

# Narratives

## Executive Summary

This program will primarily address the issues of education and economic opportunity - specifically, the need to keep students actively engaged in and connected to their school so that they graduate with the 21st century skills necessary for economic success. With these needs in mind, this program will focus on making education more meaningful, authentic, and relevant... making schools places that are connected to the community, and where learning is used for more than passing standardized tests. YSA will select 10 K-12 public schools to receive Beloved Community Innovation Schools grants. Each will receive a \$3,000 grant to support their efforts to authentically engage students on MLK Day of Service.

This will be a national program, and all K-12 public schools in the United States will be eligible to apply. (In year one, applications will only be accepted from current Good Neighbor Innovation Schools; this program was open to all K-12 public schools earlier this year). Geographic areas where targeted outreach will be conducted and where subgrantees are likely to be located include the 25 largest urban areas where 40% of disconnected youth live (list in narrative).

YSA is requesting \$82,893 with a match of \$194,649 from State Farm for a total program budget of \$277,542. The proposed grant period is April 1, 2015 through June 30, 2017. State Farm funding has been secured to fund 20 Good Neighbor Innovation Schools, which provides 100% of the required match amount.

All 20 K-12 public schools will implement effective volunteer management practices as a result of capacity-building services provided by YSA. As a result, 10,000 students will be both recruited as volunteers (G3-3.1) and managed as volunteers (G3-3.2) on MLK Day (6,500 through CNCS-supported activities and 3,500 through State Farm-supported activities as part of our match.) The number of student volunteers will be primarily tracked through subgrantee school attendance records.

## Program Design

YSA will engage 6,500 students in service-learning activities on MLK Day through a Beloved Communities Innovation School program, an expansion of our Good Neighbor Innovation School program funded by State Farm. 3,500 additional students will be engaged through the Good Neighbor Innovation School program, for a total of 10,000 students engaged on MLK Day in 20 different schools across the country. Our Innovation School programs support educators across the country as they create a culture of service in schools that engages students, ages 5-25, to find their voice, take action, and make an impact in their community. Participating teachers, student leaders,

## Narratives

administrators, and mentors use YSA's education programs to authentically and meaningfully engage students and help them learn, lead, and achieve.

For the matching portion of the program, all 20 Good Neighbor Innovation Schools, teachers will engage students through one of three "on-ramps":

- for a day on Global Youth Service Day
- for a month (possibly including MLK Day) through Classrooms with a Cause; or
- for a semester or longer (beginning or ending on MLK Day) through a Semester of Service.

Serve for a Month - Classrooms with a Cause

YSA's Classrooms with a Cause provides a curricular framework for students to reflect on what they have learned in the classroom, and then apply their knowledge to address a cause -- an issue important to them and to their community. Implementation Timeframe: Last 4-6 weeks of the fall semester (culminating on MLK Day) or first 4-6 weeks of the spring semester (beginning on MLK Day).

Serve or a Semester (or Longer): Semester of Service

YSA's Semester of Service is an extended service and learning framework to engage students over the course of a semester (approximately 12-14 weeks) or an entire school year. To address problems of local, national, or global importance and their root causes, teachers actively engage students in connecting service activities with intentional learning goals and academic standards. Students learn, apply, and/or demonstrate content and skills through the planning and implementation of substantive service projects. Implementation Timeframe: Spring semester, beginning on MLK Day and going through Global Youth Service Day in April or the end of the school year.

Beloved Community Innovation School Grants

10 of the 20 Good Neighbor Innovation Schools will be awarded additional funds through the Beloved Community Innovation School grants to support additional "serve for a day" activities on MLK Day and engage more of their students on MLK Day than they would with State Farm funds alone. YSA will award \$3,000 grants to 10 K-12 public schools in the United States to support their efforts to create a culture of meaningful learning through service in their school by engaging students on MLK Day of Service and beyond. Eligibility criteria for this grant include: K-12 public schools (elementary, middle, or high school) with principals (or other administrators) that commit to (a) providing service-learning training to their staff and (b) convening and working with a service-learning team that includes another administrator, students, a guidance counselor, at least 5 teachers representing different departments or grade levels, parents, and community partners -- including local AmeriCorps

## Narratives

national service programs. Schools that have volunteer, community service, or service-learning hour requirements and commit to piloting a new model for students to receive credit for all hours of service and learning activities completed during the program towards meeting their requirement will receive preference during the selection process.

