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Executive Summary

The Youth Policy Institute proposes to have 54 AmeriCorps members who will provide academic tutoring at 18 schools at 13 sites, plus 2 FT Volunteer Coordinators in Promise Neighborhood schools in Los Angeles. At the end of first program year, AmeriCorps members will be responsible for 65% (1,578) of students who receive at least 30 hours of tutoring in ELA or math progressing one academic proficiency learning level on Scholastic Reading Inventory/Scholastic Math Inventory assessments. In addition, the AmeriCorps members will leverage an additional 20 ongoing and 720 one time leveraged volunteers who will be engaged in academic tutoring and special events such as Career Fairs and service days. This program will focus on the CNCS focus area of Education. The CNCS investment of \$583,070 matched with \$956,441, which will include \$729,936 in public funding and \$226,505 in private funding.

Rationale and Approach/Program Design

1. Program Design

Problem/Need- APPLICANT DESCRIBES COMMUNITY PROBLEM/NEED

YPI's LA Promise Corps program will address the critical community need of low academic achievement in K-12 schools. YPI's Los Angeles Promise Neighborhood (LAPN) initiative serves 18 low-performing and persistently lowest achieving schools at 13 sites. Across these schools, only 38% of students are proficient in English Language Arts (ELA) and even fewer students are proficient in Math (31%) according to CA Department of Education data (CDE) for 2013-14. Schools have high numbers of English Learners (34% of students), who require additional support. The Hollywood and Pacoima LAPN communities have high rates of poverty at 35% and 30% respectively (American Community Survey 2007-11), and across Promise Neighborhood schools 83% of students qualify for free/reduced price lunch (CDE).

APPLICANT DESCRIBES HOW COMMUNITY PROBLEM/NEED ADDRESSED

High poverty and large numbers of English Learners (ELs) make it challenging for schools to adequately support students to achieve at high levels. Tutoring services led by AmeriCorps members working with teachers will help boost academic achievement. Current LAPN services offer only part-time tutors after school. School site partners report that this support is inadequate for addressing students' academic deficits, so the proposed program will leverage current funding for tutoring with AmeriCorps funding to increase and enhance tutoring at partner schools through full-time, well-

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trained members. Members will tutor highest need students (including large numbers of ELs) with small group and 1:1 tutoring and connect in-school learning, afterschool services, and tutoring to support the extended learning model promoted by the CA Dept. of Education.

How community need/problem is prevalent and severe in communities

In 2012-13, the most recent year comparative data is available from CDE, LAPN schools performed significantly worse than Los Angeles Unified School District (LAUSD) or statewide. LAPN schools have 62% of students below proficient in ELA, compared to 52% for LAUSD and 44% in CA. LAPN schools have 69% of students below proficient in Math, compared to 55% for LAUSD and 49% in CA. LAPN also has far higher rates of students qualified for free/reduced price lunch (83%) than statewide (59%) or LAUSD (77%) in 2013-14 (CDE).

HOW TARGET POPULATION CONNECTED TO COMMUNITY NEED IS SELECTED TO RECEIVE PROGRAM SERVICES

YPI will work with teachers to identify students who are lowest achieving and enroll them in tutoring services. Teachers will use grades and test scores to identify these students.

b. THEORY OF CHANGE AND LOGIC MODEL

The LA Promise Corps theory of change states that: 1) effective schools and strong social and community services are critical to support educational achievement of children in poverty; 2) a Promise Neighborhood partnership framework offers an exceptional way for AmeriCorps members to contribute and provide academic support; 3) change is best achieved through strategies that include a well thought out pipeline of academic tutoring support provided by members with exceptional training and understanding of the community; and 4) change is expected and measured in common goals, objectives, and outcomes on student and school level. All activities and outcomes must be evaluated; continuous feedback loops developed and used to improve and refine tutoring and student support services provided.

