PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:
Application [X] Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):

3. DATE RECEIVED BY STATE: 23-APR-13

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID: 13AC149680

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER: 13WCHCO0010001

5. APPLICATION INFORMATION

LEGAL NAME: Denver Public Schools

DUNS NUMBER: 041099334

ADDRESS (give street address, city, state, zip code and county):
900 Grant St
Rm 710
Denver CO 80203 - 2907
County:

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):
NAME: Roxanne Nice
TELEPHONE NUMBER: (720) 839-2473
FAX NUMBER:
INTERNET E-MAIL ADDRESS: roxanne_nice@dpsk12.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN): 846001099

7. TYPE OF APPLICANT:
7a. Other
7b. School (K-12)

8. TYPE OF APPLICATION (Check appropriate box).
[X] NEW [ ] NEW/PREVIOUS GRANTEE
[ ] CONTINUATION [ ] AMENDMENT
If Amendment, enter appropriate letter(s) in box(es): [ ] [ ]
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:
Denver Public Schools - Math Fellow Program

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):
Colorado- Denver Metro Area Schools/Communities: 1) Smith Elementary School (ECE-5)- Northeast Park Hill; 2) TreVista at Horace Mann, 3) Lake International Sch

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

13. PROPOSED PROJECT: START DATE: 09/01/13 END DATE: 08/30/14

14. CONGRESSIONAL DISTRICT OF: a.Applicant CO 001 b.Program CO 001

15. ESTIMATED FUNDING: Year #: 1

a. FEDERAL	$ 194,374.00
b. APPLICANT	$ 1,685,292.00
c. STATE	$ 0.00
d. LOCAL	$ 0.00
e. OTHER	$ 0.00
f. PROGRAM INCOME	$ 0.00
g. TOTAL	$ 1,879,666.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
[ ] YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:
DATE:
[X] NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
[ ] YES if "Yes," attach an explanation. [X] 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:	b. TITLE:	c. TELEPHONE NUMBER:
Roxanne Nice	Director of Program Services	(720) 839-2473

d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:

e. DATE SIGNED: 04/22/13

Narratives

Executive Summary

One-hundred (1700 hour) full-time AmeriCorps Math Fellows will provide tutoring to students below proficiency in mathematics at eight elementary and middle schools in the Denver Public School system (DPS) that are among the lowest performing 5% of schools in the state "turnaround schools". The proposed DPS Math Fellows Program will start in the fall, 2013 and will replicate a highly successful pilot launched in the district in 2011. The program will focus on the CNCS focus area of education and will target 700 4th, 6th and 8th graders over three years. The program expects to increase the number of students served who are proficient or advanced on the Scholastic Math Inventory, or who improve by at least one performance level (e.g., from Below Basic to Basic), compared to the students' results on the assessment at the start of tutoring services. A CNCS investment of $215,364 will be matched by $3,263,011 from Denver Public Schools.

Rationale and Approach

Program Design and Highly Effective Means to Support and Sustain Turnaround Efforts - Needs identified by partner schools and LEA leadership: DPS is implementing a strategic plan to turn around the lowest performing schools in the district, identified by the State and DPS as "turnaround" or "priority improvement." These designations indicate that student achievement is below proficiency, based on students' Transitional Colorado Assessment Program (TCAP) scores. The schools typically have three years to show dramatic improvement before they are closed or restructured. The eight partner schools identified in this proposal are all in "turnaround" or "priority improvement" status.

The district's turnaround plan is based on research by Johns Hopkins University that recommends explicit evidence-based interventions, including a tutoring component for struggling students. All eight partner schools were required by the state and district to design turnaround plans ("Unified School Improvement Plans -- or UIPs") aligned with the district's priorities, in collaboration with school leaders and a team of teachers, parents and community members. They include strategies, implementation benchmarks and key personnel to address math, literacy, and student engagement. The partner schools have all identified math tutoring as a priority intervention in their schools and have entered into an agreement with DPS to support Math Fellows. While half the sixth graders in DPS are at grade level (proficient or advanced) in math as determined by TCAP, only about 35% of the sixth graders at a typical targeted turnaround school are.

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Needs of each of the eight schools that will receive daily math intervention services are described below:

(1) Charles M. Schenck (682 students, ECE-5th,) where 40% of 4th graders score Proficient or Advanced on TCAP. 96% of its students are eligible for free or reduced-price lunch (FRL); (2) GreenLee Elementary (461 students, ECE-5th) where 40% of 3rd graders and 20% of 4th graders score Proficient or Advanced on TCAP. 93% of its students are FRL; (3) Smith Elementary (410 students, ECE-5th) where 41% of 3rd graders and 32% of 4th graders score Proficient or Advanced on TCAP. 98% of its students are FRL; (4) Columbine Elementary (288 students, ECE-5th) where 18% of 3rd graders and 6% of 4th graders score Proficient or Advanced on TCAP. 91% of its students are FRL; (5) Kepner Middle School (978 total students, 6th-8th) where 28% of 6th graders and 13% of 8th graders score Proficient or Advanced on TCAP. 98% of its students are FRL; (6) Lake International School (292 students, 6th-8th) where 40% of 6th graders are scoring Proficient or Advanced on TCAP. 97% of its students are FRL; (7) TreVista at Horace Mann (587 students, K-8th) where 33% of 4th graders, 42% of 6th graders and 20% of 8th graders are scoring Proficient or Advanced on TCAP. 96% of its students are FRL; and (8) Bruce Randolph Middle School (423 total students, 6th-8th) where 32% of 6th graders and 13% of 8th graders are scoring Proficient or Advanced on TCAP. 98% of its students are FRL.

This intervention has long-term implications because ensuring that students are academically proficient at grade level is a key determinant of whether they will graduate high school. Studies show that without interventions, students are likely to fall even further behind as time progresses because they are at a relative disadvantage in acquiring new knowledge. For example, a 2010 study conducted by the National Center for Educational Achievement found that 4th graders who were far behind grade level had only a 10% chance of performing at grade level (on track for college) in mathematics by 8th grade. The majority of students that failed a math class in 8th grade will not graduate high school (Johns Hopkins, 2006). The DPS Math Fellows Programs addresses school needs because within the next three years, all eight schools are required to demonstrate significant gains and proficiency in academic achievement in both math and literacy -- or face closure or restructuring. Based on results from the pilot program lunched in the district 2011, which showed dramatic results in the 2011- 2012 academic year, it is realistic to predict that a successful implementation of the DPS Math Fellows Program will play a large role in turning schools around.

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AmeriCorps Member Activities: DPS proposes to recruit 100 full-time AmeriCorps members for 1700 hours of service. Math Fellows will be part of a replication of a pilot math-tutoring program that started in 2011. Beginning in 2013 the Math Fellows will be asked to commit to a 1-year term of service. The total grant period for which DPS requests funding is three years. The Math Fellows will serve a total of 700 students in grades 4, 6 and 8 who are at least a year below grade level in mathematics. The DPS Math Fellows Program was designed by Blueprint Schools Network ("Blueprint"), a school turnaround partner based at Harvard University with a proven track record of turning around poorly performing schools. DPS and Blueprint will collaboratively implement the program.

On a typical day, a Math Fellow will see between approximately 10 to 12 students during and after school, in groups of 2 or 3 students a time. Each Math Fellow will see the same students each day, which will enable him or her to understand students' learning styles and academic and emotional needs, and adapt instruction accordingly. A sample schedule is provided: 7:30--7:45 a.m.: Arrive at school and finish prep for tutorials later in the day; 7:45--11:00 a.m.: Three tutorial sessions, with two students in each session; 11:00 --11:40 a.m.: Lunch; 11:45 --2:00 p.m.: Two more tutorial sessions; 2:00--3:00 p.m.: Daily planning period to prepare individualized student lesson plans for the next day; 3:10--4:30 p.m.: Meet with Site Coordinator to debrief, story share and reflect on practice and student data; 4:30-5:30 p.m. (once per week): AmeriCorps Training Session.

Tutoring does not supplant daily mathematics instruction, but rather is a pull-out intervention, utilizing "Do the Math" at 4th grade, and "Do the Math Now/Navigator" at 6th and 8th grades. The lesson sequence is standards-based with a clear objective, "do now", "exit ticket" and adaptive instruction based on student mastery of objectives. Students are assessed five times per year via the Scholastic Math Inventory (SMI) to monitor improvement. The number and type of AmeriCorps members are aligned with program objectives: A ratio of ten to twelve students to every Math Fellow is consistent with the Blueprint design. The Math Fellows will receive training, as described below, to give them the skills and strategies to effectively tutor small groups of students. The trainings occur before the school year and are ongoing. The 2011-2012 pilot program was implemented at schools with a similar student population (by demographic) and fellow to student ratio. The pilot showed a high level of success, including "accelerated growth in mathematics after one year, with median

growth percentiles ranging from 61 to 91." In other words, students grew much faster than the district average. Further, 100% of the AmeriCorps members remained through the year, citing high satisfaction levels. School principals also reported having had a positive experience, reporting things like "This is the most effective intervention I've ever seen...this is what is needed."(source: Blueprint)

AmeriCorps members are an effective means for accomplishing objectives. Small group tutoring can be too costly and difficult to manage for many schools to implement, though it has shown to be among the most effective ways to catch students up to grade level. Research has shown that daily, small-group, high frequency tutoring has a particularly significant impact on student achievement (Cohen et al, 2007; Dobbie and Fryer, 2011; Fuchs et al., 2009; Fuchs et al., 2008; Gordon et al., 2007; Madden and Slavin, 1989; U.S. Department of Education, 2011). Tutoring has a statistically stronger impact on school effectiveness and student learning than traditional resource inputs such as reduced class size, increased per pupil expenditures, and a greater number of teachers with higher degrees (Dobbie and Fryer, 2011). Colorado and DPS struggle to afford interventions like tutoring because student funding in Colorado is among the lowest in the US. However, AmeriCorps would offer schools an opportunity to implement a proven model for moving students more quickly toward grade level. Without CNCS support, the schools lack the resources to pay for tutors or the coordination and capacity to support collaboration across multiple school sites. While DPS does work with external organizations like Reading Partners to utilize volunteers in literacy, math tutoring depends on intensive training, regular and frequent sessions, and a consistent tutor who knows that student, understands his or her leaning style and is familiar with the student's learning gaps.

Coordinating efforts across school sites creating economies of scale: The Math Fellows program takes advantage economies of scale to maximize efficiency in training, data analysis, program administration and to ensure that effective practices are shared across sites. These economies of scale depend in large part on a staffing model that includes a Site Coordinator at each school to support and supervise Math Fellows, and a Regional Coordinator who engages with each school Principal and Site Coordinator, DPS, and Blueprint. The Regional Coordinator is poised to incorporate member feedback across school sites into training and program implementation. This is a cost-efficient approach as it eliminates the need for each site to establish this infrastructure to support Math Fellows. This coordination establishes the platform to take advantage of the scale of this project through the sharing of information, resources and best practices. DPS specifically requests funding for the Regional

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Coordinator position, which is critical to managing multiple school site collaboration. Addressing multiple student needs is aligned with comprehensive school turnaround plans. The primary goal of the DPS Math Fellows Program is to accelerate students' acquisition of math skills by extending time on topic. Each student will receive approximately 120 non-classroom hours of math per year. Peripherally the program will support students' social and emotional skills because tutors often serve in a mentor/role model capacity.

Timeline: DPS has already begun recruiting Math Fellows and Site Coordinators. Training, including an orientation, will begin in August 2013, and Math Fellows will be in schools by October 2013. Trainings, coordinator meetings, meetings with teachers and school leaders, and professional development opportunities with Blueprint and DPS will occur weekly.

Evidence-Informed and Measurable Impact: Evidence supporting intervention: The DPS Math Fellows Program has been designed so that Math Fellows and Site Coordinators work with teachers to align tutorial lessons to each student's needs. Lesson structures have two objectives: 1) build students' foundational skills; and 2) ensure student mastery of grade-level content. The foundational skills component helps to strengthen the computation and problem-solving skills that students need to master before they can accomplish greater and deeper learning (Willingham, 2004).

The grade-level content component serves to re-teach and reinforce concepts covered in the regular classroom, a strategy found to improve comprehension and retention (Willingham, 2004).
The pilot program on which this program is based has seen consistently positive results in the district. All grades in schools that implemented the Blueprint pilot outgained DPS grade-level performance by 8 to 20 percentage points for students scoring either Proficient or Advanced in math on TCAP. Blueprint also administered the SMI, a widely used norm-referenced diagnostic assessment used to track student progress in math throughout the year, to all tutored students in our Denver schools. Final end-of-year results from this assessment showed that 49.7% of all students scored either Proficient or Advanced in mathematics, a significant increase from the 9.1% of students who achieved these scores at the beginning of the year. Additionally, according to Colorado's Median Growth Percentile metric, which measures student growth from one year to the next, the targeted schools ranked in the top 13% of the 1,829 schools in the State of Colorado for student growth in math, with four schools showing growth in the top 5% in the state.

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National Performance Measure targets and the determination for these targets: The DPS Math Fellows Program will measure ED2 and ED5: the number of students that completed participation in CNCS-supported K-12 education programs; and the number of students with improved academic performance in literacy and/or math. These performance measures were determined based on the project goals of engaging students in a sustained and structured tutoring program; and affecting the academic achievement of those students.

Collecting and using data; reporting outcomes: The evaluation design will build upon existing data collection infrastructure, integrating a focus on demonstrating links between math tutoring provided by math fellows and improvement in the math performance outcomes of students directly participating in the program. Specifically, the project will continue its contract with OMNI Institute as the external evaluator on the project. OMNI hosts a data management system, Efforts to Outcomes (ETO), which has been customized to track program service delivery efforts with students and schools. The program has used this data system to track services delivered since 2009, and data fields available in ETO will be expanded to support collection of information specific to math fellow tutoring activities. Math fellows will record all tutoring sessions, tracked for individual students using the student's unique DPS ID to allow for unduplicated student-level data, enabling the program to document and monitor patterns of tutoring for individual students (tutoring session date and length; number of students participating in the session; and tutor name). The proposed project will track the following outputs: number of students receiving math tutoring from a math fellow; number of tutoring sessions per student (at the student-level and on average); total time in tutoring sessions per student, in hours (at the student-level and on average). Additionally, math fellows will use ETO to document key aspects of individual tutoring sessions, including the results of pre- and post-tests completed by students at the start and end of curriculum units, and additional information documented through tutor session logs. Together, this information will position math fellows and program staff to continuously monitor both the reach and fidelity of tutoring services provided.

To support data quality and use, math fellows and program staff will receive training about entering data into ETO and generating customized reports for use internally and for the evaluation. ETO is configured so that project staff can generate real-time reports to monitor each math fellow's progress on service provision, as well as student progress on math assessments. The customized design and

user-driven reporting functions in ETO directly support the routine use of program data to inform programming with individual students, as well as within and across schools. Academic outcome data, collected through administration of the SMI, will be obtained and analyzed to assess student academic improvement. Math assessment data will be obtained from the district and matched to students entered into ETO by math fellows. As outlined by the National Center for Response-to-Intervention, the SMI is a computer-adaptive assessment that provides a direct measure of students' readiness for math instruction. SMI is aligned to the Common Core State Standards and to major math textbooks, and can be used for purposes of universal screening, initial placement and progress monitoring (http://www.rti4success.org/progressMonitoringTools). The SMI will be administered with each student 5 times per academic year, enabling tracking of student growth (http://teacher.scholastic.com/math-assessment/scholastic-math-inventory/how_it_works.htm). Data on student demographics including ethnicity, free/reduced-price lunch status, language proficiency, and disability status will also be obtained through the district.

Evaluation activities for this proposal will leverage existing data collection systems and data sharing agreements, capitalizing on pre-existing evaluation capacity within DPS. Specifically, the project will continue its contract with OMNI to evaluate project successes and challenges. OMNI Institute is a Colorado-based, nonprofit social science agency with the mission of advancing the public, nonprofit and philanthropic sectors through integrated evaluation research, capacity building and technology solutions. In addition to its on-going partnership with DPS' Office of Community Engagement, OMNI has extensive experience working with the data sources relevant to this proposal, at both school and student levels, including (1) a three-year evaluation of seven No Child Left Behind Programs, which heavily relied on the use of reading and math CSAP scale scores, proficiency categories, and growth percentile data; and (2) the ongoing evaluation of the Boys and Girls Club of Metro Denver, examining the impact of club participation on academic outcomes, utilizing performance data obtained through DPS.

Interventions will be targeted to students based on needs. Because each student in Colorado has a unique student identifier, it is possible to determine the academic achievement levels of each student as well as his or her growth in each subject relative to his or her peers. Students are identified by school leaders during the first week of school based on their math proficiency and the number of Math Fellows assigned to the school. School and student needs are linked to interventions and outcomes.

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Each time a student completes an assessment, the SMI assigns him or her to one of four performance levels: Below Basic, Basic, Proficient, or Advanced. The program will evaluate academic improvement among students served by comparing each student's math performance level on the SMI assessment administered at the start of tutoring services to his or her performance level on the final SMI assessment of the academic year. At the end of each year, the program expects to increase the proportion of students served that either perform at a Proficient or Advanced level in math, or have increased at least one performance level, relative to the initial SMI assessment. As outlined in the Performance Measures section of this proposal, the program will report on Tier 1 National Performance Measures ED2 and ED5.

AmeriCorps Member Recruitment: Plans for recruiting and selecting AmeriCorps members for the program: DPS has an experienced Human Resource Department that will actively support the recruitment of Math Fellows alongside Blueprint. A three-pronged outreach campaign includes (1) deepening a presence at universities and colleges, including among student groups, volunteer centers and local alumni chapters; (2) recruiting through workforce centers like Connecting Colorado and making presentations at local workforce centers; (3) partnering with local branches of service organizations. Additionally, DPS and Blueprint will utilize traditional media (newspapers and radio) and social media sites such as Facebook and LinkedIn. In the past, DPS has received approximately 4 applications for every open AmeriCorps position.

Recruitment from the local communities and underrepresented populations: Member recruitment for past DPS AmeriCorps partnerships has yielded a diverse and highly qualified pool of candidates. Over one third of hired candidates have been ethnic minorities and 83% are local. Furthermore, the average undergraduate GPA is 3.14. DPS and Blueprint attract a highly diverse pool of candidates because grassroots recruiting is a large part of the recruitment process. For example, attending community centers, printing fliers, and advertising in local publications has yielded a non-traditional applicant pool.

Coordinating Selection and Recruitment with school leadership and staff: Candidates must submit a cover letter, resume and meet pre-requisite qualifications to be considered. To progress, a candidate must score 80% or higher on an aptitude test. Interviews with the Blueprint team, DPS staff and Site Coordinator then determine candidate compatibility. Selection criteria include an understanding of the

core principles of civic engagement and a Bachelor's degree (and requirements of Paraprofessionals as defined by No Child Left Behind). A final interview is then conducted at the school level with the school leadership team, including (when possible) a mock tutorial with a DPS student. Compliance with 45 CFR 2522.900-2522.950: If selected, reference checks are made before an offer is extended to the candidate. If the offer is accepted, a background check (including a sex-offender check) is conducted along with a verification of education. A criminal record of any kind, including sex offences, immediately disqualified a candidate. A start date is determined before the DPS onboarding process begins.

Member Training and Orientation: Training begins pre-semester with a 10-day orientation that involves a thorough review of AmeriCorps' history, goals, policies/procedures and duties. Math Fellow training will begin with whole group training (3 days): background on the turnaround; diversity and cultural competency; setting and upholding high academic and behavioral expectations. The next 5-7 days will be school based and will focus on: delivering student-centered lessons; creating a positive and productive learning environment; and analyzing student assessment data. These sessions include whole-staff training sessions and Math Fellow school-team development. During the pre-service orientation, Math Fellows learn about activities prohibited under 45 CFR §2520.45, 45 CFR § 2520.65 and the AmeriCorps grant provisions. The orientation covers the member's service agreement, health insurance options, training manual and all AmeriCorps' rules/regulations (§2522.940) and requirements for successful completion of the program. The Regional Coordinator will attend the State Commission's trainings on implementing an AmeriCorps program and have access to its technical assistance. Site Coordinators are responsible for monitoring members' compliance. They sign a service agreement stating their agreement with these terms. If any Math Fellow should engage in one of these activities during official duties, s/he will be subject to sanctions and advised of the program's grievance and appeal procedures.

Sharing best practices: Throughout the year, Math Fellows meet regularly with other Math Fellows, Regional and Site Coordinators to share practices. The Regional Coordinator uses this feedback to make adjustments to the programming and Math Fellows may incorporate it into their work.

Ongoing training: Weekly school team meetings are led by the Site Coordinator at each school and focus on: data analysis and lesson planning and collaboration with math departments. Monthly, Site

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Coordinators meet with Blueprint and the Regional Coordinator, each of whom provide weekly training on leadership, communication, and effective tutorial practices; Site Coordinators provide professional development to their Fellows based on their needs. Formal observations of tutorials take place every 6 weeks by Site Coordinators based on a rubric of effective practices. After each observation, written and oral feedback is provided to identify target areas of improvement. Compliance with 45 CFR 2522.900-2522.950: As district employees, all Math Fellows must meet the paraprofessional qualifications under the No Child Left Behind Act as well as the qualifications listed elsewhere in this narrative.

AmeriCorps Member Supervision: Plan for supervising AmeriCorps members: DPS has a Community Engagement division whose primary responsibility is to support and coordinate AmeriCorps programs. The reporting and management structure is as follows: the Director of Program Services, housed within the DPS Community Engagement Office, will supervise the Regional Coordinator, and will have a contractual relationship with the school principal at each site wherein the principal agrees to commit to the program and to oversee a Site Coordinator. The Site Coordinator is the Math Fellows' supervisor at each site, making the supervisor to Math Fellow ratio among the lowest in the county. Blueprint has a contract directly with DPS to provide support, professional development and training to Math Fellows, Site Coordinator and Regional Coordinator and to assist with data tracking and analysis.

Selection and training supervisors: Site Coordinators must have college degrees and are hired by DPS through a competitive selection process. The average professional work experience of a Site Coordinator is 5 years. Site Coordinators receive intensive training and professional development from Blueprint and DPS. For example, during a pre-service orientation, Site Coordinator Training (3 days) includes: Overview of the Responsibilities of the position; and detailed training on tutorial structure, curriculum, feedback, and evaluation; and expectations for program implementation. The Regional Coordinator will be an experienced professional who has at least five years of relevant experience (full qualifications are described in the staffing section). He or she will be recruited and selected by the Office of Community Engagement.

Coordinating training with school leadership and staff: The Regional Coordinator will be responsible for managing trainings among school leadership teams at all school sites, and school leaders are

encouraged to participate in these trainings. The DPS Math Fellows Program has structures built in so that the school leadership and math departments provide regular feedback to Site Coordinators and Math Fellows to inform practice. School leaders are also encouraged to integrate Math Fellows into staff professional development whenever relevant. Coordination of supervision with school leadership and staff will be accomplished as follows; 1) School principals work with Site Coordinators to oversee scheduling and provide structured, regular feedback on Math Fellow performance; and 2) The Regional Coordinator and Site Coordinator meet regularly with the school leader to ensure alignment of expectations.

Compliance with AmeriCorps supervision requirements for tutoring programs: Each Math Fellow must have no criminal record (nor sex offences), have earned a Bachelor's degree prior to selection and meet paraprofessional qualifications as defined under No Child Left Behind. Selection will be based on an aptitude test and assessment of values and attitudes. There are no exceptions to the qualification requirements. The requirements for a program in which the AmeriCorps members serve include a safe environment and adherence by each school to their MOU with the district.

Member Experience and Enabling community impact and continued civic participation: To promote ongoing service, DPS will encourage participation in service-oriented activities outside of their normal duties and in addition to required service days, and by emailing notifications about events and organizations. In the past, AmeriCorps members have created large service projects around community events like the Cinco de Mayo parade. By encouraging networking and exposure to a variety of civic groups, Math Fellows will have the greatest opportunity possible to continue to engage -- professionally or personally -- with service-oriented organizations. Second-year Math Fellows have a unique opportunity to pursue a long-term career in education by applying to DPS' rigorous Teacher Residency Program.

Fostering AmeriCorps identity and connectivity with other AmeriCorps and national service participants: To foster a sense of connection with other AmeriCorps members, DPS encourages its Math Fellows to volunteer with other AmeriCorps teams in Denver and across the state. Math Fellows are encouraged to connect using Facebook and Twitter.

Sharing best practices and lessons learned to sustain participation in education: Math fellows have the

opportunity to reflect on their service through monthly civic reflection meetings. These meetings allow Math Fellows at each school site to discuss what is going well, share challenges and discuss ways to overcome barriers to success. At the school level, groups of Math Fellows meet regularly with school staff and the Site and Regional Coordinators to reflect on their experience and to inform the program and trainings. We believe that by forging strong relationships with students and school staff, Math Fellows will better understand backgrounds and experiences children in the communities they serve. We believe that this experience will remain with them as they choose careers and ways to engage in community. Further, programs like Teach for America have shown that working in struggling schools fosters ongoing engagement with education and a passion for education equality.

Organizational Commitment to AmeriCorps Identification: Reinforcing a strong AmeriCorps brand: To help math fellows identify as part of AmeriCorps, all Math Fellows wear AmeriCorps-branded clothing and actively manage Facebook and Twitter accounts which will be branded with AmeriCorps logos. Accordingly, each school site will openly display AmeriCorps signage including banners throughout the school building. The DPS Math Fellows Program will have a link to the program's webpage with AmeriCorps logos prominently displayed on the district's website.

Strategic Consideration: The DPS Math Fellows Program is aligned to the award criteria because it is evidence-based and has a high probability of success (low risk). It serves a high percentage of poor and minority students across 200 square miles. All sites are urban schools at the elementary and middle school levels. The district actively recruits: low-income individuals, economically disadvantaged young adults; older Americans, veterans, communities of color, Native Americans, and people with disabilities.

Organizational Capability

Organizational Background, Staffing, Mission and History: The mission of Denver Public Schools is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse society. DPS now educates more children than at any time in the last 30 years, as evidenced by record enrollment of more than 78,000 students in 160 unique schools across the city. Founded in 1902, DPS is a national leader in district-wide reform. From piloting ProComp, the nation's first performance pay system for educators in 2002, to comprehensive instructional and human capital reforms implemented over the past five years under the district's strategic plan, the Denver Plan, DPS has led the way in comprehensive systemic reforms for nearly a

decade. These reforms are yielding results: In the last five years, DPS has made more academic progress on state assessments than any other district in Colorado, has increased the number of its high school graduates by 30%, has reduced its dropout rate by over 40%, more than doubled the number of its students taking and receiving college credit for AP courses, and has enjoyed the highest enrollment increases in its history. Applauding the district's efforts, in 2009, the Council of the Great City Schools hailed DPS' reform as "one of the most promising and comprehensive in the nation," noting that the "architecture of these reforms--instructional, financial and human capital--is among the most seamlessly conceived in all of urban education in the United States."

The program staffing and management structure: The DPS Office of Community Engagement oversees the DPS AmeriCorps Math Fellow Program and reports directly to the superintendent. Roles, responsibilities and relevant experience of staff: The following skilled and experienced individuals staff DPS' AmeriCorps program. Roxanne Nice, Director Program Services; Ms. Nice is responsible for the development, implementation and management of DPS' collaborations with community agencies. This includes overseeing the district's Department of Parent and Community Outreach. Ms. Nice overseas the districts current AmeriCorps program that focuses on student attendance. Prior to DPS, Ms. Nice co-founded two charter schools in Colorado focused on reducing dropout rates among socially and economically disadvantaged youth and worked with at-risk youth in the criminal justice system. She has over 20 years of experience managing programs that support youth and families in disadvantaged communities; Regional Coordinator will work with all eight schools and reports directly to the Director of Program Services. He or she will ensure consistency of training and service levels across all school sites; monitor the accuracy and integrity of data collected; and link relationships with service providers at the schools. Requirements include: Bachelor's degree required, MA preferred, 5+ years experience supervising 7 to 10 professional staff; experience managing projects; conducting program evaluations and facilitating staff training; Site Coordinators, 8 full-time position. Supports and evaluates the professional experiences of Math Fellows; provides solutions for daily management issues involving fellow-student relationships, fellow-fellow relationships and fellow-staff relationships. Reports to school leader. Qualifications: Bachelor's degree required, MA preferred; Background as a Math Specialist or 3 years experience working in a management capacity; Prior experience working with students or adolescents; and 100 AmeriCorps Math Fellows "Math Fellow" -- Responsibilities include: Instruction, Planning, Communication & Feedback, and Compliance. Math Fellows will carry out all the responsibilities of an academic tutor and ensure that

students are constantly learning and being challenged. A full job description can be found online at: https://fellows-blueprintschools.icims.com/jobs/1035/job

Providing financial, technical and programmatic orientation: Financial training -- including guidelines about financial assistance -- is covered during the pre-service orientation period. Programmatic orientation covers background and purpose of AmeriCorps, guidelines about prohibited activities (such as lobbying), and technical guidance (e.g. entering student data, filling out timesheets).As noted, training sessions are ongoing by topic area throughout the year.

Prior experience administering AmeriCorps grants or other federal funds: DPS is well qualified to manage a grant of the size and scope proposed having managed its existing AmeriCorps program since 2009 without any issues of noncompliance. DPS successfully manages an AmeriCorps program to improve attendance at 10 school sites. In total DPS manages over $213 million in government grants, and conducts annual A-133 financial audits. DPS' financial analyst for federal programs will work closely with the AmeriCorps management team to ensure accountability.

Record of Launching and Scaling Initiatives: Within the past two years, DPS has successfully launched initiatives including the English Language Acquisition Academy, Lights On Afterschool Program, leadership development, teacher training and coaching programs and an AmeriCorps attendance program.

Sustainability: Involvement of school and LEA in design and implementation: DPS spent the past six months working with school principals at the targeted school sites to plan and implement turnaround strategies. School leaders have been meeting with District leaders, Blueprint and the Director of Program Services to discuss effective implementation of a Math Fellows Corps. School leaders will continue to meet with parents, community members and district leaders (the Collaborative School Committee) to make iterative improvements to the program. School principals have entered into an MOU with The Office of Community Engagement to agree to terms that include welcoming and integrating fellows into schools, designing schedules to accommodate the Math Fellows, and inclusion in professional development opportunities at each school when appropriate.

Building partnerships and capacity: Denver Public Schools is working closely with Blueprint, a

national school turnaround nonprofit based at Harvard University. The Blueprint Math pilot program for Denver originated in 2011-2012 with a focus on a cluster of turnaround schools slated for restructuring in the Far-Northeast corridor of DPS. Blueprint has co-designed the DPS Math Fellows program alongside DPS and will collaborate with the district to train math fellows, provide tools and ongoing professional development, and communicate with principals on a regular basis to ensure constant adaptation and improvement where needed.

The applicant's track record raising funds to support service activities and initiatives: DPS raises approximately $7 million annually from individuals, foundations, businesses and investments to support initiatives such as after school programs, tutoring and leadership development. In 2012, DPS passed a $466 million bond for facilities and technology, and a $49 million mill. Part of the mill, as described below, will be used to support tutoring. Denver voters and philanthropists have consistently supported DPS, funding initiatives-like the mill-that enable the vast majority of state and federal dollars can go directly to classrooms.

Plans for ensuring that the impact of the program will extend beyond the grant period: DPS' AmeriCorps program is positioned fiscally to continue beyond Federal support for several reasons: (1) Tax support--In 2012, Denver's citizens voted for a referendum that increased the support of DPS via Mill Levy increase; (2) Local foundations, such as the DPS Foundation and the Denver Scholarship Foundation are local sources of support that may be called upon to assist with program continuation and expansion; (3) In-kind support from many community organizations present a situation where the schools do not need to generate revenue for the program; rather, these organizations provide services at no cost to the schools; (4) Local business partners are also committed to sustaining the program and will ensure its ongoing existence through sponsorship, in-kind contributions, donations and direct financial support.

Percentage of operational budget the proposed funding request from CNCS represents: The district's Math Fellow's Program budget is roughly $4 million annually, which does not include CNCS' contribution. DPS raises 94% of the program costs exclusive of CNCS' funding.

Compliance and Accountability: Plans to prevent and detect compliance issues: The Site Coordinator will review each Math Fellow's schedule and provide on-site oversight to verify that no one is engaged

in prohibited activities. As a secondary layer of accountability, the Regional Coordinator will audit Math Fellows' time sheets in OnCorps. Finally, the state audit will also alert DPS to noncompliance. Math Fellows are encouraged to report any prohibited activity to the Regional Coordinator or DPS Program Director, should they be asked to engage in such activities. In addition, a budget specialist will continue to manage AmeriCorps' funds. DPS' grants team will conduct due diligence to ensure that the project is completed on time and within budget. Each year, the State AmeriCorps Commission has audited the DPS AmeriCorps program and has not found any issues of compliance related to member files, program management, host site management or fiscal management. In addition, the district conducts an annual A-133 audit. No material weaknesses or deficiencies related to internal controls were noted in 2009 through 2012.

Accountability for compliance: In the event that noncompliance is discovered, the member will be sanctioned in accordance with program guidelines as outlined in each Math Fellow's handbook. If removed from the program, the incident will be disclosed to the state commission. DPS has demonstrated compliance in the past, and no compliance issues or areas of weakness/risk were noted in the last two years of audits. Trainings will stress compliance and AmeriCorps members will have multiple parties to consult if there is a question or problem. If a school site is responsible for noncompliance, that site will receive extensive training and additional support from the district to ensure it returns to compliance.

Past performance: DPS has had past success in managing AmeriCorps programs, including the district's AmeriCorps attendance program, which has shown a 100% retention rate (based on the 21 person 2012 cohort). The AmeriCorps attendance program (2010-present) has been successful in meeting performance objectives during the current grant cycle. Specifically, all schools targeted to date have shown improved attendance outcomes, and attendance fellows reported high satisfaction with the overall training program. More than 85% of member ratings indicated that they were satisfied or very satisfied with the training program (80.8% in 2009--10 and 83.5% in 2010--11).

Continuous Improvement: Soliciting feedback from stakeholders for continuous improvement: The Regional Coordinator's primary responsibility will be to serve as a liaison between the various parties involved in the program, including; Math Fellows, Site Coordinators, school principals, the Collaborative School Committee (including parents and community members), DPS program staff

and Blueprint. He or she will create feedback loops among Site Coordinators and Math Fellows during regular meetings at which he/she will actively solicit feedback about training, practice and scheduling. That feedback will be communicated to Blueprint, principals, DPS program staff any other relevant parties so that professional development or scheduling can be adapted and the Math Fellows' experience continuously improves. Math Fellows will also receive feedback from parents (Math Fellows are required to make periodic parent calls), students, school principals, and teachers. The most formal feedback mechanism for Math Fellows is the LEAP framework, designed by DPS to assess instructional effectiveness. Using the framework, fellows are scored 1-7 on their instructional strategies, differentiation, learning environment, and student engagement.

Plans for using student academic performance to inform continuous improvement: Students are assessed five times per year via the SMI but may also be assessed informally as well. The Site Coordinator compiles data reports on the students -- which are then reviewed by the school principal and Regional Coordinator to inform continuous program improvement.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness: Costs are reasonable in relation to scope, scale, and impact: Investing in tutors is one of the most cost effective ways to impact student achievement. It is both less expensive and more effective than professional development for teachers or decreasing class size. Furthermore, the specific tutoring program DPS is proposing has been piloted successfully with a similar student population in Denver. DPS is requesting funding for a Regional Coordinator position to ensure that each involved party, including the district, Blueprint, school principals, Site Coordinators and Math Fellows are adequately supported, supervised and able to effectively achieve goals. A CNCS investment of $215,346 over three years will be matched by a $3,263,011 from DPS -- a match of approximately 94%.

The return on investment can be measured in terms of student achievement, a lower probability that a student will drop out before graduation, a higher college going rate, higher lifetime earnings among students to finish high schools (and attend college), and an economic benefit to society as a whole. For example, each high school dropout will contribute about $60,000 less in taxes than a high school graduate over his or her lifetime. A high school graduate will earn 50% more than that of a dropout, and a college graduate is likely to earn twice that of a high school graduate (Alliance for Excellent Education). Because research shows that falling behind in the early grades is among the most

powerful indicators that a child will drop out of school (8th graders who fail math or English have a 75% chance of dropping out, Johns Hopkins), catching them up early will have a large return downstream as the children continue to learn and grow.

Resources won't supplant SIG funding or other school funding streams: Math Fellows may not be asked to perform duties not specified in their job descriptions. The funding stream for the AmeriCorps program is separate from that of SIG (mill levy funding as opposed to SIG funding), and will therefore not supplant it or any other school funding streams.

Budget Adequacy: Through a 2012 voter-passed mill levy, DPS raised over $60 million to support initiatives, including the AmeriCorps program. Of this amount, approximately $4,000,000 is committed for the DPS Math Fellows Program. Including the $215,364 requested from CNCS, DPS has budgeted approximately $3,263,011 for this program (100 Math Fellows and 8 Site Coordinators). The total allocation will include salaries, training and tools for each school site. The requested $215,364 will support the aforementioned Regional Coordinator position, training, data collection and evaluation and operational cost. The request for CNCS funds do not exceed the maximum cost per MSY of $13,300. DPS' MSY is $2,153, which is significantly below the maximum amount of $13,300.

The district will actively seek financial support to sustain this program --as demonstrated by its large initial investment. Neither Mill levy nor CNCS funds will be used to supplant SIG funding or any other funding streams. Notably also is that the DPS Math Fellows Program has very low overhead and ensures that the vast majority of funds will flow directly to kids.

Evaluation Summary or Plan

n/a

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