Focus Areas:

- Supporting teachers as they use service-learning as a strategy to improve educational outcomes and economic opportunity for their students by meeting Common Core State Standards (or local standards) and teaching career and workforce readiness skills, including the 4 Cs: Critical Thinking and Problem Solving, Creativity and Innovation, Communication, and Collaboration.
- Encouraging students to plan projects that address issues of economic opportunity in their community
- Aligning service-learning activities with other innovative educational strategies or methods, including: Deeper Learning, Student Leadership Development, Citizenship & Civic Education, Whole Child Education, Asset-based Positive Youth Development, Project-based & Experiential Learning, Environmental Education / Citizen Science / STEM / Maker movement, Flipped Classroom, Global Education, Career Exploration, Character Education
- Piloting a new model to provide a more meaningful way for students to meet service hour requirements

Administrator Training - YSA will convene the principals (or other designated administrators) of all grantee schools in Washington, DC for a service-learning leadership training. This training will follow a "train-the-trainer" approach and will prepare administrators to train their staff in how to implement and evaluate high-quality service-learning programs that meet the focus areas described above.

This program and training focuses on principals (or their official designee) because they are the decision-makers in a school and set the direction for all teachers in the building. This will help us grow our programs from engaging single classrooms to engaging entire schools. Participating principals will be required to lead training for their staff during professional development or in-service workshops throughout the 2015-2016 academic year. YSA will then support the service-learning teams at each school with ongoing training and technical assistance opportunities throughout the year, including: webinars and networking calls, one-on-one consultation, and successful project examples on YSA.org. YSA will provide the following resources to program participants:

- First published in 2007, and updated each year since then, the Semester of Service Strategy Guide is YSA's signature Semester of Service resource. For the 2014-2015 academic year, we completed a

## Narratives

major revision and renamed this resource the Semester of Service Teacher Toolkit. PDF and printed copies of this resource will be provided to subgrantees for use in their trainings.

- In 2014, YSA also produced *Classrooms with a Cause*, a curriculum that condenses the best of Semester of Service into an introductory 4-6 week framework that can be used at the end of the school year to challenge students to apply what they've learned to meet a community need.

- YSA's Youth Changing the World Toolkit - a step-by-step guide for youth to plan a service project on MLK Day, Global Youth Service Day, or any other day of the year - will also be made available. PDF and printed copies of this resource will be provided to subgrantees for use in their trainings.

### Community Need(s) To Be Addressed

This program will primarily address the issues of education and economic opportunity -- specifically, the need to keep students actively engaged in and connected to their school so that they graduate with the 21st century skills necessary for economic success. With these needs in mind, this program will focus on making education more meaningful, authentic, and relevant... making schools places that are connected to the community, where learning is used for more than passing standardized tests, and where meeting volunteer or service-learning requirements becomes about more than counting hours.

"The Silent Epidemic: Perspectives of High School Dropouts" (a report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation) highlighted the fact that academic failure is not the principal cause of students dropping out of school -- 70 percent of the students reported that they did not see the real-world applications of their schoolwork and nearly half felt bored by their classes. More than 80 percent of students believed that if schools provided opportunities for real-world learning -- such as service-learning, work study, and internships -- these opportunities would improve students' chances of graduating from high school.

Other Engaged for Success: Service-Learning as a Tool for High School Dropout Prevention key findings include:

- 82% of students who participate in service-learning say their feelings about attending high school became or would become more positive as a result of service-learning. In focus groups, teachers highlighted the value of service-learning in increasing school and classroom attendance, and other studies have shown that high quality service-learning programs have a significant impact on student attendance.

- More than 75% of all students agree that service-learning classes are more interesting than other classes. 65% of all students believe their motivation would increase if classes connected learning with opportunities to serve in communities. Service-learning helps to keep students engaged by offering

## Narratives

hands-on applications of curricular lessons, using real-world experiences to make school relevant.