LAPN offers a matchless opportunity for AmeriCorps members to meaningfully provide service and develop teaching and communication skills vital to career prospects after leaving the program. They join a highly effective national model in Promise Neighborhoods that has been recognized by President Obama as a centerpiece of his Neighborhood Revitalization Initiative for communities in poverty. In LAPN, members work with dedicated staff and volunteers to leverage partnerships already

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in place to serve families with academic support. LAPN offers a strong partnership with the Los Angeles Unified School District, selected charter schools, the City of Los Angeles, postsecondary partners such as the University of California Los Angeles, and more than 40 community partners to provide cradle-to-college and career services for disadvantaged youth and families. Supported with an implementation grant from the U.S. Department of Education, LAPN provides existing relationships with all schools, including Site Coordinators to leverage AmeriCorps support. LAPN School Transformation Plans developed for each school based on data on needs and assets will be used to tailor tutoring services to address each school's needs. For example, APEX Academy's Transformation Plan focuses on increasing math achievement since only 4% of students are proficient or above according to most recent test results (CA Dept. of Education).

LA Promise Corps will serve 2,428 unduplicated, grade K-12, and economically disadvantaged youth per year with 52 FT members/tutors, plus two FT Volunteer Coordinator members. Each member will tutor 15 students for 30 hours each. As students hit 30 hours, members review progress with teacher and Coordinator to decide additional tutoring if needed.

Members will select students for tutoring working with teachers and each school's instructional leadership team. LA Promise Corps will serve highest need students and those on "hot list" (close to moving into next band of proficiency), according to standardized testing placement (Far Below Basic, Below Basic, Basic) and target services to raise standardized test achievement up at least one level. Members working with teachers will establish a Student Learning Plan for each youth. This includes an assessment checklist with analysis of need (such as baseline assessments), academic goals, a schedule for measuring student progress, a timetable for improving and monitoring achievement (consistent with IEP plans and Section 504 plans of students with disabilities), and a clear description of how progress will be communicated.

Tutoring provided by members will use Scholastic Reading Inventory (SRI) / Scholastic Math Inventory (SMI) assessments to track student need and growing proficiency. Instruction and SRI/SMI assessments are aligned with the California Common Core State Standards for Math and English Language Arts. Resulting reports allow curricular materials and instruction to be tailored to each student's needs. Individual student growth targets are then aligned to curriculum, and lessons necessary for moving students to proficiency in anchor standards and strands. SRI/SMI are aligned

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with CA Standard Proficiency bands formerly used on CSTs, and which will be used on new Common Core Smarter Balanced assessments. YPI will measure progress toward outcomes using SRI/SMI CA Standard Proficiency bands, with the goal of moving students from Far Below Basic, Below Basic, and Basic to Proficient or Advanced.

Following SRI/SMI assessments, members will coordinate instruction with classroom teacher, which will include homework help, 1:1 and small group tutoring. Teachers will guide tutors in what content to cover based on classroom learning and students' deficits, and pull students out of class or schedule time afterschool to receive tutoring based on their needs in ELA or Math. Weekly, short- and long-term goals set by members for each tutee in the Learning Plan will be monitored by the teacher, LAPN Site Coordinator, and the YPI Academic Manager. Trained in questioning strategies supportive of Webb's Depth of Knowledge and Common Core State Standards, tutors will scaffold student learning and encourage persistence on challenging texts and performance tasks in both Math and ELA. Members work with students on literacy skills, including reading, word recognition, phonics, fluency, reading comprehension, vocabulary, grammar, punctuation, spelling, essay structure, and research. Tutoring in mathematics cover essential skills for timely grade level advancement, including numeracy, expressions and equations, functions, algebraic thinking, and numbers and operations.

Two members will serve as Volunteer Coordinators to supplement above program by recruiting 20 volunteer tutors to each provide 2 hours of service per week, serving a total of 240 students per year. YPI operates a successful VISTA volunteer tutoring program that in 2012-13 helped 51% of tutored students increase grades, and best practices from that will inform project.

