

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:
Application Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 21-DEC-10	STATE APPLICATION IDENTIFIER:
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2b. APPLICATION ID: 11AC124149	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 11ACHSC0010001
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5. APPLICATION INFORMATION

LEGAL NAME: WINGS for kids DUNS NUMBER: 027207873 ADDRESS (give street address, city, state, zip code and county): 476 Meeting St Ste E Charleston SC 29403 - 4841 County: Charleston	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Nicole Lovecchio TELEPHONE NUMBER: (843) 296-1043 FAX NUMBER: INTERNET E-MAIL ADDRESS: nicole@wingsforkids.org
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6. EMPLOYER IDENTIFICATION NUMBER (EIN): 571055054	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. School (K-12)
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8. TYPE OF APPLICATION (Check appropriate box).

NEW NEW/PREVIOUS GRANTEE
 CONTINUATION AMENDMENT

If Amendment, enter appropriate letter(s) in box(es):

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: 94.006

10b. TITLE: AmeriCorps State

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):
Charleston County, SC

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
Wings for Kids

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 06/15/12

14. CONGRESSIONAL DISTRICT OF: a.Applicant b.Program

15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>	
a. FEDERAL	\$ 203,059.00
b. APPLICANT	\$ 665,336.00
c. STATE	\$ 0.00
d. LOCAL	\$ 0.00
e. OTHER	\$ 0.00
f. PROGRAM INCOME	\$ 0.00
g. TOTAL	\$ 868,395.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:
DATE:

NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation. 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: Adam Pomerantz	b. TITLE:	c. TELEPHONE NUMBER: (843) 513-5997
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/27/11

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Executive Summary

WINGS is an education program focused on developing social and emotional learning in low-income, at-risk kids through a structured 5-day a week, 3-hours per day after school program. Kids get the life lessons they need to succeed and to be happy in life, and they get a safe place to call home after school.

Our documented outcomes demonstrate higher school attendance, improved standardized test scores and show a trend towards increased graduation rates.

Rationale and Approach

Problem

Kids growing up in poverty often miss out on important life lessons -- how to behave well, make good decisions and build healthy relationships. WINGS is an education program that teaches kids how to behave well, make good decisions and build healthy relationships. Our program model weaves a comprehensive social and emotional learning (SEL) curriculum into a fresh and fun after school program. Kids get the life lessons they need to succeed and to be happy, and they get a safe place to call home after school. The vision of WINGS is that all children will develop social and emotional skills so they can be successful in life. Our mission is to teach those skills to elementary school age kids who are growing up in poverty.

WINGS is unique in two ways: 1.) our program model meets two critical needs at the same time -- social and emotional education and after school programs and 2.) we are the only organization in the U.S. focusing solely on providing social and emotional education within after school programs.

The critical importance of social and emotional learning in achieving success and happiness became clear to WINGS Founder Ginny Deerin through personal experiences 13 years ago. She learned that it's easy to develop SEL skills in kids and difficult and expensive to teach them to adults. She

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discovered that almost all formal SEL was done in the classroom and programs were few and far between. From that insight came WINGS.

Graduating from high school cuts a kid's chances of experiencing poverty in half. But the dropout rate of students from low-income families is 10 times greater than high-income families, reports the National Center for Education Statistics. Three out of 10 girls become pregnant before they reach adulthood and two-thirds of families begun by a young, unmarried mother remain in poverty. Dropouts are 3.5 times more likely to be arrested than high-school graduates, according to the American Correctional Association, and 41% of adults in prison and jails do not have a high-school diploma.

WINGS serves kids who live in extreme poverty and are at a great risk of academic failure. In the schools where we currently operate, more than 97% of the student fall below 185% of the federal poverty guidelines, and according to the SC Department of Education's Poverty Index, WINGS schools average a 97.01 rating (100.00 being most extreme poverty), placing them in the bottom 9% of all state elementary schools. Additional measures of need include 62% of the housing in our service area is rated as poor, deteriorated, or dilapidated; the unemployment rate is 27% higher than the national average; and more than 40% of households are on Medicaid. South Carolina ranked 45th out of 50 in the most recent Kids Count report by The Annie E. Casey Foundation, and the average on-time graduation rate of the high schools where our schools feed is 51.5%, well below the district's average of 71.4% and the national average of 74.9%. Within WINGS' individual schools, we target the highest need students, as identified by behavior problems, teacher recommendations, test scores and report card grades. We select these kids since they are those most in danger of not graduating high school and in becoming teenage parents.

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Solution: AmeriCorps Member Roles and Responsibilities

Before going into detail on the roles AmeriCorps members will serve, it is important to understand the WINGS model. WINGS is rooted in our rigorous, research-based curriculum; member training, and meaningful outcomes.

Kids enrolled in WINGS receive our service 3 hours a day, 5 five days per week for the entire school year. Students must commit to WINGS for the entire year, since each week builds upon the previous. The program design is based around our Theory of Change: kids receive a comprehensive social and emotional education within an after school program for 2 years or more. They develop high social and emotional skills and utilize those skills in everyday life. They demonstrate good behavior and a high attachment to school. As a result, they graduate from high school, stay out of jail, and avoid teenage parenthood. They have a good chance of success and happiness. Dosage of two or more years came as a result of evaluations performed by Yale University researchers.

A child in a 3-hour after school youth program from kindergarten through 6th grade will spend up to twice as many hours in youth care as a college student with perfect attendance will spend in the classroom to obtain a college degree. Although our Theory of Change is based on students attending for 2 years, we do all we can to keep students in the program for their entire elementary school career.

