading skills will be the Florida Assessments for Instruction in Reading (FAIR) the statewide reading assessment tool used by M-DCPS. FAIR measures skills such as letter naming, recognizing the sounds of each letter, sounding out words, and read-out-loud fluency. The Reading Coach in each school conducts the FAIR assessment on an ongoing basis to measure students' progress and shares the data with CIS of Miami and the Project's AmeriCorps members. The expected outcomes will be that at least 85% of all participating students who complete reading tutoring will demonstrate improvement in literacy as measured by FAIR by at least five points.

Math Tutoring Approach. AmeriCorps members will be trained to use the GO Math! curriculum for Math tutoring, a District-approved and research-based program for students who demonstrate difficulty learning math. GO Math! is a focused program designed to meet the objectives and intent of

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the Common Core State Standards for Mathematics (CCSS). GO Math! was specifically written to provide thorough coverage of the CCSS with an emphasis on depth of instruction. Lessons begin with context-based situations and progress toward more abstract problems. Students and teachers/tutors are supported as they advance from concrete to abstract content through the use of models and math talk prompts presented in the Student Editions, and sample questions provided in the Teachers Editions. The program is designed so that teachers/tutors can easily create the environments necessary for teaching the CCSS for Mathematics with depth without having to develop new materials. The author team for GO Math! consisted of mathematics educators and school district personnel and included representation from the leadership of National Council of Teachers of Mathematics. The team's balance between state and national perspectives as well as the team's research expertise and practical experience makes GO Math! both accessible and mathematically sound. The Math Coach in each school conducts the GO Math assessment on an ongoing basis to measure students' progress and shares the data with CIS of Miami and the Project's AmeriCorps members. The expected outcomes will be that at least 80% of all participating students who complete math tutoring will demonstrate improvement by at least five points as measured by the GO Math! curriculum assessments.

2. Mentoring and Student Wraparound Services. According to the National Dropout Prevention Center, the importance of early identification of problem behaviors which along with academic difficulties have been key risk factors associated with increasing dropout rates. By the end of the 6th grade, the key predictors of a student dropping out are poor attendance, poor behavior, failing math and failing English. M-DCPS School-Wide Positive Behavior Support (SWPBS), a program model, is currently being implemented in a total of 22 schools throughout the District, including the proposed Project targeted schools, to address the drop-out risk at the elementary, middle and high school levels through Positive Behavior Supports (PBS). AmeriCorps members will provide needed student wraparound services to support the PBS. These wraparound supports include: mentoring; one-to-one interventions (student encouragement and support, counseling); attendance monitoring using the Early Warning System where five days absent will initiate a call to families; life skills workshops, positive behavior reinforcement and recognition, promoting positive interactions with adults and peers, developing better relationships, and increasing student engagement in the classroom.

When mentoring programs incorporate a range of different practices that promote the types of close,

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enduring, and developmentally enriching relationships that are highlighted as desirable by theory and research, significantly stronger positive effects on youth are the result. As such, the Mentoring component of the proposed Student Turnaround Program will include the following key elements:

- Mentors volunteer for a full school year;
- Mentors are trained and supported;
- The program is monitored and supervised;
- Parents are involved as much as possible;
- Mentees receive additional Wraparound Services as determined; and
- The Mentoring program is evaluated and flexible to change.

Mentoring will take place in both in-school (lunchtime) and after-school settings for one hour and a minimum of once a week for a duration of six months. The expected outcomes will be that a minimum of eighty (80) students will receive mentoring (approximately 16 students per targeted school); 80% will sustain their mentoring relationship for the duration of the program; and 80% will not have a new disciplinary referral or new suspension as a result of participation in the mentoring component.

The proposed Student Turnaround project is different than CIS of Miami's current AmeriCorps Read and Achieve program. Our current program focuses exclusively on in-school literacy tutoring and literacy-skills building in afterschool and summer camps. The School Turnaround project will also have a mentoring component, where members will provide mentoring sessions once a week to monitor students' progress and behavior; and a greater emphasis on wraparound services that focus on the early warning indicators: student attendance, behavior and grades. Wraparound services include: attendance monitoring, where members will make weekly calls to families of students with more than five absences; collaborating with the school's Positive Behavior System (PBS) Coach to plan and deliver student recognition programs for students who demonstrate improvement; and identify students' needs to link them with additional services such as counseling. These efforts will be supported by the Project Director, the Site Coordinator, and counseling interns (for counseling needs).