HOW INTERVENTION LEADS TO OUTCOMES IDENTIFIED IN THEORY OF CHANGE

Evidence-based tutoring interventions will lead to increased academic proficiency for the majority of 2,428 students served each year by 52 FT members. Integration into the LAPN ensures members are connected with teachers and become a core part of the academic support systems already in place at the schools through the LAPN, resulting in strong outcomes.

HOW MEMBERS PRODUCE CONTRIBUTIONS TO EXISTING EFFORTS

Members will be college graduates meeting all standards of 45 CFR 2522.940. Coming from same neighborhoods and/or cultural and socioeconomic backgrounds of youth, members will provide

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tutoring in schools. Full time members will make a dramatic impact on learning compared to the current part-time tutoring provided in the LAPN afterschool, due to increased tutoring time. Integration with comprehensive LAPN services maximizes the impact of the AmeriCorps program through additional student and family support.

C. EVIDENCE BASE- EVIDENCE THAT INTERVENTION LEADS TO OUTCOMES IDENTIFIED IN THEORY OF CHANGE

LA Promise Corps design is based on "moderate" evidence from interventions with a comparable design and target population. Rothman and Henderson (2011) completed a pre-post test, nonequivalent control group study on afterschool tutoring for 8th grade students in an urban, ethnically diverse school with 60% of students eligible for free/ reduced price lunch, which is a similar population to target students. Participants were selected based on borderline performance in Language Arts or Math and assigned to either a treatment group or the control group; YPI will also use borderline performance ("hot list") as one indicator of need to target students. Tutoring was conducted in small groups (same as LA Promise Corps) for three hours per week for each treatment group, which is the same dosage as LA Promise Corps. The study controlled for initial differences between treatment/control groups using covariates. Students tutored in Language Arts significantly outperformed control group ($F(1, 57) = 5.835, p = .02$), and students tutored in Math outperformed the control group ($F(1, 54) = 4.55, p = .04$).

According to U.S. Dept. of Education's What Works Clearinghouse 2007 report, Effective Literacy and English Language Instruction for English Learners in the Elementary Grades, four high-quality randomized control trials conducted on intensive small group reading interventions for English learners had instructional strategies like those proposed for LA Promise Corps that demonstrated potentially positive effects on reading achievement. 34% of students in LA Promise Corps schools are English Learners, and YPI expects they will be disproportionately represented in tutoring, providing a similar target population to this study. Interventions covered same five core reading elements covered in LA Promise Corps (phonological awareness, phonics, reading fluency, vocabulary, and comprehension). Explicit, direct instruction in all areas of reading, including comprehension and vocabulary instruction is primary method of delivering instruction as with LA Promise Corps, and include opportunities for students to respond to questions and practice reading words and sentences, and feedback when students make errors.

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D. NOTICE PRIORITY

LA Promise Corps meets the Education funding priority (improving student academic performance). Members will be trained and placed in the classroom to support teachers and tutor 2,428 unduplicated economically disadvantaged students per year to increase academic proficiency in core subjects. Tutors will support students during the school day and in 2-3 hour blocks before, after school and during school breaks. Dosage is based on research-based best practices and includes a minimum frequency of three times a week for each student, an intensity of one hour per session, and duration of ten weeks per student in a tutoring cycle. Each student will receive a mix of 1:1 and small group tutoring, based on academic need. The program meets the Education National Service Focus Area by improving educational outcomes for economically disadvantaged children in low-achieving schools.

