Scaling Reading Success:
Experience Corps Small Group Volunteer Tutoring

Table of Contents

1. Subrecipients and Award Amounts
2. External Reviewers
3. Summary of Reviewer Comments
4. Review Process
5. Applications
Scaling Reading Success: Experience Corps Small Group Volunteer Tutoring Subrecipients

1. **Aspiranet – Experience Corps Bay Area**
   **Awarded:** $148,454.42

   **Project Summary:** Aspiranet - Experience Corps Bay Area (ECBA) currently serves K-3rd grade children in San Francisco and Alameda County public elementary schools. ECBA proposes to use SIF funding to provide sustained small group tutoring to K-3rd grade students in low performing schools in San Mateo County.

2. **Generations Incorporated**
   **Awarded:** $172,754.87

   **Project Summary:** Generations Incorporated (GI) works with the youngest students in the neediest Boston Public Schools to address the academic achievement gap. GI proposes to use SIF funding to grow its classroom-based literacy program to serve eight new schools in Boston.

3. **Read to Succeed Buffalo**
   **Awarded:** $200,000.00

   **Project Summary:** Read to Succeed Buffalo (RTSB) has partnered with Buffalo City Schools to focus on increasing school readiness and maximizing third grade reading proficiency. RTSB proposes to use SIF funding to transform three low-performing Buffalo schools into communities where students, teachers and older adults thrive and are valued as allies in significantly increasing academic performance.

4. **Sacramento Chinese Community Service Center**
   **Awarded:** $282,835.00

   **Project Summary:** The Sacramento Chinese Community Service Center (the Center) has served the Sacramento community for 37 years and has provided low-income primary and intermediate grade students with intervention services and literacy development in partnership with school districts. The Center proposes to use SIF funding to increase K-3rd grade literacy proficiency in Sacramento County at nine Sacramento City Unified School District schools through small group sustained tutoring and classroom literacy assistance.

5. **The Children’s Initiative**
   **Awarded:** $144,871.87

   **Project Summary:** The Children’s Initiative (CI) provides academic support, training and technical assistance to more than 370 expanded learning programs located on school sites throughout San Diego. CI proposes to use SIF funding to increase
reading literacy for second and third grade San Diego Unified School District students who are reading below proficiency and living in low-income communities.

6. **United Way California Capital Region**  
   **Awarded:** $275,394.50

   **Project Summary:** United Way California Capital Region (UWCCR) serves as the lead organization on the Sacramento Reads initiative. With SIF funding UWCCR will work with Center, Elk Grove, West Sacramento and Robla school districts to place literacy tutors in classrooms of low income communities and educate/empower parents to support their child to ensure students are reading at grade level by third grade.

7. **United Way of Central Georgia**  
   **Awarded:** $172,754.87

   **Project Summary:** United Way of Central Georgia (UWCG) is the backbone organization of a collective impact effort in Bibb County mobilizing a two-tiered approach to improving educational achievement. UWCF proposes to use SIF funding to expand their grade-level by third grade reading program to ten schools in the Bibb County School District.
Scaling Reading Success: Experience Corps Small Group Volunteer Tutoring

External Reviewers

Jennifer Bourgoin, Program Associate
MENTOR

Virginia Edwards, CEO
EdWeek

John Gomperts, President and CEO
America’s Promise

Jeanne Foster, National Tutoring Manager
The Oasis Institute

Cat Keen, Director of National Service Programs
Volunteer Florida

Emily Merritt, Director of the Alliance Intergenerational Initiative
Alliance for Strong Families and Communities

Heather Peeler, Vice President of Member and Partner Engagement
Grantmakers for Effective Organizations

Dr. Katie Steedly Curling, Consultant
Katie Steedly Consulting
Scaling Reading Success: Experience Corps Small Group Volunteer Tutoring
Reviewer Comments

Aspiranet – Experience Corps Bay Area

Strengths
Aspiranet – ECBA has been implementing Experience Corps in the Bay Area for a long time, and organizationally they have many interventions, like providing family services, that were detailed in its application. ECBA’s application also spoke to how it will secure the sustained match.

Areas for Improvement
ECBA did not speak to the issues that are present in the Peninsula community in which it is planning to serve/expand through the SIF opportunity. We would like to see specific schools identified and the evaluation plan better-detailed.

Generations Incorporated

Strengths
Generations Inc. has deep experience in delivering a strong literacy program and with recruitment and management of 50+ volunteers. There will be direct opportunities to compare existing Experience Corps schools using the one-to-one model and new schools using the Scaling Reading Success model. Generations Inc. has provided a clear rationale for target grades, schools, classroom and students and has MOUs in place. GI’s current evaluation and plan were impressive.

Areas for Improvement
The budget included in the proposal may need some tweaking to ensure necessary administrative support for the project.

Read to Succeed Buffalo

Strengths
Read to Succeed Buffalo outlined the need for literacy assistance in Buffalo well, including detailing the unique needs of refugee-resettlement families. In their proposal RTSB identified the potential volunteer population, demonstrated the school district’s existing commitment to data and outlined a strong evaluation plan. RTSB’s organizational capacity and staffing model is strong; including literacy specialist in each school, and full-time evaluation and volunteer coordinator.

Weaknesses:
The proposal did not include a robust volunteer recruitment plan; we would like to see a more detailed plan that includes potential partnerships.
Sacramento Chinese Community Service Center

**Strengths**
The Center has several years of demonstrated experience with Sacramento schools, including a literacy program. Its proposal included a fairly complete phase-in plan, clearly-identified schools, a detailed budget and adequate staffing plan. The Center has a volunteer base in place and has identified recruitment strategies for the 50+ population. They have 20 years of subcontracting experience, including federal programs.

**Areas for Improvement**
The reviewers would like to see how the Center is connected to other regional literacy-focused campaigns.

The Children’s Initiative

**Strengths**
The Children’s Initiative is an experienced, recognized leader on children’s issues in the region. It currently provides numerous programs in San Diego Unified schools, with a reach of 40,000 students. Its proposal provided well-thought out ways for partnering, and training and recognition of volunteers.

**Areas for Improvement**
The reviewers would like to see their evaluation plan better-detailed, including information about using an outside evaluator.

United Way California Capital Region

**Strengths**
In its proposal the United Way California Capital Region spoke about its capacity for results and its ability and experience in getting student data. UWCCR is experienced as a volunteer recruiter and recognized as a convener in the region.

**Areas for Improvement**
There may be a need for some adjustment in its budget and staffing plan to ensure that there are the appropriate, dedicated resources. The reviewers had a question of how UWCCR’s experience as a convener will translate to directly running the program.

United Way of Central Georgia

**Strengths**
United Way of Central Georgia has been focusing on literacy efforts through a coordinated effort with Communities in Schools. The proposal outlines how UWCG would use the SIF grant to scale and expand its literacy efforts. UWCG has an existing
volunteer base and established relationships with schools, including existing agreements for data.

Areas for Improvement
UWCG’s budget and staffing plan may need some adjustment. Its partnerships, and subsequent roles and responsibilities, should be better-defined.
1. Program Overview
AARP Foundation, in partnership with the Corporation for National and Community Service’s Social Innovation Fund, is using a competitive grant program to identify nonprofit organizations in nineteen states to build on AARP Foundation’s award-winning Experience Corps program. Experience Corps engages people 50 and older in addressing one of their communities’ greatest challenges: reading literacy. The Scaling Reading Success program will promote the expansion and evaluation of the Experience Corps model to include small group sustained tutoring and/or small group sustained tutoring plus classroom-wide assistance.

AARP Foundation received $3 million from the Social Innovation Fund, which will fund subgrantees and evaluation of the Scaling Reading Success program. AARP Foundation has matched dollar for dollar the $3 million it received, which in turn has doubled the total investment to $6 million towards the implementation and evaluation of the Scaling Reading Success program. The same principle is required from subrecipients, which will also provide a 1:1 match. The AARP Foundation/SIF initiative is open to 501 (c)3 organizations located in Arizona, California, Florida, Georgia, Illinois, Indiana, Massachusetts, Michigan, Minnesota, New Jersey, New York, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia and Washington.

The Social Innovation Fund (SIF), a key White House initiative and program of the Corporation for National and Community Service (CNCS), combines public and private resources to grow the impact of innovative, community-based solutions that have compelling evidence of improving the lives of people in low-income communities throughout the United States.

External reviewers are critical in our selection process of the subgrantees. Your reviews and deliberations will provide additional feedback that will factor in our decision making process. We appreciate your willingness to participate and value your insights.

2. Review Setup
All reviews will be completed online via AARP Foundation’s grants management software. In order to access the reviewer portal, each reviewer must create a new profile if you have never reviewed proposals online for AARP Foundation. The link to the reviewer portal below is best accessed through Google Chrome:

https://aarpfoundation.foundationconnect.org/grantsmanager/Pages/V3ReviewerPortal/rplogin.aspx?OrgID=00Di0000000Zn46

If you haven’t developed a reviewer profile, please click on the register button. You will not be able to view any proposals until your profile is created. Your proposals are assigned after you create your profile. To review the applications follow these steps:
1. Log-in to the portal via the link above using the user name and password you created while registering.
2. On the upper right hand corner there is a link that says “My Review.” This link will take you to a page that lists all of your proposals to review.
3. Click on the pencil and paper icon to begin the review.
4. For each proposal there are two tabs. The “Details” tab includes all information submitted by the applicant. On the bottom of the “Details” tab is a list of all attachments. You can open or download the attachments as necessary.
5. The “Review Application” tab is where you will rate each section of the application and provide any comments. We have also included the applicant’s sections of the proposals on this tab for your convenience.
6. If you need to preserve your work and come back to the review at another time, click “save”.
7. When finished reviewing, click the “Submit’ button at the very bottom of the “Review Application” tab. Once you submit your review you will not be able to make any changes to it. If you need to make changes, contact Amber Talburt (atalburt@aarp.org). The deadline for submitting reviews is December 1, 2015 at 8:00 PM ET.

3. Conflict of Interest and Reviewer Terms Form
On the last page of this document is a Conflict of Interest and Reviewer Terms form. Please sign the form and return via email to Amber Talburt (atalburt@aarp.org) by November 18, 2015. If you are unable to sign the form, please let us know.

4. Reviewer Responsibilities
In addition to reviewing and scoring your selected proposal, you will be responsible for presenting a subset of your proposals at the group meeting on December 3, 2015. As the presenter of a proposal, you will begin the conversation by providing a short overview of the organization (e.g., name, geography served), elements of the proposal you believed were strong, elements you believed were weak and any questions or clarification you seek from the applicant to inform the decision making process. Because not all presenters will have read every proposal (each proposal receives three external reviews), you will act as the primary point person for questions from others. The other two reviewers will also have an opportunity to provide their feedback. As the presenter, you are not advocating one way or the other in terms of funding potential. Rather, you are simply laying out basic facts and observations based on what you read.

The list of the proposals you will present will be included in an email to you.

5. Review Logistics
November 17, 2015: Register via the reviewer portal by 5:00 PM ET.
November 19, 2015: Your list of proposals will be assigned and emailed to you by 5:00 PM ET.
December 1, 2015: Deadline for reviews by 8:00 PM ET
December 3, 2015: In-person meeting at AARP Foundation, 601 E Street, NW, Washington, DC 20049. Meeting will start at 9:00am and will last no later than 4:00pm. The goal of the meeting is to identify the applications that provide the strongest capacity to execute the Scaling Reading Success program and identify questions or clarifications for the applicant that will inform the funding decision.

AARP Foundation will cover the cost of travel expenses, including meals, transportation, incidentals.

To be reimbursed, you will need to complete a new vendor form, a W9 form, and all receipts. Please complete forms and send to Amber Talburt (atalburt@aarp.org). If you cannot attend the meeting in-person, you can also call into the meeting.

6. Review Criteria
Applicants will complete four narrative sections. Each section shall be reviewed based upon the review criteria listed below:

A. Program Experience (40%)
The scoring criteria of the Program Experience section will be:

- Presenting a compelling statement of need for their surrounding community.
- Nonprofit organizations with experience providing low-income students with academic assistance (preferably around literacy) and/or student and family services that reduce barriers to grade-level reading.
- Clearly defined relationship with schools or school districts
- Detailed explanation on how to serve your target number of students with corresponding number of volunteers.
- Completed project overview
- Demonstrated experience recruiting new 50+ volunteers.
- Existing volunteer base with demonstrated engagement in long-term activities.

B. Evaluation Capability (30%)
The scoring criteria of the Evaluation Capability section will be:

- Commitment from school district to share student testing results on a timely basis and process for sharing.
- Understanding of and commitment of staff time to evaluation activities and working with an independent evaluation firm.
- Ability to utilize the Foundation data capturing tools for data entry and exercise quality control over their data in the interest of the project and their own learning.
- Demonstrated prior experience measuring program effectiveness and utilizing evaluation results for program improvement
C. Organizational Capacity (20%)
The scoring criteria of the Organizational Capacity section will be:
- Clear plan for program management including dedicated internal staff with sufficient managerial and decision-making authority.
- Applicant has a volunteer recruitment and management specialist dedicated towards the Scaling Reading Success program.
- Evidence of structural institutional connections to schools or school districts with a primary focus on in-school activities.
- Demonstrated experience managing and/or participating in federal grant programs, including reporting and controls to maintain compliance.
- Demonstrated evidence of institutional and leadership commitment to the project.

A. Budget Appropriateness (10%)
Applicants’ budgets will be reviewed to ensure that they are reasonable and appropriate to meet applicants’ proposed program goals. Applicants’ budget narratives should align with proposed budgets.
The scoring criteria of the Budget Appropriateness section will be
- Budget line items align with budget narrative.
- Budget proposal reasonable and appropriate to meet program goals.
- Proper justification and explanation for costs.

Certain sections of the proposal reference attachments (e.g., logic model, budget). Attachments can be downloaded and are available on the bottom of the Details tab when you log into the reviewer portal.

Please score each application based upon the response of the organization. Any additional information of which you may be aware but is not included in the application should not be taken into account. Rather, additional information will be utilized during the group discussion on December 3, 2015. We also recommend including any comments about each section, including any questions or clarifications that AARP Foundation should request from the applicant. After the review process, AARP Foundation will follow up with a group of applicant finalists to seek additional clarifications before a final decision to fund is made.

7. Reviewer Transparency
As a federal grant program of the Corporation for National and Community Service, AARP Foundation is required to meet the guidelines established regarding reviewer transparency for Social Innovation Fund subgrant competitions.
These requirements include:

1) After selection and announcement of grantees, all reviewers must be published online on aarpfoundation.org. We plan on posting the names of reviewers around late March, 2016.
2) Providing summary feedback to applicants. The feedback will not include specific comments nor will the feedback be attributes to any reviewers. Rather, the feedback will be summaries of the consistent themes.

All information that needs to be available to the public will be posted online at www.aarpfoundation.org/sif.

Scaling Reading Success Program: Experience Corps
Proposal Reviewer Conflict of Interest and Additional Terms

Conflict of Interest
You should advise AARP Foundation of all conflicts of interest, potential conflicts, and relationships that may be perceived as conflicts of interest so the situation can be reviewed and any necessary actions can be taken. Specifically, reviewers must disclose if the reviewer’s relative, close friend or domestic partner is an employee, contractor or a director of any potential recipient of a grant from AARP Foundation. The reviewer must immediately disclose any potential conflict of interest to:

Marc McDonald
Director, Grants Management
AARP Foundation
601 E Street, NW
Washington, DC 20049
mmcdonald@aarp.org
202-434-2069

Additional Terms
Reviewers are prohibited from using information gleaned from the materials they are reviewing for their personal advantage or the advantage of others related to the reviewer. Reviewers agree not to discuss any portions of the applications, their reviews or the reviews of others (including applicant identities, application and work samples, panel discussions, and ranking). Reviewers agree to have their names publicly disclosed after grants are awarded. Reviewer feedback will be provided to all applicants and will be summary in nature. Feedback will not include specific comments nor will the feedback be attributed to any reviewers.

