

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 confirm to the Corporation's eGrants System)			
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 22-APR-13	STATE APPLICATION IDENTIFIER: MI	
2b. APPLICATION ID: 13AC149142	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 13WCHMI0010001	
5. APPLICATION INFORMATION			
LEGAL NAME: Detroit Parent Network DUNS NUMBER: 159000830		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Shannon Perry TELEPHONE NUMBER: (313) 832-0617 FAX NUMBER: INTERNET E-MAIL ADDRESS: SPerry@detroitparentnetwork.org	
ADDRESS (give street address, city, state, zip code and county): 726 Lothrop Rd Detroit MI 48202 - 2715 County: Wayne			
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 331054423		7. TYPE OF APPLICANT: 7a. Non-Profit 7b.	
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: Project Graduation	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): City of Detroit, Michigan		11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 08/01/13 END DATE: 07/31/14		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MI 013"/> b.Program <input type="text" value="MI 013"/>	
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	
a. FEDERAL	\$ 318,784.00		
b. APPLICANT	\$ 426,641.00		
c. STATE	\$ 0.00		
d. LOCAL	\$ 0.00		
e. OTHER	\$ 0.00		
f. PROGRAM INCOME	\$ 0.00		
g. TOTAL	\$ 745,425.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Shannon Perry		b. TITLE:	c. TELEPHONE NUMBER: (313) 832-0617
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:			e. DATE SIGNED: 06/17/13

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Executive Summary

A total of 24 full-time AmeriCorps members will be recruited and placed in 6 of the lowest performing high schools in Detroit that are in the EAS (Education Achievement System), to increase high school graduation rates and college enrollment of low-income students of color through expansion and enhancement of Project Graduation. Project Graduation is a drop-out prevention program that has serviced over 500 families with one-on-one parent coaches to ensure students are on track to graduate from high school and attend college. A total of 4 AmeriCorps members will be placed at each high school in the EAS to help build a college-going culture and provide resources and support to advance college completion for each class of students. Members will serve as academic coaches/advisors, providing both individual and family coaching; organize parent/student academic and college nights; conduct workshops on graduation requirements, ACT preparation, college selection, completing FAFSA and college entrance applications, and related topics. Activities will take place from August 1, 2013 through July 31, 2016. Approximately 6,000 students and families will be served. Outcomes align with Community-Wide College Ready indicators of Drive Detroit, a cradle-to-career initiative inspired by Strive Cincinnati. Over the course of three years, 2,547 students across the six schools will graduate from high school on time; the average ACT score across the six schools will increase from 13.7 to 15.2; 2,736 students will complete FAFSA applications; and 2,623 students will enroll in college .

Rationale and Approach

1. Program Design

a. AmeriCorps Members as Highly Effective Means to Support and Sustain School Turnaround Efforts

Overview: 24 full-time AmeriCorps members will be recruited and placed in 6 Detroit high schools in Michigan's Education Achievement System (EAS) for the 5% lowest performing schools to increase high school graduation rates and college enrollment and improve the academic performance and engagement of low income students of color by creating supportive and knowledgeable family and school environments through Project Graduation, a program for families of students in 7th to 12th grade which seeks to increase on-time high school graduation and advance the successful transition of students to college. Project Graduation helps to instill college-going expectations in students by offering student advising, parent coaching, targeted workshops and trainings, and opportunities for campus tours and college experiences. Partner high schools will include Central Collegiate Academy,

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Denby, Ford, Mumford, Pershing, and Southeastern. Schools were selected due their status as persistently 5% lowest performing schools in Michigan and eligibility for school improvement grants. Each school will receive 4 members and each one will focus on working with students in a specific grade level, providing an advisor that will be trained on specific items that are grade level relevant. The only school that has an existing CNCS or MCSC program is Central Collegiate, which has one National College Advising Corps Member. The proposed project will expand this program, and enhance Project Graduation by establishing AmeriCorps college advisors at the other five schools. Detroit Parent Network (DPN) has the capacity to coordinate multiple sites due to its current contract with the Education Achievement System to offer parent trainings, increase parent engagement, and work with staff to provide professional development. as well as its partnerships with area nonprofit organizations, foundations, the Michigan College Access Network, and other organizations advancing college access and success.