CIS of Miami's provision of comprehensive wraparound services is drawn from the research-based CIS Integrated Student Services Model (the CIS Model) which combines school-wide services (Level 1 Services) and individual targeted student services (Level 2 Services) to improve student and school

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outcomes. ICF International, a subcontractor of the What Works Clearinghouse established by the U.S. Dept. of Education, conducted a five-year national evaluation of the CIS Model. The study, the largest and most comprehensive evaluation of dropout prevention programs ever completed, compared the results to over 1600 studies screened by the Department of Education's What Works Clearinghouse. ICF concluded the following: the CIS Model resulted in the strongest reduction in school dropout rates of any existing fully-scaled dropout prevention organization; it is unique in having an effect on both reducing dropout rates and increasing graduation rates; it is effective across states, school settings, grade levels, and student ethnicity; and the more fully the model is implemented, the stronger its effects. When implemented with high fidelity, the CIS Model results in a higher percentage of students reaching proficiency in 4th and 8th grade reading and mathematics.

Proposed Project Timeline:

Recruit 40 half-time AmeriCorps members - Begin July 1st, 2013. Note: Recruitment will begin before the program start date to prepare for potential funding opportunity and candidates will be informed that we will await funding notice before all specialized pre-service training starts.

Review Partnership Agreements with all target schools - Begin July 2013.

Train AmeriCorps members in tutoring curriculums and mentoring, child development, teaching and behavior management strategies, and other program-relevant topics - Begin September 1st, 2013.

Collect pre-assessment data - Begin August 1st, 2013.

Project service delivery - Begin September 2013 - July 2014.

Collect all post-assessment data - June and July 2014.

Provide grant reports as requested - TBD

AmeriCorps Member Selection, Training, and Supervision: For the proposed Project, CIS of Miami will assign a Project Director, Vernon Jacobs, to recruit volunteers from the community to serve as AmeriCorps members. He will work in conjunction with Karla Cadet, the Project Director for our current AmeriCorps Formula Program and a Vista member, to network with local schools and neighborhoods, placing announcements in local publications and attending college and community volunteer and job fairs. CIS of Miami will strive to recruit individuals with education career goals who want to gain experience or further their education. A referral network has been established with Miami Dade College and Barry University. CIS of Miami also utilizes the web-based AmeriCorps Recruitment and Placement System. Each year, CIS of Miami has sought to recruit members of all

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ages, genders, faiths, ethnicities, educational levels, and physical and mental abilities. While CIS of Miami is responsible for the recruitment and selection of the members, M-DCPS and district staff will be asked to assist in publicizing the opportunity and referring prospective candidates. If members are not integrating successfully into their assigned school site, CIS of Miami will also coordinate with the school leadership to replace the member. Recruitment of AmeriCorps members complies with all requirements noted in C.F.R. 2522.900-2522.930. Members will be required to be U.S. citizens, national or permanent residents, and at least 18 years of age. They must have a high school diploma or G.E.D and pass a national background check that includes the FBI Background Screening and Dru Sjodin Sexual Predator Screening. The selection process also includes a reading and math test administered by CIS of Miami and an in-depth interview to assess the applicant's education and school performance, experience with children and youth, and personal goals and attitudes toward education. During their one-month probationary period, AmeriCorps members must clearly demonstrate a capacity to perform their duties satisfactorily and demonstrate reliability in terms of attendance and punctuality, an indicator of a strong likelihood of their capacity to complete their hours of service.

CIS of Miami incorporates a Disability Recruitment Plan that collaborates with key stakeholders to recruit members with disabilities. CIS of Miami works with the MEED Program of Miami Dade College (a program that provides informational resources that improve employability for all individuals with disabilities) to promote AmeriCorps opportunities among persons with disabilities, identify appropriate candidates, facilitate the recruitment and interview process, and assist with retention efforts. CIS of Miami also works with the Office of Disabilities at Florida International University to identify potential members. The recruitment plan includes creating an environment that is accessible and welcoming for potential members. This includes appropriate sites, facilities, and reasonable accommodations, as well as visible, inclusive language in recruitment signage and flyers, correspondence, policies and job descriptions.