- 77% of students in service-learning programs say that service-learning had or would have had a big effect on motivating them to work hard.

A 2014 study of a sample of YSA grantees conducted by Dr. Ed Metz, U.S. Department of Education, in *Projects That Work: Research to Inform Service Learning Practice*, service-learning is beloved by teachers, students, and community members. Findings demonstrated that for every class of students the "Overall Ratings" were very high, with average scores at 4 (=very good) and 5 (=excellent) on a 5 point scale. Teacher "Overall Ratings" were also high and corresponded to student ratings. Written reviews were extremely positive for almost every student in the study, across hundreds of students. There were no statements indicating that any of the projects were "wasted time." In Dr. Metz's words, "For teenage survey respondents this may be unheard of!"

New data and research explored in a 2014 Opportunity Nation report, "Connecting Youth and Strengthening Communities: The Data Behind Civic Engagement and Economic Opportunity," indicates that civic engagement may also be an effective path to upward mobility for young Americans. Their research demonstrates a correlation between increased levels of civic engagement and positive outcomes for youth and for states. Specifically, report findings indicate:

- Youth who volunteer are considerably less likely than their non-volunteering peers to be disconnected from work and school.
- Civic engagement - specifically volunteering and participation in a civic or service organization - is a significant predictor of economic opportunity across states.
- Volunteerism has an inverse relationship with income inequality. In places with higher rates of volunteerism, income inequality tends to be lower.

About 40 percent of today's 5.8 million disconnected youth live in the 25 largest U.S. metro areas, which include urban and suburban areas, based on how metro areas are measured by the U.S. Census Bureau. Teens and young adults who volunteer, across all races and socioeconomic levels, are less likely to be disconnected, compared to their peers who do not volunteer. Controlling for differences across all 25 cities, the chance that a young adult is disconnected from work or school drops in half, from 11.1 percent to 5.73 percent, if he or she volunteers.

### Program Goals and Objectives

The goals of this program are to:

- engage new and diverse groups of student volunteers in high-quality service-learning activities on MLK Day and beyond;

## Narratives

- identify and invest in student-led community solutions, especially solutions that improve economic opportunities in their communities;
- leverage public-private partnerships by expanding YSA's Good Neighbor Innovation School program;
- increase the impact of national service programs on students' educational and economic opportunity outcomes by increasing student engagement through high-quality service-learning programs;
- engage student volunteers on the Martin Luther King, Jr. holiday and provide opportunities to connect to service beyond the holiday through Classrooms with a Cause and Semester of Service;
- reflect the life and teaching of Martin Luther King, Jr., by providing opportunities to reflect on how they can help achieve MLK's vision of "A Beloved Community" through their service-learning projects;
- expand the impact of Martin Luther King Service Day activities from one year to the next by training administrators who will train all teachers, and convene a team of key stakeholders to ensure program sustainability;
- provide support and/or facilitate access to services and resources that contribute to improved educational outcomes for economically disadvantaged people by emphasizing engagement of Title I schools, dropout factory / turnaround schools, and schools in communities with a high percentage of "opportunity youth"; and
- ensure people with disabilities are among those serving at their Martin Luther King Day of Service event by emphasizing inclusion during subgrantee training and revising and re-publishing YSA's "Engaging Youth With Disabilities in Service Effective Practices Guide."

### Engaging New and Diverse Groups

This program will work school-wide in the 20 subgrantee schools. All teachers in participating schools will engage students through one of the three on-ramps, so all students in the school will be engaged - including those who have not previously volunteered. To ensure that we work with schools with large percentages of diverse youth, we will focus our outreach and recruitment on 25 largest urban areas (where 40% of disconnected youth live - New York, Los Angeles, Chicago, Washington-Baltimore, Boston, San Jose-San Francisco-Oakland, CA, Philadelphia, Dallas-Fort Worth, Houston, Atlanta, Miami, Detroit, Phoenix, Seattle, Minneapolis-St.Paul, Denver, San Diego, Cleveland, St. Louis, Tampa, Pittsburgh, Sacramento, Charlotte, Portland, Cincinnati) with special emphasis on Title I schools, "dropout factory" or turnaround schools, and schools in neighborhoods with high percentages of disconnected youth (also known as opportunity youth). YSA recently received 140

## **Narratives**

applications from schools for the 2015-2016 Good Neighbor Innovation School program, with an average 73% free and reduced lunch rate, and we expect the Beloved Community Innovation School program to match or exceed these numbers (in year two).

We will also focus on recruiting subgrantees from networks of schools that utilize other innovative education strategies such as Deeper Learning, Student Leadership Development, Citizenship & Civic Education, Whole Child Education, Asset-based Positive Youth Development, Project-based & Experiential Learning, Environmental Education / Citizen Science / STEM / Maker movement, Flipped Classroom, Global Education, Career Exploration, Character Education. By recruiting subgrantees through networks of schools that use these strategies, we expect to engage new schools that have not previously worked with YSA and schools who have not previously used service-learning as a strategy.

### **Investing in Community Solutions**

To identify and invest in community solutions, especially solutions that address improving economic opportunities, YSA will subgrant \$30,000 of CNCS funds to local communities by providing \$3,000 grants to 10 K-12 schools. This is in addition to the subgrants and training and technical assistance provided for these schools with State Farm funding, including an in-person administrator training in Washington, DC. Subgrantees will be allowed to use their \$3,000 subgrants to provide service-learning training to teachers and student leaders and/or to support implementation of student-led projects on MLK Day. As a result, over \$115,000 will be invested in community solutions that improve economic opportunities in two ways: (1) by increasing the number of students in the school engaged in service-learning projects that help keep students engaged in their education while developing 21st century skills and (2) by investing in student-led projects that focus on improving economic opportunity in their communities. All subgrantees will be required to emphasize projects that address improving economic opportunities. These might include: teaching financial literacy workshops, conducting a point-in-time count of people experiencing homelessness, promoting Volunteer Income Tax Assistance (VITA) and the Earned Income Tax Credit (EITC), organizing a FAFSA awareness campaign or training event, organizing a book or school supply drive, gleaning food, organizing food drives or fundraisers, volunteering at a food bank or community kitchen, starting or supporting a backpack feeding program, or teaching families about healthy eating and cooking on a budget.

### **Leveraging Public-Private Partnerships**

Through this program, YSA will leverage a new program supported by our longtime partner State Farm. 20 K-12 schools have already been selected as 2015-2016 Good Neighbor Innovation School

## Narratives

subgrantees. 10 of these schools will receive additional CNCS funds to expand their activities to engage more of their students on MLK Day than would have been engaged through the State Farm-funded program alone. Additionally, through our partnerships with State Farm and IBM, YSA has opportunities to match State Farm and IBM employees with our school grantees to be involved with projects and to mentor students, and will offer those opportunities to the subgrantees in this program.

### Increasing the Impact of National Service on Community Needs

To increase the impact of national service on community needs in communities served by CNCS-supported programs, this program primarily uses youth engagement and service-learning as strategies to achieve high educational outcomes and increase students' economic opportunity. Evaluation data of YSA's education programs confirm this to be true. Multi-year evaluations of YSA's Semester of Service programs by RMC Research Corporation have consistently produced evidence of statistically significant gains in: academic engagement; academic competence; educational aspirations; workforce readiness; civic dispositions; and civic knowledge. Public reports of these evaluations are available at [www.ysa.org/rmc\\_reports](http://www.ysa.org/rmc_reports)

### Focusing on MLK Holiday & Connecting to Service Beyond the Holiday

To ensure that grant-supported activities focus on the Martin Luther King, Jr. holiday and provide opportunities to connect to service beyond the holiday, all teachers in subgrantee schools will be required to engage their students in service-learning for a month or for a semester (or longer). Those that choose the one-day option will plan projects on the MLK Day holiday, and will be encouraged to serve for a day again on Global Youth Service Day in April. Those that choose the month option will plan projects for either the last 4-6 weeks of the fall semester, culminating on MLK Day, for the first 4-6 weeks of the spring semester, beginning on MLK Day. Those that choose the semester option will use MLK Day activities to kick off a spring Semester of Service that will continue through Global Youth Service Day in April (or through the end of the school year). Whichever option they select (the day, the month, or the semester), students will serve in some way on MLK Day and that service experience will be part of a longer-term program.

### Reflecting the Life and Teaching of Martin Luther King, Jr.,

To reflect the life and teaching of Martin Luther King, Jr., we will:

- Provide "A Beloved Community" discussion prompts and planning activities for teachers to use with their students
- Emphasize additional MLK Day-themed reflection and service activities already included in the Semester of Service Teacher Toolkit

## Narratives

- Film a short video of remarks from Senator Harris Wofford that will be shared with all grantees to play for student volunteers, along with the MLK Day Legacy of Service videos provided by CNCS. As longtime YSA Board member, Harris Wofford says: "Martin Luther King was interested in big results not the short-term. So, the idea of King Day being the signal for a long-term commitment by millions of students over a semester would have warmed his heart... Martin always asked us to do more than we were doing because the road ahead was still so long... The Mountain to climb was still so tall. The Semester of Service is just that opportunity to do more."

- Invite Senator Harris Wofford and speakers from CNCS (on the history of MLK Day), and Global Citizen (to share their MLK365 program resources) to speak at the administrator training  
Expanding the Impact of MLK Day of Service

To expand the impact of Martin Luther King Service Day activities from one year to the next, this program will focus on creating a culture of service in participating schools. Under the leadership of the school principal or other administrator, all teachers in the school will be trained in service-learning and all students will be engaged on MLK Day as part of a day of service, a month of service, or a semester of service. Because service-learning programs will become deeply embedded in the school and will not be reliant on a single teacher or small group of teachers to continue these programs, we expect that MLK Day, Global Youth Service Day, Classrooms with a Cause, and Semester of Service will become a regular part of the school's activities -- and will be expected by teachers, students, and parents. In the first year, we expect most teachers to opt for the one day option. Over the years, we expect more teachers to move up to the month (Classrooms with a Cause) and semester or longer (Semester of Service) options, continuing to engage more students in longer-term experiences which will also expand the impact of MLK Day of Service. The service-learning team convened by the administrator (described on page 2) will also help ensure sustainability from one year to the next.

### Disability Inclusion Plans

YSA is an "all" organization; our mission is to help all children and youth find their voice, take action, and make an impact on vital community issues. Engaging youth not traditionally asked to serve -- including youth with disabilities -- is a key part of our program strategy, and this priority will be emphasized in our work with our subgrantees. To ensure people with disabilities are among those serving on Martin Luther King Day of Service:

- The administrator training will include a session on how principals can support special education teachers in engaging students with both physical and learning disabilities in the school's MLK Day activities. They will be required to report on their efforts to include students with disabilities on their

## Narratives

progress report, and on the number of students with disabilities engaged as volunteers on their final report.

- YSA will conduct MLK Day outreach through our National Partners that engage youth with disabilities, including Special Olympics (Project Unify) and Best Buddies.
- To support subgrantees and other MLK Day project organizers, YSA will revise and publish our "Engaging Youth With Disabilities in Service Effective Practices Guide" first written in 2002 by YSA and Points of Light, and last revised in 2005. This guide offers suggestions on planning service events that are inclusive of people with disabilities. It includes information on outreach to the disability community as a unique constituency, enlisting their help in planning and recruitment, some project ideas to make service event more accessible and inclusive of many interests, abilities, and skills, and some issues to be mindful of when engaging persons with disabilities in service events.

Plan for Carrying out a Competitive Subgrant Process

Year One Timeline:

- Good Neighbor Innovation School Training (year one Beloved Community Innovation School subgrantees will be selected from this group): June 30
- Promotion & Application Period: July 15 -- August 15 (open to current Good Neighbor Innovation Schools only in year one).
- Application Review: September 1 -- September 15
- Grantee Notification: by September 18 (four months before MLK Day 2016)
- Grantee Orientation Webinar: early October
- Administrators train all teachers in their schools: October - December
- Progress Report Due: December 18 (one month before MLK Day)
- Teachers engage students in service-learning activities: December 2015 -- May 2016
- Required activities on MLK Day of Service: January 18
- Immediate reporting: due from subgrantees January 19
- Final Reporting: due from subgrantees by February 28

This timeline would be adjusted in year two to coincide with the timeline for the Good Neighbor Innovation School program (application period in April and May, with training in June or July) so that applicants will be able to apply for both programs at the same time.

Promotion & Application Period: July 15 -- August 31 - Upon notice of award, YSA will seek applications from our 2015-2016 Good Neighbor Innovation School grantees. In year two, we will see applications for both Innovation School programs through our partner network, including our contact

## Narratives

list of 6,100 educators across the United States, with targeted promotion to over 100 schools that applied for the Good Neighbor Innovation School program that we weren't able to fund. In addition to partner outreach, YSA's communications department will publicize the grant opportunity in top media markets to ensure that the highest number possible of quality applicants are recruited. We will promote the sub-grant availability through the Youth Service Briefing e-newsletter (40,000 subscribers) and the YSA Grants Alert (40,000 subscribers) as well as our websites, social media networks, partner organizations, and news media. Online applications will be accepted through WizeHive, our online grants management system. The application will follow the model of the Good Neighbor Innovation School application, with questions designed to assess whether administrators are committed to:

- Creating a culture of service in their school and demonstrate a willingness to use YSA's resources, networks, and best practices
- Using service-learning as a strategy to meet state academic standards and teach college and career readiness skills, including the 4 Cs: Critical Thinking and Problem Solving, Creativity and Innovation, Communication, and Collaboration
- Emphasizing issues of economic opportunity in their community with their students
- Aligning service-learning activities with other innovative educational strategies or methods that you are currently using, including: deeper learning, project-based learning, experiential learning, citizen science/maker movement, global education, environmental education, civic learning etc.
- Providing new ways to students to meet service or service-learning requirements in their school or school district (not required)

Application Review: September 1 -- September 15 - YSA staff will review and select grantees. A scoring rubric is posted online during the application process, so all applicants know how their application is being evaluated. All applications are reviewed and scored by YSA staff utilizing that rubric. Upon request, YSA staff will share an applicant's scores and comments with that applicant. Applicants will go through two rounds of reviews: one by a team of YSA staff reviewers without relationships with potential applicants, and the second by the Senior Director of Education & Training and the Vice President of Programs. In addition, a standard part of YSA's grant review process is to have any reviewer "stop scoring" if they have any conflict of interest, and that application is assigned to another reviewer.

Grantee Notification: by September 18 (four months before MLK Day 2016) - Grantees will be notified via e-mail using the WizeHive grants management system by September 18. MOUs detailing all

## Narratives

program requirements -- including allowable use of grant funds, background check requirements, and reporting requirements - will be signed by administrators via WizeHive by September 30.

Grantee Training & Reporting - YSA's Senior Director of Education & Training will conduct an orientation webinar in early October to provide an overview of program logistics and answer questions. (This is a follow-up training to the required Administrator Training that will take place in Washington, DC, on June 30.) Administrators will then train all teachers in their schools, using YSA materials, during October, November and December. They will submit a progress report on December 18, one month before MLK Day, providing details about their plans for MLK Day. Teachers will engage students in planning and implementing service-learning activities in their classes from December 2015 -- May 2016. As described earlier, required activities will take place on MLK Day of Service as part of Classrooms with a Cause or Semester of Service. Immediate reporting of MLK Day project highlights and number of students engaged as volunteers -- as tracked through school attendance records -- will be due from subgrantees January 19. More complete MLK Day reporting with project outputs will be due from subgrantees by February 28, with a final report of all project outcomes to be completed by July 1.

Evaluation - YSA will contract with Dr. Ed Metz to complete an evaluation of the education outcomes of the program as part of his ongoing Projects That Work: Research to Inform Service Learning Practice study. Dr. Metz has already been contracted to evaluate the Good Neighbor Innovation School program, and will complete the same evaluation for the Beloved Community Innovation School program.

National Performance Measure

G3-3.1. 10,000 students will be recruited as community volunteers on MLK Day.

G3-3.2: The same 10,000 students recruited will also be managed by subgrantees.

G3-3.3: 20 K-12 public schools will implement three or more effective volunteer management practices as a result of capacity building services provided by YSA.

Since student volunteers will be recruited and managed by teachers in school, with all service activities taking place as part of the school day, the number of student volunteers recruited and managed will be primarily tracked through subgrantee school attendance records. YSA will require subgrantees to submit student attendance numbers for the days MLK Day activities took place school wide. Schools implementation of effective volunteer management practices will be tracked through grantee-submitted narratives as part of their progress and final reports.

## Organizational Capability

## **Narratives**

Organizational Structure - Founded in 1986, YSA supports a global culture of engaged children and youth committed to a lifetime of meaningful service, learning, and leadership. With half the world's population under age 25, our mission is to help young people find their voice, take action, and make an impact on vital community issues. Through YSA's programs, youth lead community change through Awareness (educating others to change behaviors), Service (using their passion, creativity, and idealism to solve problems through volunteerism), Advocacy (to change policies and laws), and Philanthropy (generating and donating financial and in-kind support). YSA's CEO has been in his position for 19 years. YSA's VP of Programs has been with the organization for 15 years.

Program positions include: Vice President of Programs (program oversight), Senior Director of Education & Training and a new Manager of Education & Training to be hired (training and subgrantee management), Senior Director of Communications (program promotion), Vice President of Operations (fiscal oversight), and President & CEO (organizational capacity and oversight).

### **Key Program Staff Background & Experience**

Karen Daniel, YSA Vice President of Programs -- Karen will be responsible for program oversight. She brings 19 years of experience in youth engagement, campaign mobilization, program implementation, non-profit management, and business-non-profit partnerships. As a member of YSA's senior leadership team, she manages all of the organization's program directors, monitors program budgets, and serves as the primary point person for YSA's funders. She holds a degree in Political Science from UCLA and a Master's in Public Policy from the Kennedy School of Government at Harvard University.

Scott Ganske, YSA Senior Director of Education & Training-- Scott will oversee subgrant program training and resource development for the program. He oversees YSA's education programs to create a culture of service in schools. Prior to his arrival at YSA, Scott was at Service Learning Texas (SLT), where he managed a portfolio of Learn and Serve America programs. Scott has eight years of teaching experience in Arizona and Texas. He holds a Master's degree in Public Administration and a B.A. in Education, both from Arizona State University.

Grant Management Experience - YSA has over 22 years of experience administering grants from federal government and non-governmental sources ranging from a few thousand dollars to over five million dollars. In the past 7 years, YSA has received three multi-year grants from CNCS: MLK Day Grants from 2008-2011 and 2012-2014 and a Learn and Serve America STEM grant from 2009-2011.

Financial Management Systems - The CEO has oversight responsibility on all federal grants, and serves as the signatory and responsible party for all YSA grants; the CEO and Vice President of

## Narratives

Operations monitors YSA's financial operations to ensure compliance with grant terms and conditions; and conducts monthly reviews with the accounting department and other YSA staff to ensure grant terms are met.

YSA's Vice President of Operations will be responsible for fiscal oversight of the program ensuring that YSA complies with federal grant requirements.

Criminal Background Checks - YSA will seek approval from CNCS for an ASP because this program will only support administrators and teachers in K-12 public schools, who have already had a criminal history check as part of their state licensing and initial hiring processes.

Project Resource Management - The Vice President of Programs will manage the administration of the MLK Day program. The Vice President of Operations will draw down funds in accordance with each federal grant guideline. All disbursements will be made within 48 business hours of federal draw downs. All federal funds are accrued on a cash basis. All employee timesheets associated with a Federal grant will be calculated on a percentage basis according to the grant guidelines reflecting a total of 100% of each employee's time. Employee fringe benefits will be calculated on a percentage basis and posted to the GIL on a monthly basis in accordance with the grant guidelines.

### **Cost-Effectiveness and Budget Adequacy**

The current organizational budget is \$2.9 million; the total program budget represents 9.5% of that total, with the CNCS share representing 2.8% of that total. The required match has already been secured. State Farm is funding the Good Neighbor Innovation School program and includes student volunteer activities on MLK Day as part of Semester of Service.

### **Other**

Negotiation Items:

Output Measures - The subgrantee application process will include subgrantees identifying which of the 38 possible outputs they intend to use and target numbers for each. We expect to begin accepting subgrantee applications as soon as the competition results are publicly announced, no later than September 18. We will select and notify subgrantees by October 19 (three months before MLK Day). We will then submit an amendment to our application to include subgrantee outputs by October 31.

DC Event - While none of our current Good Neighbor Innovation School grantees are located in DC, we commit to recruiting a subgrantee in Washington, DC. One possibility is Thomson Elementary

## Narratives

School at 1200 L Street NW. Our staff currently volunteers at the school, serving as Semester of Service project mentors. We're also partnering with the District of Learning initiative, and will reach out to schools participating in this program to recruit subgrantee applications.

Budget Compliance - Indirect cost line item description has been updated to reference current use of a de minimis rate, noting that we will submit an amendment upon approval of our indirect cost rate which is currently being negotiated per our 9/11 Day grant award.

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Q: If awarded this grant, at least two staff members would be asked to come to Washington DC for a training held September 21 and 22.

A: Added to the travel section of the budget.

Q: What, if any, opportunity is there for community volunteers to be involved in service activities on Martin Luther King Day through this project?

A: Projects planned by participating teachers and students may take place within the school or in the community. Part of the project planning process is for students to partner with local community organizations that work on the issue(s) being addressed by their projects, so there will be an opportunity for community volunteers to support and participate in projects through those organizations.

If projects take place in the community, students and teachers will be encouraged to partner with any existing MLK events in the community (such as speakers, ceremonies, parades, etc.) to either host projects as part of those events or to promote their projects at those events to recruit community volunteers.

If projects are within the school, teachers and students will be encouraged to invite parents and other family members in compliance with the school's outside visitors policies and procedures. We will also encourage schools to consider planning projects outside the regular school day, but still in the school building so that community volunteers can participate. These might include projects during the afterschool time period or alongside other existing events in the school building, such as sports or fine arts events, which make it more likely that community members might already be in the building and could be recruited to volunteer.

## Narratives

Q: Please add additional performance measure to show what activities the volunteers that are recruited and managed will be engaged in on the day of service.

A: Each participating class in subgrantee schools will select a community need/issue that they care about that will be addressed through their project.

We entered user-defined output and outcome options that will be compiled from subgrantee post-project reports. Subgrantees will report to us immediate project outputs from the following list as well as an outcome of the number of people benefited as a result of these outputs.

# of individuals educated about or made aware of an issue

# of people trained or educated about how to do something

# of dollars raised and donated

# of youth mentored, tutored, or read to

# of new volunteer mentors, tutors, or readers recruited

# of books or school supplies collected, donated

# of classrooms or school spaces physically improved

# of anti-bullying initiatives organized

# of trees planted

# of parks, public lands, or wilderness areas cleaned or improved, preserved, protected, or created

# of pounds of materials collected and/or recycled

# of energy audits conducted

# of structures weatherized or made more energy-efficient

# of rain gardens created

# of rivers, lakes, or other waterways cleaned or improved

# of individuals engaged in physical activity

# of fitness events organized

# of community or school gardens created or expanded

# of health check-ups or immunizations provided

# of first aid kits prepared or distributed

# of items of food collected or gleaned, and donated.

# of food drives or fundraisers hosted

# of community or school gardens planted or created

## **Narratives**

- # of meals prepared at kitchen, shelter, or other feeding location
- # of backpacks packed and distributed for weekend feeding programs
- # of healthy eating (especially on a budget) classes taught
- # of housing units developed, repaired, or otherwise improved or made available.
- # of job fairs, job skills trainings, or financial literacy classes organized
- # of playgrounds or playspaces improved or built.
- # of letters/cards or care packages donated written to active duty troops
- # of actions supporting military families or veterans
- # of sites cleaned, beautified, and/or painted
- # of murals painted or community artwork created
- # of animals cared for at animal shelters, etc.
- # of disaster readiness kits created and distributed
- # of blood donations collected
- # of buildings or sites reconstructed or renovated