E. MEMBER TRAINING

LA Promise Corps will provide pre-service orientation for two weeks at 40 hours a week (80 hours) to orient members to the program and to each of the 13 placement sites for members that serve the 18 schools. AmeriCorps "Boot Camp" introduces and trains members on roles and responsibilities including allowable and prohibited activities, payroll/benefits, grievance procedure, site supervisors/service sites, and overview of communities. It will cover content topics, outreach, communication with students and families, mandated reporting, and cross-cultural basics. Members will receive an additional 40 hours each during winter and spring break. 180 hours will be conducted in school year as well as during breaks (180 hours over 10 months for 18 hours a month). Two Fridays each month are in-school service, while one Friday a month will be a full Corps training, and another will be a service day. 20% of member time (340 hours) is for service and training. Overall, members will receive trainings in 18 key areas: (1) Orientation; (2) Child Abuse/Mandated Reporting; (3) CPR & First Aid; (4) Reading Curriculum; (5) Math Curriculum; (6) Classroom Management; (7) Lesson Planning; (8) Learning Styles; (9) Academic Mentoring; (10) Teambuilding; (11) Leadership; (12) Communication; (13) Community Asset Mapping; (14) Civic Engagement and Responsibility; (15) Community Service; (16) Volunteer Recruitment and Management; (17) Fundraising and Donation Requests; and (18) Life After AmeriCorps- Resume and Interviews.

Members will be assigned a group of focus students, all in the same grade level or content area class. Training provided by the Academic Manager in both ELA and Math will be differentiated based on

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content specific to the group of students tutors will work with, and cohorts of K-5, Middle School, and High School tutors will engage with assessment and curricular materials at the level of their focus students. Training on lesson planning is differentiated by grade level served and is developed around three achievement goals set for each class or grade.

Second and third year members will have increased roles as mentors for new members and lead training sessions. Members will undergo a formal performance review process with the use of evaluation forms each year. This will include mid- and end-of-term written evaluations of members by Site Supervisors. Members will be aware of established grievance procedures and avenues of address open to them. Members, site coordinators and program staff use a rating scale of 1 to 10 (10 the highest) to measure member performance on problem solving abilities, planning/organizing skills, communication, professionalism, work quality and productivity.

MEMBERS AND VOLUNTEERS ARE AWARE OF, AND ADHERE TO, RULES ON PROHIBITED ACTIVITIES

Members and volunteers will be given a thorough orientation and training on what is allowable and not allowable. Members complete two-day training sessions that review AmeriCorps basics and a separate two-day pre-service orientation that introduces members to the program, community, service sites and activities. These and sessions for volunteers review and stress rules on prohibited service activities as detailed in 45 CFR 2520.45 and 2520.65 and in grant provisions. Members and partner sites are provided with a list of prohibited activities and the Manager is responsible for monitoring and compliance.

F. MEMBER SUPERVISION- GUIDANCE AND SUPPORT FROM SUPERVISOR

Members are supervised by Site Coordinators who works with the YPI Academic Manager to provide day-to-day supervision. Each Coordinator is assigned 2-5 members stationed at each of 13 sites and conducts daily team check-ins, holds weekly meetings, and conducts one-on-ones with each member to track progress toward goals and address emerging issues.

SUPERVISORS ARE TRAINED/PREPARED TO FOLLOW REGULATIONS AS WELL AS SUPERVISORY SYSTEMS IN PLACE

YPI selected LAPN Site Coordinators as site supervisors because they are already accountable to YPI,

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understand the mission of the program and organization, and work to integrate all Promise Neighborhood programs at a school site into a comprehensive continuum of services for students and families. This is a strength of the tutoring program, as these connections ensure students and families have access to a range of supportive services that can positively impact academic achievement and offer critical support in reducing truancy rates. Coordinators will receive a separate orientation before members begin service to ensure they are fully aware of the AmeriCorps program policies, guidelines, and procedures. Coordinators are then also trained with members during the pre-service Orientation, which aligns members' and supervisors' expectations.

The AmeriCorps Manager communicates monthly with Coordinators through email, conference calls and twice-monthly site visits. Coordinators are responsible for on-site orientation, matching members with teachers, ensuring members adhere to schedule, making sure teachers and staff understand objectives and that members fulfill tutoring duties, ensuring members have a signed registration form from each enrolled student prior to beginning services, reviewing progress at monthly meetings, addressing program concerns, sending reminders and collecting/signing online and paper timesheets. Coordinators are expected to immediately inform the AmeriCorps Manager of any disciplinary issues or other concerns (referring to the Code of Conduct and performance report), as well as ensure that members do not participate in prohibited activities. Coordinators conduct midyear and end of year evaluations, and support members in developing two service learning projects.

G. MEMBER EXPERIENCE

Members will develop specific tutoring and communications skills, honed while providing direct services to students. They will develop instructional skills useful for teaching careers and for jobs that require clear presentation and spoken communications, and strong organizational ability needed in managing tutoring support for 15 students. Members will work in a nationally known Promise Zone and Promise Neighborhood, and will leverage partnerships with employers through agencies such as the LA Area Chamber of Commerce for employment.

HOW MEMBERS HAVE ACCESS TO MEANINGFUL SERVICE EXPERIENCES AND OPPORTUNITIES FOR REFLECTION

Past YPI AmeriCorps members have described tutoring and helping students achieve academically as being very meaningful service experiences, and it is anticipated to be the same for future members.

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Members reflect on service by recording monthly "Stories of Service").

HOW MEMBERS WILL ESTABLISH CONNECTIONS WITH EACH OTHER AND BROADER NATIONAL SERVICE NETWORK

LA Promise Corps will promote connections with other National and Community Service programs, including other Promise Zones and Promise Neighborhoods, including in San Francisco and San Diego. YPI is part of the National Council of La Raza AmeriCorps portfolio. YPI will communicate and collaborate with other AmeriCorps programs on joint events, such as One Economy (AmeriCorps VISTA in Hollywood), and City Year Los Angeles which provides tutoring to YPI Community Schools in the Promise Zone.

HOW MEMBERS WILL DEVELOP AN ETHIC OF AND SKILLS FOR ACTIVE AND PRODUCTIVE CITIZENSHIP

A swearing-in and graduation ceremony for all members and participation in All AmeriCorps Week will support developing an ethic of and skills for citizenship. LA Promise Corps will participate in National Service Days to build a sense of active citizenship. Service projects conducted by members emphasize community transformation and citizenship.

HOW PROGRAM WILL RECRUIT MEMBERS FROM COMMUNITIES IN WHICH PROGRAM OPERATES

Members will be recruited from target LAPN communities. YPI offers deep connections with Pacoima and Hollywood aside from LAPN, including two new GEAR UP programs. College students serving as GEAR UP tutors, such as through UCLA will be recruited as members upon graduation. YPI has contacts with institutions of higher education serving these communities such as LA City College, LA Mission College, California State University LA, and California State University Northridge. The program will work with these partners to recruit graduates (many who come from LAPN communities) as members.

H. COMMITMENT TO AMERICORPS IDENTIFICATION

YPI has over seven years' experience with AmeriCorps and is committed to ensuring proper branding and identification. All materials for the program will use the AmeriCorps name and logo and LAPN logo, including websites, stationary, applications, brochures, all positions and messages provided

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online, orientation materials, member curriculum, signs, banners, press releases and publications. All members while on duty will wear shirts branded with AmeriCorps logo. All LAPN signs and public material at schools will also include AmeriCorps logo. Social media will showcase the AmeriCorps name and logo.

AmeriCorps orientation will provide members with knowledge of what it means to be a member and responsibilities. Members will wear "AmeriCorps gear" when representing program. YPI connects members with each other through teambuilding activities during trainings, which enhance AmeriCorps "esprit de corps." YPI fosters a connection with AmeriCorps identity by identifying them as members (not staff or volunteers), by initiating members with AmeriCorps pledge, and asking that monthly Stories of Service are relevant to the pledge. YPI highlights member accomplishments to other programs, and partners with other AmeriCorps programs to host service events. YPI will establish service days with other grantees to connect with members.

Organizational Capability

2. ORGANIZATIONAL CAPACITY

Dr. Jesse Noonan, YPI Chief of Academic Support, has a Doctorate of Education, an MA in Teaching, and a Single Subject Teaching Credential in English. She will oversee all tutoring instruction in LA Promise Corps, including methodology for assessment and the research base underpinning instruction. Megan Souders is the YPI Academic Manager and will oversee training of members working with LAPN Coordinators. She has worked as an Academic Advisor at Revolution Prep, and overseen the efforts of 18 full time AmeriCorps members as a Program Manager at City Year Los Angeles for two years. The AmeriCorps program is supported by the YPI Director of SES Tutoring Services, Enrique Villagrana, who has led tutoring services at YPI since 2005, and was the Director of an AmeriCorps program in Oakland prior to this position.

The full-time AmeriCorps Manager will provide overall management, communication with partners, and liaison with Site Coordinators. The Manager will oversee volunteer activities of the AmeriCorps members. He or she will plan and supervise member orientation/training and ongoing training, and work with members to plan monthly special events and cultural awareness days. He or she will also work with the YPI Chief of Academic Support and Academic Manager to orient and train the 13 LAPN Site Coordinators. The Manager will conduct twice-monthly meetings with the Chief of Academic Support and Academic Manager to review progress in meeting deliverables. These meetings

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also clarify progress in completing reports, such as quarterly progress reports, monthly ER tracking, and financial reporting. The Manager will handle required reporting, including all required program data at scheduled intervals, while coordinating this required activity with the external Evaluator described in the evaluation plan.

The LAPN Coordinators will have responsibility for site administration, evaluation data collection and member and volunteer direct supervision. They will work with the Academic Manager to provide program training and the AmeriCorps Manager to gather data, including the entering of member enrollment, timesheet and exit information into the program database.

Fiscal resources will be administrated by the YPI Executive Director, working with the YPI Chief Financial Officer and AmeriCorps Manager. The YPI Chief Financial Officer and Accounting Manager will be responsible for completion of all financial records

HOW ORGANIZATION HAS EXPERIENCE ADMINISTERING AMERICORPS OR OTHER FEDERAL GRANTS

YPI has operated California Volunteers (formula funds), NCLR AmeriCorps (competitive subgrant), and multiple VISTA programs in the last seven years. YPI programs are a national model for place-based initiatives that blend funding streams to achieve common outcomes. The LA Promise Neighborhood is the best example of this, where YPI is saturating two communities with cradle-to-college-and-career services through a blend of federal, state, and local public funding mixed with private funding. YPI is also spearheading White House Neighborhood Revitalization Initiatives in the LA Promise Zone, one of only five across the country as announced by President Obama in January 2014. Services in the Zone include a US Dept. of Housing & Urban Development grant to improve affordable housing and a US Dept. of Justice grant to improve safety. Additional federal grants to benefit youth include Carol White Physical Education, Full Service Community Schools, GEAR UP, a U.S. Department of Labor YouthBuild program, and a U.S. Health and Human Services "Assets for Independence" grant for matched savings accounts for college.

YPI has secured matched resources. Each Los Angeles partnering school is located in the LAPN led by YPI. YPI in December 2012 was awarded a Promise Neighborhoods implementation grant from the U.S. Department of Education for \$30 million over five years. This is joined by over \$8.5 million in

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match from private foundations and corporate partners. A portion of funds will cover the AmeriCorps budget and provide sustainability.

HOW ORGANIZATION HAS ENGAGED COMMUNITY MEMBERS AND PARTNERS

Through the LAPN, YPI and partners have conducted extensive outreach to engage community members. This has included the collection of 1,738 door-to-door surveys, 1,706 student surveys, 29 facilitated focus group sessions, 27 work group sessions, and 29 asset mapping activities to determine need (including need for academic tutoring) in the Promise Neighborhood and at each of the 18 schools targeted for services by LA Promise Corps.

The UCLA Community Based Learning Program will recruit eligible members and coordinate tutoring services with programs in the LAPN. UCLA CBL is a partner in YPI's FamilySource Center and San Fernando Valley GEAR UP programs providing tutoring, college preparation, and mentors. The Los Angeles Unified School District (LAUSD) operates 13 of 18 public schools targeted. Charter schools (Bert Corona Charter School, APEX Academy, Vaughn Next Century Learning, and Santa Monica Blvd. Charter Schools) are partnering. Partnerships are provided through 25 LAPN subcontractors and over 80 partners signing the LA Promise Zone MOU to support services that include early learning programs, mentoring, physical education and nutrition, art and music, gang prevention, and supportive services.

B. COMPLIANCE AND ACCOUNTABILITY

The AmeriCorps Manager is responsible for monitoring program and service sites for compliance and will work weekly to collect and review program data. Monthly meetings with Coordinators and members include compliance checks, as do monthly site visits. Prior to implementation of any service project, the Manager reviews projects to ensure that no prohibited activities occur. Coordinators are trained on compliance and unallowable activities prior to start of activities, and are responsible for monitoring sites daily. YPI's Chief of Academic Support and Director of Research and Evaluation work with the Manager and Academic Manager to monitor sites and ensure compliance with monthly scorecards that track progress toward outcomes.

AmeriCorps staff working with the financial and programmatic staff of YPI and partners will ensure that the program will not violate non-duplication, non-displacement, and non-supplementation

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requirements as defined in 45 CFR 2540.100. These restrictions will be part of YPI staff orientation and training and will be clearly defined for partners. The YPI Chief Financial Officer will ensure that AmeriCorps funds are not used to replace state and local funds, but will be used to provide additional resources not covered by existing programs. No religious instruction or political activity is currently provided and will not be provided in this program.

YPI's management structure ensures compliance for all grants, with oversight provided by Executive Director and Chief Operating Officer. The AmeriCorps Manager reports during weekly program meetings and monthly meetings with the COO. YPI emphasizes prevention of compliance issues with trainings, and the Manager is responsible for making sure members and Coordinators understand AmeriCorps regulations and are prepared to uphold rules.

How applicant will hold itself, subgrantees, and service site locations accountable

Oversight provided by the Manager and Coordinators support and guide members to work within regulations, while detecting any potential compliance issues. If instances of risk or noncompliance are identified, the Manager meets with the member and Site Coordinator to address the situation, review regulations and prohibited activities, and create an action plan to ensure no future issues of noncompliance arise. This may include more frequent check in meetings with the member and/or site supervisor, or verbal or written warnings.

COMPLIANCE WITH AMERICORPS RULES AND REGULATIONS

In addition to above steps, compliance and evaluation will go beyond performance measures to provide a process assessment on how the program is meeting AmeriCorps rules and regulations. Patterned after the process evaluation developed by the SWLAHEC AmeriCorps Program in Louisiana, it is conducted at midpoint and end of year by the Manager to facilitate continuous quality improvement. It will pose a series of questions in categories to provide answers. Sections will cover Reporting and Communications Compliance, Member Documentation Compliance, Financial Compliance, and Policies and Procedures Compliance.

C. PAST PERFORMANCE

Not applicable. YPI's most recent direct AmeriCorps grant with CaliforniaVolunteers was 2009-10.

Cost Effectiveness and Budget Adequacy

YPI's cost per MSY is \$11,132. The federal share cost to increase academic proficiency for one high

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need student is \$367 in Year 1, \$340 in Year 2, and \$318 in Year 3. The proposed cost per member is significantly lower than the CNCS maximum limit for a FT Cost Re-imbusement grant. YPI's match is \$956,441 (61% of budget), with \$226,505 to be secured at our October 2015 gala. The remainder has already been secured through a U.S. Department of Education grant, with explicit permission to use this grant for AmeriCorps match.

Evaluation Summary or Plan

N/A

Amendment Justification

N/A

Clarification Summary

A. PROGRAMMATIC CLARIFICATION ITEMS

Please explain whether member positions (slots) being requested as part of this application are also duplicated in any other application currently under review by CNCS. If applicable, indicate how many slots are duplicated and the application(s) in which duplicated slots are requested.

YPI has not duplicated any member positions/slots in any other application under review by CNCS. Each of our CNCS proposals is for separate programs and school sites, with no duplication in members and separate national performance measures as outcomes. While this proposal request is for members placed as academic tutors in the LA Promise Neighborhood led by YPI to improve academic outcomes of high need students, the second national direct application under consideration is a partnership of two Promise Zones designated by the federal government in 2014. The Youth Policy Institute is the Lead Implementation Partner for the Los Angeles Promise Zone under the direction of the City of Los Angeles and is working with the City of Philadelphia Promise Zone. This project trains members to serve as College and Career Ambassadors to target high need youth in these Promise Zones to specifically help them prepare for and enter into five postsecondary options.

B. BUDGET CLARIFICATION

Please consider decreasing the application's proposed cost per MSY by revising the CNCS share of the program budget, or provide a compelling explanation for why the cost/MSY cannot be decreased.

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The Youth Policy Institute respectfully asks that further reductions not be made to the proposed cost per MSY in the proposed AmeriCorps project. Under the guidance of California Volunteers (CV), the AmeriCorps cost per MSY budget amount of \$11,131.56 prepared by YPI for the LA Promise Corps project is already significantly reduced to comply with CVs' cost per member policy. As well, LA Promise Corps already leverages a very significant portion of the total amount raised by YPI's fundraiser each year, with no room to go higher. Matching resources also come from Promise Neighborhood awarded funds used for tutoring in the targeted Promise Neighborhood schools, a match amount that also cannot go higher.

Budget Compliance- Section III - Administrative/Indirect Cost

The YPI approved Indirect Cost Rate Agreement has been provided to California Volunteers and the CNCS Grant Officer

Section II Part I. Other Program Operating Costs

The Livescan background checks for members included in the budget include all three components required by CNCS programs (FBI, statewide repository, and sex offender registry checks) as well as TB tests.

C. PERFORMANCE MEASURE CLARIFICATION

As requested, the target for ED2 has been adjusted. In doing this, the target for ED5 now reflects this revised number of students completing the program, with a revised number (reflecting the same 65% rate as before) achieving the improved academic improvement outcome measure. As noted in the performance measure and as requested in the clarification questions, this academic improvement measure assessing student gains in either English Language Arts or Mathematics (but not both) has been detailed to include how academic improvement gains will be assessed. Students who receive at least 30 hours of tutoring in ELA or math will be counted as improved if they progress one academic proficiency learning level (Far Below Basic, Below Basic, Basic, Proficient, Advanced) on Scholastic Reading Inventory (SRI) or Scholastic Math Inventory (SMI) assessments. Students will receive instruction and assessment in either English Language Arts or Mathematics depending on their needs as defined in the student plan and initial assessment results.

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D. STRATEGIC ENGAGEMENT SLOTS

What percentages of slots will be targeted to recruiting members with disabilities? What is program plan for outreach and recruitment of members of the disability community?

Approximately mirroring the percentages of disabled students in target schools, we will target recruiting for 10% of slots to be filled by members with disabilities.

The outreach and recruitment of members of the disability community to serve as AmeriCorps members will take several distinct forms. YPI and partners in the LA Promise Neighborhood already routinely recruits for and hires staff members who are disabled when they can successfully discharge the duties of the positions with appropriate accommodations. We will continue this process in AmeriCorps recruitment. To bolster recruitment, YPI and Promise Neighborhood partners will also work specifically with disabled students at area colleges where we recruit members for the program, such as with the Office for students with Disabilities at the University of California, Los Angeles (UCLA) and with groups like CALIF that serve individuals with disabilities.

The Youth Policy Institute would like to respectfully decline the offer to increase the number of total MSYs to be filled by AmeriCorps members with disabilities. Our member and service plan and budget is developed with the selected number of members in mind. YPI and partners will strive to recruit and enroll as many members with disabilities as possible who can meet the requirements of the position with appropriate accommodations and will solicit these members to fill slots as described above.

E. MSY WITH NO PROGRAM FUNDS ATTACHED CLARIFICATION

The Youth Policy Institute and the LA Promise Corps partnership does not wish at this time to request No-Cost MSYs as national service positions.

Continuation Changes

N/A

Grant Characteristics