All CIS of Miami's AmeriCorps members undergo an extensive 30-day orientation that includes a thorough review of the members' contracts and other required forms, along with an orientation at their respective sites and the curriculums and materials being used to tutor and assess students. AmeriCorps members will receive intensive training on implementing the Voyager Passport reading and GO Math! curriculums; FAIR and GO Math! assessments; tutoring strategies and methods of

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working effectively with children and their school sites; contract review and expectations; working with parents; child development; child abuse indicators and reporting strategies; and serving in a tutoring and mentoring role. All trainings will be relevant to the services members are providing. Members also complete training on many of the same topics to be certified as a Child Development Associate.

AmeriCorps members receive ongoing support at their school sites, along with monthly member meetings and trainings throughout the year to assist in their volunteer duties. These valuable trainings include Mentoring, volunteer management, community building, and topics such as Civics, Leadership, Community Service, Citizenship, First Aid, CPR, Disaster Response/Emergency Preparedness, Diversity Appreciation, Disability Awareness and Sensitivity, HIV/AIDS, Inspiring Reading, Self-Esteem, True Colors, Team Building, Conflict Resolution, Anger Management, Communication Skills, Parenting, Domestic Violence, Child Abuse, and the Use of Technology.

Members also identify other topics of interest through their Individual Development Plans, such as money management or home ownership. Prohibited activities are covered in the member contract review and expectations trainings. CIS of Miami follows member development through the use of personal surveys and Individual Development Plans, supporting and encouraging members to complete the goals they have formulated, and ensuring they get all the required trainings and certifications to meet their post-service educational and employment needs. CIS of Miami's assessment of AmeriCorps member satisfaction is measured through a satisfaction survey that is given to members at the end of their term. We also promote receiving their input and feedback in our member training plan.

The members meet on a weekly basis. These meetings served many purposes; however, one purpose is that it gives the members a weekly forum to discuss challenges and successes. Both of these helps to strengthen the program by helping members to apply lesson learns across all members. The members take great pride in sharing best practices and others are typically eager to replicate the strategies. Because we have another existing AmeriCorps group, there will be even more opportunities to learn and share. Additionally, the opportunity to discuss challenges is also productive as it allows the members to joint problem solve. This is empowering for the members, generates more strategies, and strengthens the team in developing a sense of joint ownership of the program.

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CIS of Miami has a Senior Site Coordinator in charge of volunteer recruitment and training; she is assisted by a VISTA who coordinates our participation in community fairs, a forum for recruiting volunteers and AmeriCorps members. Volunteers are matched according to their interests and skills, and serve as tutors, mentors, guest trainers, and office aides - all functions that strengthen CIS of Miami organizational capacity. For the proposed Student Turnaround Program, we expect to recruit 30 ongoing volunteers who will provide 600 hours of service. Recruitment occurs yearlong; thus, volunteers are trained on an individual basis by the Senior Site Coordinator. Group trainings are conducted only with mentors as these are enrolled in large groups between August and December. CIS of Miami's Mentor Coordinator conducts the group trainings and plans ongoing special events.

AmeriCorps members will have Task Supervisors and a Supervisor. Task Supervisors are the Reading and Math Coaches at the school sites and one CIS of Miami Site Coordinator (Nadege Delinois) for AmeriCorps members at the North Miami Middle School site. The M-DCPS District and Education Transformation Office will assist in providing training, identification of students, assessments, and the Reading and Math Coaches' coordination and monitoring of tutoring services provided by AmeriCorps members. The members' immediate supervisor for this Project will be Project Director Vernon Jacobs, who will conduct site visits and weekly meetings with the members. CIS of Miami has an existing AmeriCorps program, and as such, in order to avoid duplicative efforts of staff, Vernon Jacobs will be assisted by Karla Cadet, the Project Director overseeing the existing AmeriCorps program will assist Mr. Jacobs with Member recruitment and training. Eve McKinsey, who serves as the Site Coordinator for the existing AmeriCorps program, will also assist with site visits to schools as needed.

The proposed Project Director, Vernon Jacobs, and Site Coordinator, Nadege Delinois, were selected based on education, training, experience, and skills. Both have a long history of working with CIS of Miami and have demonstrated leadership and responsibility in meeting their position requirements. The Project Director has participated in mandatory AmeriCorps Director training as well as trainings on disabilities, member hours, contractual obligations, retention rates, etc. All supervisors participate in a mandatory Human Resources training annually from the CIS of Miami compliance agent. They also receive ongoing guidance through their immediate supervisor or the President/CEO. All CIS of Miami staff undergo an extensive CIS orientation that includes participation in CIS National

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webinars, Site Coordinator's Certification course, grant implementation and oversight, partnership management, evaluation and data management. Staff meet by department and as a full CIS of Miami team. Staff also participate in community professional development opportunities as they arise.

Member Experience: Much effort is placed in instilling a strong AmeriCorps identity and group spirit. Beginning with the recruitment process and orientation and on through the pledging ceremony/celebration and the entire term of service, CIS of Miami will stress and promote the spirit of service that is the heart of AmeriCorps. Training and service opportunities are infused with messages and materials to build pride in service and self-identification as a valued AmeriCorps team member. These strategies build a sense of belonging and involvement in the community. This team spirit is further promoted by our efforts to foster strong civic engagement. Throughout the year, the Project Director provides opportunities for community service. Many of these opportunities are done jointly with other National Service groups in Miami. The Project Director maintains contact with other Corps, and they share upcoming opportunities. City Year is a major CIS of Miami partner. We conduct joint trainings together and continuously seek ways of bringing our groups together. Lastly, each year we combine resources with other local National Service groups who are attending the state conference. We pool our resources and invest in joint transportation. This promotes wonderful camaraderie among the national service groups. The CIS of Miami President/CEO also conducts several training sessions for members in the beginning of the year. She discusses agency goals and drills down to the Program's goals and objectives, educating members about grants, compliance, and reporting. The goal of the training is to promote a sense of ownership around the Program goals and its turnaround efforts. She includes training on "storytelling," teaching members how to capture the impact of the program in words, which in turn promotes sustainability efforts. This session gives the member the language they need to connect their day-to-day service activity with the broader School Turnaround goals.

Organizational Commitment to AmeriCorps Identification. Branding is a strategic goal of CIS of Miami. All staff and members receive training on branding. Offices and school workspace include branding materials such as the AmeriCorps logo. The AmeriCorps logo is on the member gear, on school bulletin boards, on CIS of Miami print materials (brochures, reports, flyers), and on our social media and website, which also has a live link to the AmeriCorps page. At least twice a year, an AmeriCorps story is included in the electronic newsletters. Members are asked to like our FaceBook

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page and follow our Twitter page. This helps to promote both CIS of Miami and AmeriCorps.

CIS of Miami also contracts a public relations company that secures radio, written, and television interviews which frequently result in promoting AmeriCorps.

Organizational Capability

The mission of Communities In Schools of Miami (CIS of Miami) is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS of Miami is an affiliate of the nation's leading dropout prevention organization, Communities In Schools (CIS). CIS was built on the belief that every child needs and deserves the Five Basics: a one-on-one relationship with a caring adult; a safe place to learn and grow; a healthy start for a healthy future; a marketable skill to use upon graduation; and a chance to give back to peers and community. CIS has a 34-year history of success in keeping at-risk students in school by mobilizing needed community resources around students and schools. CIS is a network of approximately 200 affiliates across the U.S. that serve 1.2 million students a year. Each affiliate is its own independent non-profit that shares a common mission and approach to support student achievement. The CIS of Miami affiliate was founded in 1989 through a partnership with Miami-Dade County Public Schools (M-DCPS) and other groups and individuals who were concerned with the decreasing graduation rates of students (then a 29% longitudinal dropout rate in Miami-Dade County), particularly minorities in disadvantaged schools.

What sets CIS of Miami apart from other organizations is its model of providing a comprehensive wraparound services for students and schools. The research-based CIS Integrated Student Services Model (the CIS Model) combines school-wide services (Level 1 Services) and individual targeted student services (Level 2 Services) to improve student and school outcomes. ICF International, a subcontractor of the What Works Clearinghouse established by the U.S. Dept. of Education, conducted a five-year national evaluation of the CIS Model. ICF concluded the following: the CIS Model resulted in the strongest reduction in school dropout rates of any existing fully-scaled dropout prevention organization; it is unique in having an effect on both reducing dropout rates and increasing graduation rates; it is effective across states, school settings, grade levels, and student ethnicity; and the more fully the model is implemented, the stronger its effects. When implemented with high fidelity, the CIS Model results in a higher percentage of students reaching proficiency in 4th and 8th grade reading and mathematics.

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Today, CIS of Miami works in partnership with M-DCPS and other agencies to implement the CIS Model and keep students motivated to succeed academically. Our key programs include Bridges to Graduation and the Violence Intervention Project (VIP) that target at-risk middle and high school students, and provide services such as tutoring, mentoring, counseling, attendance monitoring, life skills development, positive behavior management, and job/career readiness; GEAR UP college readiness; AmeriCorps' early literacy tutoring in elementary schools and After-school and Summer Camps; and SES tutoring in Title I schools. On a yearly basis, CIS of Miami manages approximately 26 public and private grants with varied reporting, tracking, and fiscal requirements.

For FY 2011-2012, CIS of Miami served 2,957 children and youth, providing them with Level Two services. In addition, 4,168 children and youth received Level One services delivered at their school and/or through community-wide special activities. In total, 7,125 students received CIS of Miami services. Last year's accomplishments include:

- * Ninety-eight percent (98%) of students participating in a CIS of Miami program stayed in school and did not drop out.
- * Seventy-one percent (71%) of students across all programs receiving academic support services increased their academic performance.
- * Ninety-eight percent (98%) of participating elementary and middle school students were promoted to the next grade.
- * 88% of participating students demonstrated improved decision-making and coping skills.

CIS of Miami has leveraged our partnership with Miami-Dade County Public Schools for the purposes of the School Turnaround AmeriCorps 2013 initiative, collaborating with the District Education Transformation Office (ETO). The ETO was developed in 2010 to serve 19 schools designated as FLDOE/USDOE as "persistently lowest-achieving". In 2011, ETO was expanded to 26 schools. Today, ETO has expanded to 66 schools in year three. The ETO functions as a hybrid Region and collaborates with and supports the schools in operations, advocacy, curriculum and instruction, school improvement and professional development. The Structure and Ethos of the ETO consists of: Sustaining, building, and accelerating improvement in struggling schools; creating a team of proven, experienced, and passionate urban educators and leaders to support schools and hold them accountability to higher performance; taking ownership of school improvement; and limiting

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operational obstacles to focus the work on teaching and learning. The ETO's Four Pillars to Increase Student Achievement are: 1. Improve teacher quality. 2. Develop instructional leaders. 3. Expand wraparound services for students. 4. Increase parent and community involvement.

CIS of Miami's partnership with the ETO demonstrates extensive organizational ability and capacity to plan, implement, manage, and evaluate the proposed Project. The primary and secondary contacts for the grant application are: President/CEO Elizabeth Mejia (primary) and Project Director Vernon Jacobs (secondary). CIS of Miami has had multiple years of experience successfully administering AmeriCorps grants (13 years) and other federal funding. Federal funding sources include repeat grants from the Office of Juvenile Justice and Delinquency Prevention for youth violence prevention and youth mentoring initiatives; Investing In Innovation (I3) funds; and No Child Left Behind Student Supplemental Services funding through the Florida Department of Education (CIS of Miami has been an approved SES service provider for seven years and counting); and most recently, the US Department of Education GEAR UP (Gaining Early Awareness & Readiness for Undergraduate Programs) funding, where the partnership between CIS of Miami and Miami Dade College was one of forty-seven GEAR UP provider grant awardees nationwide. GEAR UP is projected to serve 1,200 students, 600 of which will receive tutoring, mentoring, and counseling from CIS of Miami.

CIS of Miami initiated the our first AmeriCorps program thirteen years ago -- an Early Intervention Literacy Program for the purpose of helping the District meet the needs of its students with below-level reading skills. This AmeriCorps Program is still in place today; demonstrating performance satisfaction and a record of compliance and responsiveness through repeat and increased contract awards. The Program consists of In-school tutoring that ensures that children most in need of literacy intervention receive it, and Out-of-School reading tutoring and literacy activities ensure that disadvantaged children receive needed academic reinforcements in an after-school setting.

Our overall organizational funding includes revenues from Federal sources (44%); State and Local Government sources (39%); Corporate Foundations (4%); Private Foundations (7%); Fundraising activities (4%); and Individuals (2%). Current AmeriCorps Program Sources of Support: The Children's Trust -- \$296,316; AmeriCorps - \$359,100; Miami-Dade County - \$33,000; Peacock Foundation-- \$20,896; Carnival \$10,000; Gwen Cherry Foundation - \$4,200; Miami Dolphins - \$10,000; M-DCPS In-kind - \$87,360. Projected AmeriCorps Program Sources of Support (Pending

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Approval or Renewal): The Children's Trust - \$200,000; Peacock Foundation - \$30,000; Miami Foundation - \$25,000; Braman Family Foundation - \$20,000. Other sources will be approached to support this project. Approximately 14% of CIS of Miami's current budget comes from CNCS.

CIS of Miami's management structure includes a Board of Directors; a President/CEO (overall organization management and oversight), and a Director of Planning and Operations (program operations management and oversight). For the proposed Project, Vernon Jacobs, will serve as Project Director. He currently serves as CIS of Miami's Director of Planning and Operations, but will devote a portion of his time to supervise and manage the proposed AmeriCorps Student Turnaround Project.

Our current AmeriCorps members provide daily on-site tutoring to reach an average of 300 children each school year and an additional 300 children in two Out-of-School program sites. These children have consistently shown improvement in reading as a result of the individualized attention they receive. On average for the past five years, 85% of participating students have made reading gains, demonstrating our success in delivering quality and effective tutorial programs. Each year, program staffing consists of a combination of returning and new members. Members are typically young adults, ages 18-24, Miami residents, college students and/or recent graduates, with preference given to Education majors.

The Proposed AmeriCorps Program will be staffed as follows: President/CEO, Elizabeth Mejia: Overall administrative oversight, fiscal management and sustainability of the Program. She has an MA in Educational Leadership and Adult Education, expertise in program management and planning, experiential learning, adult education, multiculturalism, counseling, and advocacy. She brings 20-plus years of non-profit management experience, 15 with CIS of Miami serving seven years as its Executive Director, and she has a proven track record in successful program partnership and development. Project Director Vernon Jacobs will be responsible for program oversight, overall management of the proposed Project, including overseeing the hiring, screening, training, and supervising of AmeriCorps tutors; program coordination and timely student progress reporting to the District, teachers, and parents; grant implementation, adherence and reporting, quality and accountability, site-by-site quality and accountability, Project evaluation, and will ensure proposed Project outcomes are met. Mr. Jacobs was CIS of Miami's former AmeriCorps Program Director, and was a former AmeriCorps and Vista member as well. He brings ten years of experience working with

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at-risk youth, and four years of experience managing the organization's school-based early literacy intervention program. North Miami Middle School Site Coordinator Nadege Delinois, will serve as the task supervisor at her school. She will be responsible for on-site program activity coordination with AmeriCorps members, program partners and volunteers at the school and will provide needed wrap-around services to students. Karla Cadet will collaborate with Mr. Jacobs on recruitment and training efforts and Eve McKinsey will assist Mr. Jacobs as needed on site visits to schools. If awarded funding for this initiative, efforts will be made for all our Program's AmeriCorps members to share opportunities to conduct service and trainings together. Data Intake Specialist Hope Hunter-Rahmings is responsible for all AmeriCorps program-related data entry into multiple data management systems for timely program outcome reporting and analysis.

Sustainability: The sustainability of CIS of Miami relies largely on monetary resources; however, volunteers and in-kind donations increase cost-effectiveness and service-delivery capacity. Schools also assign staff to our programs, furthering our impact. We receive funding from federal, state, and local government agencies, private foundations, corporations, businesses, and individuals. An Annual Operations Plan and Resource Development Plan aligned with our Three-Year Strategic Plan, detail potential sources of support, including grant proposals, direct mail campaigns, and fundraising events. The Board of Directors Resource Development Committee oversees the resource development efforts. Through the strategic plan, the CIS of Miami Board addresses sustainability issues, including building new community partnerships, cultivating new individual donors, and taking a proactive approach to increase the scope and diversity of CIS of Miami's funding. Multi-year fundraising plans detail the potential sources of support, including cash, grants, and in-kind donations for all programs and sites. The Board Marketing Committee helps market CIS of Miami to increase our profile in the community and attract corporate and public support. The President/CEO and Board of Directors, who maintain a history of 100% giving personally to CIS of Miami, take a proactive approach to cultivate new donors, connecting CIS of Miami to prospective community partners and volunteers, and contributing their own money and time. CIS of Miami also contracts a Grant Writer to write proposals to identified prospective funders. Via this comprehensive approach to build a broad base of support that we seek to renew and expand each year, CIS of Miami has successfully sustained all of its programs at a current or expanded level every year.

The plans to support the impact of the program beyond the funding period will include an effort by

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CIS of Miami to seek and secure private corporate and foundation grants. CIS of Miami has enduring match resources from corporations, foundations, and government programs. We receive both cash and in-kind donations that drive our programs. Most of CIS of Miami's funding and in-kind contributions come from local sources that have continued over time and expanded in scope, amounts and diversity. M-DCPS will also provide facility usage. Through the annual Resource Development Plan that is implemented by staff and board members, sustainability efforts focus on fundraising and grant writing. CIS of Miami contracts a grant writer to secure funding from the public and private sector to continue the AmeriCorps program beyond the grant term. CIS of Miami has a cadre of corporate, public, and foundation supporters that will be approached to increase their support to AmeriCorps. These include The Children's Trust, Miami Foundation, Peacock Foundation, Carnival Cruise Lines, and Publix Super Markets Charities. New funding sources such as the Braman Foundation will also be solicited for assistance. These collective efforts have allowed CIS of Miami to successfully meet and exceed the match requirement every year we have been approved for an AmeriCorps grant. The school district also has a grant writing department that will similarly assist in this effort. Beyond funding, any best practices that are initiated by the members to engage students and promote achievement will be reviewed and incorporated as appropriate by existing school resources (staff and volunteers).

CIS of Miami's volunteers help to increase cost-effectiveness and service-delivery capacity. In 2011-2012, CIS of Miami hosted 437 volunteers who provided 57,184 hours of service. Volunteers serve as tutors, mentors, guest trainers, and office aides - all functions that strengthen our organization. For the proposed Student Turnaround Program, we expect to recruit 30 ongoing volunteers who will provide 600 hours of service. Volunteers will be recruited by board members and staff through personal relationships and outreach to businesses, corporations, schools, colleges, universities, and civic and faith-based organizations. CIS of Miami also recruits volunteers through registration with Volunteer Match, an online recruiting service; announcements at events, participation in community and campus fairs; our e-newsletters, our brochures and one-sheets, our website, and other social media: FaceBook, LinkedIn, and Twitter accounts. AmeriCorps members and our Vista member also help to staff booths and information tables at community fairs and college campuses. CIS of Miami's flexibility in matching volunteers to their personal interests and skills contributes to high personal satisfaction and retention. Once volunteers are placed, members assist with training as needed.

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CIS of Miami also works to secure more than 140 new and renewing partnerships each year. Our current AmeriCorps program's key partnerships include M-DCPS, that provides planning assistance, training, supervision, pre-/post-testing, and facilities, and the MEEDS program, that assists in recruiting and training members with disabilities. Other agencies provide in-kind member training and collaborate with community service projects. The roles of these partners vary but generally include the provision of service opportunities for AmeriCorps members, referrals of potential members, including members with disabilities; member training, technical assistance, and volunteers to leverage the proposed Projects tutoring and wraparound services.

Compliance and Accountability: CIS of Miami's AmeriCorps programs have been in place for 13 years, demonstrating a record of compliance and accountability. To ensure compliance with AmeriCorps rules and regulations, members complete a comprehensive orientation that reviews the compliance regulations and prohibited activities. Members sign an acknowledgement of the rules, expectations, contract, and awareness of prohibited activities. Similarly, the school administrators and task supervisors participate in an orientation meeting. The principal signs a Principal Agreement acknowledging the orientation and their adherence to the guidelines. Project Director Vernon Jacobs will be the staff person responsible for AmeriCorps rules and regulations compliance. Using a checklist as a guide, he will review and ensure that members' files are complete and accurate. He will also conduct a self-monitoring at least once a year. Site visits and weekly member meetings will permit him to detect any prohibited activities and intervene in a timely manner. Additionally, ongoing meetings and communication with members, school administrators, and the school district also contributes to strong monitoring that facilitates detection of any violation. Both members and school administrators are notified that continued violations may result in termination or transfer of members to another school. CIS of Miami and the school district will assume responsibility of any violations that may occur despite our joint prevention efforts. Together, the violations will be addressed, rectified, and steps will be identified to avoid future violations. As a partner with M-DCPS, the school district will assist us in reinforcing the guidelines, trouble-shooting, and securing school cooperation as needed. CIS of Miami ensures that all sites have adequate space for program operations. M-DCPS provides classroom space for both push-in and pull-out tutoring. The District is responsible for facility management, maintenance, and compliance with government safety regulations and ADA requirements. To ensure compliance with other issues, all CIS of Miami supervisors are mandated to participate in annual human resource training in September. The HR attorney conducts a review of

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our hiring practices and personnel folders. This presents another opportunity to detect and correct issues.

CIS of Miami's retention rate in our current AmeriCorps program is 86.5%. Last year, there were two member medical emergencies and one member relocated to another state. The remaining members that did not complete their term of service were given many opportunities to complete their hours but failed to apply the discipline needed to succeed. It is our practice to hold two monthly meetings to review program requirements. Weekly meetings are held to monitor hours and weekend opportunities are provided to members to make up loss hours and to gain extra hours throughout the year. Members who fall behind in hours are placed on revised contracts requiring increased service hours per week. Lastly, motivational events and team building sessions are provided.