On average our children stay in WINGS for 4 years.

The curriculum instills 30 learning objectives intentionally embedded into every activity to develop self-awareness, relationship skills, social awareness, self-management and responsible decision-making. The learning objectives and curriculum are the same at all school sites to maintain program

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fidelity. Key components include:

- * The WINGS Creed -- learning objectives in language kids understand.
- * Community Unity -- the first 30 minutes of each day is focused on creating a caring community and teaching specific social and emotional skills. In addition, kids receive a nutritious snack.
- * Choice Times -- 9-week blocks of well-prepared art, music, sports and innovative activities that the kids select, which infuse SEL objectives and academic standards.
- * Academic Centers -- 40 minutes per day where students receive academic support. Use of time is guided by the school principal.
- * WINGSWorks --Community service focused on helping others and strengthening attachment to school.
- * WildWINGS -- weekly 90 minute activity including innovative games, discussions and role-playing which culminates the weekly learning objective.

Our AmeriCorps members and staff are carefully recruited and trained. Each school is run by a full-time Site Supervisor, who must have over 2 years of WINGS experience. AmeriCorps members will fill the roles of WINGSLeaders (reduced half-time members) and Peace Managers (full-time members). Approximately 12 WINGSLeaders work with the kids in a 1:10 -- 12 ratio at each school, and one Peace Manager is assigned to each school. Beginning with the 2011 -- 2012 academic year, WINGS plans to be in five Charleston County Schools serving approximately 600 kids daily. We will have 60 reduced half-time members and five full-time members. Of the 60 reduced half-time members, approximately 20 will serve as Team Leaders. Team Leaders are members who have additional SEL training and experience working with kids. Team Leaders will provide additional coaching and support to other members, however; Team Leaders will not perform in a supervisory role with other members.

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AmeriCorps members are a natural fit with WINGS. The members are able to make an immediate impact to further WINGS and CNCS goals, such as improving school attendance, behavior and academics. The members also leave the WINGS program with a plethora of experiences, many of which influence their future career choices and lead to additional service roles. For example, many former WINGSLeaders have gone on to become teachers and principals.

Reduced half-time members serving in the role of WINGSLeaders will spend approximately 870 hours in the WINGS program each service year. On average, WINGSLeaders serve 23 hours per week for 35 weeks, totaling 805 hours. They also receive 40 hours of dedicated pre-service training and an additional 25 hours of in-service training to complete their commitment. WINGSLeaders implement the day to day activities of the program. Each member is assigned a nest, or small group, of 10 -- 12 kids to work with for the year. These members are located directly at the service sites where they interact with the kids and implement the WINGS program.

Full-time members serving in the role of Peace Manager will serve approximately 40 hours per week for 44 weeks, totaling 1,760 hours. The Peace Manager works to shape behavior through small lessons and personal interactions with kids. The Peace Manager also performs key day to day functions such as curriculum development and interactions with school staff members outside of the instructional day. Peace Managers do not serve in a supervisory role of other AmeriCorps members, only the Site Supervisor has supervisory duties.

AmeriCorps Member Selection, Training, and Supervision

WINGS has a clear set of criteria when recruiting members. WINGSLeaders must be current college

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students, which provides strong academic role models for the kids. The members must also demonstrate a commitment to working with elementary school kids and an interest in social and emotional education. Peace Managers may either be currently enrolled in college or have recently graduated.

WINGS is committed to maintaining a diverse group of individuals who serve with our kids. WINGS kids come from low-income, predominantly African-American families living in Charleston. During recruitment, emphasis is placed on targeting a diverse applicant pool and individuals who are from the communities where we serve.

Due to the demands placed on the WINGSLeaders, members are carefully screened and evaluated. A regimented recruitment plan is used to generate a qualified applicant pool. Early in the college spring semester, the colleges in the service area are targeted with web-based job postings, flyers and social media marketing. The school employment offices, education and psychology departments, and relevant student clubs and organizations are contacted about member slots and on campus question and answer sessions are held. Beginning with the upcoming recruitment period, an outside marketing firm will assist with recruitment to further increase the number of applications. Potential members are required to complete a written application, perform a site visit and go through a face to face interview with one or more Site Supervisors. We strive to have at least 6 qualified applicants per member spot.

During the recruitment and interview process, members are oriented to the community and population they will be serving. Their site visits put them on location so they can experience the WINGS AmeriCorps program first hand. They also meet with returning and alumni members to

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discuss program specifics and expectations. Once selected to be a member, orientation continues during the 40 hours of pre-service training. Topics covered in the pre-service training sessions include the developmental stages of childhood, behavior management, working with special needs children, academic skills-building, curriculum design, implementing South Carolina standards into everyday activities and social and emotional learning theories and practices. This training serves as the building blocks to their experience within the program.

Additional training is led by the WINGS staff and outside partners throughout the service year. At least twice a week, members have meetings with their site supervisors to discuss individual strengths and weaknesses in order to improve the overall program and specific member performance. These meetings are also an opportunity to provide members with support. Examples of sessions held by outside partners include workshops led by teachers on how to assist with homework, to implement academic standards and to give students the individual instruction they need; and workshops led by mental health professionals on dealing with challenging students and how to identify and handle child abuse.

The projected timeline of training is:

August: 40 hours of pre-service training

September: 8 hours of in-service training

October: 4 hours of in-service training

November: 3 hours of in-service training

January: 4 hours of in-service training

March: 3 hours of in-service training

April: 3 hours of in-service training

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Clear expectations are given to members during the initial training sessions, and they are held to those high standards over their service commitment. On a daily basis, WINGSLeaders and Peace Managers are supervised by their Site Supervisors. Incentives are awarded to members to encourage positive behaviors. For example, one member at each school site is awarded the monthly Top Flight prize for outstanding work. Members are nominated by their peers and then evaluated by their Site Supervisor for this award.

WINGS provides structured opportunities for members to reflect on and learn from their service in order to promote a lifelong ethic of service and civic responsibility. WINGS has an exit interview policy where members are able to reflect upon their service. The Site Supervisors are responsible for scheduling the interviews with their members. Site Supervisors will ask about the members' experiences, ideas for program and personal growth, and attempt to gauge an overall sense of the members' view of the WINGS organization and the service they performed. Upon completion of the first interview, a second interview may be held by a member of the Executive Staff. During the course of the second interview, members will be asked and encouraged to continue in a service role after completing their WINGS experience. WINGS also presents opportunities for members to become future employees of our organization in the role of Site Supervisor or even as regional directors.

We take member supervision seriously. AmeriCorps members are supervised at each school by their Site Supervisor. Site Supervisors are in turn supervised by the regional Director of Programs or CPO. The Director of Programs (DOP) is a scalable position that will grow as additional sites are added in order to maintain adequate supervision. Site Supervisors are carefully screened and trained before being placed in that role. They must be college graduates, have had at least two years of WINGS

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experience, and completed the WINGS summer training program. By having WINGS experience, the Site Supervisors are able to serve as role models to members and to provide extensive coaching when working with kids and social and emotional learning topics. In order to become proficient in the management aspects of their role, Site Supervisors must attend the WINGS summer training program. This is an intensive experience where they learn and practice different managerial styles and how to handle the training, administrative and supervisory requirements of their positions.

Site Supervisors are supervised by the CPO or the Regional Director of Programs (DOP). The DOP provides constant training, coaching and evaluation of each Site Supervisor. The DOP also provides training to members during in-service professional development opportunities, and if needed, the DOP can serve as an intermediary between members and Site Supervisors.

We have a vested interest in seeing our members succeed. We invest a great deal of time and energy into their training early in their service term and we rely on our members to help our kids achieve our desired outcomes. In order to maximize the impact our members make, we have systems and processes in place to maximize their success.

Outcomes: Performance Measures

Over the three-year grant cycle we will hold ourselves accountable to selected national performance measures found under the education focus area and our own internally driven outcomes. Our own outcome measures were developed as part of our Theory of Change.

National Performance Measures:

ED1: Number of students who start in an AmeriCorps education program - we will average more

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than 100 students per site. Site enrollment will be recorded on the third week of school to determine the number of students starting the WINGS AmeriCorps program.

ED2: Number of students who complete participation in an AmeriCorps education program -- of the number of students that start the program, 75% will complete participation. Participation is defined by average daily attendance of 80% or more for a given school year. A record will be compiled that documents the number of students per site with 80% or higher attendance.

ED6: Number of youth who have improved their school attendance over the course of the AmeriCorps program's involvement with the student -- 90% of WINGS kids will attend school more than 90% of time. School report card data will be used to monitor student attendance.

ED7: Number of students with no or decreased disciplinary referrals and suspensions over the course of the AmeriCorps program's involvement -- 85% of WINGS kids will have no or decreased disciplinary referrals and suspensions. This will be documented through school disciplinary data.

We use on our online performance management system, Efforts to Outcomes (ETO), to track precisely the number of youth served and the progress our students make towards our outcomes in relation to our Theory of Change. As students are enrolled into WINGS, demographic and baseline data is entered into ETO. ETO compiles a profile for each student that is updated as information changes.

WINGS Outcomes:

Short-term: Students have high SEL (social and emotional learning) skills.

Measures: 90% can recite the WINGS Creed; 80% can cite examples of SEL in action and pass a weekly SEL quiz.

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Intermediate:

1. Students utilize SEL skills.

Measures: 85% receive positive social development grades on school report cards; 95% receive fewer than two office referrals for disciplinary problems.

2. Students demonstrate high attachment to school.

Measures: 90% receive average or higher school attendance grades.

Long-term:

Students graduate from high school, stay out of jail, and avoid teenage parenthood.

Measures: Higher graduation rates and lower delinquency and teenage parenthood rates than similar students who did not go through WINGS.

The three-year grant cycle is too short to track our long-term outcomes, but we will be able to document and demonstrate our short-term and intermediate outcomes.

Multiple studies have been performed on WINGS to document our outcomes. Studies from Yale University and the University of Virginia provide evidence that students enrolled in two or more years of WINGS had significantly higher math and reading scores, better grades and school attendance compared to non-WINGS students (Ivcevic & Brackett, 2005). WINGS students report higher self-esteem and less anxiety than non-WINGS students (Ivcevic, Rivers, & Brackett, 2004). Elementary students attending WINGS for two years reported greater satisfaction with school, and teachers reported greater school adjustment, compared with non-WINGS students (Ivcevic, et al., 2004).

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Enrollment in WINGS was also related to gains in teacher-rated classroom behavior across 7 of 12 dimensions, including peer relationships (Abry, Brock, & Rimm-Kaufman, 2010). Lastly, in 2007 in a school where the graduation rate was 34%, the first cohort of eighteen WINGS kindergarteners became rising twelfth graders. Eleven students were located and 10 graduated with a diploma. Even if the 8 unaccounted students had dropped out, the graduation rate for this cohort would be nearly double at 56%. The combination of external evaluations and proposed randomized control trial study, strong fidelity of implementation, strong attendance, and low attrition suggest WINGS is a high-impact organization with strong outcomes.

Volunteer Generation

Volunteers are an important component to WINGS. We have a volunteer recruitment plan that targets senior citizens, high school students and other members of the community such as employees of banks and law firms who perform service regularly. We advertise our volunteer opportunities online, with the United Way, at local high schools and senior citizen centers. All volunteers receive training and background checks.

The roles of the members and volunteers are distinct, and members will not be replacing current volunteer service slots. Volunteers are used to assist with daily student tutoring and academic help, supplementing the work the members perform during dedicated academic time with the kids. Members will not be active volunteer recruiters, staff members will be in charge of volunteer recruitment and retention.

Partnerships and Collaboration

WINGS has a wide and diverse group of community stakeholders. The WINGS Board of Directors is

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made up of influential community leaders, all of whom continue to increase their time commitment to the organization. Board members provide a network of potential donors and add to the organizational capacity of WINGS through their personal and professional areas of expertise. Local, state and national elected officials have increased their commitment to WINGS through media exposure and public comments. Recent examples of elected officials involved with WINGS include the City of Charleston Mayor Joe Riley and United States Congressman James Clyburn.

Community organizations continue to increase their support of WINGS through financial and non-financial donations. The Charleston County School District has shown continued support by encouraging WINGS to expand into additional schools and by inquiring about bringing WINGS activities into the school day. The Trident United Way has increased its financial commitment to WINGS year to year and has made successive multi-year grants. WINGS also receives in-kind donations and support from the cities of Charleston and North Charleston and the College of Charleston. Each year those organizations continue to renew their support to WINGS.

At the programmatic level, we maintain relationships with more than 20 community partners and we are able to tap into individual talent to assist with curriculum development and activities. A partial list of our program partners includes Communities in Schools, College of Charleston, Trident Technical College, Lowcountry Food Bank, First Tee Golf, Children's Museum of the Lowcountry, South Carolina Aquarium, Avery Institute, Gibbes Museum of Art, and City Recreation Departments.

Sustainability

Until the cycle of poverty is permanently broken, there will always be a need for the WINGS program, even at the end of the AmeriCorps grant cycle. The kids and communities we serve depend on us to

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provide our education services, so it is imperative that we develop sustainable revenue sources to carry on our program in the absence of federal support.

For more than a decade we have had success raising funds to support our programming. Our CEO and Director of Development have strong backgrounds in private and public fundraising and our Board has deep ties to funding sources throughout the community. Our staff is responsible for securing commitments and monitoring available financial support during and after the AmeriCorps grant period. The WINGS funding plan includes these strategies:

- * Further develop in-kind support: Continue to benefit from USDA Child and Adult Food Care Program and from staff funded through Federal Work Study programs at College of Charleston, Trident Technical College and Charleston Southern University. We are also expanding our supplies donation program and have been able to secure donated office space for the program and corporate staffs.
- * Continue to raise funds from individuals, corporations, foundations: WINGS is in the midst of a strong outcome documentation study, which will demonstrate the positive effects of WINGS on our kids. There is a trend in philanthropy to support organizations with documented outcomes, and we expect to be able to tap into those sources in the future.
- * Strengthen financial partnerships with the school districts in which we operate: We have a history of working with the local school district as a funding partner, and this is expected to grow in the future.
- * Secure state and community level grants: Examples include Governor's Grants, Community Development Block Grants and Community Assistance Grants.
- * Continue to seek government funding: Potential sources include the 21st Century Community Learning Centers program, Title I funds, School Improvement funds, Supplemental Educational Services (SES) reimbursable funds, ABC vouchers, Temporary Assistance for Needy Families (TANF)

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program, and Safe and Drug-Free Schools and Communities funding.

Through the "Meet WINGS" program, numerous community leaders, politicians and philanthropists have the opportunity to experience WINGS. This investment in time has paid dividends for our program, as many of the visitors make future donations. Throughout the course of the AmeriCorps grant and beyond, these relationships will continue to be cultivated in order to provide sustainable funding through a variety of philanthropic sources.

WINGS has experience raising significant foundation funds to support programming. For example, in 2009 the Trident United Way granted WINGS a three year grant of \$50,000 per year and the Sisters of Charity Foundation awarded WINGS a two year grant of \$35,000 per year. As we move through the evaluation phase and become more recognized as the premier social and emotional learning program, we anticipate larger and more stable foundation funding sources to become available. National foundations are recognizing the potential impact of social and emotional learning programs, as evidenced by the Buffett Family's NoVo Foundation's \$6 million grant to the Collaborative for Academic, Social, and Emotional Learning. WINGS expects to be able to access those funds in the future.

The AmeriCorps grant will allow WINGS to make greater impact at the local level than those currently being made. Upon seeing the successful results of WINGS, we expect our partner schools will increase their financial commitment in the programs we provide, allowing us access to continued funding. In addition to securing funding to continue the WINGS program, we will be able to use our member recruiting strategies to engage a wide range of stakeholder support to work with our kids in the programs. While currently focused at the local level, the WINGS model is scalable to other

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schools, cities and regions.

Organizational Capability

Organizational Background

Over the past decade, WINGS has been recognized for its program and management practices, demonstrating our strong organizational capacity. Examples of awards and recognition are:

- * The South Carolina Association of Nonprofit Organizations gave WINGS its highest award for "excellence in nonprofit management" in 2007
- * Scholastic magazine profiled WINGS in 2005 as one of three "outstanding centers: worth emulating for best practices"
- * The Charleston Regional Business Journal recognized WINGS in 2007 with an Innovators Award
- * Recognized for best practices by The National Association of School Principals, The Academy for Education Development and The National Institute of Out-of-School Time at Wellesley College
- * Charleston Magazine and the Coastal Community Foundation named WINGS an outstanding nonprofit organization for "exceptional efforts" to serve the community
- * The Charleston Post and Courier bestowed its Jefferson Award for Public Service on WINGS in 2007
- * Identified by Edutopia, George Lucas' education foundation, as an example of Schools that Work in 2010

The primary and secondary contacts for the AmeriCorps grant application are Adam Pomerantz, WINGS Director of Business Affairs, and Nicole Lovecchio, WINGS Chief Program Officer. Both Adam and Nicole have experience with the administration of federal funding, and specifically with an AmeriCorps grant. Examples of WINGS' experience with federal funding prior to 2010 include:

- * Five successful grant applications (in five attempts) for 21st Century Community Learning Centers (CCLC) funding, totaling \$2.9 million.

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- * Inclusion in South Carolina's ABC program (funded by Federal TANF funds) in 1998 and have been included ever since.
- * Received a major grant of \$197,000 from the U.S. Department of Juvenile Justice.
- * Included in the College of Charleston's Federal Work/Study Program since 2002.
- * Qualified for the USDA Child and Adult Care Food Program for the past 10 years.
- * Received Title I funding through the Charleston County School District for the past 11 years

In 2010, we received our first AmeriCorps grant, a South Carolina Formula Funding award in the amount of \$203,059. This award represented approximately 13% of the total WINGS operating budget. In addition to the AmeriCorps award, in 2010 WINGS was awarded an additional \$549,033 in federal 21st CCLC funding. Due to surpassing \$500,000 in federal funding this year, we will be performing a Single Audit at the close of our fiscal year. Up until now WINGS has always been under the \$500,000 federal funding threshold. While a Single Audit was not required, we have held ourselves fiscally accountable by having an outside auditor review and prepare our financial statements annually.

In 2011, we anticipate AmeriCorps funding to make up approximately 12% of total WINGS revenue and for the AmeriCorps program to represent approximately 75% of the WINGS expense budget. The balance of our revenue will come from other federal sources, individuals, corporations, foundations, in-kind donations, and state and local government grants. While we need to raise 88% of our funding through other sources, through our local, state and national partners we have a history of consistently meeting our fundraising goals. For example, at the end of fiscal year 2010 (June 30, 2010), we were able to increase the number of kids we serve to an all-time high while also increasing our cash reserves balance to their highest levels in WINGS' history. These positive financial trends were

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occurring at WINGS while the broader economy was mired in one of the worst financial crises in history.

The current WINGS AmeriCorps program is fully integrated into our organization and management structure. WINGS is governed by a Board of Directors and a set of registered bylaws. The management and strategic planning of WINGS is vested with the Board, and the Board holds the staff accountable for the goals and objectives of WINGS. The CEO is employed by the Board, and all other employees are employed by the CEO. An annual audit is performed by a third-party accounting firm for the Board to ensure WINGS is maintaining compliance with Board mandated financial reporting and fiscal management polices. Reporting directly to the CEO are the Chief Program Officer (CPO), Director of Communications, Director of Business Affairs and Director of Development. Site Supervisors report to the CPO and supervise the AmeriCorps members.

We realize the most important members of the WINGS team of those who work directly with our kids -- the WINGS AmeriCorps members. The aforementioned structure is designed so that members receive the proper support, training, and supervision needed to perform their duties to their highest capabilities. Policies and procedures are also put in place that allow members to confidentially and securely discuss problems, challenges and hurdles to their service.

Staffing

The following staff positions will be used within the WINGS AmeriCorps program:

CEO: Bridget Laird -- Bridget has worked on the WINGS for kids staff since 1998. As former Chief Program Officer and a Site Supervisor, Bridget has experience in all areas of nonprofit management.

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In 2008 she was recognized as a promising leader on the "Forty under 40" list in the Charleston Regional Business Journal. Bridget has an undergraduate degree in parks and recreation from North Carolina State University where she was a four year starter on the women's soccer team. She also holds a master's degree in education, with a concentration in school-age development from Concordia University in St. Paul, MN. She is a member of the Sports Challenge Advisory Board and an adjunct professor at Trident Technical College. Bridget's role within the AmeriCorps program is to provide oversight to the staff, work with the CPO in curriculum and training development, and to solicit additional funding to support the program.

Chief Program Officer: Nicole Lovecchio -- Nicole began working with WINGS in 2002 in our learning laboratory at Memminger Elementary School. She later served as the Memminger Site Supervisor beginning in 2004. Since then, Nicole opened the Chicora Elementary School and North Charleston Elementary School sites before transitioning into the role as CPO in 2010. Nicole holds a juvenile justice degree from Shippensburg University in Shippensburg, PA. In 2009 she was recognized as a promising leader on the "Forty under 40" list in the Charleston Regional Business Journal. Nicole will be responsible for direct training of Site Supervisors, curriculum implementation and evaluation, and large portions of member training. Nicole serves in the role of AmeriCorps program director.

Director of Business Affairs: Adam Pomerantz -- Adam joined WINGS in 2009. Prior to doing so, Adam worked in commercial real estate development and received his MBA from The University of North Carolina's Kenan-Flagler Business School. He also taught sixth grade and coached the school's cross country team. Adam is the dedicated AmeriCorps fiscal agent and he will be responsible to the fiscal management policies surrounding the AmeriCorps program.

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Director of Development: Elizabeth Mester -- Liz has worked for WINGS in our corporate office since 2007. She graduated from the College of Charleston in 2004 with a degree in Arts Management. Before coming to WINGS, Liz worked for local arts related non-profits where she developed her management, PR and development skills. Liz will indirectly be working with the AmeriCorps program as she raises funds for WINGS. A portion of the funds she raises will be used as grantee match funding for the AmeriCorps program.

Director of Communications: Erica Harris -- Erica has worked with the WINGS team since summer 2010. Before joining WINGS she spent four years in New York City where she honed her communication skills working on public relations accounts specific to travel brands and destinations. At WINGS she designs and implements marketing and communications plans aligned with WINGS' overall strategic goals. She is also responsible for managing internal and external communications and growing brand awareness for WINGS. Erica will indirectly support the AmeriCorps program by promoting member recruitment and retention strategies.

CPO Assistant: Cristy McCrery -- Cristy has worked with WINGS for kids since 2008 in roles in and out of the program. Recently Cristy served as a Site Supervisor at Memminger Elementary School. Cristy will provide support to the CPO and Site Supervisors in order to properly implement the administrative aspects of the AmeriCorps program.

ETO Administrator: currently vacant -- This role will use our Efforts to Outcomes (ETO) performance management system to track the progress of individual kids, nests (groups of 10-12 kids) and sites. The staff member will also identify programmatic strengths and weaknesses in order to

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constantly improve WINGS. Key qualifications for this position include experience with complex statistical analysis, ability to view information from a variety of perspectives and to make informed recommendations to senior management. This individual will need to be comfortable working within and outside of the programs.

Site Supervisors:

Cheryl Hollis: James Simons Elementary School

Stephanie Smith: North Charleston Elementary School

Shameka Waiters: Memminger Elementary School

Heather Williams: Chicora Elementary School

Currently Vacant: 5th WINGS for kids location

All Site Supervisors must be college graduates and have had prior WINGS experience in a programmatic role. Supervisors are responsible for the day to day supervision and training of members. Additional qualifications include strong supervisory skills, an understanding of social and emotional learning, the ability to work with teachers and other school staff members, and strong interactions with kids and their families.

All WINGS staff members attend annual staff retreats and training sessions where they are fully oriented on AmeriCorps and the different aspects of the WINGS AmeriCorps program. Site Supervisors attend additional training sessions dedicated to proper management techniques when working with members. Specific financial and technical training are required of the AmeriCorps program director and fiscal officer. Annual audits are performed to maintain compliance of the program.

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Enrollment and Retention

In 2010, 100% of our 42 member slots have been filled during the course of the WINGS AmeriCorps program. A few members have exited the program early, but they were replaced by new members. The primary reasons for members being exited are that they were unable to meet WINGS' expectations in terms of the number of hours expected of them to serve and failure to perform their duties with the kids in the program. Prior to being exited, multiple meetings were held to discuss ways to improve and how to better adjust to the WINGS program. At this time full retention cannot be calculated, but we anticipate a retention rate of at least 95%. We will strive to achieve a 100% retention rate. Strategies to improve retention include careful screening of member applicants, strong support and training to members once enrolled, and constant attention to the needs and challenges members face in their service.

Cost per MSY

The current cost per MSY is \$12,691, below the allowable maximum. For the 2011 WINGS AmeriCorps program we will have a cost per MSY of \$12,650. We are able to reduce our requested cost per MSY due to increased match support.

Special Circumstances

WINGS has grown and evolved since being recognized as a 501 (c) (3) organization in 1996. Key program highlights and developments include:

1996-97 -- WINGS is founded and initial summer camp model is developed

2000-01 -- After school program model developed at Memminger Elementary School

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2003-05 -- Middle school model is developed, summer day camp model is refined

2006-07 -- Strategic decision is made to focus on further development of elementary after school program using Memminger as a lab school

2007-08 -- Making use of field tests leads to further model refinement, formalization of Theory of Change and creation of the WINGS Flight Plan for evaluation and expansion; ETO performance management system is designed and implemented; adds full-time Assistant for Development and Communications Director to increase and stabilize fundraising efforts

2008-09 -- Replicates after school program at Chicora School of Communications; continues at Memminger Elementary; serves total of 265 kids, exceeds \$1 million in revenue

2009-10 -- Replicates program at North Charleston Elementary; continues Memminger Elementary and Chicora School of Communications programs; serves total of 420 kids; adds full-time Director of Business Affairs to build organizational capacity for expansion

2010-11 -- Replicates program at James Simons Elementary; continues prior three schools; serves total of 454 kids

Over the past four years we have codified our program, allowing us to increase the number of kids we serve by more than 290%. Our partnership with AmeriCorps allows us to continue to grow, serving more and more kids from communities of need. As a rule, we only operate in areas with extreme poverty and in at-risk schools. Within those schools we work with the most at-risk students.

Examples of the poverty from which our kids come from are more than 97% of our students are on free or reduced meals and the South Carolina Department of Education's Poverty Index places WINGS schools in the bottom 9% of all South Carolina elementary schools. In the future we plan to expand the reach of WINGS outside of Charleston, South Carolina. We will not limit ourselves to urban settings, but we will seek out both urban and rural communities living in extreme poverty.

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Cost Effectiveness and Budget Adequacy

Cost Effectiveness

The cost per MSY for this grant is \$12,650, a \$41 decrease per MSY from the previous year. In order to operate, WINGS must also raise approximately \$840,113 in non-Corporation funds.

The following sources of funding have already been committed for the upcoming year:

21st Century Community Learning Centers - \$476,678

In-kind snack donation from Charleston County School District - \$47,250

In-kind office space donation - \$8,000

Trident United Way grant - \$50,000

Additional funds required to support the WINGS program will be raised through our relationship with the Charleston County School District (\$160,000 anticipated), access to Federal Work Study funding (\$36,000 anticipated) and from individuals, foundations and corporations (minimum of \$62,185 anticipated). We have a history of meeting our fundraising goals, and the grantee amounts that have not yet been secured are not expected to be significant hurdles. For example, in the most recently completed fiscal year (2009-2010), WINGS raised more than \$470,000 in non-government funds from individuals, corporations and foundations. While not all of those funds are dedicated to the specific AmeriCorps program, they are made available when needed to fulfill the grantee match obligation and to fund the program.

Our development plan, previously described in the Sustainability section, includes solicitation of foundations, high-net worth individuals, corporations and philanthropists. We also target in-kind donation opportunities when appropriate. Last year our proposed total grantee match was \$717,048.

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This year we will secure an additional \$133,844 in grantee funds to support our program. We will also be serving more kids than ever before in the 2011 grant year.

Overall, we anticipate the Corporation to provide 30% of total funding for the AmeriCorps program and for WINGS to provide 70% in the form of our grantee match. WINGS will be providing a 238% grantee match, far exceeding the Corporation's minimum requirements.

Special Circumstances

As a program that serves kids in areas of extreme poverty, we must go beyond our geographic borders when soliciting donor funds. This requires us to spend time and energy introducing philanthropists to WINGS who otherwise would not step into these locations. In order to support our programming when funding might be slow, we strive to maintain an operating reserves balance to allow for the operations of WINGS to go uninterrupted for an entire year. To date, we have not had to use our operating reserves, and in fact we have been able to increase the reserve amount annually.

Budget Adequacy

WINGS has extensive experience designing and implementing social and emotional education programs in the after school setting. This experience allows us to accurately project costs to administer our AmeriCorps program in such a way that our outcomes will be met. The following is a line-item breakdown of how costs were compiled.

Personnel Expenses:

The positions of CEO, Chief Program Officer (CPO), Director of Business Affairs, CPO Assistant and Site Supervisors are currently in place and their salaries have been established. The evaluation process

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for the ETO Administrator has begun and her salary range is already being included in the 2011 budget.

Personnel Fringe Benefits:

Payroll taxes, unemployment benefits and workers compensation insurance are based on total payroll expense and number of employees. Health insurance expenses are based on cost projections for the coming fiscal year and the number employees being enrolled in the program. Retirement expenses are based on a projection of the number of employees who will be receiving a matching contribution to the WINGS retirement plan. WINGS will match \$0.50 per \$1.00, up to 3% of an employee's salary after a 1-year vesting period.

Staff Travel:

Travel to state and national Corporation events have been budgeted. Two trips to Columbia, SC for state level meetings are included at the standard vehicle mileage rate in 2011. Travel and accommodations for two WINGS staff members have been estimated to the Corporation conference in New Orleans, LA and the grantee conference in Washington, D.C.

Member Travel:

At this time, a cost for member travel is not anticipated.

Equipment:

At this time, items that qualify for this category are not anticipated to be purchased.

Supplies:

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Program and member supplies are projected from historical costs. Member service gear includes t-shirts, sweatshirts and fleece jackets that include the AmeriCorps and WINGS logos. Service gear is to be worn every day while serving in the WINGS AmeriCorps program. Activity and snack supplies are based on the number of kids involved with the WINGS program and the number of weeks the program runs. Computers and hardware and office supplies are based on historical projections and on anticipated need for the upcoming year.

Contractual and Consultant Services:

The primary services needed to support the WINGS program next year are payroll services for members and staff, bus transportation for the kids we work with and the WINGS performance management system, called Efforts to Outcomes (ETO). Historical costs were used to project these line items.

Staff Training:

WINGS takes staff development very seriously and we have included allocations for professional development for staff members in our AmeriCorps budget.

Member Training:

Member training is primarily provided by the WINGS staff, so while members undergo extensive training sessions, the cost is not burdensome. We do have to outsource the first aid and CPR training portions and we purchase supplies to supplement the instruction.

Evaluation:

WINGS is close to beginning a full formative evaluation to document program fidelity. A portion of

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this cost has been estimated and is included in the budget.

Other Program Operating Costs:

Additional items that go through the AmeriCorps program are staff and member background checks, program and corporate office space, and phone expenses. Currently all necessary office space has been donated to the WINGS program, allowing us to record a substantial in-kind donations. Background checks and meetings supplies are based off of projected number of checks needed and historical costs.

Member Costs:

The current budget calls for the 60 reduced half-time members to receive a stipend of \$6,000 and for the 5 full-time members to receive a stipend of \$19,300 during the course of their service. Stipends will be paid in even installments throughout the year.

Member Support Costs:

Just like with staff members, payroll taxes and workers compensation are percentages of total member costs. Health insurance has been included for the full-time members.

Indirect Costs:

The five percent fixed administrative cost option was used to find total indirect costs.

Evaluation Summary or Plan

Based on the evaluation criteria, we are not required to submit an evaluation plan. However, we believe very strongly in the importance of evaluation when it comes to documenting our outcomes and program. We use our performance management system, Efforts to Outcomes (ETO), to track

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the National Performance Measures and our own internal performance measures previously outlined.

ETO allows for systematic and real-time documentation of our metrics. We also believe in the importance of external evaluations. A formative evaluation to further document program fidelity is scheduled for the 2011 -- 2012 school year and a randomized control trial study to document outcomes has been proposed in collaboration with the University of Virginia's Curry School of Education.

Prior external evaluations on WINGS include:

2006 - Yale University's Health, Emotion and Behavior Laboratory found 47% fewer absences and 59% fewer tardies in WINGS kids than non-WINGS kids at the same school, demonstrating increased school attachment and engagement for WINGS students. Significantly more WINGS students showed improvement in behavior grades than non-WINGS students, demonstrating improved SEL. The researchers also noted positive trends in academic achievement.

2008 -- Research by the Curry School of Education at the University of Virginia demonstrated high attendance in WINGS contributes to increases in social developmental outcomes. WINGS kids were also rated lower in SEL development during baseline testing, demonstrating WINGS is reaching the most at-risk students.

2010 -- A qualitative assessment was performed to assess program fidelity and curriculum implementation. The report states, "WINGS for kids is by almost all measures a comparatively strong, performance-driven organization with a robust program model designed with extraordinary attention to detail. The program is managed and delivered with fidelity by the organization's staff."

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Amendment Justification

N/A

Clarification Summary

Programmatic Clarification Items:

This is to certify that AmeriCorps members will not displace paid staff members.

The WINGS AmeriCorps program will serve four separate schools. Per the grant revisions, there will be 42 reduced part-time members. The member breakdown is as follows:

North Charleston Elementary -- 12 members

Chicora Elementary -- 11 members

Memminger Elementary -- 10 members

James Simons Elementary -- 9 members

Continuation Changes

N/A

Performance Measures

SAA Characteristics

- | | |
|--|---|
| <input type="checkbox"/> AmeriCorps Member Population - None c | <input type="checkbox"/> Geographic Focus - Rural |
| <input checked="" type="checkbox"/> Geographic Focus - Urban | <input type="checkbox"/> Encore Program |

Priority Areas

- | | |
|--|---|
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Environmental Stewardship |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Veterans and Military Families | <input type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Disaster Services | |
| <i>Selected for National Measure</i> <input type="checkbox"/> | |

Grand Total of all MSYs entered for all Priority Areas 16

Service Categories

Afterschool Programs

Other Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

Briefly describe how you will achieve this result (Max 4,000 chars.)

We will actively recruit the most at-risk students in our schools as identified by the school district, principals and teachers. Students will be given WINGS applications at school and in their neighborhoods. Individual parents and/or guardians of students who fail to complete an application will be called or personally visited by a member of the WINGS staff.

Result: Intermediate Outcome

Result.

85% of new WINGS kids will have no or decreased disciplinary referrals and suspensions, an improvement over the kids who do not attend WINGS.

Indicator: ED7: Students with fewer disciplinary referrals or suspensions.

Target :Of the low-income students who attend WINGS, 85% of the new students will have no or

decreased disciplinary referrals and suspensions. This is an improvement over the kids who do

not attend WINGS.

Target Value: 340

Instruments: School reported disciplinary data.

PM Statement: Through the use of social and emotional learning lessons and the WINGS learning objectives, at least 85% of the at-risk, low-income students being served by WINGS will have no or decreased disciplinary referrals and suspensions. This is to be reported for new kids to WINGS, and it is an improvement when compared to students not in WINGS.

Result: Output

Result.

WINGS will average more than 100 students per site.

Indicator: ED1: Students who start in an AC ED program.

Target :On average, more than 100 low-income students will enroll in WINGS at each site.

Target Value: 400

Instruments: Completed enrollment forms and attendance at the WINGS program on the third week of school.

PM Statement: Through the use of enrollment forms and WINGS program attendance taken on the third week of school, on average, more than 100 low-income students will enroll and attend WINGS at each site.

Result: Output

Result.

More than 75% of the kids who start the program will complete the program.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target :300 of the initial 400 kids who start WINGS will attend at least 80% of the days throughout the

year.

Target Value: 300

National Performance Measures

Result.

Instruments: Daily WINGS attendance logs will be kept at each school.

PM Statement: Through the use of daily attendance logs and the initial WINGS roster, more than 75% of the kids initially enrolled will complete WINGS, meaning they will attend more than 80% of the possible days. In addition to the 75% of kids who initially enrolled, all other available slots will be filled with students from the waiting list.

Result: Intermediate Outcome

Result.

More than 90% of WINGS kids will attend school more than 90% of the time, an improvement over students who do not attend WINGS.

Indicator: (PRIORITY) ED6: Youth with improved school attendance.

Target: Of the low-income students who attend WINGS, 90% will attend school more than 90% of the time. This is an increase over the students who do not attend WINGS.

Target Value: 360

Instruments: School report card data will be used to monitor student attendance.

PM Statement: Through the use of school provided report card attendance data, 90% of the kids enrolled in WINGS will have average or above average attendance, as defined by attending school more than 90% of the time. The attendance rate of WINGS students will be higher than students who do not attend WINGS.

Required Documents

Document Name

Status

Labor Union Concurrence

Not Applicable

Evaluation

Sent