Need: The city of Detroit has some of the highest rates of illiteracy, poverty, unemployment, single parent households, and lowest high school graduation rates in the country. Nearly one of every two adults considered functionally illiterate. On average only 64 % of Detroit students graduate from high school. In 2012, Michigan established the Education Achievement System (EAS), a state-wide district for lowest 5% performing schools. All six partner schools are part of EAS. School enrollment ranges from 969 to 1,465 students. In 2012, graduation rates ranged from 51% to 76%, with an average rate of 64%. Drop-out rates ranged from 13% to 26%, with an average rate of 16%. College enrollment rates ranged from 58 to 70%, with an average of 64%. ACT scores at the schools ranged from 13.1 to 14.5, with an average mean of 13.6. Multiple studies document an academic achievement gap between poor and non-poor students, with low-income students consistently falling behind their peers. Other studies indicate the essential role of parental involvement in a child's development and later life success. The National Education Association reports that students with involved parents, regardless of income or background, are more likely than those without involved parents to succeed in school, graduate and attend college. There is a need to provide programs and services to support parents in preparing their children to enter and succeed in school, graduate from high school on time, and be prepared for college or career.

AmeriCorps Member Activities: To ensure that AmeriCorps members provide services that address the multiple needs of students at multiple schools, each school's improvement plan was reviewed to identify commonalities. As a result, AmeriCorps members will provide activities addressing the following priorities identified in partner school improvement plans: 1) provide ongoing mechanisms

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for family and community engagement; 2) increase graduation rates; 3) increase college enrollment rates, and 4) accelerate students' acquisition of reading and math knowledge and skills. Parent/family and community engagement will be facilitated through expansion of Project Graduation. Four AmeriCorps members will be assigned at each school as college advisors for each class/grade level of students, working with an average of 250-275 students. Members will work with faculty and parents at each school to identify students at risk of not graduating on time or dropping out who might benefit from one-on-one coaching through Project Graduation. Members will conduct a variety of workshops for parents and students on graduation requirements, preparing for ACT and Michigan achievement testing, college selection and application procedures, financial aid and scholarships, preparing FAFSA applications and related topics. Graduation and college enrollment rates will increase through one-on-one college preparation counseling provided to students and their families through trained AmeriCorps members assigned to each school and trained Project Graduation parent academic coaches who will work with teachers and parents to create supportive school and home environments that cultivate a college-going culture, provide information about college options, admission criteria, scholarships and financial aid, and assist students and parents through the processes. Members will facilitate student and parent access to the following resources: Michigan College Access Portal, a one-stop shop resource for students to plan, apply and pay for college; Michigan College Application Week events at each school; KnowHow2Go Public Awareness Campaign; and U.S. Department of Education resources including the Federal Student Aid and College Navigator websites. To improve student reading and math skills, AmeriCorps members will conduct literacy activities, Algebra Camp and other workshops, coordinate family academic nights at local schools, tutor or arrange for tutoring for students, and related activities. Members who provide tutoring will be complete training to ensure compliance with AmeriCorps tutoring guidelines. AmeriCorps members are well suited to deliver effective turnaround interventions and achieve desired outcomes due to their education, experience, and diverse backgrounds. Because the majority have already achieved the primary goal for students and their families -- a high school diploma and post-secondary education -- AmeriCorps members can be effective role models and mentors for both students and parents, while supplementing and expanding services provided at each school.

Number and Types of Members Requested: 24 full-time positions are requested.

b. Evidence-Informed and Measurable Impact

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Project Graduation was developed based on research on the importance of parent involvement and mentors, and the role that each play in helping youth succeed in high school and beyond. Primary program models are the Harvard Family Research Project on the impact of family involvement on success in middle and high school; the Puente Project, a mentoring and support program for low-income Hispanic/Latino youth and their parents, and the Epstein model of school, family and community partnerships. In terms of evidence-based approaches, the panel of experts in college access programs and strategies who reviewed 99 research studies in developing *Helping Students Navigate the Path to College: What High Schools Can Do*, a publication of the What Works Clearing House, reported that the nature of the research to date does not provide a strong evidence base for recommending specific practices over others. The recommendations used in the proposed project are:

- 1) Offer courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by 9th grade
- 2) Use assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified.
- 3) Surround students with adults and peers who build and support their college-going aspirations.
- 4) Engage and assist students in completing critical steps for college entry.
- 5) Increase families' financial awareness, and help students apply for financial aid.

The proposed project incorporates four of these evidence-based practices, and will help to build support for students' college-going aspirations at school as well as in the home.

The proposed project will have a notable impact on the student achievement, graduation rates and college enrollment in part due to the proven success of Project Graduation. Students identified as in need of Project Graduation are at risk of dropping out or not graduating on time due to poor grades, limited literacy, falling behind in classes, truancy, behavior issues or other factors. In 2012, there were 251 parents and 299 students enrolled in Project Graduation. Of these, 79 were seniors, 90% of whom graduated, compared to an average 62% of their cohorts in Detroit. 91% of those graduates are now attending college, versus 64% of their cohorts. Their average grade point average was 3.6 and ACT score was 18, higher than the average 13.7 score of their cohorts. The proposed project will allow DPN to provide this program in each of these schools. Currently, Project Graduation works with families outside of the school setting and does not have access to students in schools on a daily basis. We believe the project will achieve greater outcomes by working with students daily and alongside EAS staff to provide services. DPN's existing partnerships with these schools and the coordination with key partners that are focused on advancing college success efforts in the city of Detroit will prove to be a

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resources for all students and families. Many of the partners we will be working with are: Drive Detroit, a cradle-to-career initiative inspired by Strive Cincinnati, which includes Michigan College Access Network; local College Access Networks; Excellent Schools Detroit; the Detroit Regional Chamber of Commerce; Michigan State University College Advising Corps; and Data Driven Detroit. In terms of targeting student-based needs, Michigan established the EAS to provide the state's lowest 5% performing schools with conditions, supports, tools and resources to enable teachers, parents and the community to help students make significant academic gains at their own pace. Project Graduation and AmeriCorps members will provide students at each school with one-on-one support and workshops to improve their academic skills to improve graduation rates, and ensure more students enroll in and are prepared to stay and succeed in college. The proposed project will link the need for improved academic performance and increased graduation and college-enrollment rates for students in Detroit with specific interventions and strategies that support schools, parents and other caregivers in helping students stay and succeed in school, and graduate from high school ready for college or career.

National Performance Measure Targets: The proposed project will address the following national performance measures over the course of three years:

- 1) 6,276 students will participate in mentoring, tutoring and other education programs and demonstrate improved academic engagement
- 2) 2,547 students will graduate from high school on-time
- 3) 2,623 students will enter post-secondary institutions

These targets were determined based on partner school improvement plans.

In addition, the following Drive Detroit indicators will be addressed:

- 1) the average ACT composite score will increase from 13.7 to 15.2
- 2) 2,623 students will enroll in post-secondary education
- 3) 2,736 students will complete FAFSA applications

These indicators are benchmarks identified by partner agencies in Drive Detroit.

Plan for collecting data, reporting outcomes, using data to target services: AmeriCorps members will conduct pre and post surveys of students and parents at the beginning and end of each school year. Other data to be collected includes activity sign-in sheets to document the number of students/parents participating in workshops and other activities, and satisfaction surveys to assess the quality of each event. Members will prepare monthly reports on their activities. In addition, DPN contracts with an outside evaluator to collect data, prepare annual outcome reports, and monitor progress in achieving

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the goals and objectives of a variety of programs and services. DPN and partner schools will review evaluation and test results, and adjust program approaches as needed. DPN will report outcomes on an annual basis by compiling student data including report card grade, parent and student evaluations, ACT scores, FAFSA applications and other data, and preparing annual reports for posting on DPN's website and distribution to agency stakeholders, partners, funders and others. Project Graduation is an established but limited program. Through the proposed project, AmeriCorps members will expand Project Graduation to more schools, and expand services at each school through the assignment of an AmeriCorps member as a college advisor for each class of students at each school (freshmen through seniors).

In terms of past experience with VISTA/AmeriCorps, DPN has been awarded multiple grants over the past 8 years and have successfully met or exceeded its VISTA grant outcomes. We currently have a grant that has a total of 8 Vistas and have been awarded the summer associates program that will have a total of 5 members. No compliance issues were identified by CNCS in project assessments.

c. AmeriCorps Member Recruitment

Recruitment efforts include posting positions through local colleges including Wayne State University, Wayne County Community College District, University of Detroit Mercy and Madonna University; partner high schools and other schools in the Detroit Public Schools and Education Achievement Authority; on the DPN website; through e-newsletters and e-blasts; participation in community outreach events; and posting of positions at DPN's Parent Resource Centers located in ten neighborhood schools and DPN's City-Wide Parent Training and Education Center. A primary recruitment source is word-of-mouth, through DPN's membership, network of trained parent leaders working in schools, community partnerships, and ten Parent Resource Centers and City-Wide center. DPN has a ten-year history of serving traditionally underrepresented populations of predominantly low income families of color in the cities of Detroit, Highland Park and Hamtramck in southeast Michigan. 93% of those served are minorities, primarily African American and Hispanic/Latino. 70% are single parent households. Through parent engagement and training contracts with Michigan's EAS and Detroit Public Schools, and partnerships with Drive Detroit agencies, DPN has established systems in place to recruit, select, train and place AmeriCorps members through and in partner schools. DPN also has a history of hiring a number of AmeriCorps and VISTA members upon completion of their service. The school liaisons from the partner schools will participate in interviews of AmeriCorps candidates as they are available and will have a say in the selection of members that will be at their site. To ensure tutors comply with AmeriCorps regulations, all members who provide

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tutoring will be required to have a high school diploma, preferably college degree, and successfully complete the research-based orientation training and in-service sessions for tutors for children and adults provided by ProLiteracy Detroit.

AmeriCorps Member Training

Orientation: To ensure members receive a thorough orientation to AmeriCorps, DPN, the community served, and their specific services to be performed, DPN will use the Corporation for National and Community Service's AmeriCorps' Member Orientation Agenda and Site Orientation Checklist as the basis for orientation. DPN and AmeriCorps Handbooks will be reviewed. Orientation will take place at DPN's main office, with on-site orientation conducted by and at partner schools to which members will be assigned. Orientation will begin on each member's first day of service and continue for thirty days, with general topics as well as specifics sessions to meet each member's training needs. Topics to be addressed include overviews of the CNCS, Michigan Community Service Commission, and AmeriCorps; history and programs of Detroit Parent Network; reviews of the AmeriCorps Handbook and DPN policies and procedures; customer service; prohibited activities; and record keeping, as well as sessions on communication/listening skills; team building; working with parents and students; community resource; and how to connect people to needed resources. Orientation will also be conducted for the six liaisons designated by partner schools and the liaisons will be responsible for providing on-site orientation for AmeriCorps members assigned to their specific schools, as well as weekly supervision. Because each school operates differently, those appointed as liaisons to provide on-site supervision for AmeriCorps members will vary. In some cases, the liaison may be a guidance counselor, business manager, assistant principal, or teacher. The Program Director will work with each school liaison in implementing programs and supervising members at each school. DPN will provide structured and informal opportunities for AmeriCorps members to share best practices and lessons learned through monthly team meetings at DPN and at each school; twice annual AmeriCorps reflection surveys, project specific feedback surveys and assessments; participating in meetings to evaluate survey results and project progress in achieving proposed goals and the need to make program adjustments. All AmeriCorps members will receive an orientation to and monthly professional development training in college preparation counseling by the Michigan College Access Network. To ensure tutors comply with AmeriCorps regulations, all members who provide tutoring will be required to have a high school diploma, and successfully complete the research-based orientation training and in-service sessions for tutors for children and adults provided by ProLiteracy Detroit. Members will also participate in partner school in-service sessions and other community

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workshops as appropriate.

Plans to coordinate training with school leadership and staff: On-site orientation for Members will be provided by the administration and faculty at each partner school.

d. AmeriCorps Member Supervision

To ensure members receive adequate support and guidance, school liaisons at each school will provide daily or weekly supervision as needed, with monthly on-site team meetings and monthly full team meetings conducted with DPN's AmeriCorps Program Director. . Program Director will be selected based on their qualifications, including previous experience, education and commitment. DPN's Deputy Director has 6 years of experience in managing AmeriCorps and VISTA programs and will supervise the AmeriCorps Program Director and part-time assistant. DPN will provide ongoing training, oversight and support to the Program Director, which include: DPN orientation; on-the-job training to gain first-hand knowledge of all DPN programs and services; program-specific orientation and training; monthly staff meetings; participation in local, regional, state or national workshops and conferences; and weekly supervisory sessions. Each of partnering schools will select liaisons based on the structure at each school and as a result, school liaisons may include guidance counselors, business managers, assistant principals or teachers.

e. Member Experience

Components that will enable AmeriCorps members to have powerful service experiences that produce community impact include providing a range of services, from one-on-one support to group activities, that directly improve the educational outcomes of students; providing services to and working with a diverse population in some of the most economically challenged communities in Michigan; partnering with a variety of individuals, institutions and agencies dedicated to improving the quality of education available for children in the Detroit area; and participating in a variety of innovative programs and services, as well as working with families whose members range in age from pre-school to middle aged and older adults. Civic engagement will be promoted on an ongoing basis as members coordinate community service project for and with students. Members will be involved in DPN ongoing efforts, including food distribution to needy families in partnership with Gleaners, participating in annual Comcast Cares community projects, and other programs. In addition, partner schools work with community groups in their specific areas on planting community gardens, neighborhood clean-up and other projects meeting community needs. DPN will foster the AmeriCorps

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identity and connectivity and promote the AmeriCorps brand from the time members are recruited to and through placement in the community. An overview of CNCS, Michigan Community Service Commission, AmeriCorps and other national service programs will be part of orientation for new members, DPN staff, and volunteers. DPN will connect members with each other, other AmeriCorps/VISTA members in the Detroit area, Michigan and nationally through staff meetings; participation in service opportunities available through the National Service Network; participation in MCSC trainings and special events, including Michigan's AmeriCorps Member Celebration and Signature Service Project; access to listservs and blogs; and other means of networking that might become available. Members will share best practices and lessons learned through monthly staff meetings and supervision; twice annual AmeriCorps reflection surveys and project specific surveys; and participating in meetings to evaluate project progress and identify and address areas in need of strengthening.

f. Organizational Commitment to AmeriCorps Identification

DPN will produce a strong AmeriCorps identity through promotion of the AmeriCorps brand from the time members are recruited to and through placement in the community. An overview of CNCS, MCSC, AmeriCorps and national service programs will be part of orientation for new AmeriCorps members, DPN staff and volunteers. Members will receive the standard AmeriCorps gear package to ensure they are easily identifiable at all times, including when they are working at each partner school. AmeriCorps members will be identified as such on DPN's organizational chart. The AmeriCorps logo will be displayed on DPN's website, in select DPN publications, and at DPN's ten Parent Resource Centers and City-Wide Parent Resource Center. Students and parents or other caregivers will be educated about AmeriCorps as part of their orientation to Project Graduation; through nametags and clothing worn by AmeriCorps members while working at partner schools; AmeriCorps logos and signs posted at partner schools; as part of the overview of workshops conducted for students and parents; and other means that become available.

g. Strategic Considerations

The proposed project addresses CNCS's Education Strategy, specifically Objective 3, to improve the preparation for, and prospects for success in, post secondary education for economically disadvantaged students, and Objective 2, to improve outcomes of students in low-achieving elementary, middle and high schools.

Organizational Capability

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a. **Organizational Background and Staffing:** Detroit Parent Network was established by and for parents in 2002. DPN is a nonprofit, membership organization serving low-income, predominantly minority families in Detroit, Highland Park, and Hamtramck in southeast Michigan. DPN works to strengthen parental involvement in homes, schools and communities to achieve its mission of developing powerful parents who are equipped to get the best education possible for their children. DPN serves over 30,000 parents annually through an established network of ten Parent Resource Centers, City-Wide Parent Resource Center, and community events. In terms of staffing and management structure, representatives of the populations served are actively involved in all phases of agency operations, from the Board of Directors to employees, volunteers and participants. DPN parents and primary caregivers are instrumental in creating and implementing the agency's programming, serving as vital decision-making partners in developing strategies that address community needs and advance the mission of the organization, and will be actively involved in supporting and implementing the proposed AmeriCorps program. In terms of roles, responsibilities and relevant experience and qualifications of staff, DPN's Deputy Director will provide overall supervision of the proposed project. The Deputy Director has over six years of experience in successfully managing AmeriCorps/VISTA members, and community volunteers, and has successfully supported several AmeriCorps/VISTA members in transition to full-time staff with the organization. The current AmeriCorps VISTA project focuses on building capacity for DPN to serve parents in Parent Resource Centers. The AmeriCorps members for this project will focus strictly on increasing graduation rates and working with the 6 schools in the EAS.

DPN's Manager of Education is responsible for the day-to-day operation of Project Graduation, and will work with AmeriCorps members and Project Director to train and ensure program fidelity.

The Deputy Director and Manager of Education have extensive training and a combined over ten years of experience in working with students and parents, specifically in managing Project Graduation

A full-time AmeriCorps Program Director and part-time Assistant will be hired to ensure compliance with AmeriCorps guidelines and oversee member training and activities. Orientation for these staff will be provided by the Deputy Director and include components specific to their own positions as well as an overview of AmeriCorps, program and financial reporting requirements and program guidelines. Staff will also participate in DPN-sponsored professional development activities and training sessions. DPN has prior and current experience administering AmeriCorps*VISTA volunteers,

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as both a direct contractor and placement site. DPN currently has a contract with the CNCS Michigan for eight VISTA volunteers, and had a previous 5 year contract as a placement site for over 15 AmeriCorps*VISTA members, which was managed by DPN's current leadership. DPN met or exceeded its projected outcomes for the project in FY 2011-12. DPN has a strong record of launching new initiatives in response to community needs. DPN was started by and for parents in 2002. DPN has contracts with the EAS and Detroit Public Schools for parent engagement and training that have become models for the country, and operates ten Parent Resource Centers in neighborhood schools and one City-Wide Parent Resource Center operated at DPN's headquarters. DPN established Project Graduation to increase graduation rates and college enrollment by creating supportive and knowledgeable parents and home environments for students. Project Graduation served over 300 families in FY 2011-12. 90% of seniors enrolled in the program graduated on time and are now attending college on full or partial scholarships. Algebra Camp was added in response to research on the impact of failing Algebra class on student drop-out rates. In response to United Way and other reports on children being unprepared to enter kindergarten, DPN recently established Pathways to Literacy, an early childhood development and literacy program for parents of children from birth to age 5, based on the Parents as Teachers model. Current VISTA members are integrated into and receive ongoing support within DPN, as evidenced in part by their inclusion on DPN's organizational chart, participation in agency staff meetings and in-service sessions, continued commitment, and high retention rates. There are currently no vacant positions. Current VISTA members work at DPN and its Parents Resource Centers. The proposed AmeriCorps members will be assigned to the six partner schools to work specifically as college advisors for students.

b. Sustainability

DPN has established partnerships with the Education Achievement System (EAS) as the LEA, including a contract for parent engagement and training, as well as established relationships with the proposed partner schools through trained parent leaders assigned to the schools, and through Project Graduation. The proposed project design aligns with needs identified by the EAS and schools in their specific improvement plans, and addresses the indicators identified by Drive Detroit, the community-wide initiative based on Strive Cincinnati to improve academic performance from cradle to career, and increase graduation rates and post-secondary enrollment for students in the Detroit area. Plans for building partnerships and capacity to support the proposed project are already in place primarily through the above indicated partnerships to improve academic outcomes and create a college culture in the Detroit area. DPN has demonstrated track record in raising funds to support service activities

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and initiatives as evidenced by its continued expansion of programs and services; diversity of funding sources that include contracts, corporate, government and private foundation grants and local contributions. Sources of DPN funding include: contracts with the EAS and DPS; grants from The Skillman Foundation, United Way for Southeastern Michigan, W.K. Kellogg Foundation, JP Morgan Chase, Black Family Development, Excellent Schools Detroit, PNC Bank, Target, Build-a-Bear, MGM Grand, Bank of America, and Ford Motor Company Fund; membership dues; and individual contributions. The proposed CNCS funding would represent 7% of DPN's current operating budget. To ensure impact beyond the grant period, DPN will continue to actively seek alternative sources of funding and support on an ongoing basis. DPN submits an average of one grant application per week. In addition, efforts of AmeriCorps members to network with other organizations and increase the capacity of DPN, will ensure that the project has a lasting impact on the educational landscape in Detroit. Providing college counseling to students and families, helping to strengthen the leadership capacity of parents, and training volunteers regarding education options ensures that a pool of talent will be available to advance the campaign for high quality education from early childhood through college.

c. Compliance and Accountability

To ensure compliance with AmeriCorps rules and regulations at main office and service site locations, DPN will continue the policies and procedures that have ensured DPN's past compliance with AmeriCorps guidelines as both a contractor and placement site. The AmeriCorps Program Director and Assistant to be hired will work with the six partner schools to ensure compliance. Weekly supervision, staff meetings, in-service sessions and ongoing communication are the most effective means used by DPN management staff to prevent and detect compliance issues in general and those specifically related to prohibited activities. These activities also provide the means for DPN to hold itself and service site locations accountable if instances of risk or noncompliance are identified. To date, DPN has had no compliance issues as a contractor or placement site for AmeriCorps, VISTA or Senior Corps members. DPN has consistently maintained its enrollment at 100%, with a retention rate of 90%.

d. Continuous Improvement

AmeriCorps members serving as on-site college advisors for each grade at each school will facilitate the early identification of students who are falling behind or at risk of dropping out. Students participating in Project Graduation will have regular contact with DPN trained parent coaches who

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will be assigned to each family to monitor student progress, identify problems and arrange for or provide needed interventions. Workshops, one-on-one counseling and other activities will promote ongoing communication with each school, LEA staff, students and families as well as provide the means to solicit timely and regular feedback on student and program progress or issues to be addressed. Data on student academic performance available through partner schools; student report cards; participant sign-in sheets, satisfaction surveys and evaluations; ACT and Michigan achievement testing scores; FAFSA applications submitted; and other data will be reviewed as available to monitor project success in meeting proposed performance measures. Reports will be prepared and reviewed by stakeholders to identify areas in need of strengthening.

Cost Effectiveness and Budget Adequacy

a. Cost Effectiveness

The proposed budget was developed to promote efficiency of operation and maximum use of limited resources to ensure maximum impact and achievement of outcomes for students, parents, Americorp members and the community. Costs include a full time program director that will focus on working with the 6 High schools and training Americorp members to be college advisors and parent coaches. The Director will work with each school liason to facilitate communication between members, administrative staff, plan college tours and other events; and to provide feedback on program changes based upon monthly outcomes. The administrative staff will focus on data collection, management of student's files and evaluation.

b. Budget Adequacy

The Skillman Foundation is the primary source of non-CNCS funding for the proposed project, they have funded Project Graduation for the past 5 years and funds are already secured for the next year of this project. DPN receives funding from Skillman for both agency operations and for Project Graduation. The proposed project will expand Project Graduation to additional schools as well as place trained college counselors on site for each class of students at each high school, an approach that will increase graduation rates as well as college enrollment rates.

We currently have a contract with EAS to provide services in their schools, if this grant is approved, we will work with EAS to provide additional dollars to support this program in their 6 High Schools. We will continue to actively seek alternative sources of funding and support on an ongoing basis, including foundation grants, contracts, and local contributions.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable