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Executive Summary

The OASIS Institute (OASIS), a 501 © (3) organization, is proposing to implement a Retired and Senior Volunteer Program (RSVP) in St. Louis Missouri (Missouri Opportunity 2X including St. Louis County, St. Louis City, and St. Charles County) beginning July 1, 2014. The mission of OASIS is to promote successful aging for adults 50 and older through lifelong learning, health promotion, and volunteer engagement.

The OASIS St. Louis RSVP Program will recruit, train, and place 364 unduplicated volunteers, who are 55 and older, by the third year of program operations. Building on its proven model and expertise in engaging older adult volunteers, OASIS will address the Primary Focus Area of Education to improve educational outcomes for economically disadvantaged and academically at-risk children.

There is consensus among education experts that it is critically important for children to read at grade level by the end of third grade. Research has demonstrated the correlation between a student's reading ability at this point and his or her subsequent academic success. However, nationally millions of students fail to meet this benchmark each year, as do thousands of students in Missouri and in the proposed RSVP service areas. On the 2011 National Assessment of Educational Progress (NAEP) reading exam, 67 percent of 4th graders in Missouri were not reading at the "proficient" level and 33 percent were reading at the "below basic" level. On the Reading (English Language Arts) portion of the 2013 Missouri Assessment Program (MAP), 51.5 percent of all 3rd graders in the state fell below the proficient level. In St. Louis City, one of the proposed service areas, 77.9 percent of students failed to demonstrate proficiency.

To meet this need, over the course of three years, OASIS will recruit, train, and place 364 unduplicated RSVP volunteers who will serve as follows: 1) 307 will serve directly in schools (volunteer stations) providing literacy tutoring and support to 575 students. These volunteers will provide over 35,800 hours of service to the community. Of the students being served in year three, 90% will complete the program and 65% of students will show improved academic performance in literacy as measured by pre- and post-tests. 2) 41 volunteers will serve at volunteer stations meeting other community needs by teaching healthy behaviors focused on physical activity and nutrition, serving 285 students and providing 5,096 hours of service to the community. 3) 12 volunteers will serve in capacity building roles, helping to recruit and manage volunteers, providing 2,376 hours of

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service to the community. In total, over a three year period, 364 RSVP volunteers will serve approximately 860 students (575 in the Primary Focus Area and 285 in other community needs) in St. Louis County, St. Louis City, and St. Charles County public schools, meeting the critical community need of improving students' academic performance in literacy and building healthy habits while strengthening school communities through the presence of caring, well- trained, older adult volunteers. Volunteers will provide over 43,270 hours of service over the three-year grant period.

Strengthening Communities

Strengthening Communities

The OASIS Institute (OASIS), a 501 © (3) organization, is proposing to implement a Retired and Senior Volunteer Program (RSVP) in St. Louis County, St. Louis City, and St. Charles County (Missouri Opportunity #2X) beginning July 1, 2014. The OASIS St. Louis RSVP Program will recruit, train, and place 364 unduplicated volunteers, who are 55 and older, by the third year of program operations. Building on its proven model and expertise in engaging older adult volunteers, OASIS will address the Primary Focus Area of Education to improve educational outcomes for economically disadvantaged and academically at-risk children. OASIS will also place volunteers in service opportunities in schools and community centers to address other community needs by promoting healthy habits through physical activity and nutrition. Over a three year period, RSVP volunteers will serve approximately 860 students, meeting the critical community need of improving students' academic performance in literacy and building healthy habits while strengthening schools and communities through the presence of caring, well-trained, older adult volunteers.

Community needs in Primary Focus Area in geographic service area: There is consensus across the education community that it is critically important for children to read at grade level by the end of third grade. Research has demonstrated the correlation between a student's reading ability at this juncture and his or her subsequent academic success. According to The National Research Council, "academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school." In 2010, The Annie E. Casey Foundation released the report *Early Warning: Why Reading by the End of Third Grade Matters*. It documents the millions of American children who reach fourth grade without learning to read, a phenomenon most pronounced among low-income children in high-need schools.

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Unfortunately, reading proficiency levels in our country are stagnant: between 2007 and 2011, the National Assessment of Educational Progress (NAEP) Grade 4 reading scores remained unchanged. And in many economically disadvantaged communities, including those served by OASIS, students perform well below national and state averages. OASIS serves schools with significant numbers of low-income and academically at-risk children whose test scores and literacy proficiency rates are below state standards and No Child Left Behind benchmarks. Further, a wide body of research has established the connection between poverty and poor literacy skills. Children living below the poverty line have limited access to pro-literacy materials and activities including games, learning toys, and books. On average, low-income children enter school with a vocabulary of only 5,000 words. By comparison, children who grow up in a language-rich environment enter school with a vocabulary of 20,000 words.

The OASIS RSVP program will serve the geographic areas below that demonstrate need in the Primary Focus Area. For comparison, statewide, 49.9% of Missouri students are eligible for free/reduced lunch and 51.5% of third graders scored below proficient in Reading (English Language Arts) on the 2013 Missouri Assessment Program.

1) City of St. Louis -- St. Louis Public Schools: Unaccredited in 2010, the St. Louis Public Schools regained provisional accreditation in 2013. The student population is 82% African American and 18% white, with 88.5% of students eligible for free/reduced lunch. In 2013, 77.9% of third grade students scored below proficient in Reading (English Language Arts) on the Missouri Assessment Program and on the 2012-13 Annual Progress Report the district met just 4 of 14 performance standards.

2) St. Louis County: St. Louis County encompasses over twenty school districts, varying in diversity, size, and student achievement. The OASIS RSVP program will serve schools in the following districts with the greatest need for academic intervention in K-4 literacy:

* The Ferguson-Florissant School District has a student population that is 77% African-American, with 72% of students eligible for free/reduced lunch. Ferguson-Florissant falls in North St. Louis County and reaches across 11 municipalities in many low-income subdivisions. In 2013, 65.1% of third grade students scored below proficient in Reading on the Missouri Assessment Program.

* The Riverview Gardens School District in North St. Louis County serves a student population that is 97% African American, with 93.4% eligible for free/reduced lunch. The district has been unaccredited since 2010 and is currently operating under a state-mandated school improvement plan. In the 2013-14 school year, the district is under court order to cover the costs of students transferring to higher

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performing schools in other districts. On the 2012-13 Annual Progress Report, the district met just 3 of 14 performance standards and in 2013, 85.6% of third grade students scored below proficient in Reading on the Missouri Assessment Program.

* The Normandy School District serves a student population that is 98% African American, with 91.7% of students eligible for free/reduced lunch. For the 2012-13 school year the district met just 4 of 14 standards on the Annual Progress Report and 75.1% of third grade students scored below proficient in Reading on the 2013 Missouri Assessment Program. Like Riverview Gardens, the Normandy district is currently unaccredited, and in the 2013-14 school year, will have to cover the costs of hundreds of district students transferring to schools in higher performing district, leaving Normandy with fewer resources to meet the needs of the remaining students, who are those with the greatest needs.

* In the Bayless School District, 61% of students are eligible for free/reduced lunch, with a student population that is 10% Asian, 3% Hispanic/Latino, 3% African-American, and 75% Caucasian (many Bosnian). 59.1% of third grade students scored below proficient in Reading on the 2013 Missouri Assessment Program.

3) St. Charles County: St. Charles County does not have as many disadvantaged students as districts in St. Louis City and County, but students selected by their teachers for OASIS tutoring are often identified as being at-risk on numerous child indicators like parental support or fall within low area median income levels. Due to this fact, OASIS' reach within these disadvantaged groups is even greater than the percentages listed for free/reduced lunch. In St. Charles County, the OASIS RSVP program will serve schools in the following two districts:

* City of St. Charles: 42.6% of students are eligible for free/reduced lunch, but in individual schools that percentage is as high as 70%. In 2013, 43.1% of third grade students scored below proficient in Reading on the Missouri Assessment Program.

* Orchard Farm: This school district includes rural populations. 32.9% of students are eligible for free/reduced lunch and 49.3% of third grade students scored below proficient in Reading on the 2013 Missouri Assessment Program.

These achievement challenges are compounded by reductions in state funding to schools and the threat of federal cutbacks. As Missouri faces continued budget cuts, teachers and school administrators are being asked to account for every minute a child spends learning during the school day and to support the needs of students with fewer personnel and resources. These circumstances increase the need for effective community-based programs, such as OASIS, to help children achieve

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reading proficiency by the end of third grade, setting a strong foundation for long-term academic success. By engaging senior volunteers in service to academically struggling students, OASIS will bring the talent and experience of older adults to meet this critical community need.

OASIS' Proven Approach: OASIS is a national nonprofit organization that promotes successful aging for adults age 50 plus (RSVP will serve those 55 and older) through lifelong learning, health programs, and volunteer service. Founded in 1982, OASIS now offers programs in 43 cities, engaging more than 59,000 individuals annually. OASIS' three-pronged approach to successful aging makes it unique from other organizations in the aging services network:

- * Lifelong learning: Stimulates the intellect through challenging classes such as technology training, arts and humanities, and in-depth explorations of issues affecting our world.
- * Health programs: Promote active lifestyles and assist elders with living at home for as long as possible by managing their chronic health conditions.
- * Volunteer opportunities: Engage people in meeting community needs. The volunteer is able to add meaning to his or her life by assisting others.

The OASIS RSVP Program will address the Primary Focus Area of Education through the OASIS Intergenerational Tutoring model, a 25-year old, school-based literacy program that pairs trained older adult volunteer tutors with children in grades K-4 who have been identified by their teachers as academically at-risk because they are reading below grade level. In 2012 OASIS Tutoring was provided in 109 school districts throughout the United States reaching 19,869 children through 5,541 trained and dedicated volunteer tutors. The program is a valued partner to participating school districts because it gives them the advantage of a low or no cost resource that directly impacts academic performance. OASIS Tutoring:

- * Builds strong relationships: The year-long, one-on-one relationship between the volunteer and student is a key component. It sets OASIS Tutoring apart from other mentoring programs, allowing the volunteer to tailor sessions that address the interests and needs of each child.
- * Includes a research-based curriculum: The OASIS six-step approach to literacy was developed by educators specifically for OASIS Tutoring. It includes reading and language activities that spark a child's interest and create an environment where students set goals they can achieve. Activities align with U.S. Common Core State Standards and the No Child Left Behind Act.
- * Provides in-depth volunteer training: Volunteers complete 12 hours of training in the OASIS six-step

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approach before they begin working with students.

* Engages volunteers through ongoing support: OASIS and the school districts provide volunteers with additional training and networking opportunities throughout the school year.

The program works by placing trained older adult volunteers in schools to work one-on-one with students each week as their tutors and friends. Children who benefit most are often those who are trapped in the gray area: they do not meet the strict threshold for professional academic services, but they are losing ground by not reading at grade level. Children are selected by their teachers and, with parental consent, are paired with OASIS volunteers.

Far more than just an academic supplement, the program focuses on building self-confidence and self-esteem -- making students feel better about what they can do so they can continue to achieve at higher levels and reduce the risk of negative behaviors. For many children, having one volunteer working with them all year can lead to academic remediation and an increase in confidence and positive behavioral choices.

Service activities leading to National Performance Measure outputs/outcomes in Primary Focus Area: OASIS works in partnership with schools and other service providers to provide meaningful service that is changing the lives of volunteers and the students, schools, and communities they serve. Each academic year 4,000 students in the St. Louis region who are not reading at grade level receive help from 2,000-plus OASIS tutors at 289 schools in 33 area school districts participating in the program.

Based on OASIS' proven intervention, RSVP volunteers will be engaged in providing one-on-one tutoring to children, in grades K-4, who are not reading at grade level. The program addresses all five critical areas of effective reading instruction, supports emerging literacy skills, and moves students toward grade-level reading mastery. Phonemic awareness, phonics, fluency, vocabulary and comprehension are directly and indirectly addressed during the tutoring sessions with the use of curriculum that emphasizes reading aloud, word recognition, listening, vocabulary expansion, pronunciation, writing, and understanding content.

Volunteers meet with students one or more times each week for 25 weeks during the school day to build reading skills, confidence, and self-esteem. The volunteer reads quality literature with the child.

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Together they may write the child's thoughts in a journal or the student will read entries already written, and practice skill building activities such as letter and word recognition or vocabulary exploration. When a session concludes, the student returns to the classroom. This approach responds to landmark research by Washington University in St. Louis that revealed that children who receive multiple contacts with a reading tutor throughout the week have an increased likelihood for success.

The program is very effective in engaging volunteers. The majority of each RSVP volunteer's time will be dedicated to tutoring with time also spent planning for their service. Volunteers are assigned to serve as tutors and provide one-to-one intervention, designed in conjunction with the needs of individual volunteer stations (schools) and volunteer interests and skills, which are determined in the application and screening process. In 2012, 100% of OASIS tutors believed that the program added a positive element to their lives and 96% planned to continue in the program during the following year.

RSVP volunteers will bring critical capacity to each school in which they serve. Volunteers boost the resources that schools have available, thereby increasing the individualized attention that each student receives. The program will also build the capacity of the local St. Louis community by helping hundreds of older adults become more actively engaged and involved in the mission of national service and RSVP.

Data Collection to ensure measurement of National Performance Measures: To report on outcome ED 5, the number of students with improved academic performance in literacy, OASIS will utilize the Wide Range Achievement Test 4 by Gary S. Wilkinson, Ph.D., in collaboration with Gary J. Robertson, Ph.D., which was standardized on a representative national sample of more than 3,000 individuals ranging in age from 5 to 94 years. The test measures the basic academic skills of reading, spelling, and mathematical computation necessary for effective learning, communication and thinking. OASIS will use the reading word sub-test as a pre- and posttest to measure student improvement. The RSVP Project Director is responsible for developing and implementing processes to manage data collection and measurement.

Memoranda of understanding will also be created with participating school districts that host RSVP volunteers so that administrators, principals, and teachers understand that the collection and sharing of performance measurement related data is a requirement for having RSVP volunteers. The

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Tutoring Manager is responsible for leveraging relationships with schools so that they understand the requirement for pre and post data from reliable and valid assessments.

For output ED 2, OASIS will track the number of students who complete the program. Completing the program means that a student participated in the program for 25 weeks or demonstrated reading proficiency and no longer needed the OASIS intervention. The number of sessions a student completes is tracked in activity logs and students in the classroom will be tracked through student classroom rosters or through information provided by the teacher at the end of the year.

Program Design includes service to Veterans: The OASIS RSVP program will serve children in St. Louis City, St. Louis County, and St. Charles County, Missouri. According to the U.S. Census, American Community Survey for 2011, there are approximately 72,670 veterans in St. Louis County and 18,145 in the City of St. Louis. Because we will serve K-4 classrooms within each school, our service delivery should reach a significant number of veteran/military families as exist within the general school population. As we add new volunteer stations, we will emphasize outreach to veterans/military families through targeted outreach and partnerships with veteran-serving organizations.

Unduplicated Volunteers and National Performance Measure Outcomes/Outputs: OASIS works in partnership with schools and other service providers to provide meaningful service that is changing the lives of volunteers and the students, schools, and communities they serve. Based on OASIS' proven intervention, RSVP volunteers will be engaged in providing one-on-one tutoring to children, in grades K-4, who are not reading at grade level. Tutors meet weekly with students during the school day throughout the entire academic year to build reading skills, confidence, and self-esteem.

Other community needs and capacity-building volunteers: Throughout the grant period, OASIS RSVP volunteers will also be placed in opportunities that meet other community needs and provide capacity-building. While our Primary Focus Area is Education, we want to provide meaningful service opportunities to volunteers who have other interests and skills. These other opportunities are:

* Catch Healthy Habits (CATCH): CATCH brings children and adults age 50+ together to learn good eating and physical activity habits for a lifetime. RSVP Volunteers, 55 and older, will work with children in grades K to 5 leading fun, active games, preparing or sharing healthy snacks, and learning

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about good food choices. Sessions meet weekly for an hour and training is provided. CATCH Healthy Habits was officially launched in 2011 in 18 cities in 14 states. More than 6,200 children and 900 adults, age 50-plus, have benefited from the program. In 2012, 88% of adults and 62% of children who participated met Center for Disease Control (CDC) recommendations for physical activity. 62% of children and 88% of adults 50+ met or exceeded CDC recommendations for moderate-to-vigorous physical activity, compared to 50% in similar programs. Both groups also increased their consumption of fruits and vegetables and decreased TV/video game time. 83% of kids and 97% of adults report enjoying the program. Over 90% of adult volunteers stay committed to the program.

* Capacity-Building: Capacity-building volunteers will help support the Tutoring and CATCH programs, providing resources to volunteers and helping to plan trainings and other administrative tasks.

In the Primary Focus Area, Other Community Needs, and Capacity-Building volunteer opportunities, OASIS will engage volunteers as follows:

In year one: 130 RSVP volunteers will serve directly in 14 schools (volunteer stations) providing tutoring to 130 students. These volunteers will provide over 7,500 hours of service to the community. 30 volunteers will serve in six volunteer stations providing the CATCH program to 90 students, meeting other community needs. 10 volunteers will serve in capacity building roles, helping to manage volunteer programs. Total unduplicated volunteers: 170.

In year two: 105 new and 96 returning (201 total) RSVP volunteers will serve directly in 33 schools (volunteer stations) providing tutoring to 201 students. These volunteers will provide over 13,050 hours of service to the community. 6 new and 30 returning volunteers will serve in six volunteer stations providing the CATCH program to 90 students, meeting other community needs. 3 new and 8 returning (11 total) volunteers will serve in capacity building roles, helping to recruit and manage volunteers. Total unduplicated volunteers: 114.

In year three: 72 new and 172 returning (244 total) RSVP will serve directly in 41 schools (volunteer stations) providing tutoring to 244 students. These volunteers will provide over 15,250 hours of service to the community. 5 new and 36 returning (41 total) volunteers will serve in seven volunteer stations providing the CATCH program to 105 students, meeting other community needs. Three new and 9 returning (12 total) volunteers will serve in capacity building roles, helping to recruit and manage volunteers.

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By the end of year three, 860 students will have been served in the Primary Focus Area. In year three, of the 244 students who are served in the Primary Focus Area, at least 90% (220) will complete the CNCS-supported K-12 education program; and at least 65% (157) will show improved literacy on pre and post tests administered.

Recruitment and Development

Recruitment and Development of Volunteers

Well developed, high-quality RSVP volunteer assignments: With a history of managing volunteers who are 55 and older since 1982, OASIS is well positioned to manage RSVP volunteers. The St. Louis RSVP program volunteer management structure will include an RSVP Project Director who will oversee program design, implementation, and compliance and will ensure that volunteers receive adequate onsite supervision and support, maintain regular contact with volunteers and school personnel at each volunteer station. He/she will work under the supervision of the Network and Civic Engagement Director. A Tutoring Manager will work with teachers or instructional coaches on a regular basis to make sure that the program is running effectively. The Volunteer Manager ensures that volunteers are well-trained, builds "esprit de corps," and plans recognition of volunteer service. Each district provides a monthly volunteer support meeting, which is coordinated with the Volunteer Manager. These meetings provide the opportunity for staff to answer questions, address issues, and consult with volunteers about their progress. At each volunteer station (elementary school), volunteers will be led by Volunteer Leaders, who monitor volunteer time logs, answer questions, serve as liaison between volunteers and school staff, and provide additional support at each station for the volunteers.

Informal check-ins with Volunteer Leaders and staff will allow RSVP volunteers to discuss any challenges or problems they are having, and to develop plans to address them. Program staff will meet regularly to share program successes, challenges, and solutions. The information gathered is used to make adjustments in supervision and provide additional training, as needed.

Finally, teachers complete a survey, which includes questions about student-tutor relationships, student progress, and the value of the tutoring model, which requires volunteers to plan their own lessons. Tutors also complete a survey about their volunteer experience. All of this data is used to assess the quality of the tutoring program.

RSVP volunteer training: Before ever entering a classroom, volunteer tutors complete the OASIS 12-

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hour tutor-training program based on the six-step literacy approach to help them work effectively with K-3 children, the most critical years for developing reading and language skills.

The OASIS curriculum is published in a binder for trainers and volunteers, and includes major chapters on "The Literacy Experience," "Creating Session Plans," and Resources.

The comprehensive training is designed to build volunteers' skills and their confidence that they can do the important work of supporting children as they learn to read.

During the interactive training sessions, volunteers receive a handbook designed by reading professionals specifically for the OASIS Intergenerational Tutoring program. The first part of the Tutor's Handbook serves as the basis for the training workshop, during which professional educators explain and model strategies to draw out, motivate, and encourage students. Volunteers then practice the various techniques, based on the whole range of communications skills--listening talking, reading and writing, all necessary to develop language and build reading skills. The practice and role-playing ensure that tutors are able to develop six-step tutoring session plans that are tailored to their students' needs and interests and incorporate strategies to support the five critical areas of reading instruction--phonemic awareness, phonics, fluency, vocabulary and comprehension. Volunteers also learn how to access Tutor Power, an online library of books, lesson plans and other resources on the OASIS website to enhance the tutoring sessions.

The second part of the Handbook includes blank tutoring session plans, book lists, and other resources to help tutors plan tutoring sessions. Volunteers participate in regularly scheduled educational seminars where they receive ongoing support from professional educators, gather new ideas, solve problems and share experiences. The specially developed curriculum, comprehensive training and ongoing support for tutors are keys to the success of the program and to volunteer tutor retention. In 2012, 97% of volunteers in the St. Louis area said they planned to return to their volunteer positions in the following year and OASIS consistently has a national volunteer retention rate of over 80%.

In addition to this established training protocol that effectively prepares volunteers for service in an elementary school setting, as an RSVP grantee OASIS will provide orientation on RSVP and national service; and RSVP policies, procedures, and paperwork required.

Once volunteers have been placed in a school, they will receive additional orientation specific to the

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school community including behavior policies, a tour of the facility, and an introduction to teachers and staff.

Pre-service training is supplemented by monthly in-service training provided by the school district as well as ongoing coaching at volunteer stations. In-service training enables volunteers to assist students in reaching grade level proficiency in reading and other timely topics. In 2012, over 97% of St. Louis volunteers rated training and support from OASIS as sufficient and 89% of teachers stated that volunteers were trained to develop lessons.

Demographics of community served and volunteers: The OASIS St. Louis RSVP is focused on engaging diverse groups of volunteers from the communities to be served. Our St. Louis RSVP program will utilize community partners such as faith-based organizations, community associations, public housing resident associations, volunteer clearinghouses, and others to conduct community outreach. We utilize high-quality recruitment materials and media (such as radio ads) to reach volunteers as well. We plan to recruit a diverse corps of volunteers that reflects the local demographics. We will also make a concerted effort to find RSVP volunteers who served in the program before it was relinquished. We will attempt to locate any rosters of former RSVP volunteers and invite them back into the program.

Volunteer retention and recognition: OASIS celebrates its volunteers on an ongoing basis, in ways both formal and informal. Volunteers are recognized throughout their service at one-on-one meetings with staff and group meetings. They receive certificates of appreciation, are featured in articles in publications and online, and are honored at celebrations such as and year-end recognition events. Retention can be a challenge with older adult volunteers. Health care and family care constraints are the two biggest factors impacting retention and enrollment. OASIS' retention rate averages around 80% year over year. We attribute this success to our thorough training protocols and communicating to volunteers the level of commitment that is required to participate in the program.

Program Management

Program Management

Management of volunteer stations in compliance with RSVP program regulations: OASIS will operate and manage its St. Louis RSVP program in compliance with all CNCS regulations and will ensure that

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volunteers do not engage in prohibited service activities as outlined in the Code of Federal Regulations, Title 45, Part 2553.91. All RSVP staff will be trained in CNCS regulations and volunteers will receive a written list and discussion of prohibited activities in pre-service training. Each volunteer will sign an agreement that lists the prohibited activities and requires compliance with the rules.

Plans to oversee volunteer stations and assigned service activities: OASIS's RSVP staff will provide volunteers with effective supervision. Staff positions include the RSVP Project Director, the Volunteer Manager, the Tutoring Manager, supported by Volunteer Leaders at each volunteer station. The Project Director, the Tutoring Manager, and the Volunteer Manager ensure that volunteers receive adequate onsite supervision and support, maintaining regular contact with personnel at each volunteer station, and that volunteer performance reviews are completed. At each station, volunteers are led by a Volunteer Leader who oversees timelogs, answers questions, and serves as a liaison between volunteers and school staff and who provides additional support at each site. Volunteer service is also monitored by a reading support specialist or other school staff on a regular basis.

Volunteer Leaders and staff will provide feedback to volunteers to further develop their volunteer skills. Check-ins allow volunteers to discuss any challenges or problems they are having and to develop plans to address them. On a monthly basis, staff will lead school district volunteer meetings at to answer questions, address issues, and check in with volunteers about their progress. Program staff will meet regularly to share program successes, challenges, and solutions.

OASIS uses the time logs to track volunteer service and progress:

Graduating volunteer stations: The previous St. Louis RSVP program was relinquished and as such there is no incumbent program from which to graduate stations. If possible to find out who they are, we will work to recruit volunteers from the former program and reach out to former volunteer stations that fit within our strategic goals for RSVP.

Organizational track record in managing volunteers and measuring performance in Primary Focus Are: Since 1989, more than 100,000 OASIS volunteers have tutored nearly 370,000 children across the U.S. Over the 24- year history of the program, OASIS has developed the following hallmarks:

* A specific focus on building reading skills during the critical primary grades when children are learning to read;

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- * A specially developed research-based curriculum that links to the Common Core State Standards; and

- * In-depth training and ongoing support for tutors and schools.

And the program has achieved exemplary results. In 2011 -2012:

- * 96% of teachers reported improved confidence and self-esteem in tutored students (2011-12 teacher survey).

- * 93% of teachers reported improved attitude toward language arts in tutored students (2011-12 teacher survey).

- * 90% of teachers reported improved academic performance in tutored students (2011-12 teacher survey).

- * 63% of students maintained their school year-end reading levels and many progressed toward the next grade level (summer 2010 reading regression study).

- * 90% of kindergarten children in inner city public schools posted gains for the skills of initial sound fluency and letter naming fluency (2012 Pittsburgh study).

OASIS will bring this same level of commitment to volunteer engagement and support and student outcomes to its RSVP program.

Compliance with RSVP regulations, Advisory Councils, MOUs, and eligibility to serve: OASIS will operate and manage its St. Louis RSVP program in compliance with all CNCS regulations and will ensure that volunteers do not engage in prohibited service activities. All RSVP staff will be trained in CNCS regulations and volunteers will receive a written list and discussion of prohibited activities in pre-service training. Each volunteer will be screened for program eligibility and will sign an agreement that lists the prohibited activities and requires compliance with the rules.

A local RSVP Advisory Council will be established to engage a wide range of input, experience, and leadership from the local community. The St. Louis RSVP Advisory Council will include volunteers and other community members to provide input that will enhance the quality of the program. Their input will be helpful in ways to improve volunteer outreach, recruitment, training, supervision and recognition efforts, increase parent engagement, partner with area nonprofits and schools among others. The RSVP Advisory Council will meet at least four times per year. The RSVP program will also seek opportunities to become members of educational, community, or aging collaborative groups to

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stay on top of community needs and trends.

Finally, as discussed above, OASIS will establish MOUs with school districts outlining the expectations and responsibilities of each party in terms of data collection, volunteer management, and overall program design and implementation.

Organizational Capability

Organizational Capacity

OASIS is a 501(c) (3) nonprofit education organization dedicated to promoting successful aging through lifelong learning, health programs and volunteer engagement. OASIS' vision is to see that adults age 50 and older across the country have opportunities to pursue vibrant, healthy, productive and meaningful lives. The organization seeks to positively impact their lives through partnerships to share knowledge, offer research-based programs, conduct evaluation and adapt to meet the needs of diverse audiences.

OASIS was started in 1982 in response to the need that older adults did not have access to programs and services that foster what is now called "successful aging." Their rich life experience and talent were not being used. OASIS began by piloting classes in St. Louis at May Company Department Stores (now Macy's Inc.). Based on this early success, OASIS opened centers in four cities with a demonstration grant from the U.S. Administration on Aging. OASIS now offers programs in 43 cities, engaging more than 59,000 individuals annually. To ensure that there are no economic barriers to participation, membership in OASIS is free and class fees are kept reasonable. OASIS promotes successful aging for adults age 50 plus through lifelong learning, health programs and volunteer service that engages older adults in address pressing needs such as youth literacy and childhood obesity.

OASIS has been recognized for its effectiveness and its innovation. Examples include:

- * An independent evaluation found that 95 percent of students working with volunteer tutors in the OASIS Intergenerational Tutoring Program showed improvement in reading achievement. In 2006, the program received an award from the MetLife Foundation/National Association of Area Agencies on Aging for creating leadership opportunities for older adults and strengthening communities.
- * An independent evaluation of Active Living Every Day, an evidence-based behavior change course,

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found that OASIS participants more than doubled their level of physical activity and experienced a significant decrease in depressive symptoms and perceived stress.

* The Person to Person peer support program received the 2006 RespectAbility Program of Excellence, the highest award given by the National Council on Aging (NCOA). According to Tom Endres, director of the RespectAbility program and NCOA vice president for Civic Engagement, "OASIS' approach to developing 'cultural competency' in engaging and serving diverse populations sets a standard other organizations should aspire to meet."

In 2012, OASIS was named to the Social Impact 100 Index (S&I 100) in November, a list of the top 100 nonprofit organizations in the United States that have broad social impact and deliver results. Modeled on aspects of the S&P 500, the S&I 100 is compiled by the Growth Philanthropy Network in partnership with Duke University and aggregates top-performing, evidence-based nonprofits so that funders can be confident they are contributing to organizations that consistently deliver impact. Other Major National Awards include:

* OASIS received the 2007 Jack Ossofsky Award from the National Council on Aging (NCOA), which is given to individuals or organizations that have taken a creative, new idea and developed it into a successful program, service, or policy that helps older people achieve vital aging.

* OASIS received the 2006 Secretary's Innovation in Prevention Award from the U.S. Department of Health and Human Services for the OASIS Active Start program.

* OASIS received the 2006 MetLife Foundation/National Association of Area Agencies on Aging Older Volunteers Enrich America (OVEA) Program Awards, which honors volunteer programs that are creating leadership opportunities for older adults and strengthening communities for the OASIS Intergenerational Tutoring program.

* OASIS received the 2006 RespectAbility Program of Excellence, the highest award given by the NCOA, for the Person to Person peer support program. OASIS was one of four award winners that were nationally recognized for leadership in engaging older volunteers and demonstrated best practices in fostering continuing contributions that show community or organizational impact.

The organization is well-qualified for meeting the outcomes of RSVP. Since 1989, more than 100,000 OASIS volunteers have tutored nearly 370,000 children across the U.S. In St. Louis, more than 2,000 OASIS tutors work within 34 area school districts.

In its 25th year, OASIS Tutoring works because OASIS has built strong partnerships at the

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superintendent level in each district, and has the experience and ability to work with outside research partners to assess the Tutoring model. OASIS has also received recognition for its work as a nonprofit. Most recently, OASIS was selected to receive the Gloria Cavanaugh Award for Excellence in Training and Education, a prestigious national leadership award from the American Society on Aging, for programs such as Tutoring, which include a formal volunteer training program and ongoing monthly support. This study is an example of the organization's commitment to offering evidence-based programs that have proven outcomes. Also because of OASIS' commitment to evidence-based programs, as noted above, it was named to the Social Impact Exchange 100 Index

Financial Management: The OASIS Institute is the national headquarters for OASIS locations throughout the country and provides financial management to OASIS supporting organizations that fall under the Institute's IRS-designated group exemption. Dawn Anderson, Finance & Administration Director, is responsible for fiscal oversight of the OASIS Institute and its national network. Prior to her work with OASIS, Ms. Anderson was Fiscal Manager for the City of St. Louis Department of Health. She also has experience working with private accounting firms in Missouri and Texas. She is a certified public accountant and belongs to the American Institute of Certified Public Accountants and the Missouri Society of Certified Public Accountants. She earned her Bachelor's degree in Business Administration with a concentration in accounting from McMurry University in Abilene, Texas.

Facilities Management: The OASIS RSVP program in St. Louis will be administered out of the offices of the OASIS Institute. OASIS provides on-site training, ongoing support, materials and supplies to the community-based partners who carry out OASIS volunteer programs. This broad network of community-based partners makes it possible to deliver services where they are needed most and mitigates issues of facilities management.

Risk Management: Each OASIS partner is provided an OASIS staff liaison to ensure that expectations are clear and communication is ongoing. All OASIS volunteers working with children undergo full background checks, initial content-related training and a volunteer placement assessment to determine the best fit for volunteer roles. OASIS requires its partners to provide ongoing support meetings to monitor program and volunteer needs.

Senior Staff Qualifications: The OASIS Institute currently has a strong senior management team,

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including the President, Marcia Kerz, and five directors. The senior management team has a combined 79 years of experience working for OASIS and brings significant experience and expertise to the management of the RSVP program.

Patricia Gilbert, Network and Civic Engagement Director, has 30 years experience in education and non-profit management, with 20 years focused on developing and implementing programs to promote successful aging for adults age 50-plus. She works with local OASIS staff and partners on all aspects of OASIS programs to ensure adherence to national standards of excellence. She hires and trains directors and coordinates the annual assessment and planning process. Ms. Gilbert provides leadership for volunteer engagement throughout the OASIS national network. For eight years she directed the OASIS Intergenerational Tutoring program in partnership with school districts across the country, training staff and developing and testing new curriculum for intergenerational programs. Prior to joining OASIS in 1992, she taught at St. Louis Community College and in St. Louis area high schools. Ms. Gilbert has a Bachelor's degree from Washington University in St. Louis.

Jeanne Foster, OASIS National Tutoring Manager, oversees the OASIS Intergenerational Tutoring program. With over 25 years experience in the not-for-profit sector, she brings expertise in program management and communications. In Carbondale, Illinois she established two non-profit community organizations and also began the fund development and communications programs for the local health system. A former elementary school teacher, Jeanne was delighted to return to education after relocating to St. Louis in 2002, serving as project manager for two large-scale federal research grants in character education. Jeanne is a graduate of Western College (Miami University) with a bachelor's degree in psychology. She completes her graduate certificate in Nonprofit Management and Leadership at the University of Missouri -- St. Louis in December 2012.

Candice Arriola has served as The St. Louis OASIS Volunteer Manager for six years. She received her Bachelor's Degree from Saint Mary's College and Master's Degree from the University of Michigan as a John A. Hartford Foundation Fellow. Prior to OASIS, she worked with Elder Law of Michigan. Candice is a past Board member of the Metropolitan Volunteer Management Association and a member of the American Society on Aging. She was 2008 St. Louis Volunteer Manager of the Year and recipient of the 2010 Marylen Mann Award for Creativity and Excellence.

The RSVP Project Director (to be hired) will be responsible for the recruitment, training, management

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and evaluation of the St. Louis OASIS RSVP Program. Working with the Network and Civic Engagement Director, the Tutoring Manager and the Volunteer Manager, the RSVP Program Director will build community partnerships with school sites and other community organizations to expand volunteer recruitment and training for OASIS' Intergenerational Tutoring, CATCH Healthy Habits and other volunteer opportunities. In addition, the Volunteer Program Director will oversee and coordinate the monitoring of volunteer sites for compliance with RSVP regulations and the tracking for volunteer hours and student evaluation data for reporting on National Performance Outcomes.

Robust financial capacity and systems and experience managing federal grant funds: OASIS has a very strong track record of implementing and managing large national and grant-funded initiatives. Select recent grants (listed alphabetically) include:

- * The United States Administration on Aging provided \$425,000 to the City of Los Angeles Department of Aging to work with OASIS (subcontractor) to increase physical activity among sedentary older adults in Los Angeles over four years.
- * Anheuser-Busch Foundation provided \$100,000 for the development of a train-the-trainer model and the online "Tutor Power" component for the OASIS Intergenerational Tutoring Program.
- * Atlantic Philanthropies provided \$2.5 million for developing and implementing the OASIS five-year business plan for building financial stability and organizational capacity throughout the OASIS network.
- * AT&T has provided more than \$2 million to assist seniors in developing technology skills across the country as a part of the evidence-based OASIS Connections technology program.
- * Barnes-Jewish Hospital Foundation provided \$625,000 over the last five years for St. Louis OASIS programs that promote Healthy Aging in the region.
- * The US Department of Commerce Technology Opportunities Program provided \$324,000 to develop the OASIS Connections technology program for older adults in eight cities.
- * Houston Endowment provided \$125,000 over two years for the Houston Healthy Lives Coalition project to improve the activity level and overall health of older adults throughout Houston.
- * Robert Wood Johnson Foundation provided \$972,460 over 4 years to increase physical activity in adults age 50 and older in Pittsburgh, San Antonio, and St. Louis through the Active Living Every Day program.
- * Missouri Foundation for Health provided \$778,424 in 2006 health grants to improve physical and mental health for mature adults.

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* The National Endowment for the Humanities provided \$235,112 in 2006 for the creation of The Immigrant Experience program, a national education project on the history of immigration in America that, through five courses, uses an interdisciplinary approach in examining the history of immigration through a group of humanities themes. The Immigrant Experience program is the fourth major national OASIS program funded by the National Endowment for the Humanities since 1994.

* The National Institute on Aging provided \$75,000 to the OASIS Institute to offer the Vital Visionaries project in eight OASIS cities. Vital Visionaries provides opportunities for medical students to work with older adults in an art project to stimulate greater awareness and interest in the active older adult population, and to view them as active, creative members of society.

* The National Science Foundation provided \$745,164 over three years for the SPRY Foundation and OASIS to carry out intergenerational science, math, and technology activities at OASIS, in schools and in other community locations.

* The WellPoint Foundation has provided OASIS \$6.4 million to develop and implement the evidence-based CATCH Healthy Habits obesity prevention program in 19 cities.

The OASIS Institute's accounting and grants management team brings a combined 20 years of experience working together at OASIS. Dawn Anderson, National Director of Finance and Administration will be responsible for ensuring quality of all financial reports, adherence to OMB circular guidelines and will supervise her team to ensure that grant funds are spent in a timely and accurate manner. OASIS adheres to Generally Accepted Accounting Principles and has achieved GuideStar Gold Seal status, which is the highest status available in rating nonprofit excellence and is held by only 1,031 United States nonprofit organizations.

3) Cost Effectiveness and Budget Adequacy

Applicable costs and reimbursable expenses to volunteers; RSVP volunteer recruitment, support, and recognition; and Reasonableness of required non-federal funds budgeted: OASIS' total request to the Corporation is \$115,612 for one year of program implementation. OASIS will exceed the 10% match of \$11,561, providing \$14,215 in direct and in-kind support. RSVP volunteers will provide at least 9,620 hours of service to the community in year one, representing a highly cost effective approach to provide a proven literacy intervention to hundreds of high-need students. The most significant

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program costs are staffing, which include a full-time Project Director a percentage of time from the Volunteer and Tutoring Managers and oversight from the Network and Civic Engagement Director. Other significant costs include program materials used to train volunteers such as handbooks and learning tools; tote bags for materials and assessments; expenses for volunteer recognition and retention; and marketing/recruitment materials.

Other

Not Applicable

PNS Amendment (if applicable)

Not Applicable