

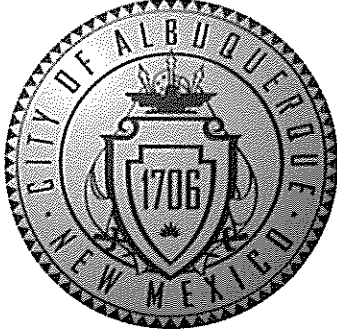
1 Section 1. The Mayor is authorized to take all necessary and appropriate
2 steps to enter into a grant agreement with the Corporation for National and
3 Community Service and the New Mexico Aging and Long Term Services
4 Department for the Foster Grandparent Program in the amount of \$298,836
5 consisting of \$161,296 of Federal funds, and \$137,540 of State of New Mexico
6 funds.

7 Section 2. Funds in the amount \$446,186 consisting of \$161,296 from the
8 Corporation for National and Community Service of this amount \$24,638 is for
9 indirect overhead that will be paid from the grant, \$137,540 from the New
10 Mexico Aging and Long Term Services Department and \$147,350 of City
11 matching funds from the Transfer to Operating Grants Fund Program in the
12 General Fund (110) are hereby appropriated to the Department of Senior
13 Affairs in the Operating Grants Fund (265) for the Foster Grandparent Program
14 for fiscal year 2018.

15 Section 3. Of the \$147,350 from the Transfer to Operating Grants Program
16 in the General Fund (110), \$10,695 is for indirect overhead.

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Mayor Richard J. Berry

CITY OF ALBUQUERQUE
Albuquerque, New Mexico
Office of the Mayor

Interoffice Memorandum

May 31, 2017

TO: Isaac Benton, President, City Council

FROM: Richard J. Berry, Mayor *RJ Berry 2/10*

SUBJECT: Resolution Authorizing a Grant for the Foster Grandparent Program

Attached is a resolution authorizing the filing and appropriation of a grant from the Corporation for National and Community Service and the New Mexico Aging and Long-Term Services Department for \$446,186 (\$161,296 in Federal funds, \$137,540 State funds and \$147,350 in City matching funds) for the Department of Senior Affairs for the Foster Grandparent Program. This grant is continuing a long standing program with the Department. The Foster Grandparent Program recruits seniors aged 55 and older to serve as a mentor to the youth at our schools and pre-schools and participate in activities such as tutoring and reading.

Cover Analysis

1. What is it?

The resolution authorizes the Mayor to execute a grant agreement with the Corporation for National and Community Services and the New Mexico Aging and Long Term Services Department for the Foster Grandparent Program for FY/18.

2. What will this piece of legislation do?

This legislation will provide funding that continues the programming of the Foster Grandparent Program.

3. Why is this project needed?

This program provides seniors aged 55 and older the opportunity to be a role model, a mentor, and a friend to children who may need help in learning to read, tutoring, and guidance towards a successful path. It gives meaning to seniors and the youth they help.

4. How much will it cost and what is the funding source?

Funding for this grant is from the Corporation for National and Community Service for \$161,296 of which \$24,638 is for indirect overhead New Mexico Aging and Long Term Services Department for \$137,540 and City match of \$147,350 of which \$10,695 is for indirect overhead.

5. Is there a revenue source associated with this contract? If so, what level of income is projected?

No.

FISCAL IMPACT ANALYSIS

APPROVING AND AUTHORIZING THE ACCEPTANCE OF GRANT FUNDS BASED ON THE ATTACHED NOTICE OF GRANT AWARD FOR A FOSTER GRANDPARENT PROGRAM WITH THE CORPORATION FOR NATIONAL AND COMMUNITY SERVICE AND THE NEW MEXICO AGING AND LONG TERM SERVICES DEPARTMENT AND PROVIDING FOR AN APPROPRIATION TO THE DEPARTMENT OF SENIOR AFFAIRS FOSTER GRANDPARENT PROGRAM IN FISCAL YEAR 2018.

TITLE:

R: O:
 FUND: 265
 DEPT: DSA

- No measurable fiscal impact is anticipated, i.e., no impact on fund balance over and above existing appropriations.
- (If Applicable) The estimated fiscal impact (defined as impact over and above existing appropriations) of this legislation is as follows:

		Fiscal Years			
		2018	2019	2020	Total
Base Salary/Wages		105,997			105,997
Fringe Benefits at	30.51%	32,181	-	-	32,181
Medical		16,607			16,607
Subtotal Personnel		<u>154,785</u>	-	-	<u>154,785</u>
Operating Expenses		256,068	-		256,068
Property			-	-	-
Indirect Costs	8.60%	35,333	-	-	35,333
Total Expenses		<u>\$ 446,186</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 446,186</u>
[] Estimated revenues not affected					
[x] Estimated revenue impact					
Amount of Grant		274,198	-	-	274,198
Grant IDOH		24,638			24,638
City Cash Match		136,655			136,655
City IDOH		10,695	-	-	10,695
Total Revenue		<u>\$ 446,186</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 446,186</u>

These estimates do not include any adjustment for inflation.


* Range if not easily quantifiable.

Number of Positions created

COMMENTS: This grant supports three FTE. This FIA captures the total cost of the grant. The grant is paying a portion of the IDOH.

COMMENTS ON NON-MONETARY IMPACTS TO COMMUNITY/CITY GOVERNMENT:

PREPARED BY:


 FISCAL ANALYST

APPROVED:

 6/19/17
 DIRECTOR (date)

REVIEWED BY:

 7/10/17
 EXECUTIVE BUDGET ANALYST


 BUDGET OFFICER (date)


 CITY ECONOMIST

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)		
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 04/13/17	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 17SF193624	4. DATE RECEIVED BY FEDERAL AGENCY: 04/13/17	FEDERAL IDENTIFIER:
5. APPLICATION INFORMATION		
LEGAL NAME: City of Albuquerque DUNS NUMBER: 610126690	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Maria E. Requa TELEPHONE NUMBER: (505) 764-6412 FAX NUMBER: (505) 764-6455 INTERNET E-MAIL ADDRESS: mrequa@cabq.gov	
ADDRESS (give street address, city, state, zip code and county): Department Of Senior Affairs 714 7th St SW Albuquerque NM 87102 - 3814 County: Bernalillo		
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 856000102	7. TYPE OF APPLICANT: 7a. Local Government - Municipal 7b.	
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input checked="" type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		
		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.011 10b. TITLE: Foster Grandparent Program	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Albuquerque FGP	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): City of Albuquerque/Bernalillo County, New Mexico	11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 07/01/17 END DATE: 06/30/20	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NM01"/> b.Program <input type="text" value="NM01"/>	
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372
a. FEDERAL	\$ 161,296.00	
b. APPLICANT	\$ 284,890.00	
c. STATE	\$ 137,540.00	
d. LOCAL	\$ 147,350.00	
e. OTHER	\$ 0.00	
f. PROGRAM INCOME	\$ 0.00	
g. TOTAL	\$ 446,186.00	
		17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.		
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Anthony R. Romero	b. TITLE:	c. TELEPHONE NUMBER: (505) 764-6406
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/13/17

Narratives

Executive Summary

The legal applicant is the City of Albuquerque (CoA) Department of Senior Affairs (DSA). DSA offers seniors age 50 and better a continuum of services and programs for active to frail adults. Programs promote both healthy aging and independent living that meet the individual needs of seniors in the Albuquerque/Bernalillo County area. DSA operates senior centers, multigenerational centers, sports/fitness centers, meal sites, home services, care coordination, information & assistance services, senior transportation, and a central kitchen. The mission of DSA is to be a community leader, who in partnership with others, involves seniors and people of all ages in creating a community that enhances everyone's quality of life by providing opportunities to achieve their potential, share their wisdom, maintain their independence, and live with dignity.

An estimated 71 FGP Volunteers will serve in approximately 48 Volunteer stations including elementary schools, middle schools and/or high schools, head start programs, pre-elementary daycare centers, and health and welfare programs. Twelve Volunteer stations are yearlong assignments. Volunteer activities in elementary schools will include tutoring children and providing reading support. Volunteers in middle schools and/or high schools will mentor disadvantaged youth. Volunteer activities in head start programs will include assisting in classrooms and modeling proper social skills. Volunteer activities in pre-elementary daycare centers and health and welfare programs will include caring for and comforting infants, toddlers, and homeless children. Alternate and duplicated Volunteers will provide seasonal service in Elementary summer school sessions and in Community Center summer recreation programs.

The primary focus area of the project is Education with objectives in K-12 Success and School Readiness. At the end of the three year grant, Foster Grandparents will have served over 600 children with special or exceptional needs and disadvantaged youth.

Of the children served in outcome-based work plans, 90% will have improved academic performance in literacy or math, will demonstrate improved academic engagement, or will demonstrate gains in school readiness in terms of social and/or emotional development. The children served in pre-elementary daycare centers, health and welfare programs, and in seasonal assignments, will be comforted by forging relationships with Foster Grandparents.

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The CNCS federal investment amount of \$161,296 will be supplemented by \$137,540 from the New Mexico Aging and Long-Term Services Department and \$147,350 from the City of Albuquerque Department of Senior Affairs.

Strengthening Communities

Albuquerque (ABQ) is the largest city in New Mexico (NM) and is ranked the 32nd largest city in the United States. ABQ is the home of the University of New Mexico (UNM), Kirtland Air Force Base, and Sandia National Laboratories. It is the county seat of Bernalillo County (BC) and is in the center of the state, straddling the Rio Grande River. The median income for a household is \$47,413 and the average income for a family is \$60,276. The per capita income is \$26,876.

According to a study prepared by the UNM Center for Education Policy Research and the 2016 Quality Counts Children's Chances for Success Index, New Mexico children's chances of success ranks 51st among the states and the District of Columbia. The study states, NM children lack the early foundations required for success. These foundations include family income, parental employment, parental education, and linguistic integration.

According to County Health Rankings and Roadmaps, 25% of children in BC live in poverty. In ABQ 11% of children live in extreme poverty (50 percent of poverty or lower). The 2016 unemployment rate in BC was 6.2%. In BC 12.5% of children live with families in which no parent is in the workforce.

Reports from the Kids Count Data Center show that in 2015, 39% of ABQ children lived in single-parent homes. 18% of children were from families where the head of household lacked a diploma. Of this total; 24% of Hispanic or Latino head of household members in ABQ lack a high school diploma. In 2015, 27% of children in ABQ speak a language other than English at home.

The 2015 Kids Count Data Center shows that 77% of New Mexico children score below proficient in 4th grade reading achievement and 73% score below proficient in 4th grade math achievement. The 2012 National Survey of Children's Health found that 13% of all children in NM report not having a parent or adult interested in their education.

According to the 2016 Building a Grad Nation Data Brief co-authored by Johns Hopkins University School of Education, New Mexico is the lowest ranking state in terms of graduation rates. NM

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remains more than 13 points behind the national average with only 68.5 percent of students graduating. The brief shows the graduation rate for Albuquerque Public Schools (APS) in only 62% overall with only 56% of low-income students graduating.

ABQ Foster Grandparent Volunteers will assist children with special and/or exceptional needs and disadvantaged youth. Foster Grandparents will serve as non-threatening role models and encourage children to learn. Volunteers will also help children to stay focused and organized and help adolescents recognize self-value. In many cases, the Foster Grandparent will be the only positive adult role model in the child's life.

The ABQ FGP Project Director and staff will collect data to ensure that outputs and outcomes are collected, managed, and measured to prepare progress reports. Data collection will begin prior to Volunteers being placed in service. The Memorandum of Understanding between The CoA DSA FGP and the Volunteer Stations will ensure that data for the children served can be secured and that the FGP staff, Advisory Council members, and/or the Project Sponsor will be allowed access for site visits for observation and evaluations. Station Supervisors will be trained on Program activities and goals. The FGP staff will maintain communication with Station Supervisors through site visits, phone calls, and electronic correspondence. Databases will measure the number of children served, their special needs, and their gains.

At the beginning of the Volunteer assignment, Station representatives will complete Child Care Plan/Volunteer Assignment Description (CCP/VAD) forms. The CCP/VAD will identify the child served, the child's age and grade, and special needs, or special initiatives; such as: children of incarcerated parents, children in foster care, children raised by grandparents, and children of veterans or military families. The form will also define the Volunteer's role and activities and state the desired outcome.

In Elementary Schools Volunteers will tutor children in reading and/or math. Volunteers will serve an average of 20 hours per week tutoring two or more children on a one-on-one basis. Depending on the children's age and grade level, Volunteers will assist children to identify and form letters and numbers and will read to children and/or listen to children read. Volunteers will help children with phonetic awareness, vocabulary, fluency, and comprehension. Volunteers will assist children with

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addition, subtraction, and simple multiplication. The expected outcome is that children receiving assistance from a Foster Grandparent will have improvement in academic performance in literacy and/or math measured by scores at post-test as compared to pre-test using standardized tests or instruments.

Assignments in elementary schools measurement require that tools are created that do not violate the Family Educational Rights and Privacy Act and that were in line with State Common Core Standards. After meetings with Albuquerque Public School's legal department and Student, Family, and Community Supports Director, a measurement tool was developed that captures data by groups of children served rather than by individual children. FGP will compile a list of children served per station. The station will provide FGP with the number of children served who completed pre and post tests and the number of children who improved by one or more levels (i.e. Intensive Support .5 to Beginning Step 1-1.5, or Nearing Proficient 2-2.5 to Proficient 3-3.5).

In Head Start Programs, Volunteers will assist in classrooms. Volunteers will serve an average of 20 hours per week assisting two or more children on a one-on-one basis and will help classroom teachers to encourage and motivate children to follow directions, take turns, share, take responsibility, work independently and cooperatively, and to stick with a task. The expected outcome is that children receiving assistance from a Foster Grandparent will demonstrate gains in school readiness in terms of social and/or emotional development measured by gains in self-concept, self-control, cooperation, social relationships, and/or knowledge of family and community.

For assignments in head start programs the CCP/VAD form will also serve as a measurement tool. At the beginning of the assignment, Part 1 of the CCP/VAD form captures the children's beginning of year scores in Health/Motor Development, Cognitive skills, Social-Emotional skills, Language/Literacy skills, and Approaches to learning. The child will either be scored Emergent or Competent. At the end of the school year or assignment, Part 2 of the CCP/VAD form will capture the children's end of year scores. Scores will be compared to determine if children demonstrate gains.

This renewal application includes a plan to expand services in ABQ Middle and/or High Schools. Volunteers will mentor disadvantaged adolescents/teens. Four mentors will serve 15 hours per week. Each mentor will be matched with three students and will spend at least one hour a day with each

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assigned student engaged in homework help and enrichment activities for at least one school year. Volunteer mentors may serve in home economics classes to assist with learning life skills or in shop/wood working classes to assist with learning a trade. The expected outcome is that students mentored will demonstrate improved academic engagement.

For assignments in Middle Schools and/or High Schools, CCP/VAD forms will be collected that identify youth that are eligible for free or reduced lunch, and are either disabled, at-risk of delinquency, have limited English proficiency, or who are at risk of leaving secondary school without a diploma. At the beginning and end of the school year, teacher and/or student surveys will be collected that will compare academic engagement data before and after receiving services from Volunteers. Measures of student behaviors will include: increased teacher-reported participation, increased completion of assignments, decreased disciplinary referrals, and/or increased educational aspirations.

ABQ Foster Grandparents will also comfort and care for infants and toddlers in pre-schools, summer programs, and at CLN Kids (Cuidando los Niños), a daycare center for homeless families.

Please see individual work plans for evidence citations due to page limitations.

Recruitment and Development

Our plans to ensure that FGP Volunteers receive the training needed to succeed in their assignments and service activities include providing pre-service training and orientation over two days at the Program office and coordinating on-site training at Volunteer stations for Volunteers to observe in classrooms and shadow seasoned Volunteers to become accustomed to schedules and curriculum. Volunteers are introduced to the services and resources provided by the Department of Senior Affairs (DSA) and FGP policies and procedures including time sheet preparation. Volunteers are instructed on appropriate and inappropriate activities in assignments including prohibited activities such as fundraising, religious and political activities, and disciplining of children. Volunteers receive orientation on the benefits of Volunteering such as better health and longer life expectancy resulting from active lifestyles. Volunteers receive information on their benefits, stipends, insurance, meals, and travel reimbursements.

Volunteers are also trained on proper etiquette to follow while serving in learning environments and

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tips on working with difficult populations. Volunteers receive confidentiality training and learn procedures to identify and report child abuse. Volunteers are instructed on proper hygiene including hand washing techniques and the importance of building one's immunity to reduce sick days. Training on working with children is provided using videos from CNCS National Service Knowledge Network, LEARNS, and NW Regional Education Laboratory including Reading for Meaning, Good Practice in Volunteer Tutor Programs, Built for Success, Reading Comprehension, and Beyond the Right Answer: Effective Homework Help. Nurtured Heart Approach (NHA) strategies are taught to Volunteers. NHA was created by Howard Glasser, the author of "Transforming the Difficult Child", and has helped educators with early intervention techniques. NHA consists of a set of strategies that assists children in further development of their self-regulation. It focuses on transforming the way children perceive themselves, their care-givers, and their educators. Children learn that they receive praise and recognition for positive behavior they display. Foster Grandparents learn how to "catch children being good" and how to use "emotionally nutritious words" to encourage the children they serve. While awaiting results of criminal history checks Volunteers complete a quiz on the Volunteer handbook. Their scores on the quiz help FGP staff to determine their abilities and limitations. Volunteers that score low on the quiz are trained individually and may be placed with younger children assisting in classrooms rather than in tutoring assignments. Volunteers are informed of offenses that are subject to disciplinary action and their rights through the Program's grievance procedure.

Volunteer stations provide training on their confidentiality policies, safety procedures, accident reporting, and rules. Volunteers receive on-going monthly in-service training. Speakers from various fields are scheduled to provide workshops on topics that will assist Foster Grandparents in their assignments such as Tutoring Tips, Child Abuse Prevention, and Drug addiction in the community. Other speakers present information that will help Volunteers improve themselves or their quality of life such as managing emotions, self-defense, protective services, and benefits counseling. Volunteers receive an annual review of the handbook and receive project updates when they are recertified for participation.

As a benefit of serving, Volunteers receive membership cards for the DSA at no cost. Volunteers are afforded opportunities to enhance their skills through classes at senior centers. FGP staff informs Volunteers of classes they can benefit from such as computer classes, defensive driving courses, first

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aid classes, and health education, sign language, and Spanish.

The demographics of the community served are:

Albuquerque's (ABQ's) population including Bernalillo County (BC), as of the 2010 Census, is 662,564. Of ABQ's population, 12% of persons are 65 years of age or older and 24% of persons are 18 years of age or younger. Approximately 13.5% live below the poverty level and Social Security is the major source of income for 89% of older adults. ABQ and BC have 1/3 of NM's 60+ population. The racial makeup of the city is 70% White, 3.2% African American, 4.5% Native American, 2.6% Asian, 0.11% Pacific Islander, 15.03% from other races, and 4.6% Multiracial. Hispanics or Latinos (of any race) makes up 46.7% of the population. According to data from the American Community Survey, 22.9% of the population in ABQ is bilingual. Of this, 74% speak Spanish and English "very well." There is a strong Hispanic culture that exists within the community; most families live in or near the residence where they were raised. ABQ is primarily an urban area with 189 square miles.

Our plans to recruit a volunteer pool reflective of the community served include presenting at community events, partnering with community agencies, doing outreach through department functions, providing Project information for referrals through DSA's Information & Assistance call center, and writing media articles. Volunteers are trained on how to share their story so that they can recruit by "word of mouth." The FGP Advisory Council, as an incentive, gives gift cards to Volunteers who recruit others. Funds are budgeted to have Program materials translated for individuals of limited English proficiency. Flyers and brochures are distributed throughout the community on a regular basis in both English and Spanish. A special recruitment campaign will be conducted to recruit Native Americans by working with Volunteer stations closest to the Pueblos and by contacting the Native American Task Force.

FGP now recruits on the recently launched City of Albuquerque Volunteer website found at volunteer.cabq.gov. The new website allows those wishing to volunteer to research and register for opportunities. Individuals can personalize their search by interest, time commitment, and location. When an individual registers for FGP an email is sent to the Program staff so that the individual can be contacted to begin the enrollment process. In addition, Volunteer opportunities are advertised each month in local publications, such as the Prime Time Monthly. For special Volunteer projects such as Martin Luther King Jr. Day, FGP uses the "All for Good" website and "Volunteer Match" to recruit.

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Program information will be distributed at sporting events, sporting goods stores, local Veterans Affairs chapters, NM Disabled Veteran chapters, and therapy clinics to attract male Volunteers, Veterans, and military family members. The Mayor's Advisory Council for Veterans' Affairs will help recruit Veterans and help recognize our Veteran Corps Volunteers.

FGP will work with the CoA Office of Diversity and Human Rights to make our Program more accessible to individuals with disabilities. The ADA (Americans with Disabilities Act) Coordinator will assist the FGP Project Director to perform the accessibility self-assessment. The ADA Coordinator and FGP staff will visit Volunteer stations to determine if disabled Volunteers can safely serve in those facilities. A form has been created for applicants to request reasonable accommodations. FGP recruiting materials are distributed by the local Ticket to Work program that finds jobs and volunteering opportunities for individuals that receive Social Security Disability. To retain Volunteers with age-related disabilities, assignments are tailored to their abilities when annual physical exams reveal limitations.

To recruit individuals between the ages 55 and 70 years old, presentations will be scheduled at retirement seminars within the City. FGP recruiting materials are also distributed by the local Benefits Connection Center that provides benefits counseling for low-income individuals.

Our plans to retain FGP Volunteers are to give them the opportunity to reflect upon and share their experiences. FGP staff and volunteers write stories and thank you cards to faculty for Administrative Professionals Day and Teacher Appreciation day. Volunteers also share their experiences with the community by assisting FGP staff at booths at community events and attending Advisory Council meetings. Volunteers meet together to share effective practices when they are unable to participate in station activities such as field trips and testing. An annual Volunteer Participant Survey is collected from Volunteers to evaluate their satisfaction. When Volunteers decide to leave the Program, exit interviews are conducted to determine why they are leaving, and to learn ideas for Program improvement. Many active Foster Grandparents have been serving between 15 and 25 years. Retention of FGP Volunteers happens through continued recognition and appreciation.

Our plans to recognize FGP volunteers are customizing individual expressions of appreciation and

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planning events where volunteers can be formally recognized. Recognition that is well-received depends on the individual. Some volunteers shy away from public acknowledgments so getting to know Volunteers is most important. Volunteers are recognized throughout the year with hand-written cards for birthdays, get well wishes, and sympathy when they lose a loved one. FGP collaborates with Volunteer stations to recognize Volunteers throughout the school year. Stations recognize Volunteers in their newsletters, on their websites, and by including Volunteers in award ceremonies. In November, Volunteers are presented with thank you cards from children they serve and station representatives at the "Thankful for our Volunteers" luncheon. Veterans serving are recognized for their service to the community and the county at the November luncheon as well. Other recognition events include a Winter/Holiday luncheon sponsored by the Advisory Council, Mayors Day of Recognition, and the annual "Years of Service" pinning ceremony. DSA hosts an annual Volunteer recognition breakfast in May at a local hotel honoring all senior Volunteers in the Department. Volunteers also are recognized at off-site events including the NM Conference on Aging and Senior Day at the NM State Legislature. Volunteers are nominated for individual and group awards and their service is publicly acknowledged through our media partners.

Program Management

Plans and strategies for overall management of the ABQ FGP project start with completing National Service Criminal History Checks (NSCHC) on time every time. Volunteer applications include language for applicants to understand the NSCHC, its components, and the disqualifiers. Applicants are informed that participation is contingent upon the review of the results. Applicants are denied access to vulnerable populations, without accompaniment, while awaiting results. Policies and Procedures have been developed that document national sex offender searches are performed prior to volunteers starting, that State and FBI checks are initiated no later than the Volunteer's first day of training, that accompaniment is documented while awaiting results, and that actual "rap sheets" from the State repository are obtained. Applicants are given an opportunity to review and challenge the accuracy of the results. Processes have also been developed to manage illegible fingerprints and appeals. Annually thereafter CoA also conducts a background check to monitor the criminal history records of all Volunteers.

At enrollment and annually thereafter photo identification, proof of income, proof of auto insurance, designation of beneficiary forms, and completed physical examination forms are collected from Volunteers to ensure Volunteer eligibility.

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Our plans and infrastructure to ensure management of Volunteer stations in compliance with FGP program regulations (such as preventing or identifying prohibited activities) are:

Memorandum of Understanding (MOU) agreements will be negotiated and obtained from Volunteer stations prior to Volunteer placements. The MOU will be reviewed with not only the authorized signatory but also with individual teachers and faculty in initial trainings and meetings. The FGP staff will collect Acknowledgement of Receipt forms from station staff after reviewing the MOU and the FGP Station Handbook. The FGP Station Handbook and measurement tools will explain the Project's goals and National Performance Measure outputs and outcomes and list prohibited activities such as fundraising, religious or political activities, and will ensure that Volunteers do not serve in staff roles.

Our plans and infrastructure to develop and/or oversee Volunteer stations to ensure that Volunteers are performing their assigned service activities are:

Language in the MOU secures site access for FGP staff, Advisory Council members, and/or the Project Sponsor to perform observations and evaluations. The FGP staff will conduct site visits and meet with the station representatives twice a year to monitor and ensure Volunteers are performing their assigned service activities. Site visits will be scheduled during Volunteers' scheduled service times to observe the Volunteers' activities. Additional unannounced site visits will be made at random times throughout the program year. Volunteers will be asked to provide feedback regarding their assignments at monthly in-service trainings. An Annual Volunteer Site Survey will be conducted by the Advisory Council which includes participant and station representative testimonials.

DSA's experience and organizational track record in work plans that lead to national performance measures begin before CNCS moved to the outcome-based model. DSA has sponsored FGP for over 30 years. DSA is also responsible for reporting to the State of NM and to the City Council to show that their investments are improving the community. Throughout the years FGP has always collected data from Volunteer stations to measure the effectiveness of the partnership and the impact made by Volunteers. As grant requirements have changed, measurement tools have been improved to ensure that the proper data is collected. The new measurement tools and databases ease collection and protect the integrity of the data. Over the last three years, data and progress reports show that 80% of children served in elementary schools demonstrate improvement in literacy and/or math and that

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95% of children served in head start programs demonstrate improvement in school readiness skills. This renewal application includes a work plan to expand services to disadvantaged adolescents and teens in middle schools and high schools.

DSA also manages community Volunteers and RSVP Volunteers in stations focused on education. DSA oversees two Multi-generational Centers that provide after school and summer programs for youth as well as services, meals, and activities for seniors. For 35 years DSA has partnered with the Albuquerque Public Schools to conduct an essay contest for students in first through fifth grades. The topic of the essay is "A Senior I Know." The purpose of this contest is to promote positive relationships between elementary school students and seniors.

Organizational Capability

The City of Albuquerque (CoA) is a local government entity and has the infrastructure to provide sound programmatic and fiscal oversight of Senior Corps Programs. The CoA has successfully managed the three CNCS Senior Corps programs for over three decades and is a recipient of Area Agency on Aging (AAA) funding. Albuquerque was one of the first cities to participate in the Mayor's Day of Service and is an Employer of National Service. The CoA is recognized nationally for its superb services for seniors. The CoA produces a yearly Comprehensive Annual Financial Report (CAFR) and is guided by the Governmental Accounting Standards Board. The CoA Department of Finance and Administrative Services will stay abreast with updates from the Council on Financial Assistance Reform and Office of Management and Budget (OMB) guidance on Administrative Requirements, Cost Principles, and Audit Requirements, for Federal Awards (2 C.F.R. 200). The Project Director has met with the City of Albuquerque's Central Grant Administrator to discuss key impacts on CNCS grants, such as, 2 CFR §200.112 Conflict of Interest, §200.303 Internal Controls, §200.317-200.326 Procurement Standards, §200.501 Audit Requirements, and 2 C.F.R § 200.414 Indirect Costs. DSA has developed FGP specific policies and procedures based on the FGP Operations Handbook, the Code of Federal Regulations (CFR), and the OMB Circular for State, Local, and Indian Governments.

Day to day programmatic operations will be managed by the FGP Project Director. The FGP Project Director will receive daily support from the DSA Fiscal Officer and two clerical staff members. The Project Director develops the grant budget with costs that are allowable, reasonable, and necessary. The Project Director maintains cuff reports separate from the financial records maintained by the Fiscal Officer. The Fiscal Officer and the Project Director will work together to reconcile and report on

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grant revenue and expenditures to ensure compliance with budget requirements. This collaborative effort will ensure accountability and efficient and effective use of available resources, maintain the Direct Benefit Ratio, Match Requirements, and In-Kind contributions.

The Staff Positions assigned to the project to ensure the accomplishment of the program objectives are:

Maria E. ReQua, FGP Project Director/Program Supervisor, has over ten years of experience managing Senior Corps Programs. She has also managed a Volunteer program for one of the largest non-profit organizations in New Mexico serving individuals with disabilities, individuals with food insecurities, and seniors. Maria led a high school student volunteer club serving seniors. She has worked in senior services for the majority of her career managing a transportation program for seniors and Veterans and working in senior center offices, activities, and meal sites. She has extensive financial experience, small business management experience, grant writing experience, and experience with curriculum development and nutritional menus preparation for children. The Project Director develops and maintains community relations with Volunteer Stations, works with the Fiscal Officer to control the Project budget and monitor Volunteer Service Year expenditures, works with HR to review Volunteer criminal history findings and determine eligibility, reviews Volunteer performance evaluations, handles Volunteer disciplinary actions, and supervises two staff positions. Maria serves as a Board Member for the National Senior Corps Association (NSCA). She is the NSCA FGP Southwest Cluster Representative.

Theresa Smith, FGP Intake and Screening Specialist, is an AmeriCorps Alum. She has experience working with developmentally disabled individuals, office administration, and physical fitness and martial arts instruction. She serves as the Project's liaison to the Volunteer Stations coordinating most Volunteer Assignments and collecting Performance Measurement data. She also schedules all Volunteer in-service trainings, speakers, and workshops.

Catherine Montoya, FGP Office Assistant, has been employed by The CoA for a total of 16 years. Her immediate past position was with The CoA Family & Community Services Department, Child Development Division where she assisted teachers at child development centers. She is able to assist the six mono-lingual Spanish Volunteers as she is bi-lingual. The Office Assistant will assist with monitoring and totaling Volunteer timesheets, preparing Volunteer stipend and reimbursement

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requests, and processing accounts payable. The Office Assistant will also serve as the Project's liaison to the Advisory Council coordinating Council meetings and compiling Program Evaluation responses, as well as, assisting with maintaining the Project's LeapingWare database.

The FGP staff works as a team to recruit, enroll, train, retain, recognize Volunteers, and maintain Volunteer files and databases for reporting.

Indirect Sponsor support positions are:

Jorja Armijo-Brasher, DSA Director, oversees the Volunteer programs, senior centers, multigenerational centers, case management & social services, information & assistance, health & fitness, home repair, home delivered meals, transportation, and fiscal. She has a Master's degree in Elementary Education; Early Childhood Education from UNM and over twenty years of experience in teaching.

Anthony R. Romero, Associate Director/Sponsor Representative, has over 17 years of management experience and provides guidance, oversight, and human resources/marketing expertise. He has a Bachelor's degree in Human Resource Management. He serves as the Program's liaison to the City Council and secures the local support and contributions from the CoA general fund.

Joy Klotz, Division Manager, provides guidance and oversight for all three Senior Corps Programs. She has over forty years in Social Services and more than thirty years in management of private and government grant programs. She also has nearly 30 years of experience with volunteer program development and management.

Karen Lopez, Fiscal Manager, has an MBA in Accounting and has managed grants for 17 years; she has worked in the fiscal area for nearly 20 years.

Erica Garcia, Fiscal Officer, has an Associates degree in Business Administration and has managed grants for 7 years; she has worked in the finance area for more than 14 years.

Eight drivers from the DSA Transportation Division provide transportation to Foster Grandparents

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who no longer drive to and from their homes and stations daily, as well as to and from in-service trainings.

Together the FGP staff and Sponsor supportive staff accomplish program objectives.

The CoA has the capacity to develop and implement internal policies and operation procedures to provide governance and manage risk. COA is self-insured. The City's accounting, financial reporting, and payroll, are managed by the Department of Finance and Administrative Services (DFAS). DFAS maintains transparent systems in a manner that inspires confidence and trust in government. The DFAS uses PeopleSoft Financial software. The Central Purchasing Division provides material management support to departments and oversees procurement of all goods and services using PeopleSoft eProcurement system. The Risk Management Division promotes the health and safety of employees. The Human Resources Department oversees employee benefits and labor relations and develops personnel rules and regulations. The Department of Municipal Development works with each department to manage capital assets. The DSA Transportation Division has sedans, 15-passenger vans, mini vans and wheel chair accessible vans.

The CoA is audited annually by an independent auditor to inspect the financial statements of federal awards and identify material weaknesses or significant deficiencies.

Other

Appropriations from both CNCS and from the State of New Mexico (reflected in Grantee Share/Match) are based on previous years' budgets and are not yet finalized. This grant budget will be amended if needed.

In the grant budget the Excess column reflects Local funds from the City of Albuquerque (CoA). Reflecting CoA funds in Excess does not imply that all costs are unallowable, however; sufficient funds have been included on the Personnel and Fringe line items to allow for fundraising if CNCS or NM appropriations are reduced.

The advantages of setting the budget up in this manner are:

* clear separation of federal, state, and local (City) funds allow fiscal staff to reduce errors due to co-mingling funds,

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- * streamlines report preparation,
- * stays consistent with other internal budget formats,

In addition, this allows the CoA the ability to fully expend the dollars granted to us from each outside funding source. If we were to move the local dollars from the Excess column to the Grantee Share column, we would not have the flexibility to ensure that we could fully utilize our appropriations.

In Budget Section 1 Volunteer Support Expense; Other Volunteer Costs, for Criminal Background Checks: eGrants will not allow the budget narrative to be edited. The help desk was contacted. The dollar amount in this line item is correct but the narrative should read, " \$44 each for 25 new Volunteers for FBI fingerprinting, \$15 each for 5 Volunteers with illegible fingerprints to get State checks to cease accompaniment, and \$13 each for 20 Volunteers' bi-annual checks through Albuquerque Public Schools."

For Budget Section 1 Volunteer Support Expense; Indirect Costs:

Per OMB 2 C.F.R § 200.414, Appendix V, section F, the cognizant agency responsible for review and approval [of Indirect Cost Rate Proposals] is the Federal agency with the largest dollar value of total Federal awards with a governmental unit. A governmental unit must develop an indirect cost proposal and maintain the proposal and related supporting documentation for audit. In years past The City of Albuquerque's cognizant agent was the Department of Housing and Urban Development (HUD). Now The CoA has a new cognizant agency, the Federal Transit Administration (FTA), as FTA now provides the largest amount of federal funds to the City. An Indirect Cost Rate agreement has been submitted to FTA but has not yet been audited or approved by FTA. A copy of the proposal is included in the required documents submitted by email to the CNCS State Office.

For Budget Section 2 Other Volunteer Costs, for Volunteer Travel, \$3,000 has been budgeted to offset costs incurred by the Transportation Division for Driver salary, overtime, and fringe. Eight drivers provide transportation to approximately 40 Foster Grandparents to and from assignments daily and in-service trainings monthly. Drivers' salary is \$14.50 per hour. Their Fringe includes FICA 7.65% of salary, PERA 19.41% of salary, Life Insurance, Unemployment comp and insurance 1.54% of salary, and RHCA 2% of salary. Also included in this line item are costs for the maintenance, insurance, and fuel for 15-passenger vans, mini vans and wheel chair accessible vans used to transport Foster

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Grandparents.

For Budget Section 2, Other Volunteer Costs, Volunteer Supplies, this line item was created because low-income Volunteers were paying out-of-pocket for supplies used in assignments. Due to substantial budget cuts in Education stations have become frugal. The MOU with Albuquerque Public Schools states that Stations are unable to pay for supplies. This expense is allowable per 45 CFR 252.46 (f).

PNS Amendment (if applicable)

N/A

Performance Measures

% of Unduplicated Volunteers in Work Plans that result in Outcomes: 86%

% of Unduplicated in the Primary Focus Area: 100%

Performance Measure: 1.1 Tutoring-Public School	
Community Need to be Addressed:	
<p>According to a special report from the Annie E. Casey Foundation, "Why Reading by Third Grade Matters," millions of children in America get to fourth grade without learning how to read proficiently, putting them at risk of becoming high school dropouts with long-term consequences in terms of individual earning potential. Reading proficiently by the end of third grade can be a make-or-break benchmark in a child's educational development. Children from low-income and/or Hispanic families are less likely to reach proficiency in reading or math.</p> <p>New Mexico Public Education Department (NMPED) Assessment and Accountability Statistics for Albuquerque in 2016, show that 63% of students are at beginning steps in reading, not nearing proficiency. As noted by NMPED 72% of these children are economically disadvantaged and 69% are Hispanic. Of the 84,000 children in Albuquerque Public Schools (APS), 73% of children are eligible for free or reduced lunch, 67% are Hispanic, and 17% are English Language Learners. Of the 88 APS Elementary schools, 71 receive Title 1 funds or are high-poverty schools.</p> <p>Foster Grandparents will be effective resources to meet the needs of the children by providing one-on-one tutoring and reading support. Volunteer activities in elementary schools will include reading stories and/or listening to children read stories, assisting with phonetics and grade-level word analysis in decoding words, assisting with printing letters and/or numbers, helping with counting and/or place value, assisting with grade-level numerical problem solving; adding, subtracting, multiplying, assisting with English grammar and acquisition of vocabulary in writing and speaking. Bilingual Volunteers will assist English Language Learners with linguistic integration.</p> <p>The Burns, Senesac, & Symington (2004) study assessed the reading skills of elementary students who participated in a volunteer tutoring program. Results showed that students who participated significantly outp</p>	
Focus Area: Education	Objective: K-12 Success
	Number of Volunteer Stations: 25
Anticipated Unduplicated Volunteers: 50	
Anticipated Volunteer Contributions: 55	
Service Activity: Tutoring-Public School	
Service Activity Description:	Fifty Foster Grandparents will serve twenty hours per week for nine to ten months per year tutoring two or more children in reading and/or math in Elementary Schools. Each child will be assisted for at least one hour per day on a one-on-one basis and one hour per day in small group settings. Volunteers will assist children to identify and form letters and numbers and will read to children and/or listen to children read. Volunteers will help children with phonetic awareness, vocabulary, fluency, and comprehension. Volunteers will assist children with addition, subtraction, and simple multiplication.
Anticipated Output:	(PRIORITY) ED2: Number of students completing a CNCS-supported education program
Target: 100	How Measured: Other
Instrument Description Child Care Plan/Volunteer Assignment Description forms will be prepared by station representatives and collected by FGP Staff at the beginning of the school year or assignment.	
Anticipated Outcome:	(PRIORITY) ED5: Number of students with improved academic performance in literacy and/or math
Target: 85	How Measured: Standardized PreWPost Test
Instrument Description Group Data forms will be prepared by station representatives and collected by FGP staff at the end of the school year or assignment. Group Data forms will indicate the number of children served who completed pre and post tests and the number of children who improved by one or more levels (i.e. Intensive Support .5 to Beginning Step 1-1.5, or Nearing Proficient 2-2.5 to Proficient 3-3.5).	

Performance Measure: 2.1 Assisting in classroom-Head Start

Community Need to be Addressed:

Research from the U.S. Department of Health and Human Services (HHS) shows children in Head Start are falling behind and too often, are not ready for school. In particular, children who are the poorest and have the most risk factors do not enter kindergarten with the intellectual resources they need to succeed. According to HHS, children need social and emotional competencies important for school success and a constructive learning environment. These include the ability to relate to teachers and peers in positive ways, the ability to manage feelings of anger, frustration and distress in age-appropriate ways, and the ability to inhibit negative behaviors with teachers and peers, for example, aggression, impulsiveness, noncompliance, and constant attention-seeking. According to the 2014 New Mexico Head Start Collaboration Needs Assessment Survey conducted by the University of NM and the 2015 Youth Development, Inc. (YDI) Head Start Annual Report, out of the 1,840 children enrolled in YDI Head Start programs in Albuquerque, over 40% are from families that live at or below the federal poverty level. Of the total number of children enrolled, 42% are from homes where the parent/s struggle to work and care for their children. Foster Grandparents will be effective resources to meet the needs of the children by providing assistance with self-concept, self-control, cooperation, social relationships, and knowledge of family and community. Volunteer activities will also include reading stories and poems, assisting with letter recognition and name writing, discussing and playing with patterns, shapes, and measurements, assisting with counting, writing numbers, and using scissors.

A study by Dr. Cheryl Fortner-Wood PhD, Child Development and Family Studies, Purdue University and Jim Elicker, Professor in the Department of Human Development and Family Studies at Purdue University, entitled "Adult-child relationships in early childhood programs" shows that children who have t

Focus Area: Education

Objective: School Readiness

Number of
Volunteer
Stations: 5

Anticipated
Unduplicated
Volunteers: 9

Anticipated
Volunteer
Contributions: 10

Service Activity: Assisting in classroom-Head Start

Service Activity
Description: Nine Foster Grandparents will serve twenty hours per week assisting two or more children in Head Start classrooms on a one-on-one basis. Children will be assisted on a regular basis for nine months per year for three years. Volunteers will serve as positive role models and encourage and motivate children to follow directions, take turns, share, take responsibility, work independently and cooperatively, and to stick with a task.

Anticipated
Output: (PRIORITY) ED21: Number of children who completed early childhood education programs

Target: 18 How Measured: Other

Instrument Description Child Care Plan/Volunteer Assignment Description (CCP/VAD) forms will be prepared by station representatives and collected by FGP Staff at the beginning of the school year or assignment. The forms will indicate the child's beginning of year score, either Emergent or Competent.

Anticipated
Outcome: (PRIORITY) ED23: Number of children demonstrating gains in social and/or emotional development

Target: 16 How Measured: Teacher PreWPost Survey

Instrument Description The CCP/VAD form, Part 2, will be completed by station representatives and collected by FGP staff at the end of the school year or assignment. Part 2 will indicate the child's end of year score, either Emergent or Competent, to determine if the child demonstrates gains in School Readiness.

Performance Measure: 3.1 Comforting Children

Performance Measure: 3.1 Comforting Children

Community Need to be Addressed:

According to the 2016 NM Child Care Data Report prepared by the University of NM and the Children, Youth, and Families Department, the average annual cost of child care is higher than a year's tuition and fees at a public university. In New Mexico there are too few day care slots to meet the demand for services, which raises costs, and low-income families in search of employment cannot afford quality daycare. Nearly half of children in Albuquerque are from low-income and single parent families.

These children have educational risk factors and an absence of literacy resources in the home. Young children in daycare suffer from separation anxiety, which hinders social and emotional development.

ABQ FGP will assign Foster Grandparents to child development centers and day care centers for low-income families including CLN Kids (Cuidando los Niños), a center for homeless children. Volunteer activities will include providing positive encouragement and redirection, playing games/puzzles, modeling proper social skills, and sharing meals. By comforting children in daycare facilities, Foster Grandparents will help children to build early social and emotional skills to prepare them for entry into learning environments.

Focus Area: Education

Objective: Other Education

Number of Volunteer Stations: 10

Anticipated Unduplicated Volunteers: 10

Anticipated Volunteer Contributions: 16

Service Activity: Comforting Children

Service Activity Description: Ten Foster Grandparents will serve twenty hours per week in year round day care centers with two or more children. Volunteers will comfort children to help alleviate their loneliness and help them learn through play.

Anticipated Output: ED29: Number of children served in child safety, welfare, and health programs

Target: 20 How Measured: Other

Instrument Description Child Care Plan/Volunteer Assignment Description forms will be prepared by station representatives and collected by FGP Staff at the beginning of the school year or assignment.

Anticipated Outcome: —No outcome selected—

Target: How Measured:

Instrument Description

Performance Measure: 4.1 School-based mentoring

Community Need to be Addressed:

According to the 2016 Building a Grad Nation Data Brief co-authored by Johns Hopkins University School of Education, New Mexico is the lowest ranking state in terms of graduation rates. NM remains more than 13 points behind the national average with only 68.5 percent of students graduating. The brief shows the graduation rate for Albuquerque Public Schools (APS) in only 62 percent overall with only 56% of low-income students graduating. Of the students that do graduate 28% of students do not graduate on time.

The 2015 New Mexico Youth Risk & Resiliency Survey shows that middle school students and high school students in Bernalillo County are more likely to use drugs than in other metropolitan areas of similar populations. New Mexico Public Education Department (NMPED) Assessment and Accountability Statistics for Albuquerque in 2014 show that over 2,500 students dropped-

Performance Measure: 4.1 School-based mentoring

out and their whereabouts are unknown.

Foster Grandparents will be effective resources to meet the needs of at-risk youth by sharing their experiences and encouraging them to attain higher education. Volunteer mentors may serve in core subject classes to assist with assignments, home economics classes to assist with learning life skills, or in shop/wood working classes to assist with learning a trade. Research has demonstrated that having caring adult role models mentor at-risk youth at least 2 hours a week for one year increases youth engagement in school as well as youth graduation rates. (Albert, B., Lippman, L., Franzetta, K., Ikramullah, E., Keith, J., Shwalb, R., et al. (2005) National Campaign to Prevent Teen Pregnancy, Journal of Adolescent

Focus Area: Education

Objective: K-12 Success

Number of
Volunteer
Stations: 2

Anticipated
Unduplicated
Volunteers: 2

Anticipated
Volunteer
Contributions: 2

Service Activity: School-based mentoring

Service Activity Description: Two mentors will serve 15 hours per week. Each mentor will be matched with three students and will spend 1 hour a day with each assigned student, but no less than 2 hours per week, engaged in homework help and enrichment activities for at least one school year.

Anticipated Output: (PRIORITY) ED4A: Number of youth/mentor matches sustained

Target: 6 How Measured: Other

Instrument Description Child Care Plan/Volunteer Assignment Description forms will be prepared by station representatives and collected by FGP Staff at the beginning of the school year or assignment.

Anticipated Outcome: (PRIORITY) ED27: Number of students in mentoring/tutoring programs with improved academics

Target: 5 How Measured: Teacher Pre/Post Survey

Instrument Description Teacher and/or student surveys will be collected that will compare academic engagement data before and after receiving services from Volunteers. Measures of student behaviors will include: increased teacher-reported participation, increased completion of assignments, decreased disciplinary referrals, and/or increased educational aspirations.

Required Documents

<u>Document Name</u>	<u>Status</u>
Aggregate Dollar Amounts of funding	Not Applicable
Articles of Incorporation	Not Applicable
Board of Directors	Sent
CPA Certification	Not Applicable
Community Advisory Group Names and Addresses	Sent
List of the names of any Funding Organizations/Sources	Sent
Negotiated Indirect Cost Agreement	Sent
Organizational Chart	Sent
Project Director's Job Description	Already on File at CNCS
Roster of Volunteer Stations	Sent
Statement of date of last A133 audit	Sent
Statement of whether applicant is subject to A133 audit	Sent

1.1 Tutoring–Public School

The Burns, Senesac, & Symington (2004) study assessed the reading skills of elementary students who participated in a volunteer tutoring program. Results showed that students who participated significantly outperformed students in a control group in both reading fluency and comprehension. Tutoring, as a supplement to classroom teaching, is generally considered the most powerful form of instruction for increasing underachieving students' reading achievement. This research found that volunteer tutoring programs increased reading fluency and comprehension over a period of at least 5 months. (*Burns et al.*), *Improving the reading achievement of children at-risk for reading failure, Reading Research and Instruction*. Another study found that tutoring programs in which tutors met with tutees at least three times a week were more likely to generate positive achievement for tutees than programs in which tutors and tutees met twice a week (*Reisner et al., 1990*). *Read to me research report (2011)*.

2.1 Assisting in classroom–Head Start

A study by Dr. Cheryl Fortner-Wood PhD, Child Development and Family Studies, Purdue University and Jim Elicker, Professor in the Department of Human Development and Family Studies at Purdue University, entitled "*Adult-child relationships in early childhood programs*" shows that children who have the build relationships with adult caregivers on a regular basis over time can form more secure attachments, which are associated with increased cognitive performance, less disruptive or aggressive behavior, and higher quality peer relationships in school. (1995) *National Association for the Education of Young Children*

4.1 School–based mentoring

Research has demonstrated that having caring adult role models mentor at-risk youth at least 2 hours a week for one year increases youth engagement in school as well as youth graduation rates. (Albert, B., Lippman, L., Franzetta, K., Ikramullah, E., Keith, J., Shwalb, R., et al. (2005) *National Campaign to Prevent Teen Pregnancy, Journal of Adolescent Research*.

Budget Narrative: Albuquerque FGP for City of Albuquerque

Section I. Volunteer Support Expenses

A. Project Personnel Expenses

Position/Title -Qty -Annual Salary -% Time	CNCS Share	Grantee Share	Total Amount	Excess Amount
Project Director/Program Supervisor, Funds in Excess for time fundraising if needed: - 1 person(s) at 49754 each x 100 % usage	15,745	0	49,754	34,009
Office Assistant: - 1 person(s) at 28309 each x 100 % usage	10,550	0	28,309	17,759
Intake and Screening Specialist: - 1 person(s) at 27934 each x 100 % usage	10,340	0	27,934	17,594
CATEGORY Totals	36,635	0	105,997	69,362

B. Personnel Fringe Benefits

Item -Description	CNCS Share	Grantee Share	Total Amount	Excess Amount
FICA: 7.65% of Annual Salaries \$105,997 X 7.65%	0	0	8,109	8,109
Health Insurance: Fringe: Health, Dental, & Vision Insurance. \$5,536 per employee	0	0	16,607	16,607
Retirement: 19.41% of Annual Salaries, \$105,997 x 19.41% Public Employees Retirement Association	4,735	0	20,574	15,839
Life Insurance: 0.65% of Annual Salaries \$105,997 x .65%	0	0	689	689
Unemployment Tax and Insurance: 0.65% of Annual Salaries \$105,997 x .65%	0	0	689	689
Retiree Healthcare: 2% of Salaries, \$105,997 X 2%	0	0	2,120	2,120
CATEGORY Totals	4,735	0	48,788	44,053

C. Project Staff Travel

Local Travel

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount	Excess Amount
Local Travel: Mileage reimbursement for staff personal use of vehicle as needed. Appox. 45 miles per month at \$0.56 per mile	20	0	300	280
Fleet, Fuel, and Maintenance for Program Van: Approximately \$250 per month	75	0	3,000	2,925
CATEGORY Totals	95	0	3,300	3,205

Long Distance Travel

Purpose -Destination -Other Travel -Trans. Amount -Meals/ Lodging	CNCS Share	Grantee Share	Total Amount	Excess Amount
Long Distance Travel: Project Director to attend National and/or Cluster Conference/s. PD to attend NSCA Board meetings in Excess.- Meals/Lodging 1,000 Trans 2,500 Other 500	1,000	0	4,000	3,000
CATEGORY Totals	1,000	0	4,000	3,000

D. Equipment

Item/Purpose -Qty -Unit Cost	CNCS Share	Grantee Share	Total Amount	Excess Amount
CATEGORY Totals	0	0	0	0

E. Supplies

Item/ Purpose -Calculation	CNCS Share	Grantee Share	Total Amount	Excess Amount
Supplies & New Printer Purchase: Office Supplies for 3 employees, folders for Vol files, binders, copy/printer paper and ink cartridges. New Printer. Supplies for MLK Day project and recruiting. Light refreshments/supplies for Advisory Council meetings and program evaluation.	500	0	3,200	2,700
CATEGORY Totals	500	0	3,200	2,700

F. Contractual and Consultant Services

Purpose -Calculation	CNCS Share	Grantee Share	Total Amount	Excess Amount
Information Technology (IT) from the City Information Systems Division (ISD) and Office equipment repair and maintenance: Average of +/- \$100 per mo	100	0	1,300	1,200
Storage Space for Program furniture and/or office moving: Approx \$160 per month	0	0	1,920	1,920
Speakers or Consultants for Volunteer In-Service Trainings: Three speakers at \$100 each. One specialist at \$500 for four day training in June	100	0	800	700
Translation services for recruiting materials/forms, Interpretation for meetings: Translation services are priced per word and/or per page. Interpretation for meetings are priced per hour.	100	0	1,100	1,000
CATEGORY Totals	300	0	5,120	4,820

I. Other Volunteer Support Costs

Item	CNCS Share	Grantee	Total Amount	Excess
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		Share		Amount
Criminal Background Check -approx \$34 per vol. x 82 volunteers:	1,100	0	1,435	335
Communications: Postage for program correspondence, \$100 per mo.:	500	0	1,200	700
Local Printing services for marketing materials, promo posters, and handbooks:	0	0	600	600
Conference and Training fees for staff and advisory council members to attend the NM Conference on Aging, and/or for staff to attend additional trainings; CPR, computer, etc.:	0	0	1,715	1,715
CATEGORY Totals	1,600	0	4,950	3,350

J. Indirect Costs

Calculation -Rate Type -Rate -Rate Claimed -Cost Basis	CNCS Share	Grantee Share	Total Amount	Excess Amount
Fixed: Total Direct Costs: 8.6% of Total Direct Costs (Budget less Indirect Cost) \$410,853with a rate of 8.6 and a rate claimed of 0	24,638	0	35,333	10,695
CATEGORY Totals	24,638	0	35,333	10,695
SECTION Totals	69,503	0	210,688	141,185
PERCENTAGE	33%	0%		

Section II. Volunteer Expenses

A. Stipends

Item - # -Annual Stipend	CNCS Share	Grantee Share	Total Amount	Excess Amount
Corporation Funded: - 26 x 2767	71,942	0	71,942	0
Non-Corporation Funded: - 45 x 2767	0	124,515	124,515	0
CATEGORY Totals	71,942	124,515	196,457	0

B. Other Volunteer Costs

Item -Description	CNCS Share	Grantee Share	Total Amount	Excess Amount
Meals: Meals at most stations are in-kind at non-Title 1 stations \$3.10, Reimb. brown bag at \$1.25. Meals for in services, 4 day summer training, meals/snacks for pre-service orientations. Senior Center Memberships for meals at centers \$13 ea. in excess	2,733	3,395	7,593	1,465
Uniforms: Smocks, IDs, and lunch bags for new volunteers and replacements as needed for existing volunteers	285	230	515	0

Insurance: Accident - \$165 Liability - \$121 Excess Auto - \$303 through CIMA	589	0	589	0
Recognition: Cards/flowers \$250, Fall/Winter event \$1000, Yrs of Svc ceremony \$3,000 (meal, gift, etc.) for 100 guests (80 vols and 20 invitees). Gifts for 6 Vol. Council Members. Ceremony for Veteran Corps. Costs for non-vol invitees in Excess	4,000	2,000	7,000	1,000
Volunteer Travel: Mileage for 40 Vols. at .45 per mile to and from stations or public transportation reimbursements	11,234	7,000	18,234	0
Physical Examinations: Annual physicals are through In-kind donation/partnership with UNM School of Nursing. Co-pay Reimbursements for volunteers visiting their own Dr. at \$10.	10	100	110	0
Volunteer Supplies: Tutoring kits and service supplies not provided by stations as described in the MOU/s per 45 CFR 252.46 (f) for 80 volunteers at \$12.50.	0	300	1,000	700
Volunteer Travel: Driver Salary and Fringe/Maintenance: Hourly wage or overtime wage plus Fringe for transportation to and from stations and in-service trainings and Fleet maint. and fuel. See "Other" narrative.	1,000	0	4,000	3,000
CATEGORY Totals	19,851	13,025	39,041	6,165
SECTION Totals	91,793	137,540	235,498	6,165
PERCENTAGE	39%	58%		
BUDGET Totals	161,296	137,540	446,186	147,350
PERCENTAGE	36%	31%		

Source of Funds

Section	Description
Section I. Volunteer Support Expenses	Funds for Section 1 from City of Albuquerque, Department of Senior Affairs \$141,185 is in Excess
Section II. Volunteer Expenses	Source of Matching Funds for Section 2 are from NM Aging & Long Term Services Department - \$137,540, and City of Albuquerque, Department of Senior Affairs - \$6,165 in Excess column

VOLUNTEER PROGRAM BUDGET

CONTRACTOR:

City of Albuquerque Foster Grandparent Program

PROGRAM: (check one)

FGP:

SCP:

RSVP:

SF18

Category	Funding Source			TOTAL BUDGETED
	FEDERAL	STATE	LOCAL	
A. Volunteer Support Expenses				
1. GRANTEE PERSONNEL EXPENSES (Position/Title, Quantity, Annual Salary, % time)				
Project Director 100% at \$49,754	15,745	0	34,009	49,754
Office Assistant 100% at \$28,309	10,550	0	17,759	28,309
Intake/Screening Specialist 100% at \$27,934	10,340	0	17,594	27,934
				0
				0
Category Total	36,635	0	69,362	105,997
2. GRANTEE FRINGE BENEFITS (Item Description)				
FICA: 7.65% of annual salaries	0	0	8,109	8,109
Health Insurance: Health, Vision, & Dental for 3 employees at \$5,536 per year per employee	0	0	16,607	16,607
Retirement: PERA 19.41% of annual salaries	4,735	0	15,839	20,574
Life Insurance: 0.65% of annual salaries	0	0	689	689
Workers Compensation: 0.40% of annual salaries	0	0	424	424
Unemployment Insurance: 0.25% of annual salaries	0	0	265	265
Retiree Healthcare: 2% of annual salaries	0	0	2,120	2,120
Funds in Local/Excess for time grant writing / fundraising				0
Category Total	4,735	0	44,053	48,788
3. GRANTEE STAFF TRAVEL (Purpose-Calculation) *indicate in-state/out of state				
In-State: Staff mileage reimbursement \$0.56	20		280	300
In-State: Fuel, & Maintenance for Program Van	75		2,925	3,000
Out-of-State: Project Director to attend National	1,000		1,000	2,000
Cluster conferences/s, PD NSCA mtg in Local/Excess	0	0	2,000	2,000
Category Total	1,095	0	6,205	7,300
4. GRANTEE EQUIPMENT (Item/purpose, quantity, unit cost)				
				0
				0
				0
				0
Category Total	0	0	0	0
5. GRANTEE SUPPLIES (Item, purpose, calculation)				
File folders, binders, paper, and desktop items for 3 employees. Supplies for special projects i.e. MLK Day	500		2,500	3,000
Supplies for FGPAC meetings and recruiting events				0
Category Total	500	0	2,500	3,000
6. GRANTEE CONTRACTUAL SERVICES (Purpose, calculation)				
Storage for furniture \$160/mo. Or Office moving	0	0	1,920	1,920
Speakers and instructors for volunteer trainings	100	0	700	800
IT for equipment use and repair \$100 per month	100	0	1,200	1,300
Translation Services for pubs/trainings Local/Excess	100	0	1,000	1,100
Category Total	300	0	4,820	5,120
7. OTHER GRANTEE COSTS (Purpose, calculation)				
Communications / Printing (inc. printer purchase)	500	0	1,500	2,000
NSCHCs: \$44 FBI x 25, \$15 x 5 NMDPS, \$13 x 20 APS	1,100	0	335	1,435
Fees for Aging Conf. for vols/staff/AC, Training for staff			1,715	1,715
IDOH: 8.6% of total expenditures \$410,573	24,638		10,695	35,333
Category Total	26,238	0	14,245	40,483
8. TOTAL VOLUNTEER SUPPORT EXPENSES				
SECTION TOTALS	69,503	0	141,185	210,688