I acknowledge that I have read, understood and accepted the conditions described above.

Printed Name:_____________________________________________________
Signature:_________________________ Date:____________________
APPLICATIONS
Aspiranet – Experience Corps Bay Area

Program Summary
We will provide sustained small group tutoring to K-3rd grade students in low performing schools in San Mateo County, assisting the Big Lift initiative. Schools will be identified by San Mateo County Office of Education based on need.

Program Experience
Founded to support older adults in service to children in 1998, Experience Corps Bay Area (ECBA) currently serves over 3,000 K-3rd grade children in 23 San Francisco and Alameda County public elementary schools. We have been a strong component of the AARP Foundation Experience Corps national network, with our staff members sharing information and making presentations at successive national meetings and being very involved in the Affinity Groups which were formed to strengthen the network.

An increasing portion of our work includes sustained tutoring, with all 4 new schools in 2014-15 receiving sustained tutoring with a small amount of general literacy assistance from the same tutors. Our evaluations last year were even higher than the previous year, with 73% of students in sustained matches increasing their reading proficiency by at least one grade level, largely because of our concentration on sustained matches and the necessary training and on-site support of the tutors in those matches. Having a Literacy Trainer who is a retired principal with a teaching credential and knowledge of the challenges faced in classrooms every day is a huge benefit to our program, as demonstrated by the increase in our evaluation numbers.

This school year we expanded to one additional school, offering small group sustained matches, and increased training and support of volunteers providing that service. As a further pilot to prepare us for providing the intervention called for in the Scaling Reading Success model, we are expanding to Selby Lane Elementary, in San Mateo County, in early 2016, where we will again concentrate on small group sustained tutoring. We are confident that our increased emphasis on sustained matches over the past few years, and our piloting of small group sustained matches not only in our existing school districts, but in San Mateo County where we will be expanding as part of the Scaling Reading Success project, will ensure this project’s success.

This past year ECBA further developed our Family Literacy events in order to increase children’s support from parents and family members. Realizing this support is critical, calendar year to date we have led or participated in almost 20 Family Literacy events, supporting hundreds of children and their families, and giving away hundreds of books
and parental instructions as a part of those events. There are a wide variety of learning stations at each event open to children and family members. When a child has participated in learning activities at each station, they receive a free book. They are free to take home the materials from each station as well.

San Mateo County has embarked on an initiative titled the Big Lift, with the goal of having 85% of students reading at grade level by the end of 3rd grade by 2020. This is a joint effort of the County, of the San Mateo County Office of Education (SMCOE), and the Silicon Valley Community Foundation, and is funded in part by a SIF grant. While our project will be funded separately, our objectives are the same, and there is much synergy between the work that has been started in San Mateo County and our project to provide and support well-trained adults 50 and older to tutor small groups in low-performing schools. Dr. Anne Campbell, County Superintendent of Schools, will be instrumental in selecting the additional schools in which we will operate if SIF funding is received. We continue to collaborate closely with the team coordinating the Big Lift, and with Jessica Mihaly, Initiative Officer for PreK-3rd Grade and the Big Lift at Silicon Valley Community Foundation.

Silicon Valley and San Mateo County hold some of the wealthiest companies and individuals in the United States. However, there is a huge division between those fortunate individuals and the families in the agriculture and service industries. In 2014, 80 percent of San Mateo County’s median income was $84,400 for a family of four. While this income level appears high, the reality is that low and middle income families are being pushed out of the local economy due to the extremely high cost of living in San Mateo County. Market rents have increased 8.2% in the past year to $2,648 for a 2 bedroom apartment and average housing rates have gone up 51% in the past ten years (San Mateo County Department of Housing), making it extremely difficult for low-income families to afford to remain in the county. Many of those families are first generation immigrants, have no history of academic success, have no mentors to serve children deserving of success, and have no path out of the cycle of poverty. Hispanic and African American families have $20-$30,000 less than the average household income and 20% of students from those families don’t graduate high school. Countywide, the 2014 SBAC average was 50%, with a range from 15-84%. In the 11 Big Lift eligible school districts, only 38% of students read proficiently, and only 17% of Hispanic children do so. ECBA proposes to concentrate on those schools and school districts below or close to the average serving largely Hispanic and African American students.

For the past year, ECBA has been participating on the Peninsula Partnership Leadership Council, a collaboration of government, philanthropic and non-profit organizations that have come together to ensure the goal of the Big Lift is met and children are provided the resources they need to succeed. David Kirp, ECBA Advisory Board member, UC Berkeley professor, Obama Transition Team member, NY Times writer and national expert on early childhood education has been featured as a speaker and expert, noting the effectiveness of Experience Corps and deepening our connection with the SMCOE. ECBA and Aspiranet staff members participated in the San Mateo
County Achievement Gap Summit presented by SMCOE and Silicon Valley Community Foundation, gaining further understanding of needs in the county as well as demonstrating expertise to local education leaders. We are a known quantity, we are respected, and we have the local support for our Scaling Reading Success project to be successful.

ECBA will be able to build upon not only our own support, but that of Aspiranet, our host agency, which has been a part of the non-profit community in San Mateo County since its founding 40 years ago. The connections they have will be valuable to us as we look to grow our volunteers and supporters. Adding to that very valuable support is the support of AARP California. We are working with them on an email blast scheduled to reach all AARP members in San Mateo County on January 5, 2016, alerting them to our planned expansion and beginning the recruitment process. We have more recruitment options thorough our partnership with Silicon Valley Community Foundation, which is acting as the lead for the Big Lift. They have an increasing number of potential volunteers who are interested in supporting K-3 literacy in San Mateo County. Since they don’t have direct service opportunities, they will be sharing their list of potential volunteers with us. We are hopeful that other Peninsula Partnership Leadership Council collaborators will do the same.

ECBA has a volunteer base of over 200, several of whom have been with us for almost as long as the organization has been in existence, and 35% of whom have been with us for at least 3 years. Last school year ECBA increased its volunteer ranks by 65 members, and will build on our learnings to make our numbers for the San Mateo County expansion. For some new volunteers, we will be able to quickly place them at our San Mateo County pilot school, Selby Lane Elementary. For others, we will be able to begin the intensive training program so that they will be ready when we move into other schools later in the year. Our experience and the combination of contacts we have within the county will be instrumental in our bringing on board the number of volunteers necessary.

**Evaluation Capability**

As one of the largest AARP Foundation Experience Corps programs, and one in existence for over 15 years, ECBA is constantly evolving as new research takes place, new best practices are identified, and new standards are put into place. We have worked very closely with AARP Foundation Experience Corps to increase our effectiveness, and to use the data captured to do so. Results from our last evaluation show we have done just that, with 73% of our students in sustained matches having increased at least one grade level in their reading proficiency by the end of the year. Our prior measurement was 45% increasing by at least one reading level, so it was a large improvement.

Data doesn’t have value if it isn’t utilized. We looked at the previous year’s data and determined that there were several things we needed to do to have a more significant impact on the students. We increased our overall number of sustained matches, and the expectation that volunteers would be involved in sustained matches. We increased our
recruitment and brought an additional 65 volunteers on board, and trained them to be successful in sustained matches. We increased the amount of training around sustained matches, and performed observations of every volunteer before both their mid-year and end-of-year reviews. We offered peer support to volunteers, with veteran volunteers who had had successful sustained matches offering suggestions and training tips. We revised our outreach to teachers, being more explicit about our expectations for volunteers and students, and the benefits to the teachers and the classroom when we fulfilled those expectations.

Each of those actions, and more, led to the increased literacy proficiency we saw the following year. Based on the most recent results, showing 40% of our 1st grade students reaching grade level by the end of the year, this year we are attempting to concentrate even more on our younger students, bringing them up to speed before they fall too far behind. We are currently using the AARP Foundation data management system and have since it was developed. ECBA used a Salesforce instance to track data before the national office developed the tool we currently use, and we worked with them in the pilot phase both to share our information and to have faster access to the tool than would otherwise have been possible. We look forward to continued use of this tool and of the data we gather to inform our ongoing efforts.

The Superintendent of the San Mateo County Office of Education will be assisting us in selecting the schools with which we will work when the grant is awarded, and she joins us in desiring measurement of our work. This is an expectation that she will help us reinforce with the principals in the schools selected. We will have an MOU in place with each of our schools which calls for student data to be available. We have worked with our existing school districts to receive that data directly, and with our principals to receive data when problems arose with the school districts’ ability to meet our needs. We have been very successful in gathering the AARP Foundation Experience Corps required pre-surveys for our sustained matches, and the accompanying post-surveys at the end of the year. We have a system in place to ensure the data is entered on a timely basis, and are in the process of building a new team to ensure we are as efficient as possible.

This new team consists of a Site Coordinator who will be responsible only for the schools involved in the Scaling Reading Success project. Each school will also have a Site Leader, a stipended volunteer who will help ensure accurate data collection at their specific school. The Program Coordinator holds the overall responsibility for data capture, data entry, and evaluation coordination. This is an enlarged role over the one formerly held by the Projects Coordinator, and its importance to the overall program is reflected in the title change. We are currently looking to fill this position. We have also recently filled our Administrative Assistant position with someone with a great deal of data entry experience, and expect our quality to reflect the background and ability of those team members. Finally, both the Program Manager and the Program Director will be offering support to this entire team to ensure that not only are we providing the best intervention possible, but we are properly capturing the data so that our efforts can be evaluated. With a stronger team working with school personnel, and a more robust
concentration on effective data capture, data entry and evaluation coordination, we are confident that we can meet the requirements of the project.

This year we expanded on a pilot we began last year, working with our volunteers at the mandatory Back to School training to ensure they understand the importance of receiving data, and empowering them to help us get pre-surveys filled out and submitted in a timely basis. As a result, we have more pre-surveys turned in (and entered into the database) at this time this year than we had far later last year. Supporting this effort with a stipended volunteer at each school should increase the timely response from teachers. Similarly, with volunteers more invested in the measurement of their work, and a Site Leader to help, the post surveys should also be completed and returned in a very timely manner. The greater emphasis from all staff members, not only on pre and post surveys, but on overall test scores, should result in significant amounts of data.

There are challenges in working within low income communities. Parents are often absent, working multiple jobs and seemingly too busy to be involved in their child’s education. When parental permission slips are necessary, it can be extremely difficult to obtain them. Over time we have learned that early outreach to parents, soon after they have received a note from the volunteer that he or she is working with their child, is the most effective way to get a timely response. Engaging the volunteers to work with the children in setting an expectation that the permission slip needs to be returned, as opposed to having the teacher include it with everything else sent home from the classroom, also makes a difference. While we have faced challenges in the past in receiving parental permission slips, we have also had great success with a more focused approach, and the more engaged we can make the parents in the work we are doing with their children every day, the more likely we will get the paperwork we need when we need it.

While we are currently working with AARP Foundation Experience Corps and Abt in an evaluation of our work, in years past, ECBA had a large grant from the Department of Education, and our staff worked closely with ETR (Education, Training and Research Associates) in gathering and compiling data to measure our effectiveness. As such, we are very much aware that expectations must be clear and all parties must be kept informed, not just when the MOU is signed, but throughout the process. We are prepared to do this. As noted above, we have a history of using the data we gather to improve our work, and expect to do so for this project as well.

Organizational Capacity
Experience Corps Bay Area and our host agency, Aspiranet, are both committed to this project. Expansion to San Mateo County, where Aspiranet was founded and has its headquarters, is a natural for both. ECBA can expect additional support while operating in such close proximity to Aspiranet, and can also rely on the connections that have been built over the years.

ECBA is also changing its structure for this project, with joint responsibility shared
between the Program Manager and the Program Director, each of whom will provide support to the team identified to run it. The Program Manager will concentrate on supporting the recruitment, intake, training and volunteer support aspects of the project while the Program Director will primarily support the data collection and evaluation aspects, but will offer support in other areas as needed. We will maintain much of our existing team, but with different priorities.

After several years of expansion, we will maintain recruitment in our other counties at existing levels so that 50% of our Recruitment and Intake Coordinator’s job will be focused on San Mateo County. Our training in San Mateo County will be different from the other 2 counties in which we operate because of the emphasis on small group sustained matches, and our trainer will spend more time with the volunteers as well. We will have a Site Coordinator with responsibility for only San Mateo County schools, who will be assisted by a stipended volunteer in each school. This increased support structure will build on already successful aspects of our program.

Working in concert with the Grants Management staff at Aspiranet, Experience Corps Bay Area has successfully managed multiple federal grants. We are currently sub-grantees of AARP Foundation Experience Corps for both AmeriCorps and OJJDP grants, and have been a sub-grantee of those grants for several past years. We have worked closely with AARP Foundation Experience Corps grants management staff over the years and have met deadlines, performed well in desk reviews and submitted required billings and reports on time. ECBA also had a multi-year federal grant from Dept. of Education until 2010, and met all obligations for that grant as well.

Experience Corps Bay Area has participated in a collaborative effort to increase reading proficiency in San Mateo County for over a year, and we have learned much about the needs and have gained the respect of educators in the county over that time. We are expanding to a pilot school in the county early in the calendar year to further strengthen our program and our ability to perform small group sustained matches well. We are working closely with Silicon Valley Community Foundation and San Mateo County Office of Education to ensure our efforts are complementary to theirs, just as our missions are in full alignment.
Generations Incorporated

Program Summary
Generations Incorporated will grow our classroom-based literacy program to serve 8 new schools in Boston. By 2020, we will reach 1,250 new K-2 students through sustained tutoring, and provide full classroom support to an additional 1,250 students.

Program Experience
While Massachusetts leads the nation on the National Assessment of Educational Progress scorecard, Boston Public Schools (BPS) 4th grade students of color score far below their white peers. High stakes test scores in Boston have been stagnant for over a decade, despite changes in curricula, school restructuring, and investments in professional development. In 2014 75% of BPS 3rd grade students either failed or needed improvement on the Massachusetts Comprehensive Assessment System test. According to the Boston Public Schools, 85% of students who attend the BPS are of color and 78% are from low-income families. They begin their earliest days of kindergarten facing a dramatic achievement and opportunity gap.

Generations Incorporated (GI) is an independent non-profit organization that works with the youngest students in the neediest BPS schools to address this academic achievement gap. Our mission is to improve the literacy skills of young children through Grade 3 while engaging older adults to serve as literacy tutors. For 16 years, GI has affiliated with what is now called AARP Foundation Experience Corps (Experience Corps), a national program that shares a very similar mission to ours.

For School Year 16 (SY16) we are serving over 3,000 students in grades kindergarten through three (K-3) through 2 nationally recognized literacy programs (small group and one: one) in 13 public schools and 6 community-based after-school partners in Boston and Revere, MA. Our largest program is the Classroom Literacy Program. The BPS Classroom Literacy Program is the subject of this application.

The Classroom Literacy Program places trained older adult volunteer tutors in K-3 classrooms. In an effort to reach more students as early as possible, we have intentionally shifted the majority of our resources to serve K-1st grade, with a goal of 75% of total classrooms served being in these two grades. We have traditionally served Grades 2 and 3 as well, and we will continue to do so in reduced numbers.

During SY15, we engaged 115 highly trained volunteers as literacy tutors within 94 BPS K-3 classrooms, serving 1,880 students through Classroom Literacy Program. The program supports literacy development through two distinct activities:

- Literacy Assistance supports all students in a classroom, as volunteers assist the teachers during literacy periods. This can be done in “centers,” small group literacy activities designed by the teacher, or by assisting children who need help in the moment. In 2015, our volunteers served a total of 1,880 students through Literacy Assistance.
- Sustained Small Group Tutoring provides supplemental tutoring for 6-10 students in the classroom who are referred by the teacher for not meeting literacy benchmarks. The volunteers meet with small groups of 2-4 students at a time, for 20-30 minute sessions at least twice per week over a sustained period of time. Nearly 33% of the 1,880 students served received sustained tutoring.

Volunteer Recruitment & Support
Our literacy programs are successful because of the quality and commitment of our volunteers. Currently a total of 265 volunteers serve as GI literacy tutors. All volunteers are over the age of 50, and many of them live within the communities they serve. Nearly all serve 6 to 10 hours per week over two or three days.

Our Director of Volunteer Management and Recruitment Specialist oversee the recruitment, screening, placement, and recognition of new volunteers. We have a strategic partnership with the AARP State office for recruitment. Nearly 40% of volunteers come through this collaboration. We regularly utilize community volunteer fairs and newspapers to advertise for volunteers, and hold upwards of 20 information sessions in these communities each year.

After criminal record, sexual offense, fingerprints, and references checks, all volunteers participate in extensive training which is provided by our Training & Evaluation Department. Training focuses on Interactive Read Aloud, Independent Reading, Phonics and Skill Support, and Writing. These are all elements of Common Core State Standards. Additional training topics include working with English Language Learners and Managing Student Behavior. Volunteers also take advantage of the training videos provided by AARP Foundation Experience Corps. Through our strategic partnership with BPS, volunteers also participate in the district’s professional development for new curricula. While much of the 25 hours of volunteer training (an Experience Corps standard) happens before volunteers begin working with students, on-going trainings are offered by our staff each month at the schools to reinforce fidelity to the model and provide additional support to volunteers.

Ongoing day-to-day volunteer support is provided at each school by a Team Leader. Team Leaders work approximately 15 hours over 3 days each week. They manage a team of 8 to 30 volunteers at each partner site, organizing schedules, tracking data, and maintaining relationships with volunteers, teachers, and school administrators. We organize our school partners in clusters based on geography. One part-time (.8 FTE) Cluster Manager oversees 5 schools and 5 Team Leaders. They are held accountable for quality assurance, troubleshooting, smooth operations of the program and relationships with key school personnel. As retired educators, all of our Cluster Managers have a strong background in evaluation and provide on-going volunteer training support.

Our volunteer retention rate has been 80% year after year. For the current school year, we are well on track to recruit 60 new volunteers. With additional recruitment capacity
through this grant, we are confident that we can meet our recruitment goals for the Scaling Reading Success program.

Strategic Collaborations for Impact
In addition to our strategic partnership with Experience Corps and the AARP State Office, GI has established relationships at the Boston Public Schools at the district and school level. We have Scope of Services and Data Sharing Agreements with the district. We receive fall and spring scores for the Dynamic Indicators of Basic Early Literacy Skills for all students served. We have a Memorandum of Agreement with each school. We also partner with the Department of Early Education as we serve kindergarten and 1st grade classrooms. This partnership has resulted in increased professional development from the district for our volunteers working in K-1st grade classrooms.

Scaling Reading Success
Funds from the Scaling Reading Success sub-grant will support the growth of Generations Incorporated’s Classroom Literacy program to 35 new BPS kindergarten, 1st, and 2nd grade classrooms in 8 new schools by 2020. During the school year, GI will place a volunteer within each classroom 2 days per week for a total of 6 hours. These volunteers will receive no compensation. In kindergarten and 1st grade classrooms, 60% of the tutor’s time to be dedicated to small group sustained tutoring and 40% to literacy assistance. In Grade 2, 100% of volunteer time will be dedicated to sustained tutoring.

Scaling Reading Success Year-by-Year Growth Plan:

SY17 Total Schools Served: 4
Volunteers: 30
Classrooms: 25
Total Students Served (through Literacy Assist): 500
Students receiving Sustained Tutoring: 250

SY18 Total Schools Served: 6
Volunteers: 38
Classrooms: 30
Total Students Served: 600
Students receiving Sustained Tutoring: 300

SY19 Total Schools Served: 8
Volunteers: 45
Classrooms: 35
Total Students Served: 700
Students receiving Sustained Tutoring: 350

SY20 Total Schools Served: 8
Volunteers: 45
Classrooms: 35
Total Students Served: 700
Students receiving Sustained Tutoring: 350

BPS has identified the neediest schools within the district as prospective partners for GI's Scaling Reading Success program.

**Evaluation Capability**
Each year, GI evaluates its programs to measure our impact on student literacy, as well as teacher and volunteer satisfaction. We have a data sharing agreement with the Boston Public Schools that gives us access to fall and spring Dynamic Indicators of Basic Early Literacy Skills (DIBELS) scores, student assessments that are performed by teachers at least twice each year.

Our internal data collection and analysis systems include the following for the Classroom Literacy program:

**Tracking Student Progress**
- Classroom teachers or school administrators provide an excel spreadsheet that lists the class rosters and student ID numbers for each student in the classroom. These rosters are sent to us at the beginning of each school year. This data is transcribed onto a working document for each classroom.
- The rosters are loaded onto iPads during the school year and volunteers use the rosters to track the tutoring that they provide for each student served.
- Volunteer tutors enter student time on task in real time. The data entered by the volunteer flows directly into the AARP Foundation Experience Corps Salesforce database.

**Pre- and Post- Service Assessments**
- At the end of the school year, our Director of Training and Evaluation sends a request to the Boston Public School Dept. of Evaluation and Accountability for fall and spring DIBELS scores for the students served by our program.
- The DIBELS scores arrive in late August and are sent directly to the AARP Foundation Performance Management Analyst for analysis. Only student ID numbers are used in this data exchange.
- It is very difficult to receive school data on a timeline other than the one dictated by the district. We receive both fall and spring DIBELS scores at the same time, late August.

**Collecting Qualitative Feedback**
- Each classroom teacher completes a survey, designed by the AARP Foundation Experience Corps program, to ascertain the value added to the classroom by the tutor. Surveys are conducted electronically in the spring and sent to the AARP Foundation Performance Management Analyst. The surveys provide critical information for program design and adjustment, student reading progress, social-emotional progress as well as how the tutor performs in the eyes of the teacher.
- Volunteer tutors complete a survey each year that reflects their satisfaction with the program and the benefits they realize because of it. This data, like all other data, is
forwarded to AARP Foundation Experience Corps.
- Each volunteer is observed in the classroom at least twice per year by the Team Leader or other qualified staff member. Twice per year each volunteer receives a performance review from his/her Team Leader. Team Leaders report to a Cluster Manager who is accountable for programming in 4-5 schools.

Reports are developed by an AARP Foundation Performance Management Analyst and include DIBELS analysis, volunteer satisfaction, and teacher satisfaction. In early fall, Generations Incorporated receives the full reports, which reflect the impact of the previous school year’s program. All of these steps are needed to ensure quality, program fidelity, and impact over a large, diverse urban school district.

In SY2015, DIBELS scores indicated that 64% of students participating in GI programs had improved academic performance. 86% of teachers attributed improved literacy performance by their students to working with a GI tutor. 84% of teachers reported that our Classroom Literacy program influenced student participation and concentration in the classroom, and 89% reported that they were able to spend more time with struggling students due to the presence of a GI volunteer.

We have used feedback from evaluations to make adjustments to programs. Over the years these adjustments have included:
1. Making it a priority to meet with teachers before volunteers begin serving in schools to share program design, data needs, and goals.
2. Historically, student scores on high stakes tests have showed no significant change when intervention takes place at the 3rd and 4th grade levels. We have shifted our focus to kindergarten and first grade with the expectation that earlier intervention will get better results.
3. Training has improved based on teacher feedback. Instead of general literacy training, which simply included an overview of all the elements of literacy, we now train our volunteers in four specific literacy areas. We share our training information with teachers so they understand the volunteers’ knowledge-base and capabilities.
4. Data collection systems have improved immensely over the past four years. The use of technology at school sites has allowed us to streamline data entry, limiting the number of individuals interfacing with data and creating less room for error.

As an organization, we are adaptive, and look forward to new tools that the AARP Foundation may introduce through this project. We have dedicated staff for the purpose of evaluation and a technology team to facilitate data collection, form assembly, and support Salesforce database usage. iPads and other tablets are used at each program site for real time data collection, and volunteers receive training and ongoing support for data entry and how to use the electronic tools. Within two years, GI will have established a fluid process for evaluation and the collection and analysis of data. In the meantime, as we continue to evolve our programs, we continue to evolve our evaluation techniques.

In order to effectively implement evaluation activities, we currently employ 1.5 full time
equivalent (FTE) employees to oversee this function, including our Director of Training and Evaluation (1.0 FTE), Literacy Specialist (.4 FTE), and Training Associate (.1 FTE). These staff members are supported by our Director of Information Services (.4 FTE) and one 1.0 FTE AmeriCorps VISTA volunteer who design the various forms needed and assist in data collection and database management. To evaluate the impact of the program on the tutors, we employ one full time Director of Volunteer Management. The evaluation part of this position is approximately .15 FTE.

For the Scaling Reading Success Program, we will add capacity to the evaluation function by hiring a full-time Program Director with a strong background in evaluation. At least 50% of his or her time will be spent on evaluation. This individual will ensure timely collection of data from teachers, school district, and individual schools, and volunteers. This person will work closely with our existing evaluation staff to understand and adapt the evaluation systems that we currently use to include AARP Foundation’s data management system to capture and record data, including volunteer timesheets. He/she will also work closely with the impact evaluation firm (ABT Associates) for the purpose of having the best data possible for the Scaling Reading Success Program.

We have experience working with outside evaluators. GI was one of three test cities for the Washington University-Mathematica Policy Institute randomized study of Experience Corps in 2008-09. We had the largest sample of students in the study and we worked very closely with the researchers based in Boston and in Washington. We participated early in the design of the study, helping the researchers develop the best methods to interface with teachers, principals, students and volunteers. We benefitted immensely from the experience and the study’s findings, as it gave conclusive evidence that our one-to-one tutoring program has a significant impact on student outcomes.

**Organizational Capacity**

GI has strong internal management controls and management capacity. Our Executive Director has led the organization for 14 years and is a strong, capable, and innovative leader. She participates in the Network Impact Council of the AARP Foundation Experience Corps Program and as such has had influence in the design of the national program, the standards by which all Experience Corps programs are measured, and the development of after-school and other out-of-school time Experience Corps programs. She is also an experienced fundraiser and has raised more money for the Boston Experience Corps program than any other affiliate. The Executive Director is fully invested in this grant. She has not only authorized this application but has taken a leadership role in shaping the program. She will remain critically involved throughout the grant period, especially during start-up and the first year as we bring on new staff to implement the program.

Our Director of Finance and Administration (1.0 FTE) oversees compliance of all contracts, bookkeeping, audit preparation, human resources, and technology. We have strong internal controls for financial management, including an active Finance and Administration Committee of the Board of Directors who meet every month. We operate on an accrual basis, and have strong policies for all accounts receivables and payables.
Our annual financial auditing process is always smooth because of our policies and protocols. Checks and balances are in place at every level. A 1.0 FTE Operations Manager reports to the Director of Finance and Administration and oversees hundreds of volunteer timesheets and other Human Resource functions, accounts payable, and office management.

The Director of Development (1.0 FTE) and Senior Grants Writer (.80 FTE) are responsible for raising adequate funds for the organization and ensure strong visibility in the community. We have a diverse revenue mix which includes federal grants, foundation and corporate grants, school fees, individual donations and special events. The Development Team also includes 1.0 FTE VISTA volunteer who manages our social media, communications, and special projects. The Development Team works closely with the Finance Team to ensure that all income is properly recorded. We use Salesforce to track all revenues and have a highly developed grant plan which, at a glance, can inform us of report dates, proposal dates, grants pending, revenue pending. Our Development Team is currently at capacity and we will therefore hire a .50 FTE Development Specialist for the purposes of raising the match funds for this grant and ensuring sound external communications regarding the grant.

The Director of Volunteer Management has developed best in class volunteer management systems, including recruitment, screening, ongoing support, recognition, and problem solving. Additionally, she has developed an Active Aging Program for the volunteers, which provides ongoing activities outside the realm of tutoring. These include volunteer-led walking groups, book clubs, and evidence-based programs such as fall prevention and healthy eating. These activities contribute greatly to volunteer satisfaction and retention. Reporting to the Director of Volunteer Management are a Recruitment Specialist (.5 FTE) and an AmeriCorps VISTA Volunteer (1.0 FTE). We have developed a volunteer handbook and created an online portal so that all volunteers can access pertinent information at any time. Eventually, our portal will intersect with the portal that the national Experience Corps Program is developing.

Because we will need to recruit approximately 45 new volunteers for the purpose of this grant, we will hire an additional .50 FTE Recruitment Specialist in April 2016 to work with the Director of Volunteer Management.

Our 1.0 FTE Director of Training and Evaluation oversees program design, training and evaluation. She is primarily responsible for the professional development of all volunteer tutors, ensuring that our programs are well aligned with the District’s literacy priorities, program evaluation and the development of data tracking tools. A .5 FTE Literacy Specialist reports to the Director of Training and Evaluation and is primarily responsible for training all tutors who serve in our 1:1 program, which is not part of this application.

We will hire a 1.0 FTE Scaling Reading Success Project Director and a .5 FTE Training Specialist for the purposes of this grant. The Project Director will oversee the Scaling Reading Success program and will be committed to its evaluation, implementation and all reporting. This individual will work closely with outside evaluators for the project.
Team Leaders at new partner school sites will report to this individual. The Project Director will report to the Director of Training and Evaluation.

The .5 FTE Training Specialist will be responsible for initial and on-going training of all volunteers in this project. He/she will also be responsible for ensuring that the program design is effective, and will assist the Program Director in the evaluation of the program. The Training Specialist will report to the Director of Training and Evaluation.

In order for the program to operate effectively, one .375 FTE Team Leader is dedicated to each school site. For this application, we will hire 4 Team Leaders in Year 1 and add two per year as we grow the program.

Our experience growing programs and enhancing program design date back to 2002-2006 when we successfully participated in a major growth plan with Experience Corps. Through this plan we increased our footprint in Boston from 32 older adult volunteer tutors to 200 volunteer tutors in just four years, increasing the number of students served from 250 to 800. Growth slowed at the end of the decade during the financial crisis that affected the entire nation. Even though we did not grow during the recession, we were able to maintain all programming at current levels, a mark of our creativity and determination. Since then, we have grown moderately in Boston when opportunity has presented itself. We successfully expanded our programs to nearby Revere, Massachusetts in 2007. We have grown to now offer summer readiness programs designed to prepare rising kindergarten and first grade students for the school year as well as to prevent learning loss. And we are one of the few Experience Corps Programs to offer an afterschool program, currently operating in 6 community-based partners.

We have successfully participated in two long term federal government grants which have passed through AARP Foundation Experience Corps (AmeriCorps and Department of Justice OJJDP). We have also managed a large VISTA subgrant, Massachusetts Service Alliance AmeriCorps grant, and a three year grant from the Dept. of Education.

Key to our stability and growth over time has been our commitment to managing money well through strong, written financial management systems and policies. As a result, budgets have balanced for the past 14 years, with slight surpluses each year. We have a two month operating reserve, with a goal of a 3 month reserve by end of 2018.

GI has an active Board of Directors who oversee the direction of the organization, its growth strategies, and all fiscal matters. They are also generous, each giving a personal financial gift that is significant for them. Five active committees convene throughout the year: Board Development, Fundraising, Financial Oversight, and Program. The Executive Committee meets in the months that the full board does not meet.

As mentioned above, GI has very strong relationships at both the BPS district level and school level. A year ago, we participated in a partner vetting process and emerged as a Quality Partner of BPS.
Program Summary
The Read to Succeed/Experience Corps partnership will transform three low-performing Buffalo schools into just communities where students, teachers and older adults thrive and are valued as allies in significantly increasing academic performance.

Program Experience
Buffalo, NY continues to rank among the poorest large cities in the US, with the third-highest poverty level behind Detroit and Cleveland. With an overall poverty rate of 31%, and 62% of children living in poverty, Buffalo has very limited resources available to support families as they prepare their children for school. In addition, Buffalo’s public education challenge is further complicated by its infamous position as the 6th most segregated City in the nation.

As a result, the majority of children arrive at school with few of the pre-reading skills necessary for early reading success. An even more disturbing trend is when students do arrive with age-appropriate skills, they are not building on them, as evidenced by the independent evaluation of Read to Succeed Buffalo’s federal Early Reading First (ERF) program (USDOE 2007–2011). This evaluation indicated students, who were on track entering Kindergarten according to PPVT and DIBELS assessments, were not maintaining benchmark performance levels in 1st and 2nd Grade. This fade-out is a district-wide trend that continues today as evidenced by a consistent 30% decrease in cohort DIBELS benchmark students between Kindergarten and 3rd Grade. NYS ELA assessments also continue to reflect this negative trend with only 12% of 3rd Graders achieving proficiency. When data is disaggregated by poverty, the percentage of 3rd Grade students who achieve the standard is only 8%.

Based on what was learned through its ERF initiative, Read to Succeed Buffalo (RTSB) partnered with Buffalo City Schools to implement CARE, Community Alignment for Reading Excellence. CARE is a results oriented program establishing a continuum of aligned, evidence-based, data-driven professional development literacy supports for teachers of economically-disadvantaged children from birth to 3rd Grade, focused on increasing school readiness and maximizing 3rd Grade reading proficiency.

In 2014-15, CARE served over 500 students in 26 classrooms with a staff of six Literacy Intervention Specialists (LIS). In each site, a LIS provides embedded supports in a maximum of five classrooms, Prekindergarten through 3rd Grade. LIS work with the classroom teacher as a literacy coach, supporting the integration of scientifically based reading research practices, supported by classroom observations and rigorous data analysis. The LIS also act in the capacity of reading teacher, strengthening the core components of reading instruction as well as supplemental support for small group instruction, building foundational reading skills in students who show weakness on assessment measures in a Response to Intervention (RtI) framework.

Outcomes indicate CARE is highly effective in improving teacher practice and children’s
reading scores and pre-reading skills. However, due to funding limitations, RTSB’s intensive intervention was deemed too costly by BPS. Funding partners instructed RTSB to develop a more cost effective model that would allow for expansion of Literacy Coaching services and increased student impact, while maintaining fidelity to data-driven best practice.

As Buffalo becomes poorer and more segregated the region becomes older with 31% of the City population and 38% of the County population 50+. This proposal will capitalize on this abundance of underutilized talent. According to research published by the Corporation for National and Community Service, Baby Boomers are creating the highest mid-life volunteer rates in decades.

A RTSB/Experience Corps partnership will create the more cost effective program model demanded by local funders by utilizing mature, dedicated, well trained, 50+ volunteers to deliver small-group student interventions. This will allow RTSB LIS to increase teacher coaching capacity from five classrooms to 13-15 classrooms, thereby decreasing the overall program costs while increasing the intensity of student support and maintaining fidelity to the teacher coach (LIS) relationship.

The RTSB/Experience Corps partnership will target three high-need, lowest-performing schools; West Hertel Academy, Waterfront Elementary and Lydia T. Wright Elementary. Together these schools have 951 students in 38 classrooms grades K-3, 88% of whom are economically disadvantaged. Experience Corps Small Group Tutoring (ECSGT) will serve approximately 342 students, 100% of whom are below benchmark, using a minimum of 38 volunteers. Each ECSGT (one per classroom) will spend approximately six hours over two days per week working with his/her three small groups in the ECSGT model. An additional 1-2 hours will be spent supporting whole group instruction in the Literacy Assistance model.

Because RTSB does not currently utilize volunteers in this capacity, we have partnered with The Service Collaborative of Western NY (TSC), the largest provider of volunteer services to schools and community agencies in our region. TSC currently recruits, trains and oversees volunteers in four Buffalo schools. As a partner, TSC can assist RTSB to recruit and manage volunteers.

This partnership will allow both RTSB and ECSGT to maximize success and cost effectiveness. ECSGTs will enable more, and more specific, student intervention in program classrooms. ECSGTs will be supervised on-site and supported with data- and research-based progress monitoring strategies provided by a full time RTSB LIS, who will administer and analyze assessment and observation data. This information will be used to increase skill-building of the classroom teacher, improve whole-group instruction, and assist the ECSGTs with their small-group interventions. LIS will provide teacher support and data analysis for all three sites supporting 38 teachers and their 951 students, increasing current CARE program capacity threefold.

Volunteers will be recruited from civic organizations, retired teacher associations, and
sources linked with TSC. Retired teachers, who have expressed a desire to meaningfully volunteer, will be our ideal Tutor. However, our program model includes sufficient training and support to ensure that any volunteer with a commitment to children can effectively tutor small groups of students. ECSGTs will participate in approximately 20 hours of pre-service training prior to working in a classroom; an additional 10 hours of training will be provided during the year to strengthen ECSGTs’ capacity to positively impact students. Training will be provided in RTSB literacy supports, Common Core Standards, Assessments and Data, behavior management, child development, wrap services and addressing specific student learning needs in a culturally sensitive manner. A LIS will be on-site to provide embedded supports specific to the needs of the ECSGT and their students, who in addition to high poverty, must overcome district-wide challenges such as high absenteeism (Buffalo has one of the highest chronic absenteeism rates in the country), a highly-diverse population (more than 10% of students are ELLs), and a high percentage of children growing up in families headed by teen, or formerly teen, parents who often have limited parenting and literacy skills. Children will be grouped for small-group instruction by ability level, to enable a single ECSGT to work with three children simultaneously, for maximum impact.

Through partnerships with BPS, additional wrap services will be offered to increase parent engagement and promote attendance. Each participating school has a Catholic Charities Family Support Specialist to assist in the identification and mitigation of non-academic barriers, particularly absenteeism, which can hinder the learning process. These Specialists have access to a cadre of support services. Every resource, whether academic or social, will be dedicated to ensure the relationships developed among ECSGTs, students, teachers and staff are meaningful and result in a just learning community where students succeed and older adults are valued.

**Evaluation Capability**
Throughout RTSB’s relationship with Buffalo Public Schools, (now eight years) RTSB has collaborated with the district to collect student data to determine project impact on literacy skills.

For children in Kindergarten through Grade 3, the District utilizes DIBELS to assess children’s literacy skills, and in Grade 3, the New York State Testing Program in English Language Arts (ELA) is also used. The DIBELS assessment is administered three times annually (beginning, mid-year and end of year) and teachers share the data with the Literacy Intervention Specialist (LIS) immediately; data is used to identify areas of need and develop interventions to address learning gaps. The district has committed to providing results of the Grade 3 NYS ELA Assessment as soon as it is available to the district. These assessments will continue to be implemented each year, results analyzed and used by teachers and the LIS to develop instructional strategies that can be implemented by Experience Corps Small Group Tutors (ECSGTs) to accelerate learning.

In addition, RTSB LIS administer the PPVT-4 assessment. These data when combined
with the DIBELS, provide a more robust picture of oral language and vocabulary development in students. RTSB staff also administer Dialogic Reading and Big 5 classroom observations. These data provide a baseline for classroom and teacher interactions, enabling the LIS to partner with the teacher to ensure classrooms are literacy rich and instruction and interactions are appropriate and research based.

The data/volunteer coordinator under this program will have the ability to utilize the AARP Foundation’s data capturing tools for entry of DIBELS and PPVT data under the supervision of the director of operations and ultimately the executive director. These data will be summarized in rapid time in easy to read, color coded strategic plans to support classroom instruction. These data will also be readily available for use in summative reporting or use by the external program evaluator(s).

RTSB worked with independent USDOE evaluator Measurement, Inc. for four years to evaluate the effectiveness of its Early Reading First initiative (ERF). Through this relationship, RTSB staff became familiar with the use of nationally normed assessment tools, local assessments, and teacher observations as components of a thorough program assessment, and the need to commit sufficient time to administering and analyzing data to make the program modifications necessary to impact student outcomes. To assure that RTSB has the capacity to collect and manage program data required by AARP’s Independent Evaluator, a full-time data/volunteer coordinator is included in this program budget. This person will work closely with RTSB staff responsible for student data, and with the AARP Foundation’s data management system’s staff to capture and report any data related to student demographics, outcomes or volunteer recruitment and management, including implementation of Salesforce, and will be trained to utilize AARP-provided data capturing tools for data entry. Training a person specifically for this position will assure RTSB can control the quality of data entry and can analyze data immediately to provide ongoing improvement to the ECSGTs.

RTSB has extensive experience measuring program effectiveness and utilizing evaluation results for program improvement. The second year of the four year federal ERF implementation illustrates this experience. During the 2008-2009 program year, assessments were administered at the beginning of the school year as usual. In January 2009 mid-year assessments were given. After data from the mid-year assessments were analyzed, it was determined that the children were not progressing satisfactorily toward the benchmark goals that were set at the ERF summer institute by the participating teachers. The mid-year scores were especially low for phonological awareness and concepts of print. It was determined that additional professional development was needed for the RTSB staff on phonological awareness, specifically alliteration. A literacy specialist from a local college was brought in to conduct several workshops on phonological awareness and the concepts of print. Additionally, the RTSB staff did independent research and discussed various options for improving scores in these areas. They developed strategic plans for each classroom based on the Response to Intervention (RtI) model. The RTSB staff also created an item analysis for each classroom to determine the areas that needed additional support. There was an
intentional focus on small group instructional activities that were differentiated by developmental levels. As a project, it was decided to conduct a supplemental assessment in March to determine if this defined focus was supporting the children in developing the skills that are needed for Kindergarten readiness.

After administering and analyzing the March assessment, the children’s scores had improved and they were on track to reach benchmark targets by the end of the school year. The strategies developed to address these gaps were integrated into the program going forward.

This is an example of the continuous quality improvement strategies embedded in CARE that will inform this new partnership. The intensive and robust site and agency based supports will be what sets ECSGTs apart from other service providers, positioning them for success, despite the myriad challenges faced by the students they will be tutoring.

In addition to extensive federal grant experience RTSB is governed by a strong board of directors which oversees solid internal agency accounting policies and procedures performed by general staff, to eliminate financial risk. All checks are double signature, requiring a signature from an officer of the board as well as the executive director. A finance committee of the board is in place to review monthly financial statements, general journal entries, oversight of the annual fiscal audit (performed by outside auditors), and the filing of appropriate IRS forms. The agency carries directors and officers insurance, umbrella insurance and general liability insurance (including coverage for any abuse/molestation claims). All staff are subject to extensive background checks. Classroom staff must undergo fingerprinting as well as any site specific screening requirements. A program committee of the board meets regularly to ensure fidelity of program implementation and data management and tracking.

Footnotes from Program Experience include:

i. US Census 2013 update
ii. BPS DIBELS COHORT SCORES 2006 – present.
iii. NYS Education Department School Report Card for Buffalo Public Schools, 2015
iv. NYS Education Department School Report Card for Buffalo Public Schools, 2015

**Organizational Capacity**

Highly trained and dedicated adults 50+ are what have been missing in the RTSB program delivery model.

RTSB has developed a program implementation plan designed to capitalize on agency and staff strengths to effectively launch and oversee the volunteer-rich program delivery model, while maintaining fidelity to best practice. The utilization of highly trained adults 50+ will provide the capacity that has been missing in the RTSB CARE model, allowing the partnership to affect three-times more students. This inter-generational, team based approach also creates a robust peer support network that will lead to improved social
connections among volunteers, school and RT SB personnel and partner agencies.

A full time director of program will coordinate all program activities; facilitate or deliver volunteer and staff training; and supervise the Literacy Intervention Specialist (LIS) in each school. Qualifications include a Master’s degree in reading or literacy and direct experience in early childhood, literacy/reading, research-based instructional strategies, assessment, and knowledge of the Common Core State Standards. Coaching expertise and ability to work and lead in a team environment are essential.

One full time LIS in each school (3 total) will conduct RT SB assessments; coach classroom teachers and provide embedded professional development in content and pedagogical skills, assessments and data analysis. LIS will supervise Experience Corps Small Group Tutors (ECSGTs) and assist them in analyzing data and developing interventions to address learning gaps specific to their small groups. LIS will coordinate with the data/volunteer coordinator to track volunteer time and with the director of program to ensure fidelity of implementation at the classroom level. Each LIS will have a minimum of a Master’s degree in reading or literacy, and a background in Common Core State Standards, early childhood, assessments and research-based coaching and team-work strategies required.

Key agency staff (director of program, director of operations and executive director) will provide extensive support of program staff and ECSGT throughout the grant period to assure capacity to implement the program as designed, provide assessment data to the AARP evaluator as required, and analyze outcomes and make mid-program adjustments if required to assure program outcomes are met. RT SB director of operations will also facilitate vetting of all volunteers in accordance with Experience Corps standards.

A full time data/volunteer coordinator will implement outreach strategies to engage volunteers. With the support of the executive director this position will collaborate with TSC and other organizations such as the Buffalo Teachers Federation and the County Senior Services Department to recruit volunteers; facilitate the licensing and implementation of Salesforce database system for tracking students and volunteers deployed to each school. Recruitment will also be supported by RT SB’s public relations consultant, who will guide the development of media outreach tools focused primarily on free media opportunities and press events, as well as posters and other paid print media. RT SB will also develop a social media outreach plan to engage volunteers ages 50+ in the program. RT SB partners already committed to recruiting ECSGTs include the Erie County Department of Senior Services’ RSVP, Buffalo Teachers Federation, Health Foundation of Western and Central New York and Canterbury Woods Retirement Community. Qualifications of this position include a minimum of three years’ experience in information systems, computer science, and statistics. Experience working with volunteers required.

Today, the executive director and director of program communicate regularly with the district’s Supervisor of Elementary Education to share information regarding teacher
professional development and student outcomes under the current CARE model. These relationships will continue and be enhanced through the RTSB/Experience Corps program. The LIS, based in the school, will continue to be a part of the instructional team, assuring program integration in the school's overall educational plan. All activities will be provided as part of the traditional school day.

The Service Collaborative is built on an infrastructure of responsible grant stewardship of Corporation for National and Community Service and other federal funds, producing countless quality programs involved in transformational service. In 2014, the most recent full program year, 227 AmeriCorps members and Youthbuild students served Western and Central New York State. Through them, 45,865 volunteers were recruited, 577 individuals received financial aid/FAFSA/Student Loan assistance, 35 families purchased a first home, and over $1.5 Million in cash and in-kind services was raised.

RTSB has also successfully collaborated with WNED/WBFO Public Broadcasting to provide consistent access to technology for children in Grades Pre-K through 3 in Buffalo, NY. The regular use of PBS KIDS Lab games proved to be effective in strengthening both math skills and oral language proficiency under a recent Ready to Learn grant from the USDOE. This relationship will facilitate the utilization of resources that AARP Foundation and PBS have including WordGirl literacy activity booklets and summer reading charts that help bridge the summer learning gap. During the school year, WordGirl and other literacy-based PBS KIDS apps and games can be used by ECSGTs in the classroom to supplement daily learning. These resources will be integrated into the AARP-funded RTSB program.

Buffalo Public Schools have committed to significantly supporting program implementation at the targeted schools. Buffalo Public School's Supervisor of Elementary Education, who originally chose the three focus schools targeted for this program expansion, has committed to supporting the execution of the grant application and the eventual implementation of the program. Her confidence in RTSB is evidenced by her contract with RTSB to provide Superintendent Conference Day professional development to district teachers. In addition, the resources of each school’s Family Support Specialist will be available to address non-academic student needs that negatively impact learning.

RTSB has extensive experience with federal grant funding, including executing an Early Reading First grant (from 2007 to 2011). RTSB successfully achieved the program objectives described in the application and effectively managed program funding, with no concerns noted by USDOE or NYSED. TSC implements programming through a number of funding opportunities, including funding from the federal AmeriCorps Program. This funding is renewed through application annually. TSC has successfully complied with all federal grant reporting requirements and effectively managed the grant, assuring continuation funding to continue serving this community.

RTSB has secured commitments from key community partners for ALL FOUR YEARS of program match. This includes a $560,000 ($140,000 per year for four years)
commitment from the John R. Oishei Foundation and a $300,000 ($75,000 per year for four years) commitment from the Community Foundation for Greater Buffalo. Both of these community sources have supported the development of the RTSB CARE Model and continue to support the agency’s efforts to more cost effectively expand services to more children. Implementation of a new model in which interventions are delivered by trained Experience Corps Tutors offers the funders an opportunity to support expansion of the program with a reduction in cost per child served, making it particularly enticing to the funders. Letters from these two sources are appended to the application.
Sacramento Chinese Community Service Center

Program Summary
The Scaling Reading Success program proposes to increase kindergarten-3rd grade literacy proficiency in Sacramento County at nine Sacramento City Unified School District schools through small group sustained tutoring and classroom literacy assistance.

Program Experience
In Sacramento County 65% of third grade students did not score proficient in English-Language Arts on the 2015 California Assessment of Student Performance and Progress (CAASPP) test; 23% of these students are identified as English Language Learners and approximately 60% qualify as low to moderate income families and receive free or reduced lunch and supper. The gap between low-income and upper-income students continue to increase. Without a targeted literacy intervention program these children will be left behind and are at risk of joining the 32% of students in Sacramento who do not graduate from high school.

The Sacramento Chinese Community Service Center (the Center) has served the Sacramento community for 37 years and has provided low-income primary and intermediate grade students with intervention services and literacy development in partnership with school districts since 1998. During the last five years the Center has concentrated on kindergarten-third grade (K-3) reading proficiency with the goal that students entering the fourth grade are reading at grade level. The Center is the premier expanded learning provider in the Sacramento City Unified School District (SCUSD) serving more than 4,600 high-risk, multicultural students daily. They represent the diversity found in our community: Latino/Hispanic – 30%, White – 13%, Black/African American – 25%, Asian – 30%, American Indian or Alaskan Native - 1%, Native Hawaiian or Pacific Islander – 1%.

Our current literacy intervention program is limited to four schools with 40 students enrolled at each site. Reading coaches implement direct explicit instruction to tailor intervention sessions to meet the needs of each student. Students participate in small group (4 students) intervention sessions with their reading coach for 30 minutes daily. Sessions focus on the five elements of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Reading coaches are trained and qualified to administer the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) benchmark assessment, which is used to monitor student success and identify specific literacy areas where students need additional support. Supplemental activities are implemented to reinforce literacy skills and strategies learned. Reading coaches receive time daily to prepare lesson plans and reflect on the needs of each intervention group. On-going program improvement is monitored through progress reports which highlight challenges and significant results, as well as proposed solutions.

The Center inspires families to learn together through wrap-around services which target family literacy, social emotional learning, and health and wellness. The Center’s
literacy intervention programs, STAR Readers, and Family Academy create a pathway to reduce barriers to grade level reading. STAR Readers encourages parents to become advocates for their child’s education and wellbeing by participating in and volunteering at family literacy nights. These events feature workshops to increase family awareness of school and community resources.

The Center also partners with SCUSD to provide Family Academy. Parents attend an eight-series workshop to learn about activities and opportunities for youth and adult learning, community resources, and college and career readiness. These resources include access to library card registration and adult literacy courses. Additionally, parents chaperone field trips which expose them to local learning venues, public libraries, college and university campuses, and theater productions. These experiences contribute to promoting and improving reading proficiency. In an effort to combat summer learning loss, families are provided with Family Literacy Kits during the summer. These kits provide tools to increase parent-child communication, build reading and writing skills, and opportunities for fun family learning at home.

The Center is uniquely positioned to implement the Scaling Reading Success program in conjunction with SCUSD due to the Center’s longstanding relationship with the district. We have a memorandum of understanding to share resources, student information, and space for the Center’s Program Managers and staff to implement intervention services. The Center’s 27 Program Managers are based at the school sites, immersed within the school community, and are identified as school staff. To ensure alignment with the teacher’s daily literacy objectives, Program Managers collaborate extensively with school administration, school staff and the Center’s youth development staff. Accessibility to student testing and administrative data is made possible with the support of SCUSD Area Assistant Superintendent, Chad Sweitzer. The schools targeted for this application are designated by the California Department of Education as Program Improvement schools with most sites being identified as Tier III, Title I schools. Participating school sites and direct point of contact is as follows:

Bowling Green Charter, Sheng Thao, Program Manager  
Camellia Basic Elementary, Kathy Yang, Associate Director  
Earl Warren Elementary, Morgan Shipley, Program Manager  
John Bidwell Elementary, Guadalupe Rios, Program Manager  
John Still K-8, Maria Gonzalez, Program Manager  
Leataata Floyd Elementary, Kaycee Moua, Project Coordinator  
Nicholas Elementary, Eric Elder, Program Manager  
William Land Elementary, David Constancio, Program Manager  
Woodbine Elementary, Yee Vang, Program Manager

The proposed plan to implement the Scaling Reading Success program at these nine schools will phase in students over the course of four years. The pilot year targets 400 K-1 students with 50 small groups of sustained tutoring and 24 volunteers. The second year would phase in second grade with a total of 660 students, 83 sustained tutoring small groups and 42 volunteers. The third year would phase in third grade with a total of
920 students, 115 sustained tutoring small groups and 60 volunteers; the fourth year would sustain the adopted model with a target of 1180 unduplicated students from the project inception.

The Center has an existing volunteer base and experience recruiting volunteers who are invested in the community to support literacy; science, technology, engineering and mathematics (STEM); health and wellness; and social emotional learning. Volunteers are recruited through various outlets including the AmeriCorps, United Way Volunteer Portal, local faith-based organizations, Sacramento Public Library, Asian Community Center Senior Services, and the Chinese American Council of Sacramento. To ensure long-term engagement from volunteers, the Center provides complimentary National Service Criminal History Checks, TB testing, professional development, and celebratory events. Volunteers receive a minimum of 50 hours of training from the Center which includes a project overview, program goals, foundational literacy skills review, and benchmark assessments. Furthermore, 50+ volunteers are recognized annually during the senior luncheon for their contribution to support the Sacramento region’s campaign for grade level reading. Volunteers are managed by the Center’s school site Program Managers to provide in-class, project-based assistance and are assigned a caseload of students to tutor. Program Managers monitor volunteer performance through class observations and teacher evaluations. Volunteers receive feedback and are encouraged to plan and participate in large-scale events such as family literacy nights and the annual Spelling Bee. Due to the volunteers’ commitment and involvement in the community, they become trusted partners with school staff and families.

**Evaluation Capability**

The Center engages in a collective impact model approach to increase K-3 literacy proficiency in Sacramento’s underserved populations. This structured form of collaboration includes stakeholders from school districts, government entities, nonprofits and private organizations. This model creates an inclusive environment where testing data, surveys, evaluations and resources are shared between partners. As part of their commitment to this program, SCUSD has granted the Center direct access to the pupil services database. This access is critical to accessing benchmark literacy scores, English language development tests and standardized testing data for real-time decisions. The Center maintains strategic relationships with reading specialists and principals to ensure understanding of data and assists in identifying students targeted for intervention.

The Center has experience coordinating data with evaluation partners and understands the time and resources it takes to collect high quality quantitative as well as qualitative data. Project training and professional development are required at all levels of the agency to ensure effective data collection efforts, clear communication and accurate documentation. An internal evaluator will oversee all portions of the evaluation process and will serve as the primary point of contact for the AARP Foundation evaluator.

Currently, the Center has a successful partnership with the Agape Foundation to provide social emotional curriculum at 24 schools. The evaluation methodology for this
program includes increasing student grade point averages, and decreasing full-day absences and disciplinary incidences. The data is captured by the Center, uploaded into Citrix Receiver, and used to determine program effectiveness. The June 2015 evaluation reported that of the 1,185 students participating in the program 91% had an increase in average daily attendance and 89% had an increase in grade point average. Students also showed a 29.8% decrease in full-day absences and a 35% decrease in disciplinary incidences. Individual student case management files are maintained outlining daily progress notes, outreach information, personal development surveys and student work. The data is audited frequently by the foundation to ensure quality standards are being met. During the 2014-2015 school year, the Center received zero findings during the audit. Evaluation and audit results are incorporated into action plans to sustain program strengths and increase program effectiveness.

The Center has also been responsible for administering the DIBELS benchmark assessment, three times during the school year, to first through fourth grade students as part of a literacy intervention program. DIBELS is an outcomes-driven, data-based decision-making model, and is used to match the amount and type of instructional support with the needs of the individual students. As a result, reading coaches can ensure that students who are on track to become proficient readers continue to sustain progress, and those students who are not on track receive the support they need to become proficient readers. Additionally, the Center collects and inputs DIBELS data into the University of Oregon DIBELS Data System and analyzes data to identify literacy gains and areas in need of support. The data collected from DIBELS provides reading coaches with the information to make decisions about grouping students with similar reading deficits and instructional needs. During the 2014-2015 school year, 181 students were enrolled in STAR Readers. Of those students, 99.4% increased their scores in at least one subtest of the DIBELS assessment and 74.6% had an increase in all subtests.

The Center will learn and use the Salesforce data management system with a commitment to quality control for data entry. The Center participates in a cycle of continuous quality improvement to ensure small group tutoring progress and the ability to sustain program strengths. Identified indicators (CAASPP scores, DIBELS scores, teacher surveys, volunteer surveys) will be collected, inputted, analyzed and reported to the Salesforce data management system throughout the school year. These data points will be used to create school site literacy action plans at the beginning and middle of the year to target areas of improvement in the classroom as well as small groups. This process allows volunteers to strategically focus on literacy strategies that will assist in increasing a student’s rate of learning. The Center’s approach to quality control includes evidence-based practices and programs to ensure fidelity of implementation. Through these quality control measures, there is assurance that qualitative and quantitative data is utilized for its intended use at each phase of the program. The Center will utilize the Salesforce database to monitor volunteer hours, as well as volunteer performance surveys from stakeholders.

The Center follows all federal requirements outlined in the Code of Federal Regulations
under Chapter II part 200 and ensures compliance with OMB Circular A-133. The Center is audited annually to ensure compliance with these regulations. We have more than 20 years of federal subcontracts from the U. S. Department of Labor. Additionally, we have contracts with the Sacramento County Department of Health and Human Services for federal funding from the USDA.

The Center has successful relationships with external evaluators at foundations and at federal, state and county agencies. Currently, the Center works with LPC Consulting Associates, Inc. and collaborates continuously with the SCUSD Evaluation and Research Department. We have received numerous recognitions by previous evaluators for our exemplary work.

“The Tobacco Control Evaluation Center has read and scored all of the Competitive Grantees final evaluation reports. Your agency was among the top scoring projects. Congratulations on your work in project evaluation (Diana Cassady, D.Ph. Associate Professor, UCD).”

“The Sacramento County Department of Health and Human Services worked closely with the Center in developing scopes of work for their contracts, and was kept informed about the accomplishments of the programs. The agency effectively administered timely fiscal, program, and evaluation documents.”

**Organizational Capacity**

This innovative program will draw upon the success of the Center’s existing programs and allow the Center to execute the Scaling Reading Success program goals through established institutional connections with SCUSD. The Center maintains an organizational structure that will successfully execute the program goals.

The Center’s accounting and human resources division focuses on services for 40 full-time, 237 part-time employees and more than 175 volunteers ensuring National Service Criminal History Checks and negative TB tests are attained. The Center’s Director of Operations will submit monthly financial reports detailing the allocation of project expenses between the Center’s and federal share of costs.

The Center has two agency office buildings in downtown Sacramento. The 915 T Street location serves South Sacramento and Elk Grove while the 420 I Street location serves West Sacramento, Natomas, and North Sacramento. The Center also has staff with offices at 21 Sacramento City Unified School District, four Twin Rivers Unified School District, and one Elk Grove Unified School District school sites and two Sacramento and Employment Training Agency centers.

The Center utilizes a decentralized management framework, ensuring that on-site staff maintains a centrally located office at their school site. This distributive leadership model enables staff to have site-based decision making power so they can create programs and structures aligned with the school site culture, faculty, family and student needs. This model is ideal for maintaining strong relationships with school
administration staff and local collaborative partners. Each school site has a dedicated Program Manager to coordinate interventions and wrap-around services. Additionally, the Center has a full-time Project Coordinator to lead all K-8 literacy initiatives, activities and partnerships. There are three part-time Senior Reading Coaches reporting to the Project Coordinator who support the nine part-time reading coaches and volunteers. The Project Coordinator and Program Managers report to the Center’s Associate Director and are supervised by school principals.

The Center’s staff works diligently with teachers to complement the regular day instruction by aligning with common core state standards and providing enrichment opportunities to strengthen skills learned. Program Managers are present during instruction to understand benchmarks, standards, teaching methodologies and pace calendars. This ensures alignment and continuity during sustained tutoring. Managers attend curriculum professional development and participate in department/grade level meetings. Additionally, Program Managers are members of the School Site Council, Safety Team and act in an advisory capacity for the school parent organization.

In order to launch this project, the Center will hire a dedicated full-time Project Manager and Volunteer Recruitment Specialist. These candidates will have the expertise to ensure program goals are being met and have experience working with vulnerable populations on literacy intervention.

The Project Manager will plan, budget, oversee and document all aspects of the Scaling Reading Success program. This will be accomplished by working closely with the Center’s Associate Director to ensure the program objectives, evaluation and resource distributions are being met. The manager will fulfill the quarterly reporting requirements by providing programmatic status updates on the project, participating in monthly network calls, webinars and affinity groups. The manager will also participate in the training and development of the 50+ volunteers. The standards of practice will be upheld by the manager to ensure sustainable programming and participation in a peer review process with other Experience Corp programs. This position has decision making managerial authority and line responsibility.

The Volunteer Recruitment Specialist will manage all elements of recruiting, placement, retention and celebration for the 50+ volunteers. This will be accomplished by organizing volunteer awareness events to attract new candidates, meeting with volunteers face-to-face to ensure they are appropriately matched, supporting training and development, and making nominations for volunteer awards. The specialist will attend collaborative partner meetings, monitor the Salesforce database for accuracy and serve as the liaison between the school and agency.

Volunteers will participate in 50 hours of targeted literacy training with an initial introduction to the history and mission statement of the Center. The Project Manager will collaborate with district and county reading specialists to host on-going sequential cohort trainings. Cohorts will start at the beginning of the school year and occur every trimester. During these cohorts, volunteers will receive opportunities to develop new
skills in classroom management, social emotional learning, restorative justice, building relationships with the school community as well as mandated reporter training.

Under the supervision of the Project Manager, additional training and support for volunteers is provided on a one-on-one, as needed basis. The additional training may include but is not limited to: providing supplemental resources, analyzing student data and effectively grouping students based on results, providing intervention instruction based on recurring student academic needs, and/or using data to drive instructional lesson plans.

The Director, Manager and Specialist will participate in AARP Foundation technical assistance events, evaluation activities, resource development, and become a part of the Social Innovation Fund learning community. These candidates will also attend the March 9-10, 2016 on-boarding session in Washington D.C.

The Center’s diversified funding streams create an opportunity for a committed 1:1 fiscal match. We have progressively grown and secured the necessary funds to sustain programming beyond the scope of this grant cycle. The Center’s Executive Director, Deputy Director and Youth Development Director are committed to aggressively seeking funding to leverage program expansion and sustainability. The senior leadership team looks forward to participating in recruiting and celebrating volunteers.
The Children’s Initiative

Program Summary
The Children's Initiative will increase reading literacy for second and third grade students who are reading below proficiency and living in low-income communities. We will use a community based model of adults 50 years and older serving as tutors.

Program Experience
According to the most recent San Diego Report Card on Children and Families, close to half of San Diego County’s third graders are reading below proficient. This equates to approximately 19,000 third graders struggling with literacy and school success. In San Diego Unified School District (SDUSD) alone, there are more than 5,400 third graders struggling with literacy. Looking through several lenses in SDUSD, 65% of third graders living with low income families are shown to be below proficient. Disabled students not meeting state literacy standards jumps to 80%. More than 72% of African American and 71% of Hispanic third graders in SDUSD are not meeting the state’s basic literacy standards. The magnitude of this problem in San Diego is alarming since third grade literacy proficiency has been demonstrated to be the best predictor of overall school achievement. Early attainment of basic literacy skills is critical. A child who does not master the basic skills for reading does not have the foundation for future success in school and life.

While support and education is offered in the core school day, clearly more needs to be done. Throughout San Diego, the Children’s Initiative provides academic support, training and technical assistance to more than 370 expanded learning programs located on school sites, with support from the core day teachers and the school principal. For more than 15 years, the Initiative has partnered with 29 school districts and 370 schools providing training, academic support, evaluation, funding and professional development. The expanded learning programs serve more than 48,000 elementary and middle school students each day in San Diego County. The majority of these schools have more that 80% of the students enrolled in the free and reduced lunch program and 60-80% of students reading below proficiency. Since the inception of the San Diego County Expanded Learning Regional Consortium in 1999, the Initiative has continuously had successful collaboration at both school sites and district levels. This allows for effective partnership and communication regarding program development, best practice design, student outcomes, and school and student level data – such as student test scores, attendance, and demographic information.

The Children's Initiative is partnering with SDUSD to launch the Scaling Reading Success program. San Diego Unified is the largest school district in San Diego and the second largest in the state. It serves more than 132,000 students in pre-school through grade 12. Its student population is exceedingly diverse with more than 15 ethnic groups and more than 60 languages and dialects. The Initiative will work with SDUSD to choose 10 schools in low-income communities with more than 70% of 3rd graders scoring below proficient in literacy. Preliminarily looking within SDUSD, some schools, such as Joyner Elementary and Memorial Elementary are at the 75-80% rate for 3rd
graders reading below proficient. Sites with the highest percentage of 3rd graders not meeting proficiency will be selected for this program.

Due to its longstanding relationship with the Children’s Initiative, the superintendent of San Diego Unified has eagerly committed to partnering with the Initiative to plan, develop and implement the Scaling Reading Success program at schools with the greatest need. SDUSD has also agreed to provide current and ongoing student and site level data to the Initiative and to our independent evaluator. This includes, but is not limited to assessment scores, test scores, attendance and program demographics. The 10 elementary schools in SDUSD selected to participate in the Scaling Reading Success program are all located in low-income communities and will be chosen based on highest percentage of students performing at the lowest levels of reading proficiency: below and far below. A unique and key element of our program is that all selected students will receive automatic priority enrollment for the full (five days a week) expanded learning program on their elementary school campus. The automatic priority enrollment opportunity is a one of a kind model in California and will allow students to attend the full yearlong program for free, which includes all program components: literacy support, enrichment, recreation, field trips and homework support.

Following AARP’s Experience Corps guidelines, the Children's Initiative will be responsible for recruiting, screening and training older adult volunteers to tutor for at least a year at each site. Efforts will be made to recruit volunteers from the surrounding neighborhoods in order to reflect the diversity found within the demographics of the schools. Each volunteer will be given a monthly stipend for their service, which research shows increases volunteer retention, as well as economic and racial diversity in volunteers. Since stipends are not a part of the SIF grant money, the Initiative has secured a commitment from a local foundation to separately fund stipends for the volunteers. Connections have already been made to start the recruitment of volunteers 50 years and older with the County of San Diego Health and Human Services Agency- Aging and Independent Services, Retired and Senior Volunteer Program, and the Retired Employees of San Diego County, Jackie Robinson YMCA- Active Older Adults, San Diego Community Colleges, Union Tribune and San Diego OASIS. Each potential volunteer will take part in an application and interview screening process to determine eligibility and suitability. Those who pass will then undergo a National Service Criminal History Check and must pass a current TB test, both to be paid for by the Children’s Initiative. All approved volunteers will receive a combination of pre-service and ongoing literacy training provided in part by the San Diego Council on Literacy and also the Reading Program Coordinator. Over the course of the school year, 25 hours of training will be provided on literacy and tutoring topics that include behavior management, strategies for small group instruction, phonics skills, how to help students decode words, reading fluency, comprehension checking techniques, etc. Additional trainings will be provided on an as-needed basis.

Tutors will volunteer two days a week for three hours each day, totaling six hours per week. Reading sessions will be 30-40 minutes and include 2-3 struggling readers in each group who are at the same reading level. Occasionally, depending on behavior
management or attendance issues, tutors may work 1:1. Each of the school’s six volunteers will work with a maximum of nine students each week, totaling 54 students enrolled per school. This multiplied by 10 participating schools = 540 participating students. However, the number will realistically be greater than 600 due to student advancement. While the volunteer will be providing direct literacy support for at least 1 ½ hours of their time on campus (3 sessions per day), their additional time will be used for engagement with students during the start of the expanded learning program, preparation for each session, assistance with other enrichment activities on campus, and post-documentation for each reading session. Therefore, each volunteer will actually be working with many more students outside of the small tutoring groups.

For more than 15 years the Children’s Initiative has been recruiting volunteers to work with school districts in a multitude of topics including academics, art instruction, science and math education, event planning and execution, and training of staff. The Initiative has longstanding partnerships with community volunteers, some of whom have been with us for more than ten years. We also work with local colleges, libraries, older independent-living complexes, and faith based groups to recruit volunteers. The Initiative has much experience working with a wide ranging network of volunteers.

**Evaluation Capability**
Evaluation has been a key component for all of the Children’s Initiative projects and programs since its inception. The use of data, analytics and evaluation are crucial to understanding the health, wellbeing and education status of children and youth. The Initiative has seasoned staff with extensive experience in data collection, analysis and evaluation. The CEO, management and project coordinators have been trained in Mark Friedman’s Results Based Accountability, a nationally recognized model for monitoring and evaluating programs, agencies, and service systems and identifying performance measures and results. Annually, CI staff participates in trainings, education and refresher courses on evaluation, data collection, storage and analysis.

The Children’s Initiative recognizes that collection and evaluation are essential in determining the effectiveness of the tutoring. We have secured a commitment from San Diego Unified School District to share testing and assessment data from the program’s inception to completion. We have developed a Data Sharing Agreement that has already been put in place with SDUSD. They have agreed to share reading assessment, program attendance, demographics, and standardized testing data. San Diego Unified has agreed that classroom teachers will provide beginning of year reading assessments on students so that the most struggling readers are immediately identified. SDUSD utilizes classroom reading assessments such as DRA and Fountas & Pinnel, which are easily adapted to Reading A-Z, the leveled reading curriculum being used. (Reading A-Z is aligned with the Common Core State Standards.) Ongoing assessments, such as running records, will be conducted by trained volunteers in consultation with classroom teachers and the program coordinator (a credentialed teacher with focused training on literacy) so students will be advanced to the next reading level when appropriate. This is an essential component to ensure students receive the correct level of reading intervention throughout their participation in the
program. This data will be also be shared and entered into a data capturing tool. Volunteers will be trained to work in concert with classroom teachers to assess students’ reading levels at the end of the school year so year-end data will be collected for student progress. The program coordinator, a credentialed teacher, can also assess students’ levels as needed. The Children's Initiative will also have access to schools’ standardized test scores to be used as another means of determining reading proficiency progress and growth. In addition to academics, attendance and program data, the Initiative will conduct surveys with volunteers, principals, teachers and parents on program satisfaction and program success. Volunteers will provide feedback on trainings and on their volunteer experience in order to help guide ongoing program improvements. Parents, principals and teachers will be quarrried on program design, working with volunteers and program effectiveness. In addition, AARP Foundation’s data management system will aid us in ensuring all necessary components are collected.

For more than 15 years the Children’s Initiative has collected and evaluated outcome data for school based K-12 expanded learning programs in 29 school districts in the areas of English Language Arts and math, program attendance, principal and parent satisfaction and student satisfaction. The Children’s Initiative also has data sharing agreements with all 42 school districts in the county where we annually collect academic achievement data, school attendance, behavior data and student self-reported risk and resiliency data.

In 2001 the County of San Diego selected the Children’s Initiative to collect, analyze and interpret data that measures indicators related to children’s health, education and safety. The Initiative has years of experience as the secure regional data collector on issues pertaining to San Diego County’s children and youth. The Children’s Initiative is solely responsible for the design, development, data collection, analysis and publication for the San Diego County Report Card on Children and Families. This biennial publication provides data on indicators that tracks trends on issues ranging from prenatal care to juvenile crime to school achievement. The Children's Initiative then helps local agencies and organizations use this data to make real changes in programs, agencies and policies that positively affect kids. The Initiative has MOU’s and Data Sharing Agreements with all local school districts, the Probation Department, District Attorney’s office, local law enforcement agencies, the Health and Human Services Agency, Public Safety Group and San Diego Association of Governments (SANDAG).

The Children’s Initiative has longstanding partnerships with local independent evaluation agencies such as SANDAG, San Diego State University-Institute of Public Health, Division of Epidemiology and Biostatistics and Hoffman Clark and Associates. We have consistently and continually worked with local independent evaluators to use data and evaluation results for program improvement and augmentation.

We have worked with SANDAG for more than 12 years to evaluate program effectiveness, cost benefit, demographics and program utilization. The Initiative also works with SDSU-Institute of Public Health, Division of Epidemiology and Biostatistics
on a Data to Action Project. We work with SDSU to collect data and evaluate program effectiveness for reducing childhood injury and have developed tracking logs, evaluation tools and evaluation reports.

Within internal staff and consulting contracts, the Children’s Initiative has epidemiologists and bio statisticians who utilize federal, state and local data capturing tools. We have been nationally recognized for our adherence to data collection and analysis, as well as our secure and confidential data control and storage.

**Organizational Capacity**

The mission of the Children's Initiative is to help San Diego County's low-income children, youth and families thrive and prosper. The Children’s Initiative serves as an advocate and custodian for effective policies, programs, and services that support the education, health, safety and well-being of children and families in San Diego County. Through the use of data, research and collaboration we develop quality programs and effective policies, create innovative community solutions, and build strong partnerships on behalf of our most vulnerable population: children.

A collaborative of local foundations, community leaders and public officials established the Children’s Initiative in 1992 to support the education, health and wellbeing of children, youth and families in San Diego County. Over the past two decades the Children’s Initiative Board of Directors and staff have designed and administered numerous projects and programs supporting the education, health and well-being of disadvantaged children and youth, convened thousands of community stakeholders and parents to serve as advocates for children's issues, brokered lasting relationships in support of youth serving programs, and leveraged a broad array of resources.

The Children's Initiative will actively recruit volunteers aged 50+ for this program through longstanding partnerships with multiple agencies and programs. Relationships have already been made with County of San Diego Health and Human Services Agency-Aging and Independent Services, Retired and Senior Volunteer Program, and the Retired Employees of San Diego County, Jackie Robinson YMCA- Active Older Adults, San Diego Community Colleges, Union Tribune and San Diego OASIS. The County of San Diego Intergenerational Coordinators, who work as liaisons with many senior service programs have committed to helping the Initiative market volunteer opportunities to seniors living in the areas of the designated schools. The management of volunteers will fall under the responsibility of the Children's Initiative program coordinator, who will be hired by the Initiative in late January. This key internal staff person will be experienced with volunteer recruitment and management, as well as knowledgeable about best tutoring practices – especially with regard to literacy strategies. This will also ensure that both volunteers and students are provided with quality and meaningful experiences to create an optimal Scaling Reading Success program. He/she will have decision-making authority in relation to volunteer recruitment and management, but will also work closely with the CEO and management of The Children's Initiative to ensure all facets of the program are successfully met.
The Children's Initiative developed a countywide Expanded Learning Consortium - the first in California. We brokered relationships with school boards, superintendents, parents, and communities to build a Consortium across and between school districts to support collaboration, data sharing, cross training and to maximize resources. As a cohesive team, with all eligible school districts working together for the last 16+ years, we have secured more than $442 million dollars in state and federal funding for before and after school programs for local school districts. Leading the Consortium, the Initiative has built incredible support between school districts and for the first time has developed shared oversight, collective data sharing, coordination, and training to be conducted at scale instead of one district at a time. Every program offers homework assistance and academic support, as well as enrichment activities, recreation, sports, and early prevention services.

The Children's Initiative provides training, resources and technical support to 29 eligible school districts, 12 charter schools and 370 K-12 expanded learning programs, all of which have a minimum of 60% of their students eligible for the Federal Free and Reduced Lunch Program with many as high as 100% FRL. More than 48,000 students attend high-quality on school site, expanded learning programs in San Diego County each day due to the support and technical assistance provided by the Initiative. In addition to the ongoing programs throughout the school year, the Children's Initiative also ensures summer expanded learning programs within San Diego, Orange and Imperial Counties have the technical support and training they need to successfully help students prevent summer learning loss.

The Children's Initiative has participated in multiple federal grant programs and initiatives including most recently being selected as a sub-awardee with National Council on Crime and Delinquency for a White House-Corporation for National and Community Service “Social Innovation Fund” award. We are tasked with developing and conducting a feasibility study using a “Pay for Success” model to support evidence-based positive youth development programing, with a focus on decreasing racial disparities and improving the life outcomes for youth. The purpose of this project is to scale the development and implementation of data-supported and evidence-based intervention models and to promote the capacity of communities to sustain these interventions to improve education, social, emotional, physical, and economic outcomes. As the local lead for this project, the Initiative is responsible to develop a Leadership Team made up of government and community leaders, develop and secure signatures for data sharing agreements, develop logic models, identify target populations, develop process flow analyses, determine data points for collection, complete programmatic impact analysis and define performance metrics.

Additionally, we have worked with the US Office of Juvenile Justice Delinquency Prevention on the federal Gang Resistance Education and Training (GREAT) program, the Project Safe Neighborhoods in concert with the US Attorney’s Office, and the federal Child Safe Program with law enforcement agencies. We have worked with the US Department of Education and the California Department of Education with the 21st Century Community Learning Centers.
The Children’s Initiative has been a supporter of AARP and Experience Corps for many years. The Initiative has been working with AARP/Experience Corps for the last 18 months to develop a San Diego partnership and serve as a county pilot in partnership with Experience Corps and the California Department of Education. The Children’s Initiative has devoted hundreds of key leadership and management hours in facilitating meetings, hosting site visits, coordinating state and local conference calls with AARP/Experience Corps over the last 18 months. We have demonstrated a very strong institutional and leadership commitment from the Board of Directors of the Children’s Initiative to the management and line staff. The Initiative has been exceedingly proactive and has demonstrated such a strong commitment to this project and to the model that we have actively identified and reached out to potential funders and interested school districts. We are proud to announce our demonstrated commitment has secured a 1:1 match commitment from the San Diego Foundation to support the implementation of the Scaling Success Program in San Diego. A longstanding partner of the Initiative, SDF is excited about the opportunity to support such an innovative project locally.

We have secured full commitment from San Diego Unified to actively participate in this project. They have agreed to work with us in school site selection, student selection, data collection and evaluation. Additionally, we have reached out to multiple other local school districts and have more than ten additional school districts interested and ready to be selected if expansion is possible.
United Way California Capital Region

Program Summary
UWCCR will work with Center, Elk Grove, West Sacramento and Robla school districts to place literacy tutors in classrooms of low income communities and educate/empower parents to support their child to ensure students are reading at grade level.

Program Experience
In August 2011, a coalition of community partners, led by Mayor Kevin Johnson, launched the “Sacramento READS! Literacy by Third Grade Campaign” to close the achievement gap and improve reading proficiency in the Sacramento area. For the next three years the partners worked closely to achieve their vision of being the first city in the country where every third grader is reading on grade level by the end of third grade. Their efforts were at its core, a symbol of the city’s deeper commitment to its children and the inherent belief that education is the great equalizer.

That same year UWCCR began their early literacy program called STAR Readers. STAR Readers contracted with non-profit agencies to provide literacy direct instruction to K-3 graders and to engage their parents in supporting their children’s literacy. In July of 2014 the Mayor asked United Way California Capital Region (United Way) to step in and take the lead on the initiative Sacramento Reads initiative because of the success STAR was achieving. We joined the national program called the Campaign for Grade Level Reading and joined over 253 communities in working on early literacy.

The words Mayor Johnson spoke in 2011 when creating his plan still resonate today, “We don’t think small. We dream big. We don’t step back. We lean forward. We stop trying to lower the bar for ourselves individually, and start raising the bar for ourselves collectively. We don’t avoid our biggest problems. We attack them with more determination than ever.” United Way also believes in and practices collective impact.

The Scaling Reading Success Experience Corps program builds on the work UWCCR has been doing. UWCCR operates in the 5 counties of Amador, El Dorado, Placer, Sacramento and Yolo counties. Each county is uniquely different from being urban to very rural. El Dorado and Placer are our more affluent counties but even they have pockets of very low income families. We will begin our work in Sacramento and a small part of Yolo county that is immediately adjacent to Sacramento. Both counties house the most low income families out of our 5 counties. Of the schools we will serve 84.8% of the children are on free and reduced lunch with some schools as high as 91%. The schools average 76% on 2014-15 CAASPP ELA results with a large number in the 78-80% range. Data is taken from the California Department of Education Data Quest site. UWCCR is in the fourth year of our current early literacy program, STAR Readers. The STAR Readers program serves between 700-800 students each year in a direct instruction model that occurs either during class hours or in an afterschool setting. UWCCR funds local non-profit agencies to deliver the STAR Reader program. Each non-profit administers the Dynamic Indicators of Early Literacy Skills (DIBELS) assessment 3 times a year to assess the progress and specific challenges of individual
student participants. Based on assessment results, literacy activities are shifted to address student’s strengths and challenges. The STAR Readers program offers 1-on-1 and small group literacy instruction and support while ensuring there are large group fun literacy activities to enhance lessons and literacy skills.

STAR Readers serves 21 schools reaching between 700-800 students per year. Each student is not reading at grade level when they enter the program. In the 2014-15 school year an average of 70% of the students reached benchmark for reading. Each program is monitored twice a year by volunteers and the retired Literacy Specialist from Sacramento County Office of Education who provides coaching and monitoring. The funded partners meet 4 times a year to learn from each other and share experiences. A mid-year and end of year progress report is generated for each program which includes successes, challenges and plans for improvement.

STAR Readers has been providing direct instruction and literacy activities in various school districts. For the Scaling Reading Success project we will be working with two districts, Elk Grove and Robla that we have been working with for a year on planning the Campaign for Grade Level Reading. In Robla we also offer nutritious meals and have recently implemented a housing stability program as that is one of the districts main concerns. Center school district is a new partner for United Way. We approached them about becoming part of the Campaign for Grade Level Reading in the 2014-15 school year. This is a district that has undergone some major changes. The district was serving a major Air Force base community, but with the closing of the base the economic stability of the community changed. Base housing has been turned into very low income and homeless apartments bringing families that need extra support. Our 4th school district, Washington Unified School District, is an old partner has been part of the STAR Reader program since its inception. Contacts for the District as listed:

1. Robla – Ruben Reyes – Superintendent – rreyes@robla.k12.ca.us
2. Elk Grove – Donna Cherry – Assistant Superintendent Instruction – DCherry@egusd.net
3. Center – Becky Lawson – Instructional Services - rlawson@centerusd.org
4. West Sacramento – Katie Villegas – Member, Board of Education - Katie.Villegas@yolocounty.org

UWCCR’s goal is to initially serve 1,170 students in 4 schools districts utilizing 45 volunteers. The School Districts have identified the schools which total over 3,300 students. UWCCR will recruit the retiree volunteers thru our Volunteer Center, our Retiree Giving Club, our website and using social media. As we train more volunteers we will add more children classrooms and schools.

Part of the funds for the Scaling Reading Success project will be used to hire 2 Literacy Coordinators. The Coordinators will help with volunteer outreach, act as the main liaison with the individual schools, Teachers and Principals, conduct on going volunteer training, data collection and review, literacy monitoring and coaching along with planning and implementing parent literacy education and engagement activities.

UWCCR is the lead for the Campaign for Grade Level Reading in our 5 county region. As a part of the Campaign UWCCR is focused on Attendance, Summer Learning Loss,
School Readiness, Health and Grade Level Reading. UWCCR is working with a number of public, private and non-profit agencies to implement a work plan that addresses all of the aforementioned focus areas. All of the services inherent in our work will be brought to the schools participating in the Scaling Reading Success project. UWCCR is directly providing nutrition, physical fitness and financial literacy programs which will be expanded to include the new schools and communities.

Parent Engagement is incorporated in each of the Campaign for Grade Level Reading focus areas. In addition to our current efforts the Literacy Coordinators hired for this project will be tasked with providing educational opportunities for parents on the subject of early literacy. Parents will receive regular communication with tips and tools to use to support their child in early literacy. Three times each year, parent gatherings will be held at the school with the first part of the gathering being an educational session and the second part of the gathering being an opportunity for parents to interact with their children and practice the skills and use the tools they were given during the educational session.

**Evaluation Capability**

UWCCR will cooperate fully with the AARP Foundations evaluation plan and methodology which includes working with the outside evaluation company. We currently use Andar which is a system similar to Salesforce. Andar system captures a vast amount of data about our donors and communication with our donors. We have created a set of data entry standards to ensure all employees are entering good data that can easily be extracted for use. We will participate in analyzing the data which will then be used to revise the program for continuous program improvement. UWCCR will enter into an MOU with each school district in regards to sharing assessment data. The MOU will clearly spell out the data that is required and when the data is to be delivered. The exact timing of data collection will vary depending upon the assessment cycle of each school district. For example the DIBELS assessment is given 3 times a year and the assessment cycle can vary depending upon the school calendar year. Some of our school districts begin school in August while others begin school after Labor Day in September. We will ask that data be shared within 7 days of data entry completion and final verification. Our current STAR Reader funded partners use DIBELS. We follow the calendar of the school which means some data is captured in September and some in October. I know that once data is entered, our partners do a second check to verify that data has been entered correctly. We must allow the schools the flexibility to follow their own procedure for data entry and validation.

UWCCR is committed to allocating the resources and completing the activities necessary to work with the evaluation firm to collective high quality quantitative and qualitative data. Our organization receives federal funding from the United States Department of Agriculture (USDA) for our participation in the Child and Adult Care Food Program and Summer Food Service Program. We also receive federal funding for our VITA and AmeriCorps programs. Different types of reports are required for each federal program. A UWCCR staff person is assigned to oversee data collection and report generation. The Education Program Officer will be responsible for the Scaling Reading
Success evaluation components.

UWCCR receives a reimbursement from the USDA for all eligible meals served to children at our participating sites in the Child and Adult Food Program. Each site that United Way sponsors in these programs must complete and collect accurate attendance and meal count records to ensure proper reporting to the USDA and the California Department of Education. This data is reviewed on monthly basis by United Way staff and is used by staff to submit claim for reimbursement for all eligible meals that there were served. United Way has significant experience with monitoring our participation in the CACFP and SFSP to ensure compliance with all applicable federal and state regulations that govern the program, including all necessary fiscal accountability in regards to how federal funds received through this program are spent.

Our organization is currently working with the Robla School District and an outside evaluator on expanding access to drinking water in their five elementary schools. Through the Hydration Station Initiative, United Way is working closely with the district, other community partners, donors, volunteers, principals, teachers, student and families to promote the benefits of drinking water over sugar sweetened beverages. We are working with an outside evaluation firm to track the progress of the students over the course of this school year. In partnership with the evaluation firm, a survey was created for 4th – 6th graders. In the fall, we surveyed the 4th – 6th graders to determine how often they consumer sugar sweetened beverages and to gather baseline data on general nutrition education. In the spring time, after the 4th – 6th graders have received the 30 minute Rethink Your Drink lesson and after the installation of the hydration stations, we will work with the outside evaluation firm to conduct post surveys with the 4th – 6th grade students. We will be looking to see if there were any changes in behavior or improvements on nutrition knowledge as a result of our efforts. The evaluation firm will analyze all data collected and present us with the results.

It will be the responsibility of the Literacy Coordinators and the Education Program Officer to coordinate evaluation and data collection efforts and clearly communicate and document how Scaling Reading Success model works and the extent to which activities are adhering to this model. The 3 responsible staff will meet with school district personnel before each data collection period to review the plan for data collection and to address any issues that may have arisen in past data collection efforts. UWCCR is willing and committed to using the Foundations data management system to capture and record data. We understand and are committed to the quality control of data entry as evidenced by our use of the DIBELS system to capture data for the past 4 years. We understand that the fidelity and quality of the data entered in DIBELS is key to providing quality literacy support to the children in our STAR Reader program. Correct data must be captured in order to shape and constantly improve the STAR Reader program to meet the needs of our students.

The DIBELS assessment is given 3 times a year. The funded partner staff does the data entry and has each set of data double checked before the data due date. UWCCR takes the DIBELS data and the attendance data and uploads it into the database. Reports
generated by the database are shared with the funded partners and volunteers that monitor the program. Results from the data are then used to focus specific literacy activities on the student’s strengths and challenges. This includes small group, 1 on 1 and large group activities. The literacy specialist from the SCOE talks to the funded partners about their results to offer advice and suggestions.

The 4 school districts we are working with also receive federal funding, capture required data and submit federal reports. Each districts has 1 or more schools receiving Title I and Title III funding. Title I, also known as Education for the Disadvantaged. The district responsibilities include managing budgets, allocating site funds, providing support to sites. The district reports on Title I twice a year through the Consolidated Application and the annual Title I Comparability Report.

Title III, is a federal grant supporting language instruction for limited English proficient and immigrant students. Title III funds support EL programs. The district applies for funding and reports budgets through the Consolidated Application. Additionally, program plans and supporting budgets are submitted through the Title III Improvement Plan.

Organizational Capacity
United Way of California Capital Region (UWCCR) is a service and intermediary organization that facilitates funding and other support mechanisms for a network of over 160 nonprofit agencies in five California counties. UWCCR was founded in 1923 as a “community chest” to allocate resources to network charities. Over the years, United Way has evolved from just funding local agencies to focus on uniting nonprofits, businesses, government agencies and others to address large-scale community needs. United Way’s new Collective Impact Model focuses on a strong cross-sector infrastructure that is needed to support collaboration, guide evidence-based decision-making, track community-level outcomes, scan existing resources and identify priority strategies. A collective impact approach has shone it can produce large scale social change in ways that other forms of collaboration and individual efforts have not. Collective impact is a disciplined effort to bring together dozens or even hundreds of organizations of all types to establish a common vision and pursue evidence-based actions in mutually reinforcing ways.

United Way has a rich history of managing various grants and awards from individual, private and corporate foundations and government agencies. Currently, United Way is the lead for both a Child and Adult Care Food Program and Summer Food Service Program. These programs are funded through the USDA and passed through the California Department of Education and has both state and federal compliance requirements. Recently United Way also received a grant from the Internal Revenue Services to support the Volunteer In Tax Assistance (VITA) program.

The 4 school districts we are working with also receive federal funding, capture required data and submit federal reports. Each districts has 1 or more schools receiving Title I and Title III funding. Title I, also known as Education for the Disadvantaged. The district
responsibilities include managing budgets, allocating site funds, providing support to sites. The district reports on Title I twice a year through the Consolidated Application and the annual Title I Comparability Report.

Title III, is a federal grant supporting language instruction for limited English proficient and immigrant students. Title III funds support EL programs. The district applies for funding and reports budgets through the Consolidated Application. Additionally, program plans and supporting budgets are submitted through the Title III Improvement Plan. The District commitment to this program is evidenced by the level of Leadership which has committed to the program including District Superintendents and Board of Education members.

If successful in receiving funding, United Way is willing to provided financial full support to accomplish the goals and outcomes for this program, including providing a one-dollar match funding. United Way has the current resources in reserves to provide the matching funding. Additionally, United Way senior leadership will work to identify additional funding for the other program needs not included in this grant application or yet identified.

United Way will continuously provide volunteer outreach, both internally and externally. At monthly all –department meetings, United Way’s senior leadership will communicate volunteer opportunities available through this grant. Additionally United Way host the on-line Volunteer Center that provides community members with the opportunity to search and select volunteer opportunities. Through public and targeted marketing efforts will promote the Experience Corps volunteer opportunities.

The Education Program Officer will be responsible for the day to day supervision of the Literacy Coordinators. The Education Program Officer has over 20 years of experience in non-profits and working on educational issues. The Program Officer was the Executive Director of a non-profit agency for 10 years with over 20 employees that operated Head Start sites, built a new Head Start site under their direction, operated construction training programs as well as provided other community focused programs.
United Way of Central Georgia

Program Summary
Bibb County Experience Corps

Program Experience
A third grader not reading at grade level is four times less likely to graduate high school that her peers. In Georgia, 36% of third graders are not achieving a Lexile measure equal to or greater than 650. ([ccrpi.gadoe.org/2014](http://ccrpi.gadoe.org/2014)). In Bibb County, Georgia the number climbs to 57%. (Id). An alarming 75% of third graders from United Way of Central Georgia’s Read 2 Succeed schools are not reading at grade level and there are a number of schools where that number is even higher. (Id).

Three years ago, a federal Promise Neighborhood planning grant in Macon presented a unique opportunity for United Way to invest in education. UWCG had just decided to become a community impact United Way and had yet to decide where along the education pipeline we wanted to work. Unfortunately, the resources weren’t available at the time to work across the entire cradle to career continuum, so we had to narrow our focus.

After investigation and discussion UWCG decided the best investment of our limited resources was in the initial pieces of the pipeline. If we can reduce the flow of children getting to school unprepared, and increase the percentage reading on grade level, then UWCG could really improve children’s lives, with the result that it would positively impact the graduation rate.

The mission of United Way of Central Georgia is to unite the citizens of Central Georgia and increase the organized capacity to care for citizens throughout the region. United Way of Central Georgia is the backbone organization of a collective impact effort in Bibb County mobilizing a two-tiered approach to improving educational achievement. The first tier focuses on the first five years of a child’s life and the second tier zeroes in on third grade reading proficiency. UWCG’s current model to improve grade-level reading involves partnerships with Communities in Schools of Central Georgia(CIS) and Mercer University.

In 2012, UWCG, CIS Central Georgia and Mercer University joined efforts at Ingram Pye Elementary School to improve literacy rates for K-3 students. Communities in Schools provides intensive wrap-around services for vulnerable students and Mercer University provided trained tutors to provide individualized reading tutorial services for students most in need of assistance.

The mission of CIS is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS positions a dedicated staff member – a school-based coordinator – inside partner schools. The coordinator works with school staff to identify students at risk of not graduating; assess school and student needs; and establish relationships to harness needed resources.
An independent, five-year evaluation of its work shows that CIS is one of very few organizations proven to keep students in school and the only one to document that it increases graduation rates. The study also shows that a higher percentage of students served by CIS reach proficiency in 4th grade and 9th grade reading and math. “The performance of the students receiving case managed/reading tutorial at Ingram-Pye has far exceeded what would be expected of this at-risk population,” stated Taryn Collinsworth, Executive Director of CIS Central Georgia.

Given the success of Ingram-Pye Elementary students in improving grade level reading, UWCG decided to spearhead an expansion of the program to ten schools district-wide. In August of 2015, CIS expanded to the nine additional elementary schools in Bibb County School District most in need of literacy support. The participating schools and their reading levels according to Georgia Department of Education CCRPI 2014 Scores are as follows:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th># of K-3 Classrooms</th>
<th># of Students</th>
<th>% 3rd graders not reading at Lexile score of 630</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookdale Elementary School</td>
<td>12</td>
<td>256</td>
<td>84%</td>
</tr>
<tr>
<td>Bruce Elementary School</td>
<td>14</td>
<td>323</td>
<td>67%</td>
</tr>
<tr>
<td>Burdell-Hunt Magnet School</td>
<td>16</td>
<td>354</td>
<td>74%</td>
</tr>
<tr>
<td>Hartley Elementary School</td>
<td>12</td>
<td>291</td>
<td>72%</td>
</tr>
<tr>
<td>Ingram-Pye Elementary School</td>
<td>17</td>
<td>411</td>
<td>78%</td>
</tr>
<tr>
<td>Martin Luther King Jr. Elem</td>
<td>19</td>
<td>444</td>
<td>77%*</td>
</tr>
<tr>
<td>Morgan Elementary School</td>
<td>11</td>
<td>251</td>
<td>72%</td>
</tr>
<tr>
<td>Riley Elementary School</td>
<td>11</td>
<td>223</td>
<td>77%</td>
</tr>
<tr>
<td>Southfield Elementary School</td>
<td>20</td>
<td>505</td>
<td>79%*</td>
</tr>
<tr>
<td>Williams Elementary School</td>
<td>8</td>
<td>169</td>
<td>74%</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>3,227</td>
<td>75.4% of 3rd graders reading at or below grade level</td>
</tr>
</tbody>
</table>

*Martin Luther King Jr. Elementary School is a consolidated school, joining King-Danforth Elementary (77% reading below grade level) with Jones Elementary (78% reading below grade level). Southfield Elementary school is a consolidated school, joining Jessie Rice Elementary (79% reading below grade level) with Minnie Burghard Elementary (78% reading below grade level.)

Below are the individuals who would be responsible as a point of contact at each school as well as the who would provide access to testing and administrative data:

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Point of Contact Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bibb County School District</td>
<td>Cassandra Hicks-Wilson Elem. Program Manager</td>
</tr>
<tr>
<td>Brookdale Elementary School</td>
<td>Nicole Kelvey CIS Site Coordinator</td>
</tr>
<tr>
<td>Bruce Elementary School</td>
<td>Kelvin Byrom CIS Site Coordinator</td>
</tr>
<tr>
<td>Burdell-Hunt Magnet School</td>
<td>Kaeli Sharpe CIS Site Coordinator</td>
</tr>
<tr>
<td>Hartley Elementary School</td>
<td>Shureka Zellner CIS Site Coordinator</td>
</tr>
<tr>
<td>Ingram-Pye Elementary School</td>
<td>Karla Mathis CIS Site Coordinator</td>
</tr>
</tbody>
</table>
United Way of Central Georgia has the necessary infrastructure already built into Read 2 Succeed to support implementation of the Scaling Reading Success Program. With the expansion of Read 2 Succeed to ten schools, there is more than enough opportunity to implement Experience Corps. Bibb County School District has the schools, the program officers in place, the students identified, and the institutional support necessary to implement a successful project.

UWCG and the Education Commission has direct experience with all six critical elements to implement a Scaling Reading Success program. First, UWCG is results oriented. We have experience collecting and analyzing data in many different sectors, but particularly in the educational setting. Currently, UWCG works closely with CIS Central Georgia to track and analyze literacy progress in schools that participate in the Read 2 Succeed initiative. Results are promising from the pilot program at Ingram-Pye Elementary, and of the students who participated the entire three years, all were reading at grade level or above. (CIS Progress Report, 2014-2015).

UWCG has experience recruiting, training and coordinating tutors through its work with CIS Central Georgia and the Education Commission. UWCG’s Education Program manager, Dr. Shelton Land, currently oversees 108 volunteers. As part of Scaling Reading Success, Dr. Land and a VISTA Volunteer will recruit 50+ volunteers throughout the community. UWCG plans to train its Scaling Reading Success volunteers in July of 2016 during three-day training sessions held by certified tutor instructors. The initial training will be approximately 20-21 hours with 4-5 additional hours provided throughout the school year.

UWCG has a culture of teamwork, and experience working with outside organizations towards common goals. UWCG recently completed the Southwest High School Career Intern’s Program where 14 of 20 are college bound, 2 to armed services and all but one graduated. UWCG sponsored Community Liasons with Macon Housing Authority; partnered with Macon Chamber Leadership class to plan a community garden and playground next to Ingram-Pye; working with First Choice medical clinic to locate a health clinic on school grounds.

**Evaluation Capability**
Both UWCG and Communities in Schools of Central Georgia (CIS) have in place a data sharing agreement with Bibb County School District. Currently Bibb County School District uses aimsweb as its data system portal. Relevant information includes students' Lexile scores, attendance and behavior records.

At the foundation of aimsweb is general outcome measurement, a form of curriculum
based measurement (CBM), used for universal screening and progress monitoring. This form of brief assessment measures overall performance of key foundational skills at each grade level and draws upon over thirty years of scientific research that demonstrates both its versatility to provide accurate prediction of reading and math achievement as well as sensitivity to growth.

Aimsweb gives schools a powerful framework for Response to Intervention (RTI) programs and multi-tiered instruction. At the heart of the program is CBM of reading and math performance for grades K-12. Assessments include Early Literacy, Reading, Early Numeracy, Mathematics, Spelling and Writing. They’re compatible with any curriculum or set of standards – including Common Core State Standards, and have the predictive power to report the likely outcome of the state.

Bibb County Board of Education tests students three times throughout the course of the school year using the Lexile Framework. The first test is given just as the year is beginning and is used as a base number. United Way of Central Georgia and CIS Central Georgia will have access to the scores approximately three weeks after the tests are given. The Executive Director of CIS has access to aimsweb and can obtain Lexile scores as necessary. Dr. Shelton Land at UWCG will be requesting access. Dr. Tanzy Kilcrease is the Associate Superintendent of Teaching and Learning at Bibb County Schools. Dr. Kilcrease is the designated contact at Bibb County School District should questions arise.

UWCG and its partners are committed to using the AARP Foundation’s data management system to capture and record required information. In UWCG’s experience, data collection, data entry and analysis require significant time and resources to do well. CIS currently tracks student achievement as well as volunteer attendance and information. UWCG currently budgets in $3,500.00 per school towards costs of “Data collection, management and volunteer recruitment and training support provided by United Way.” This line item does not include salaries or wages, computer equipment or printing and copying costs nor does it include training or education costs. UWCG is fully prepared to establish a data sharing agreement between the AARP evaluation firm, UWCG, CIS and the individual schools. Based on prior experience, UWCG knows that different school principals focus on different aspects of the Lexile Framework and that it is important to work to keep the data consistent across the entire scope of the project. Additionally, UWCG will know where improvement may be needed based on knowledge and experience gained from the pilot project at Ingram-Pye Elementary School with CIS.

UWCG was involved in Macon Promise Neighborhood, a federally funded planning grant focused on using a community-based approach to underserved neighborhoods in Macon, Georgia. Through the course of the planning grant, UWCG gathered experience compiling data, translating data, communicating results, and performing segmentation analysis.
Organizational Capacity
The mission of United Way of Central Georgia is to unite the citizens of Central Georgia and increase the organized capacity to care for citizens throughout the region. Our purpose to improve the lives of Central Georgia focuses on education, financial stability and health.

Three years ago the UWCG board voted to assume a backbone role in building collaborative partnerships to address challenges facing our community in response to United Way Worldwide’s movement toward a collective impact model of community development. As a result, UWCG has become a community convener, pulling together different partners and assets to implement successful and impactful collective projects and programs.

In assuming a backbone role, UWCG has chosen to focus on finding a common agenda, support aligned activities among partners, establish shared measurement practices while also building public will, advancing policy and mobilizing funding. These activities are described by John Kania and Mark Kramer in The Five Conditions Of Collective Impact. (Stanford Social Innovation Review, 2011). Under this theory, UWCG pulled together partners to form an Education Commission to identify and discuss educational achievements and challenges.

Read2Succeed is UWCG’s initiative that is focused on improving the quality of early childhood education and grade level reading in Bibb County. The initiative is a collaboration of over 20 nonprofits, for profit, and government entities.

Read2Succeed includes a partnership with the Bibb County School system focused on improving 3rd grade reading outcomes. A challenge grant from a local foundation has allowed expansion of this program to 10 elementary schools. Each school has a CIS Site Coordinator, and an active volunteer tutoring program for 1st through 3rd grade students. We currently have a decent volunteer base for 3rd grade and this grant will help us recruit for K-2nd grade. UWCG is committed to the success of Read 2 Succeed, and sees Scaling Reading Success as a natural outgrowth of the work already being done in Bibb County Schools.

Another aspect of Read 2 Succeed focusing on infants and toddlers is a state grant from the Department of Early Care and Learning was secured to fund implementation of the Great Start Georgia framework. Specific strategies in this area include a First Steps coordinator who screens parents with children under the age of five in the two counties, and implementing Parents as Teachers, a national evidenced based program that involves parent educators working with families in their homes over a multi-year time frame, teaching parents’ skills that will advance their child’s development and prepare them to be successful in school. UWCG is committed to the success of Read 2 Succeed and has dedicated much time and talent to the initiative. Expanding Read 2 Succeed to incorporate Experience Corps is a pragmatic move and will only strengthen the initiative already set in motion.
ORGANIZATIONAL COMMITMENT
UWCG’s senior leadership is heavily involved in the Read 2 Succeed literacy initiative and prepared to make Scaling Reading Success a strong aspect of its programming. UWCG’s Executive Vice President for Community Impact, Ms. Collins anticipates 10% of her time will be dedicated to Scaling Reading Success. Fully 50% of her time is spent on the entire Read 2 Succeed initiative. She has managerial authority as well as decision making authority to put in place the necessary building blocks for a successful program.

Having worked at United Way for over thirty years, Ms. Collins has the experience and institutional knowledge on how to manage a large initiative. Current examples include her work in implementing a First Steps Georgia grant to identify and work with 250-300 families with infants and young children. First Steps is the entry point for Parents as Teachers; an evidence base home visiting program with the capacity to serve 80 families. The program is six months old, has gained traction in Macon, and is now working with almost 40 young families.

Dr. Shelton Land is UWCG’s Manager of the Education Program will also be heavily involved in the planning and recruitment phase of Scaling Reading Success. He is currently managing UWCG’s education initiatives with the support of a community-wide Education Commission. Dr. Land also manages three VISTA Volunteers dedicated to UWCG’s education initiatives.

Dr. Land, together with Ms. Collins, will write a VISTA V.A.D. for 2016 for which the job responsibilities will be a Scaling Reading Success Volunteer Coordinator. Primary job responsibilities will be recruiting 50+ volunteers from within the community, performing requisite background checks and training volunteers.

UWCG does not have direct experience managing a federal grant program. However, UWCG has experience managing and reporting on the Department of Early Care Learning grant which is from the federal Race to the Top Early Learning Challenge grant. Ms. Tammie Collins, EVP Community Impact, is currently managing three state grants focusing on early childhood education. Ms. Collins will also be the point person managing Scaling Reading Success.

UWCG is involved with the federal Strong Cities, Strong Communities initiative. In 2013, Macon was named a SC2 second cohort city. Strong Cities, Strong Communities is a federal priority to “strengthen the middle class, create jobs, and build ladders of opportunity as communities regain their economic footing.” (huduser.gov/portal/sc2/home.html). The local city and county governments are in contact with UWCG and UWCG benefits from the expertise of the SC2 staff. When UWCG started Read 2 Succeed with a pilot program at Ingram-Pye Elementary, we were fortunate to have been selected as one of DECAL’s 4 Early Education Empowerment Zones, which brought with it both financial as well as organizational
resources to begin improving the early education outcomes in our community.

It also introduced us to many new partners in this work, one of which is GEEARS, the Georgia Early Education Alliance for Ready Students. GEEARS was established in 2010 to help business, civic and government leaders maximize the economic return on the state’s investments in early care and learning.

Guided by a growing body of research documenting the high-dollar return on investment associated with early learning and care, GEEARS is working to position Georgia as a national leader in ensuring that all children enter kindergarten prepared to succeed and on a path to read to learn by third grade. GEEARS has a very strong United Way tie as well. They are an independent successor group to the United Way of Atlanta’s Early Education Commission.