Verification and compliance requirements have been adhered to through numerous funding contracts, most significantly through CNCS and Volunteer Florida and The Children's Trust, which requires consistent reporting through their data tracker system and intensive on-site monitoring by assigned Trust Contract Managers. Each year, through intensive program and fiscal monitoring, The Children's Trust scores their service providers to determine future grant allocations. For 2011-2012, CIS of Miami received the following scores from the Trust, with 100 as the highest score: Bridges to Graduation - 99.62, VIP - 96.18, and Out-of-School -- 83.20. Fiscal compliance is overseen by our Accountant that manages five other federal grants. Monthly financial reports are reviewed by our Board Treasurer who is professionally affiliated with Kaufman, Rossin & Company, a regarded accounting, auditing, consulting and business advisory service firm. CIS of Miami conducts an annual audit of all its finances through an independent certified public accounting firm. CIS of Miami's recent audit of June 30, 2012 has been completed in conformity with accepted accounting principles.

Cost Effectiveness and Budget Adequacy

CIS of Miami is in a strong position to meet the required match for the proposed Project budget. We have long-term supporters who are committed to our AmeriCorps programs. It is expected that they will embrace this new initiative which creates an opportunity to expand the impact of AmeriCorps members in lowest-performing M-DCPS. Our proposed Project's overall budget is expected to be \$464,968, reflecting a cost per student of \$1,162. This budget is determined based on CIS of Miami's 13 years of experience in operating AmeriCorps programs. We plan to leverage our existing Site Coordinators, Project Director, and M-DCPS Reading and Math Coaches to oversee the proposed

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Student Turnaround Project. The CNCS share is \$266,000 or 57% of the overall budget. The grantee share is \$140,468 or 43%. We will need to raise \$140,468 in cash. CIS of Miami anticipates securing support from M-DCPS, Peacock Foundation, and the Miami Foundation to meet this match. In addition, new funding sources such as the Braman Foundation will be pursued.

The proposed Program is cost effective. Students will receive free tutoring and wraparound services that include mentoring, counseling, and positive behavior reinforcement. All services promote school engagement and academic achievement contributing to students staying in school and graduating. Schools would need to hire paraprofessionals or teachers to meet the needs to be addressed by AmeriCorps members. The cost savings are significant; on average, a paraprofessional earns \$15/hour and teachers earn \$25/hour. Furthermore, the average rate of private tutoring in Miami is \$30 an hour, much higher than what our target families can afford. Helping students achieve in school and graduate impacts our entire economy and it is cost-efficient to invest in prevention efforts. With nearly one student in five dropping out of school, dropouts have far-reaching economic and social repercussions. High school dropouts are more likely to be unemployed, receive welfare, contribute to high health care costs, perpetrate crimes and end up in jail. One study estimates that U.S. taxpayers would save \$45 billion annually if the number of high school dropouts were cut in half.

Evaluation Summary or Plan

CIS of Miami and M-DCPS have invested significant resources in internal and external systems to produce reliable data so we are accountable to our diverse base of funders, community supporters, and stakeholders. Qualitative and quantitative evaluation data is obtained from multiple sources that include databases that track the frequency and duration of services received by each student; demographics (age, gender, race, income level); school records (school, current grade, test scores, start date and withdrawal dates, absences, GPA changes, and graduation status); pre- and post-assessments, program records, and program observations and interviews conducted by an internal evaluation team with direct staff, stakeholders, and participants. Data is entered on an ongoing basis throughout the school year and is accessible to prepare reports for each monitoring entity. Outcomes are measured through specified program goals and indicators. Program results are compiled in a comprehensive Annual Evaluation Report. This report serves as a tool for CIS of Miami staff and Board members to determine programs and service impact and make changes as needed. CIS of Miami staff also reviews the report during an annual planning meeting to identify what works, what needs change, and to implement new strategies. The report is shared with key partners, schools, and

stakeholders for the same purpose. For the 2013-2014 program year, CIS of Miami will continue to utilize the same evaluation practices and an internal evaluation team. Moreover, we intend to participate in Volunteer Florida's statewide evaluation.

Amendment Justification

N/A.

Clarification Summary

N/A.

Continuation Changes

N/A.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable