

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 confirm to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE: 14-DEC-10	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ES124571		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 10ESHCA0010001														
5. APPLICATION INFORMATION																	
LEGAL NAME: THINK Together DUNS NUMBER: 074743845 - 0000		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Frances Vasquez TELEPHONE NUMBER: (714) 623-5754 FAX NUMBER: INTERNET E-MAIL ADDRESS: fvasquez@thinktogether.org															
ADDRESS (give street address, city, state, zip code and county): 2100 E. Fourth St., Suite 200 Santa Ana CA 92705 - 3835 County: Orange																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 330781751		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTE <input checked="" 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:94.006 10b. TITLE: AmeriCorps Fixed Amount Grant (State)		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: THINK Together AmeriCorps Leadership Program															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Rialto, San Bernardino County, California El Monte, Los Angeles County, California		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 07/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="CA 048"/> b.Program <input type="text" value="CA 048"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>		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															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 936,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 936,000.00</td> </tr> </table>		a. FEDERAL	\$ 936,000.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 936,000.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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g. TOTAL	\$ 936,000.00																
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION 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: Lawrence Gustafson		b. TITLE:	c. TELEPHONE NUMBER: (714) 543-3807 8151														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/07/11															

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Executive Summary

The THINK Together AmeriCorps Leadership program wants to better prepare an immigrant population to transition into a knowledge worker environment through: 1) increased academic performance, 2) increased knowledge of 21st Century skills and strategies that develop personal and professional effectiveness, and 3) an increased sense of personal responsibility to serve in the community. 72 full-time members will serve at 33 public school sites in the Mountain View and Rialto Unified school districts.

Rationale and Approach

A. Rationale and Approach

1. Compelling Community Need: THINK Together, the legal applicant, is a 501(c)(3) nonprofit which currently serves over 50,000 students each year through its after-school, Saturday and summer programs at 187 sites throughout Los Angeles, Orange, Riverside, and San Bernardino counties. The communities we serve are characterized by low performing schools and low-income Hispanic immigrant population with limited English proficiency. The state of California has the greatest number of immigrants in the nation at 9,859,027; had the largest national growth in immigrant population from 2000 to 2008 at 994,772; and has the greatest number of children with immigrant parents in the nation at 4,393,000 which represents the highest percentage of children with immigrant parents at 49.6% (Migration Policy Institute, 2009). The Los Angeles Metropolitan Area alone has over 1 million Mexican-born immigrants, the highest in the nation; the adjacent Inland Empire area (Riverside and San Bernardino counties) has between 500,001 to 1,000,000 Mexican-born immigrants (Migration Policy Institute, 2009). THINK Together plans to operate the AmeriCorps program at 14 elementary, middle, and high schools in San Bernardino City Unified School District (SBCUSD), and 11 elementary and middle schools in the Mountain View School District (MVSD) which is located in the city of El Monte in Los Angeles County. THINK Together currently operates at 8 schools in SBCUSD and 10 schools in MVSD, and is finalizing agreements to expand into the additional sites listed above in fall 2010.

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Over 82% of our students at these sites are Hispanic, 5.3% are Caucasian, 3.6% are African American, 3.7% are Asian American/Pacific Islander, 2.5% are multi-racial, and 0.5% are American Indian/Alaskan Native. Over 48% of students in THINK Together's programs are classified English Learners and over 90% of students qualify for the federal free and reduced meal program, a common indicator of poverty status. Over 40% of parents of students at these sites have not graduated from high school (2009 California Department of Education).

San Bernardino's median household income is \$31,140, and income per capita is only \$13,562; El Monte's median household income is \$32,439, and income per capita is only \$10,316. Both of these income levels are well below the poverty level in the United States. In November 2009, the unemployment rate was 14.7% in San Bernardino and 15% in El Monte, compared to 12.3% statewide. There are approximately 60 gangs in the city of San Bernardino and over 3,000 members. With 2,150 violent crimes reported in 2007, the city of San Bernardino has a rate of 107 violent crimes per 10,000 residents, the highest in San Bernardino County, and fourth highest in the state, based on cities with over 200,000 residents (2008 FBI Crime in the United States report).

According to a 2006 study funded by the Bill & Melinda Gates Foundation, the San Bernardino City Unified School District has the lowest graduation rate among the 100 largest districts in the United States. SBCUSD reported an aggregated Academic Performance Indicator (API) score of 656 out of 1000, the lowest scoring of the large districts (more than four schools) in the county, and well below the target API score of 800 under the No Child Left Behind Act.

Selection of need: This immigrant population faces several barriers including limited English language skills and the ability to navigate society. In the book *Outliers*, Malcolm Gladwell references what is called practical intelligence, which includes "knowing what to say to whom, knowing when to say it and knowing how to say it for maximum effect." According to sociologist Annette Laureau, middle and upper class parents instill this practical intelligence into their children, as they foster and assess their child's talents, opinions and skills through what she calls "concerted cultivation." In contrast, poorer parents

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follow a strategy of "accomplishment of natural growth" where they let their children grow and develop on their own, with little attention given to navigating the world and to developing their natural talents and abilities.

These children of immigrant parents need a community around them to properly prepare them for the world. Without it, this generation will struggle to prepare themselves for the 21st Century workplace including higher wage jobs. The late economist Peter Drucker stated that "never before has a recent immigrant population from a largely agriculturally based society been expected to move to knowledge worker status in one generation." There is a critical need for these children to develop their language skills and learn practical knowledge to operate in this knowledge-based economy. In addition, students as well as parents need to understand how to navigate various systems including their schools, how to access resources for their health, and how to improve their skill set to achieve socioeconomic stability. Most importantly, this population, which is fast becoming the majority population in California, needs to develop leaders to represent their communities. A 2009 study conducted by the Urban Institute showed that in the state of California, only 6.5% of non-profits are led by Latinos, a gross underrepresentation of the nearly 40% of Latinos which represent our state. In the for-profit arena, Latinos are also underrepresented in leadership positions with the majority of Latinos in low-wage manual labor positions. A recent Pew study showed that 65% of foreign born Hispanics are in low and low middle class hourly wage jobs, compared to only 32% of foreign born whites and Asians (R. Kochar, Pew Hispanic Center, 2007). This reality demonstrates the need for a support system designed to help them navigate a complex knowledge-worker world to become economically self-sufficient and develop 21st Century workplace tools. THINK Together has gathered data from parents at parent nights to help better understand the needs of these communities which factored into the design of the program.

Process to identify service beneficiaries: Participants in the program will be referred by an instructional school day team --including an administrator, a counselor, a classroom teacher, and/or by the student's parent. (Older youth will also have an opportunity to refer themselves). Referral will be done by

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completing a Student Performance Rubric that will be available through the school office. Members will assess referrals to determine if students meet the four criteria for the identified target population: 1) First or second generation immigrant students identified as English Learners (academic language proficiency not yet demonstrated); 2) academic performance at Far Below Basic, Below Basic, or Basic; 3) 10 or more instructional day absences/year; 4) three or more referrals for fighting, threatening behavior to students/staff, or other delinquent behaviors. Members will develop a prioritized list of students referred. Confidentiality will be observed. Once the prioritized list is made, members will meet with students individually to begin building a relationship, share the program overview with the student, and invite the student to participate in the program.

Identified students will be offered a safe setting in the THINK Together program from 2:00-6:00 p.m., including assistance with homework completion; and the support of competent, caring adults to guide them as they develop necessary academic, social, and leadership skills to be prepared to navigate a knowledge-worker environment; and when necessary, link them with basic needs services.

MISSION: The mission of the THINK Together AmeriCorps Leadership Program is to develop members, students and families into leaders who will navigate a complex knowledge-worker world 1) to become economically self-sufficient; 2) build and maintain strong relationships with family, friends and colleagues; and 3) give back to the community.

2. Description of activities and member roles:

Member activities: Each member will be directly responsible for 8-10 identified students. Members will develop a mentoring relationship with these identified students during the school day and after school. Time with these students will support academic achievement (homework assistance and classroom support during the instructional day), help them learn a system of personal and social effectiveness (7 Habits), and provide opportunities for students and families to contribute to the community through service.

Typical Day: 9:30-6:30 Monday through Friday

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One morning each week will be set aside for member development and training. On the other four days, after members check in with the Site Coordinator and receive any important updates regarding the program or the caseload students, they will engage in one of several activities. Priority #1 will be the caseload students. The member spends the afterschool hours coaching, teaching and mentoring caseload students. The morning is an opportunity to follow-up with the student by observing the student in the classroom, during recess or passing periods, lunch time or immediately after school as the student transitions to the afterschool program. When the member works with the student in the afterschool program, the defined environment and expectations support the students' practice of the skills being taught. In the context of the school day, especially during the out-of-classroom unstructured times, the environment is less organized and provides the student opportunities to practice the skills learned in a real-world context. The support of a member during these settings is critical. Priority #2 for the member is reaching out to the parents of the caseload students. This outreach could include connecting the parent to needed resources, holding a 7 Habits for Highly Effective Families class (childcare provided), 1:1 meetings with parents discussing strategies to support the student, home visits (with the Site Coordinator or other school personnel), and implementing other parent follow-up strategies. Priority #3 for the member is working with volunteers (could include parents and other community members) to identify unmet community needs as a focal point for community service or service learning projects (includes students). The member will work with other members, students, and volunteers to design, plan, and execute these projects.

Members will have one hour for lunch. After lunch, the member will reconnect with the Site Coordinator, providing an update on the morning work, and spend approximately 30 minutes preparing for the afterschool program and updating the member's personal Reflection Log. Members will meet caseload students at the beginning of the afterschool program. During the next three hours, the member will assist students with homework and provide additional academic support as needed (1 hour), engage students in direct discussion of 7 Habits of Happy Children (Grades K-5) or 7 Habits of Highly Effective

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Teens (Grades 6-12) or a variety of activities that provide opportunities for students to apply the strategies learned in the specific 7 Habits discussion. Central to the applied strategies portion of the program will be service learning projects (identification, designing, developing, and implementing), project-based learning activities that are anchored in student interest, physical activity, and other enrichment activities. At the end of each day, members will debrief with students and encourage them to write in a Personal Journal (Reflection Log).

The final 30 minutes of each day will be spent greeting and talking with parents as they pick students up from the afterschool program, touching base with other afterschool staff, and "cleaning up" the current day and organizing for the following day.

To provide the appropriate training and support for students in the 7 Habits, members will be certified by Franklin-Covey to work with young people. The Covey curriculum advances:

Habit #1: Be Proactive: Children and youth will become responsible, take initiative and not blame others for wrong actions. They will do the right thing without being asked, even when no one is looking.

Habit #2: Begin with the End in Mind: Children and youth will plan ahead and set goals and do things that have meaning and make a difference. They will become an important part of their class and look for ways to be a good citizen.

Habit #3: Put First Things First: Children and youth will learn to spend their time on things that are most important and say no to things that they know they should not do. They will set priorities, make a schedule, and follow their plan.

Habit #4: Think Win-Win: Children and youth will balance getting what they want with consideration for what others want. When conflicts arise, they will look for third alternatives.

Habit #5: Seek First to Understand, then Be Understood: Children and youth will listen to other people's ideas and feelings. They will be confident in voicing their ideas and look people in the eyes when talking.

Habit #6: Synergize: Children and youth will value others' strengths and learn from them. They will seek out other people's ideas to solve problems, knowing that teaming with others will create better solutions.

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Habit #7: Sharpen the Saw: They will take care of their body by eating right, exercising, and getting sleep. They will learn in many different ways and in places other than school. They will take time to find meaningful ways to help others.

The Seven Habits Leadership program has been integrated into public and private schools at the elementary, middle and high school level with great success. Research has shown increases in academic performance, decreases in discipline referrals, and high parent and teacher satisfaction.

For example, over the course of the first year of implementing the 7 Habits approach, teachers and parents at Dewey Elementary in Quincy, Illinois, witnessed huge increases in students' reading and math scores on the Illinois Standards Achievement Test (ISAT). Before implementing the 7 Habits curriculum, students test scores in reading were 57.4% and in math, 77.4%. After three months of the curriculum, students scored 72.2% in reading and 90.3% in math. After one year and three months of the 7 Habits, students scored 89.7% in reading and 100% in math. Following Dewey Elementary's first year, disciplinary referrals dropped 75% and referrals of students for completion of work declined 68%.

English Estates Elementary in Fern Park, Florida was a Title 1 "school in need of improvement" when it began the 7 Habits curriculum. In its first year of implementing the curriculum, the school was awarded "The Most Academically Improved School" in its district, with test scores up as much as 35 percentile points in some subject areas. At English Estates Elementary, discipline referrals dropped from 225 the previous year to 74 the year following initial implementation of the curriculum. In addition, parents' approval of the school rose to 98% after its first year of implementation.

Embedded in the 7 Habits and other leadership skills are basic life skills needed for the 21st century, skills that are frequently requested by parents and business leaders. These include self-confidence, self-control, responsibility, adaptability, conflict management, initiative, problem solving, accountability, public speaking, self-direction, empathy, life balance, creative thinking, relationship building, critical thinking, time management, ethics, data management, cross-cultural skills, teamwork, and collaboration. Learning the seven habits will help children learn to navigate society and prepare them

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for the 21st Century workplace.

The program will also provide students with an opportunity to interact with their peers in a service learning project. Service learning provides an opportunity for students to develop strong citizenship skills and practice responsibility and practice academic learning at the same time. Personal growth occurs when structured time for students to think, talk, and write about what they did and saw during the service activity. Students will be provided with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities and extend their learning beyond the classroom. Personal development will be fostered through a sense of caring for others.

Members will receive both training and coaching support from experienced service learning facilitators that can be accessed through County Offices of Education. Group efforts will establish an "esprit de corps". Students will help design a logo for club T-shirts to be donated by collaborative partners and worn to help build a sense of inclusion. Students will begin by determining a school need and designing a service learning project to help or remedy the need. Parents and community volunteers will be recruited by members to help plan, organize, and/or gather supplies for activities or service projects. Students will be given the opportunity to tie their service projects to the AmeriCorps members' service projects. Members may invite other students to specific activities as they see a need.

In order to successfully engage the parents of our students, members will use the toolkit that the Education Development Center has developed: "Tools for Latino Family Outreach: Supporting Student Success in the Middle Grades and Beyond". Research demonstrates that it is essential for parents to have a close relationship with the school that their student attends. Information from the study, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student* concludes that "students with involved parents, no matter what their income or background, were more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; and graduate and go on to postsecondary education.

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THINK Together has reviewed the effective outreach efforts of the Harlem Children's Zone, which actively recruits parents to participate in programs within the community and the schools. We believe that the Tools for Latino Family Outreach Toolkit provides us with best practices to be effective in our outreach. Our outreach efforts will be both traditional (notes home, phone calls, flyers, and meetings held at school) and non-traditional or networking, by accessing families through existing services, cultural groups, and home visits. Focus groups have shown that parents in our communities prefer to meet in the morning. To accommodate other parents, meetings will be scheduled in the early evening or on Saturday.

Current efforts to address the need: THINK Together partners with school districts to operate an afterschool program each school day from school dismissal until 6:00 p.m. during the critical hours after school when students are most likely to be involved in risky behaviors or be perpetrators or victims of juvenile crime. At each school site, the program is delivered by 4-6 part time Program Leaders at a 20:1 ratio, and is overseen by a full time Site Coordinator. Following a healthy snack, students participate in three rotations: one hour of academic intervention in core subjects of literacy, math and science, one hour of homework help, and one hour of additional enrichment that includes healthy living (physical education, nutrition, conflict resolution, and character education), the visual and performing arts, crafts, and youth leadership development.

THINK Together employs rigorous standards-based curriculum which is in compliance with the requirements set forth by the No Child Left Behind Act. THINK Together has implemented the Crucial Standards Curriculum which is based on the standards covered in the Handbook of Goals & Objectives Related to Essential State of California Content Standards. This curriculum was developed by "back-mapping" from the California High School Exit Exam (CAHSEE) to the California Content Standards in English/language arts and mathematics. The Crucial Standards Curriculum currently addresses 29 language arts standards for grades 1-8, with approximately 90 objectives, and 47 mathematics standards for grades 1-8, with about 127 objectives. Additional resources include the KidzLit curriculum, a reading

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enrichment program which has been shown to improve students' English language and literacy skills, and the Creative Teaching Press (CTP) Math Centers curriculum which emphasizes standards-based math concepts including estimating, fractions, geometry, graphing, logic, money, multiplication, probability and time.

Member roles: This fall, 72 members will serve at 25 elementary middle, and high school sites in Los Angeles and San Bernardino counties, two to four members at each site. Members will work alongside THINK Together staff during homework support and program opening, but will have a distinct role in working with identified students by: teaching 7 Habits of Happy Kids (elementary school sites) or Effective Teens (middle school sites); providing one hour per week of 1:1 mentoring; working with parents and families of the identified students; recruiting and managing volunteers at each site; and developing and implementing service learning and community service programs.

It is necessary for the members to be full time MSY in order to holistically work with the 8-10 identified students, helping them to apply the mind set and skills learned in 7 Habits during the instructional day as well as after school. Full time is also important so members support students as they build leadership skills and have opportunities to work with families.

Non-duplication, non-displacement, and non-supplementation of program: THINK Together participates in a variety of state and federally funded grants. The nature of supplanting is understood and this program will displace no employee or volunteer. The program does not supplant any other program because there is nothing like this program in existence.

Member development, training, and supervision: Having well-trained members is the key to the success of the THINK Together AmeriCorps program. Each member will be certified through Franklin-Covey in teaching 7 Habits of Highly Effective People, with additional certifications in 7 Habits of Happy Children/The Leader in Me, 7 Habits of Highly Effective Teens, and 7 Habits of Highly Effective Families. Member supervisors also receive training in the 7 Habits Signature Course prior to becoming a supervisor, in order to offer day-to-day support for the member and other THINK Together staff.

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Members will also receive training in identifying, designing, and implementing service learning and community service projects, the youth development approach to working with young people, and specific after-school support such as homework completion, youth leadership, and club activities. Before working directly with students, members will participate in trainings about being a member, THINK Together as an organization, the components of the afterschool program, the youth development approach to working with young people, working with school district partners, planning and implementing community service and service learning projects, getting to know community partners, the THINK Together volunteer system and existing relationships with high schools, colleges, and universities, and other essential staff development. Once program has begun, members will receive classroom training each week on problem solving primarily from the Regional Manager, and daily field training with their direct supervisor, the Site Coordinator. Members will also meet with the supervisor every day to debrief the day's work via their reflection logs and to review the work plan for the following day, making adjustments as necessary.

Member compliance with rules on prohibited service activities: To ensure that members comply with rules on prohibited service activities, all Regional administrative staff that provide indirect support for the members, the AmeriCorps Project Director, Regional Project Managers, and member supervisors who provide direct member support, will receive training on the rules regarding prohibited service activities. As part of the induction training for the members, these service prohibitions will be taught and discussed, and once each month, the prohibited activities will be reviewed during member training sessions.

Value Added: Having a full-time member focused on a small caseload of young people, will deepen the connection with the two central influences on the student's life--school and family. Member focus on three identified needs: acquisition of academic skills, development of a "navigation" system, and opportunities to practice both as students develop leadership habits, can best be accomplished with full-time members. Additionally, members will have opportunities to work with students' families so that the

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family is better able to support the students' transition to capable knowledge worker.

Plan for Self-Assessment and Improvement: At the heart of THINK Together's work in after-school is the mindset of "current best thinking". This requires that as a learning organization we are always learning, and to do this we provide both formal and informal opportunities for staff to provide feedback and input. Self-Assessment and improvement will be facilitated and measured through the use of two key surveys and three performance reviews. On the 7 Habits surveys, the target is that 85% of members will demonstrate increased knowledge and understanding about these important personal and professional development skills; it is also expected that 85% of members will indicate an increase (60%) in their ability to lead a community service project. In addition, through focus group discussions and key informant interviews, AmeriCorps members will have two regularly-scheduled opportunities to provide input and feedback. The first is OTJ (On The Job), which will occur each week during member training. During this session, any member may "put a topic on the table" for the group to discuss and share best practices and expertise. New procedures, protocols, and ways of thinking are explored during these sessions. A second opportunity for members is in a process we call "Speed Dating", in which participants are encouraged to discuss strengths, weaknesses, problems, and other issues, and after several conversations with different people, a debrief captures a group memory of the conversation. Input from service sites will be gathered monthly in a meeting between the member, Site Coordinator and school principal or other administrative designee. Student needs will be addressed using feedback data including benchmark exams if available, student surveys and other indicators of progress in the 7 Habits training, student and/or parent survey data on overall program quality and teacher feedback data on student progress during the school day. Data will be used to determine current best thinking about strengths and weaknesses within the program and used by members and the site team to set program goals. THINK Together staff will provide quarterly updates to its partners. Together, these above strategies will be used to help target at least 85% of the members demonstrating an increase of .5 or higher on their Performance Review from the baseline to the final using a 1-5 Likert scale.

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Measurable Outputs and Outcomes: This program will address the Education priority area and will be using national performance measures. A key aspect of continuous improvement is to collect data that reflect progress toward accomplishing the outcomes a program has identified. For the AmeriCorps program, three categories of data are collected: outputs, intermediate outcomes, and end outcomes. Performance Measures are developed for Volunteer Recruitment and Engagement, Member Development, and the Primary Need and Service the member performs. Taking a closer look at the Primary Performance Measurement Worksheet, the THINK Together AmeriCorps program wants to better prepare an immigrant population to transition into a knowledge worker environment in a single generation. Three areas of development have been identified as needed to support this transition: 1) increased academic performance, 2) increased knowledge of 21st Century skills and strategies that develop personal and professional effectiveness, including conflict resolution strategies, and 3) an increased sense of personal responsibility to serve in the community.

Outputs that the member will track with target students will include total number of 8-10 caseload students that participate, addressing national performance measure #1; and number of students who participate in the afterschool program with member mentor for 40 or more hours, addressing national performance measure #2. These outputs will be determined by reviewing daily sign-in sheets and utilizing THINK Together's existing secure, web-based student information system which collects all program-related activities, including attendance data and types of activities. The intermediate outcomes will be measured by looking at the Youth Assessment Rubric which focuses on homework completion, use of 7 Habits principles and conflict resolution strategies, and participation in service learning projects. Teachers will also have the opportunity on this form to report on behavior and areas of academic need that the student has in their class. Surveys will be used with students that will ask them to report on the quality of the homework component (e.g. is it quiet enough, do they feel they can get appropriate help). This information will be used by members along with school-day attendance data to complete the Student Performance Rubric as a means of profiling and tracking individual student needs.

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Members will review this rubric with students three times per year after the administration of each 7 Habits Assessment and Student Survey, both of which will include a baseline assessment and then a mid- and post- which will allow for the examination of student growth. The initial survey for the 7 Habits will be administered after the first 9 weeks of program and then again after 23, and 35 weeks of participation. Students' understanding of conflict resolution will be measured by having students role play a conflict and then tracking the conflict resolution strategies utilized on a conflict resolution strategy checklist. Students' sense of responsibility to the community will be measured with survey indicators. Outcomes will be used to complete the Youth Assessment Rubric and then used to measure mastery and understanding of the skills allowing members to determine growth as well as topics that need to be reviewed. The goal is that at least 85% of students that attend at least 40 hours of mentoring will experience a growth rate of at least .5 on the rubric, using a Likert Scale rating of 1-5. The end outcomes will be measured by reviewing school day attendance, behavior referrals, standardized test scores, and a final 1:1 interview with students regarding the 7 Habits and the student's experience participating in the community service learning activity. The annual performance targets for at least 65% of the target students who have received 40 or more hours of mentoring include: 1) students' growth toward proficiency on the California Standardized Test scores in English Language Arts and Math (used to measure a school's success under No Child Left Behind) as measured by an increase of 35 scaled score points and/or improved performance level (national performance measure #5); 2) attendance of 90% of more days of school, based on total possible school days (national performance measure #6); and 3) students will not be suspended over the course of the program (national performance measure #7).

4. Community Involvement:

Involvement of communities in identifying the needs and activities: THINK Together has built several strong partnerships within the communities we serve, working with civic leaders business leaders, and leaders in local churches as well as colleges and universities. We have developed a strong collaboration

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with Mountain View School District and with San Bernardino's school district, local colleges, and the Mayor's Office. THINK Together is also partnering with the Los Angeles Mayor's partnership for schools in Los Angeles Unified. We have also established connections with the Universities of California at Irvine, Los Angeles, and Riverside; the California State Universities at Fullerton and San Bernardino; and local community colleges.

THINK Together has regular meetings with all school district partners to further align the after-school program with the school day. At the site level, Site Coordinators meet with school administrators at least twice a month to discuss how the program can best address the needs of students. In addition to meeting parents when they pick up their child from the afterschool program, Site Coordinators host parent nights to help parents understand their child's education; these events also allow staff to better understand the needs of the community which has influenced the design of the THINK Together AmeriCorps Leadership program. THINK Together is also implementing service learning projects to further engage the parents in the community.

Relationship to other National and Community Service Programs: In looking at the 7 Habits of Highly Effective People, the 7th habit, Sharpen the Saw, revolves around the balance of the four aspects of a whole person: body, heart, mind and spirit. These align with Stephen Covey's 4 L's: live, love, learn and leave a legacy. Being part of AmeriCorps allows members to experience this balance individually in the direct service that they provide, as a THINK Together Team member, and also as a part of the National Community of AmeriCorps members. It is in these connections members come to understand that they are a part of something that is much larger than themselves, and the ripples of the involvement in the Corps can perpetuate throughout their lives. THINK Together currently partners with organizations that operate AmeriCorps programs including the Red Cross, California State University, Fullerton and the Volunteer Center of Orange County. THINK Together has hosted members from these organizations and has learned more about the goals and processes of AmeriCorps. THINK Together AmeriCorps will participate in Make A Difference Day, celebrations of Martin Luther King, Jr. and Cesar Chavez, as well

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as AmeriCorps sponsored projects.

Potential for Replication: THINK Together began to take form in 1994 with one site in a neighborhood in Costa Mesa. Over the next 10 years THINK Together expanded to just over 20 sites. In 2006, THINK Together opened over 100 programs in one day and today currently works with well over 50,000 students each year in school districts across Southern California. The ability to go to scale and to replicate high-quality, effective programs is in THINK Together's DNA. THINK Together has a platform and infrastructure that allows for the strategic planning necessary to replicate program. Each year, THINK Together has plans to expand the number of school district partnerships. In this expansion we will want to replicate all aspects of the THINK Together family of programs. With 72 members at 25 school sites, the variety of experiences we will encounter will provide several 'lessons learned' which can be applied to replication and scaling efforts.

B. Member outputs and outcomes

1. Member recruitment and support: AmeriCorps members will be recruited through local colleges and universities, other AmeriCorps, job fairs conducted by Employers Training Resource and others, the Internet, newspaper, television, radio, senior centers, disability groups, and through publicity directed to our families. The National Referral Service will be accessed to help locate local people that may be in their system, or candidates with extraordinary credentials. To ensure recruitment of high quality members, THINK Together has augmented the fixed amount cost per MSY of \$13,000 to \$15,000. A quiz will be administered, including a writing assignment/sample and math section to ensure that members meet the rigorous requirements set forth under No Child Left Behind. Resumes will be checked for evidence of working or volunteering with children, other volunteerism, and any interests, skills or hobbies that might be tapped for this program. Possible candidates will be interviewed by a panel of school administrators and staff, who will narrow the field to 350, check references, and invite them to a 3 day pre-service orientation. Training and exercises will provide opportunities for principals and staff to choose cohesive teams for districts and select the final 300 candidates. Members will be

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recruited and selected in the same ethnic balance as the school district population to ensure diversity, with extra efforts to attract bilingual, biliterate candidates. All ages including seniors, disabled adults and all education levels are welcomed. We will recruit from neighborhood communities as many members as possible. We will share the details of each district profile with candidates not from the district, and take them on a bus tour of the district to ensure that the candidates feel comfortable working in a district with high levels of poverty and crime. Desired qualities in members would be a strong desire to do service and to work with children. Friendly, extroverted individuals will function best to promote student-family-community bonding. A positive attendance and timeliness record is paramount, as these members are role models for students. Factors that will be taken into consideration for placement are: member's proximity to school (in their neighborhood), ethnic balance, bilingualism, and team-fit as determined during orientation activities.

THINK Together believes that retention is best achieved through giving members a well-developed orientation and training, ongoing support for their activities, and regular recognition for their service. Regional Managers and Site Coordinators will have regular communication with members to ensure that they are supported and appreciated for their service.

3. Member Development, Training and Supervision:

Members will participate in a variety of training sessions that will focus on developing an esprit de corps, understanding what it means to provide service and be a part of AmeriCorps, job-specific skills and strategies, and the 7 Habits of Highly Effective People and its iterations for children, teens, and families. The development of each member goes beyond the training and occurs during side-by-side field coaching, 1:1 or small group discussions and coaching sessions, and opportunities for members to grow and practice newly acquired skills and understandings with the support of a coach (Site Coordinator, Quality Assurance Coach, Project Manager, etc.) and/or mentor. THINK Together is committed to Teaching, Helping, Inspiring, and Nurturing Kids and members and this is taken seriously as a THINK community call to action in the word Together.

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Member training: Full time members serve 1700 hours. For our members, a maximum of 340 hours will be spent in training and development. Training will have both an induction phase to introduce AmeriCorps members to both the program and each district, and then cycle through the year with job specific training and member development opportunities. Weekly training for members during the 38 weeks of school will be for 3 hours each week for a total of 114 hours. These 114 hours will provide members with classroom training on problem solving, working effectively with students, revisiting the 7 Habits, the youth development approach to working with young people, youth leadership, club activities and strategies to successfully support homework completion, and the how-to that surrounds the identification, design, and implementation of community and/or service learning projects.

At the core of member development, each member will be certified pre-service, through Franklin-Covey in teaching 7 Habits of Highly Effective People, (40 hours) with additional certifications in 7 Habits of Happy Children/The Leader in Me, 7 Habits of Highly Effective Teens, and 7 Habits of Highly Effective Families (40 hours). Insight sessions will be held twice each year, and the focus of these trainings will be keeping the 7 Habits alive in practice and troubleshooting. An additional 40 hours of training during the winter and spring break will focus on follow-up training on youth development and leadership, homework and academic support, and successful student clubs and enrichment. In year 1, 85% of members will indicate an 85% increase in their knowledge of the 7 Habits; 85% of members will demonstrate an increase of .5 or higher on their Performance Review from the baseline (review #1) to the final (review #3) (based on a 1-5 Likert Scale; increase of .5 will be in the average).

Additional pre-service training (2 additional weeks) will include Being A member of AmeriCorps (15 hours), What It Means to Be Part of the THINK Together Family (10 hours), How to Work Effectively in a School District (5 hours), Setting Goals, Creating Work Plans, and Assessing Ones Own Performance (15 hours), First Aid and CPR Training (8 hours), Abuse Reporting (2 hours), Cultural Diversity and Valuing Differences (10 hours), Confidentiality (1 hour), Working Effectively With Parents (5 hours), Developing Capable Young People (9 hours)

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THINK Together partners with Karen Simms, R.N. of the American Heart Association who provides training in First Aid, CPR, and Blood-Borne Pathogens; Sandi Eastman, M.S.W. and Diane Childs from San Bernardino County Department of Children's Services provide training in Abuse Reporting; UST Global for 7 Habits training; County Offices of Education, Parent Institute for Quality Education, and THINK Together staff for Anger Management, Developing Capable People, Cultural Diversity, Confidentiality, Service-Learning, and Peer Helping.

THINK Together will access training from County Offices of Education, State identified Educational Regions 9, 10, and 11 for Conflict Resolution/Mediation, Leadership, Program Planning, Implementation, and Evaluating; and Local Law enforcement: gang and drug awareness, emergency plans, crime prevention, personal safety, and trust activities.

Members will have input by evaluating each training session, as well as filling out surveys to ask for additional training or information. Members will all serve as the leader for at least one project to help develop their leadership skills. Members will be recognized on the web site and in newsletters, and members will be recognized at an annual dinner.

Member orientation: In pre-service meetings with the Program Director and Regional Managers will prepare and brief school staff on the AmeriCorps program, and provide orientation information to members, office space and supplies, and daily support and supervision. The Site Coordinators will link the members with the non-school partners, and provide oversight of non-school hour community service activities. Service providers will be prepared and coordinated by the Program Director and Regional Managers, who will also provide on-going support.

On-boarding members effectively will increase the likelihood of member satisfaction and of the member having an experience of service that he/she will carry throughout his/her life. The on-boarding process will continue through the members first 90 days of service, including but not limited to visiting them at the workplace, checking in via email or other social networking platform, and 1:1 conversations with a THINK Together staff other than the member's supervisor at least once every two weeks. After the first

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90 days, the check-ins will stretch to one time per month.

Plan for supervising members: Site Coordinators at each school site will coordinate Team Meetings (AmeriCorps and after-school staff), provide daily support, facilitate team building, and help organize community service activities with partners. District Site Coordinators and members will meet twice a month to share best practices. Regional Managers (two at 1.0 FTE each) will facilitate monthly meetings with all members in their region, which will allow for individual growth, while supporting divergent problem solving and teamwork. All 72 members will come together quarterly to create esprit de corps. AmeriCorps members will be paid biweekly. Payroll will be submitted by the Site Coordinator to the After School Program Clerk (1.0 FTE) for processing. The Program Director (1.0 FTE) will be responsible for member evaluation with input from Quality Assurance Coaches and Site Coordinators. Evaluations will be quarterly. Members will complete self-evaluation forms as part of the evaluation process three times a year. Members will be informed about the grievance procedure (including hearings and binding arbitration) that will be in place. A waiting list will be developed in case of attrition, and the Program Director will work with the Training Consultants to assure new members receive the same level of screening and training as the original members.

4. Ethic of Service and Civic Responsibility: The service ethic will be emphasized during recruitment, orientation, and Team Meetings. Members will wear AmeriCorps uniforms daily and at community activities to build an identity. The 72 members will be established as the "Fall of 2010 Class," and will participate in joint training, planning and service projects across all school sites, in addition to school site and "pod" activities. Members will also develop an identity with the National Service Network and other local AmeriCorps programs through shared training when possible, common celebrations and joint participation in other local community service projects. Members will be encouraged to register to vote and afforded time off to vote. Members will develop an understanding of good citizenship and service as they learn leadership and followership skills, and as they apply these skills in service projects and experience facilitating positive change in neighborhoods. By including students in projects,

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members have the opportunity to get parents and students interested in and participating in service projects. The communities and schools are all multicultural and diverse, ensuring member exposure to varied experiences.

C. Community Outputs and Outcomes

1. Performance Measures:

Current and past successes: THINK Together's strategy to align its programs with the school day has demonstrated great success. Evaluation results of California Standards Test (CST) scores for students in the THINK Together program at 18 school districts in Southern California show that students who participate in THINK Together's program for 60 days or more have a higher growth rate (2x -- 2.5x) towards Proficiency in their English Language Arts and Math scores from spring 2007 to spring 2008, compared to all students throughout these districts.

We have also received over 97% approval in parent satisfaction surveys and 90% program quality approval from teachers and administrators. THINK Together has also been very successful in helping schools move out of Program Improvement status, under Title I of No Child Left Behind; in the last year, fifteen of THINK Together schools made Adequate Yearly Progress for two years and are no longer in program improvement.

Significant sustainable impact: THINK Together believes that English proficiency and academic success equips children and youth with the knowledge and skills to stay in school, and succeed in this 21st Century workforce. THINK Together has piloted programs which expand our reach and increase our impact in the schools we serve. We partnered with Celerity Charter Schools to provide afterschool programming for three charter schools in low-income, diverse neighborhoods in South Central Los Angeles. While most of THINK Together's programs serve only 10% to 20% of the student body, the Celerity Charter schools provided funding for THINK Together to serve an average of 64% of their students. The results were dramatic. At Celerity Nascent, where we served 62% of their students, the

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Academic Performance Index (API) increased from 641 to 753, a 112 point gain. At Celerity Dyad, where we served 67.5% of their students, API increased from 667 to 785, a 118 point gain. These were the two highest increases in all of Los Angeles Unified School District (LAUSD) for traditional schools. At Celerity Troika Charter, which is classified as a small school, THINK Together served 74.2% of their students; API increased from 595 to 874, an incredible jump of 279 points -- the highest increase in all of LAUSD and Los Angeles County.

Organizational Capability

2. Sustainability:

THINK Together uses both private and public funding to operate its programs. Nearly all of THINK Together's programs are funded by After School Education and Safety state funding; this funding is renewed every three years and the funding stream can only be removed by voter mandate. We also use federal 21st Century Community Learning Center funding at several of our programs which can be renewed every five years. THINK Together has several private partners which supplement this funding including the Irvine Company (\$8.5 million over 5 years), the Rose Hills Foundation (\$500,000 over 5 years), the United Way of Greater Los Angeles (\$240,000 over three years) and recurring grants from the Ueberroth Foundation (\$100,000), the LA84 Foundation (\$75,000), and the Orange County United Way (\$75,000). During the last year, we implemented Miles of Change, a very successful small donor drive where students and staff collected over \$160,000 in pennies and subsequently laid them down on a local race track for a continuous 66 mile chain of pennies, setting a new world record.

3. Volunteer Recruitment and Support:

THINK Together has a robust volunteer program which recruits and supports over 3,000 volunteers each year with over 80,000 service hours throughout Orange, Los Angeles, Riverside, and San Bernardino counties. Each region has a Manager of Volunteers (MOV) who recruits volunteers from local businesses, faith-based communities, community organizations, universities and high schools. The Director of Volunteers oversees the MOVs and provides training in volunteer engagement, recruiting,

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orientation, and retention. This training is passed on to the Site Coordinator who manages the volunteers directly.

Member role: Each member will recruit family members of identified students or community members to help with Community Service Projects. Building a cadre of volunteers will strengthen the community as people learn that their efforts can and will make a difference. Each member will be expected to recruit 5 volunteers recruited for on-going activities (6 sessions or more) for a total of 360 volunteers and 2,160 volunteer hours. Members will also recruit 8 volunteers recruited for one-time activities for a total of 576 volunteers for 1,728 volunteer hours for one-time activities (2 Community Service + 2 Service Learning Projects, each with 2 Volunteers). With the help of AmeriCorps members, THINK Together plans to double the number of volunteer hours next year for a total of 160,000 hours.

4. Capacity Building: Members will help grow the capacity of schools to better serve their students by aligning the teaching and practices of the school day into THINK Together's after-school program; this is especially critical in light of statewide budget cuts.

D. Organizational Capability

1. Sound Organizational Structure

Brief History: Founded in 1997, THINK Together is a 501(c)(3) nonprofit which has a mission of providing high quality academically oriented out-of-school programs regardless of race, creed, or socioeconomic status. The THINK Together story began in the Shalimar neighborhood in Westside Costa Mesa in 1994. After a gang shooting, mothers from this low-income, Latino neighborhood organized to take the neighborhood back from the gang. A local businessman, Randy Barth, and several leaders from local churches met with the mothers to see how they could help. They organized two churches and a community group in the area to provide funding for a neighborhood center where their children could go after school to get tutoring, help with English, and academic support. As a result of the program's combination of academic support and adult mentors, over 200 of THINK Together Shalimar students have gone on to college. In addition, over 50 have now graduated, all of them the first in their

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families to earn a college degree. For the last four years, 100% of the Shalimar seniors have graduated and enrolled in college.

In 1997, THINK Together began partnering with school districts and developing the after-school learning center concept into a broader community environment. By 2006, THINK Together was operating afterschool programs on 14 public school sites in Orange County. With the advent of state funding of the After School Education and Safety (ASES) program in 2006, through the passing of Proposition 49 by voters in 2002, THINK Together partnered with 16 school districts throughout Southern California, expanding the reach of THINK Together to 177 new sites. THINK Together plans to expand to over 100 additional sites in fall 2010.

Multi-site Structure: THINK Together's structure includes a regional office for every 50-60 sites, operated by a General Manager and supported by local recruiters for paid staff and volunteers, local human resources and local administrative support. These regional offices provide training to local Site Coordinators and deliver the necessary curriculum to be provided at the school sites. Each site is staffed by a full time Site Coordinator who oversees a staff of 5-7 part-time Program Leaders who lead a classroom of students at a 20:1 ratio. A Quality Assurance Coach provides training and coaching to 10-12 Site Coordinators.

Selecting service sites with adequate programmatic and financial capabilities: The ASES funding for THINK Together's program requires that the school has an enrollment where over 40% of students qualify for the free and reduced meal program; these schools are also generally in need of academic improvement. THINK Together has operated at 80% of its sites for at least three years and has developed strong quality of program which fosters innovation, develops leaders, has strong evaluation results and involves the community. We have meetings with the site administrators, remain in regular contact with district administrators, and have involved them in the preparation for this grant. District partners are on board to move to the "next generation of afterschool" and are looking at ways to enhance the opportunities for youth especially in the light of extreme budget cuts in California.

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Current or previous programmatic and funding relationships: THINK Together has established relationships with 16 school districts who receive ASES state funding and contract with THINK Together to deliver the program. THINK Together provides academic enrichment in English Language Arts and Math, homework help, and physical activity.

Plans for monitoring site compliance with fiscal and programmatic requirements: THINK Together has a rigorous fiscal compliance and program monitoring process. Fiscally, grant funds are tracked by award, with special attention paid to guidelines for expenditures. Fiscal accounting is done each month, following detailed reconciliation procedures. The Chief Financial Officer, Controller, and Financial Analyst are responsible for this fiscal tracking. THINK Together has a system to monitor in-kind contributions that support grant funds, having this built into coding systems to ensure correctness.

Programmatic requirements are monitored closely by Regional General Managers, Regional Operations Analysts, and internal evaluation department. The AmeriCorps program will also be monitored by the AmeriCorps Program Director, Regional Program Managers, AmeriCorps clerk, and Site Coordinators.

THINK Together collects and records attendance data for students through our programs through Youthservices.net software by CitySpan. Our Director of Evaluation collaborates with school districts to collect test score data and conducts in-depth analysis to show progress of the students. THINK Together provides extensive reporting on program, fiscal, and evaluative elements for the requirements for the ASES funding. THINK Together also currently manages federal 21st Century Community Learning Center grants. On-site monitoring is done through the Site Coordinator and Quality Assurance Coach with Categorical Program Monitoring self-review yearly and outside review every four years.

Common program elements or activities across sites: In order to ensure that the mission and vision for the AmeriCorps program is maintained, AmeriCorps members will meet with their Site Coordinator on a daily basis to review overall duties and students' progress. Members within the school district (in groups of 6 to 12 members) will meet weekly to ensure common program elements and activities and foster a team spirit. In addition, members throughout the district (22-50 members) will meet bi-monthly and all

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72 members will meet quarterly.

i. Partners and Staff Roles:

THINK Together has partnered with school districts since 1998 and currently partners with the following school districts: Azusa Unified, Baldwin Park Unified, Bassett Unified, Cucamonga, Duarte Unified, Jurupa Unified, Lake Elsinore Unified, Little Lake City, Los Nietos, Mountain View, Ontario-Montclair, Redlands Unified, Romoland Unified, San Bernardino City Unified, Santa Ana Unified and South Whittier. THINK Together's General Managers have regular meetings with District Superintendents to ensure alignment of after-school programs with objectives of the district. Site Coordinators will meet twice monthly with principals and weekly with teachers to discuss how the AmeriCorps program can best meet needs of students. Principals and teachers will give feedback to Site Coordinators and Regional Program Managers regarding the 7 Habits leadership program and service learning opportunities. UST Global will provide 7 Habits leadership training for the AmeriCorps Director and program. The Irvine Company provides THINK Together with strategic counsel and financial resources.

Key program and fiscal positions: THINK Together's AmeriCorps Program will be overseen by the AmeriCorps Program Director who will report directly to THINK Together's Chief Program Officer. The AmeriCorps Program Director will oversee two AmeriCorps Regional Program Managers who will direct activities in each of the districts. The AmeriCorps Regional Program Managers will work closely with THINK Together General Managers and Quality Assurance Coaches to ensure alignment with the after-school program. General Managers will work closely with district administration to ensure alignment with school day programs, and Quality Assurance Coaches and Site Coordinators will work with Principals and Teachers to ensure the needs of the students are being met. AmeriCorps members will be overseen directly by the Site Coordinators but will also receive training and attend weekly meetings overseen by the AmeriCorps Regional Program Managers. An AmeriCorps Program Clerk will collect member evaluation and student data, academic assessments from members, and compile and record

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member hours and attendance data.

The AmeriCorps Program Director, Regional Program Managers, and Program Clerk must pass LiveScan Background check (both DOJ and FBI); must pass TB Skin Test; and must have reliable transportation. A Bachelor's Degree in Education, Social Work, or related fields, or equivalent experience is highly recommended. The Program Director will facilitate pre-service orientation of members, engage sites and new volunteers in service through presentations and direct communication and organize large scale service learning projects. The Regional Program Managers will establish support systems for each site and develop site specific relationships to determine need and develop progress of program.

ii. Plan for Self-Assessment or Improvement:

THINK Together has developed numerous internal assessment processes to gauge its progress and make improvements as needed. Our 2009-10 Strategic Objectives and Success Measures (below) focus on the following priorities: program quality, evaluation, financial health, people, and communication/technology. Within each priority, there are multiple initiatives which are tied to specific tactics and success measures. Following are the priorities and initiatives: Program Quality - Build Alignment with Instructional Day, Establish Criteria, Benchmarks and Attendance, Targets for New Programs, Position Program for Expansion via Staff Development; Evaluation - Build Capacity for Alignment, Build Capacity for Measuring Growth in Program Quality, Demonstrate the Academic Value-Add of THINK; Financial Health - Secure next round of financing (by June '10), Cost Control, Fund Development; People - Recruit & Retain Best People, On-board New Employees, Professional Development; and Communication / Technology - Maximize Internal Communication Through Technology, Build Brand Awareness. These priorities are used by the Strategic Leadership Group to measure the health of the organization and are also the basis for the CEO performance review by the board of directors. Each of these priorities and initiatives are tied to tactics and specific success measures to ensure that priorities are being met.

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iii. Plan for Effective Technical Assistance:

THINK Together has strong partnerships with local County Offices of Education who provide technical assistance throughout our sites. We have also contracted with seasoned experts in the field of after school that provide training and coaching for our Quality Assurance Coaches and Site Coordinators. The Quality Assurance Coaches who oversee 10-12 Site Coordinators provide daily assistance to Site Coordinators in managing at the site level. UST Global has partnered with THINK Together, and is providing pro bono training in the 7 Habits curriculum. Several THINK Together staff have now been certified and will continue to work with UST to train members.

Sound Record of Accomplishment as an Organization

i. Volunteer Generation and Support:

THINK Together has a robust volunteer program which recruits and supports over 3,000 volunteers each year with over 80,000 service hours throughout Orange, Los Angeles, Riverside, and San Bernardino counties. Each region has a Manager of Volunteers (MOV) who recruits volunteers from local businesses, faith-based communities, community organizations, universities, and high schools. The Director of Volunteers oversees the MOVs and provides training in volunteer engagement, recruiting, orientation, and retention. This training is passed on to the Site Coordinator who manages the volunteers directly.

ii. Organizational and Community Leadership:

THINK Together has demonstrated leadership in the various communities it serves by bringing together school district and early learning partners to provide an ecosystem of support around children and the school day. THINK Together also partnered with Santa Ana Unified School District to create a new paradigm for summer learning. More than 12,000 K-8 students participated in a six-week program that offered literacy, broad standards-based enrichment and structured physical fitness. The program was delivered by a blend of SAUSD teachers and THINK Together staff. The program was a huge success as measured by student turnout as well as through survey data from students, parents and teachers. These

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strong partnerships have led to numerous awards for the organization including our CEO, Randy Barth, being named one of seven national After-School Champions of the year, awarded by Secretary of Education, Arne Duncan. Barth has also been nominated for the James Irvine Award from Jane Russo, Santa Ana Superintendent and Fran Inman of Majestic Realty, a corporate funder of our programs.

2. Success in Securing Community Support

i. Collaboration:

THINK Together's first program was begun through collaboration with St. Andrew's Presbyterian Church which continues to support with donations and consistent volunteers. The Church of the Messiah also provides facilities and donations for THINK Together's community-based site. THINK Together is currently collaborating with over 70 organizations throughout Santa Ana to implement a Building Healthy Communities Initiative, funded by the California Endowment. We have also developed a strong collaboration in San Bernardino with the school district, local colleges, and the Mayor's Office. THINK Together is also partnering with the Los Angeles Mayor's partnership for schools in Los Angeles Unified.

ii. Local Financial and In-kind Contributions:

As THINK Together has grown, the organization has cultivated various individuals, foundations, and corporations from the local community. The Irvine Company, one of our largest donors, has increased its giving each year with an \$8.5 million pledge in 2007. Various foundations have increased their giving such as the Ueberroth Foundation (from \$25,000 to \$100,000). We have also developed new partners such as the LA84 Foundation (\$75,000) and the Rose Hills Foundation (\$500,000).

iii. Wide Range of Community Stakeholders:

THINK Together's volunteer base has tripled over the last three years to over 3,000 volunteers, serving over 80,000 hours. We have also grown our board of directors to more accurately reflect our new regions and developed leadership councils throughout Los Angeles, Riverside and San Bernardino. These groups, with a total of 40 members, meet regularly to further maximize the impact THINK

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Together is making in the communities we serve.

Budget/Cost Effectiveness

1. Cost Effectiveness

i. Corporation Cost per Member Service Year (MSY):

The THINK Together Leadership AmeriCorps Program is applying under the Fixed Amount Pilot application with a cost per MSY of \$13,000; THINK Together will augment this award to provide a yearly stipend of \$15,000. Each member will serve 1,700 hours in service to the young people within the THINK Together footprint. This cost per MSY not only provides for the living allowance of the member but includes the cost of adequate supervision and support to ensure the success of both the program and the member.

THINK Together has diverse, non-federal resources to support the program, including California Afterschool ASES funding and substantial gifts from a wide range of both large and small gifts. THINK Together has a five year strategic plan to develop additional funding to support this AmeriCorps program. The strategic plan includes increasing name recognition for the program continuing to engage civic leaders in THINK Together's mission, business leaders, corporate leaders, local non-profits the faith community and the media in the work of THINK Together. The plan also calls for the organization and implementation of a yearly signature event as well as other fundraising activities. Through the public-private partnership that THINK Together has developed with its school district partners and County Office of Education Regional Leads for Regions 9, 10, and 11, THINK Together receives additional in-kind training and consulting in the best and latest research-based practices in working with young people to effectively deliver high quality programming at no cost to the program, adding even more value to our project.

ii. Diverse Non-Federal Support:

Currently, of THINK Together's annual budget of \$33,995,000, \$7,400,000 is from federal sources and the remainder from private funders or California ASES funding. THINK Together is currently a key

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player in Santa Ana's California Endowment Grant planning process, is working with San Bernardino and the San Gabriel Valley to develop strategies around pulling community resources together to attack the serious problems facing each of these separate, yet similar communities. Many major funders struggled during the economic downturn that affected their foundation portfolios, and individual foundation giving was down in 2008-2009 so additional financial support for THINK Together was pushed out into 2010-2011. THINK Together launched its first campaign to attract small donors in March, 2009, Miles of Change, and continues to work to build a strong small investor base, much like that which financed the Obama campaign.

THINK Together's headline on its web page is "The Next Generation of Afterschool", meaning that we are an academically-based program that believes surrounding youth and families with an ecosystem of support is the only way to change the odds for all young people, rather than helping a small group of young people "beat the odds" and move away from a community. Such vision is in line with the mission of the philanthropic community. THINK Together continues to relationships and document outcomes, both of which impact the giving of the philanthropic organizations. THINK Together is investing in both by continuing to build relationships with funders and by participating in research studies with University California, Irvine, led by Education Department Chair, Deborah Vandell an acknowledged research leader in effective use of out-of-school time, to demonstrate the impact of our programs. These efforts are in important as we diversify our funding.

2. Budget Adequacy

The budget is adequate to support our program design. It is cost effective, and allows us to bring in additional support to resource-poor communities with high poverty rates. Data cited earlier in this application supports this statement. We have proven our ability to take programs to scale by transforming the organization from 22 sites in 2006 to a 180 site organization during the first two months of 2007. THINK Together has a platform and infrastructure that supports continued growth. The reasonable and necessary costs of this program may seem high since we serve a difficult-to-reach

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population and are seeking to have greater program impact as evidenced through not only our performance measures but the proposed research question; however, there is an economy of scale which makes sense when maximizing the effectiveness and efficiency of grant management.

Evaluation Summary or Plan

N/A

Amendment Justification

N/A

Clarification Summary

Clarification Response FY 10

* Please clarify whether members will supervise other members as described in narrative.

Members will not be supervising members; this was not mentioned in the narrative. Members will be supervised by Site Coordinators (THINK Together staff) who offer day-to-day support for the member and other THINK Together staff. Site Coordinators are coached and supported by the Quality Assurance Coaches to ensure that they have significant training in supervising and coaching AmeriCorps members and Program Leaders (THINK Together part-time staff). Site Coordinators also receive training in the 7 Habits Signature Course prior to becoming a supervisor, in order to offer day-to-day support for the member and other THINK Together staff.

* Please describe in detail how applicant funds will support the AmeriCorps program and activities.

THINK Together is applying for the fixed amount grant and is requesting \$13,000 per member for the member stipend for 72 members. THINK Together will provide funds will be utilized to support all member activities not supported by the direct grant from the National Corporation for Service. These

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financial supports include but are not limited to:

- * the Member Living Allowance (additional \$2,000 per member from THINK Together for a total of \$15,000 per member - \$144,000 from THINK Together);
- * FICA, workers compensation and medical benefits (\$246,780);
- * the project management, training, and direct supervision (site coordinator) for the member (\$409,076);
- * the supplies and materials needed for the member (T-shirts, sweatshirts, and Polos) (\$10,800);
- * activities (service learning, community service, and day-to-day operations) of the members' work with the identified youth (\$86,400); and
- * mileage reimbursements other member costs (\$24,264).

* Please clarify the volunteer generation estimated targets by the correct number of proposed AmeriCorps members.

Each member will be expected to recruit 5 unduplicated volunteers recruited for on-going activities (6 sessions or more) for a total of 360 volunteers and 2,160 volunteer hours (72 members x 5 volunteers x 6 sessions x 1 hr).

72 members will also recruit 8 volunteers recruited for one-time activities for a total of 576 volunteers for 1,728 volunteer hours for one-time activities (72 members x 8 volunteers x 3 hrs).

Each member team of 2 will support 2 Community Service and 2 Service Learning Projects, each with 2 Volunteers for 288 volunteers who will serve 864 volunteer hours (72 members/2 [36 teams] x 2 volunteers x 4 projects x 3 hours each). Members will recruit a total of 1,224 volunteers to serve 4,752

Narratives

hours.

* Please clarify the service projects described in the application and the role of volunteers in supporting the afterschool program and service projects.

It is essential that the selection of service projects be done with the young people who will be implementing them. The process of designing both community service and service learning projects begins with students identifying a need to be met. The curriculum "Every Monday Matters" gives THINK Together a clear format for working through community service projects, while service learning projects, which requires the addition of academic focus, reflect the process outlined by Learn and Serve America. Much of the work of preparing and planning of these projects requires small group organization. Volunteers can and will be utilized to support the small group work by facilitating these activities and supporting student leadership. Additionally, when activities are implemented, having the additional support and supervision of volunteers allows students to be more successful and engaged in the process.

* Please describe how the board supports the AmeriCorps program.

The THINK Together Board, which provides oversight to all of the organization's activities and endeavors, will support the AmeriCorps Program as well. These supports, beyond general understanding and approval, certainly includes financial support for the significant contribution of THINK Together match for each member, but more important perhaps, will be the interest that the Board as a whole and individual board members specifically take in the AmeriCorps program and individual members. Board members visit THINK Together programs and become acquainted with staff, students and projects, and this will extend to the AmeriCorps program as well.

Narratives

Clarification Response FY 11

PROGRAMMATIC CLARIFICATION ITEMS

The program has expressed significant concerns about its ability to implement the current awarded program design under consideration for continuation funding. Please discuss your ability to implement this program design in year two.

Our concern for the 2010-2011 year is based on not beginning program until November, 2010. Even running through the duration of the entire contract, our members would have only nine months to complete the required hours. We also believed that our existing performance measures would allow members to work until July. During a monitoring site visit in late March, we found that our new Program Associate found us out of compliance and stated that we would need a Performance Measure that would address the summer work of our members. We are currently working on this possibility. We are very appreciative of the feedback that was given to us by our Program Associate and believe that a monitoring site visit during our first year of service worked to our benefit in identifying areas in our program that need strengthening. Moving forward, we are confident that we have a better blueprint on how to run a more effective program in years to come.

We believe that the 2011-12 school year will not present these challenges as we will begin member service as early as possible to ensure proper training time prior to direct service with youth. We are confident that our working relationships with district personnel, school administrators and site supervisors will continue to improve and that our frequent communication with these stakeholders will

Narratives

ensure that our members will always stay within grant guidelines. We have developed a number of tracking devices to keep an accurate account of our members' service hours, academic and mentoring support provided, volunteer recruitment opportunities and other program related items. We believe that our academic support given to our high need population will be more intentional and focused. We have scheduled four academic assessment exams for each of our students throughout the school year to monitor their academic progress as well as our effectiveness in providing them support.

Please confirm criminal history background checks are provided for all staff supported by this grant and that FBI checks are provided for members and staff serving vulnerable populations.

Verification that confirm criminal history background checks are provided for all staff supported by this grant and that FBI checks are provided for members and staff has been amended and submitted to California Volunteers.

PERFORMANCE MEASUREMENT CLARIFICATION

Academic Support Measure

The intermediate outcome is ED 5 and again includes the same group of students. The only element that may need clarification concerns the 3 levels of improvement delineated in the intermediate PM Statement: 37% of students will import to "below basic" level, 39% of students to "basic" level and 24% of students to "proficient" academic level. What happens when more students achieve the basic level but less than projected students achieve the proficiency level?

Narratives

In our conversation with California Volunteers, we determined performance measures for 3 levels of improvement in the intermediate PM Statement: 37% of students will import to "below basic" level, 39% of students to "basic" level and 24% of students to "proficient" academic level. Identified students are drawn from CST released scores and cross-walked with our own academic assessment exams that we will administer four times throughout the school year. After our first academic assessment exam is administered, we will categorize students based on the following:

20% (or higher) correct answers will be identified as "far below" students.

40% (or higher) correct answers will be identified as "below basic" students.

60% (or higher) correct answers will be identified as "basic" students.

Our findings from this assessment will be cross-walked with CST released scores to determine the academic standings of our target population. Members will provide academic support that will address the specific weaknesses of each of their students in efforts to help them increase a minimum of one academic level. Students that score a "proficient" academic level will only be admitted to program if he or she was referred for social or behavioral related reasons. It is our belief that each student will increase their academic assessment scores by 20% (or higher) by the end of the service year. Results from these academic assessments will provide our program with a wealth of information that will help us to provide more focused trainings to our members that will address the academic needs of our students as well as give us better insight on how we could improve our current curriculum and tutoring strategies. By the end of the 2012 school year, we will look at our results from our fourth and final assessments and determine how effective our program was in addressing the needs of our students at all academic levels. This data is extremely vital in helping us to improve the effectiveness of our program in the years to come.

Continuation Changes

Narratives

YEAR 2 CONTINUATION CHANGES (2011-12)

THINK Together will be operating the AmeriCorps program at 12 elementary and middle schools in the Mountain View School District, due to the addition of one middle school, utilizing a total of 26 members at those sites.

THINK Together is no longer partnering with the San Bernardino City Unified School District, our other district partner in the application. While THINK Together was in agreement conceptually and philosophically with the school district administration, we could not agree on the on-site implementation and integration of the after-school and AmeriCorps programs. Therefore, THINK Together moved those member slots to the Rialto Unified School District, another district partner in San Bernardino County. We will be operating at 16 elementary schools and 5 middle schools, utilizing a total of 46 members at those sites.

With regards to our Performance Measures, THINK Together is using the National Performance Measures for Education which was specified in our original application. However, we have split the performance measure sections into Academic Support and Mentoring. 641 of the 720 identified caseload students will commence the Academic Support program; this program includes National Performance Measures ED1, ED2 and ED5. THINK Together also honed our National Performance Measure, ED5, to better serve students with the greatest need, specifically students who perform at Far Below Basic, Below Basic, and Basic on California Standards Tests (CST). Our goal is to help these students move up one performance level on their CST scores.

480 of the 720 identified caseload students will commence the Mentoring program; this program includes National Performance Measures ED3, ED4, ED6 and ED7. In addition to the National Performance Measures, THINK Together will be measuring students' improvement on the Interpersonal

Narratives

Social Skills Rubric in the Mentoring Program. We expect that 70% (269/384) of students at Levels 1 or 2 on the THINK Together Interpersonal Social Skills Rubric will improve one level after 30 hours of mentoring. The above Performance Measure changes were made in the Performance Measures section.

Enrollment: As of December 6, 2010, all 72 members were enrolled.

Retention: As of December 6, 2010, 100% of the members (72) have been retained.

Compliance: As of December 6, 2010, all members were enrolled within 30 days and have been retained within 30 days, thereby maintaining THINK Together's compliance with the 30 Day Enrollment/Exit Policies.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None
 Geographic Focus - Urban
 Geographic Focus - Rural
 Encore Program

Priority Areas

- | | | | |
|--|-------------------------------------|---|--------------------------|
| <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"/> Environmental Stewardship | | <input type="checkbox"/> Veterans and Military Families | |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Opportunity | | <input checked="" 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 72

Service Categories

Afterschool Programs

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Members will work in the school day (up to 12.5 hours per week) and afterschool program (on average 20 hours per week) tutoring 641 children/youth mentees. Members will work with the whole group afterschool in activities such as: homework help, academic tutoring and disguised learning opportunities that afford students an opportunity to apply academic skills. Members will tutor participants in small group (ratios of 1:3-5) or teach in large group (ratios of 1:8-10), standard-specific THINK Together English/Language Arts and/or math curriculum for 5 hours each week. Members will tutor in small groups approximately 60% of the time (3 hours) and large group teaching approximately 40% of the time (2 hours). Students will be assessed 4 times per year on the THINK Together Academic Assessments to assess academic progress and identify challenges so tutoring approach can be modified as necessary.

Result: Intermediate Outcome

Result.

After 80 hours of tutoring, students in Far Below Basic, Below Basic, and Basic will improve their proficiency level.

Indicator: (PRIORITY) ED5: Students w/ improved academic performance.

Target : 60% of students in Far Below Basic, Below Basic, and Basic will improve their proficiency level.

Target Value: 380

Instruments: THINK Together Academic Assessments to collect data on increased proficiency.

Completed by the students, administered by the Members. Frequency 4x/yr

The THINK Together Assessment scores will be compared to CST scores during November 2011 or the November after the CST is taken. The THINK Together standard-specific assessment, which is cross-walked to the CST standardized test.

PM Statement: 37% (141/380) of students at far below basic will improve to below basic after 80 hours of tutoring.

39% (148/380) students at below basic will improve to basic after 80 hours of tutoring.

24% (91/380) students at basic will improve to proficient after 80 hours of tutoring.

Result: Output

Result.

72 members will start serving 8-10 identified caseload students in the THINK Together AmeriCorps Program.

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

Target : 641 students will start in the THINK Together AmeriCorps Program.

Target Value: 641

Instruments: Attendance Log, including hours of attendance, to collect data on identified students. Completed by Members. Frequency completed daily or whenever students receive service.

PM Statement: 72 members will start serving 641 students in the THINK Together AmeriCorps Program

Result: Output

Result.

Students will complete a minimum of 275 hours of the THINK Together AmeriCorps Program.

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

National Performance Measures

Result.

Target : 80% of the 641 identified case load students will complete a minimum of 275 hours of the THINK Together AmeriCorps Program.

Target Value: 513

Instruments: Attendance Log, including hours of attendance, to collect data on identified students. Completed by Members. Frequency completed daily or whenever students receive service.

PM Statement: 513 students will complete a minimum of 275 hours of the THINK Together AmeriCorps Program

Priority Area: Education

Strategy to Achieve Results

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

Members will work in the school day (up to 8 hours per week) and afterschool program (on average 2.25 hours per week) mentoring 480 children/youth mentees. Members will work with the whole group (1:10) afterschool in activities such as: 7 Habits of Highly Effective Kids or Teens, tolerance, conflict resolution, team work, cooperation, patience, leadership development recreation activities, service projects, drama/role playing and homework help. Members will use these 'normal' situations to mentor and model 7 Habits behaviors and actions. Mentors will also meet with mentees 1:1 for at least 1 hour per week. Members will utilize the THINK Together Interpersonal Social Skills Rubric to assess student social skills development. Mentees will be assessed 3 times per year on the THINK Together Interpersonal Social Skills Rubric and the Student Performance Rubric (member completed) and will participate in assessing progress and identifying challenges.

Result: Output

Result.

Each of the 72 AmeriCorps members will begin mentoring 6-8 caseload students.

Indicator: (DELETED) ED3: Youth/mentor matches started.

Target : 72 AmeriCorps members will begin mentoring 480 disadvantaged youth.

Target Value: 480

Instruments: Attendance log to collect data on students; attendance at the after school program. Completed by Members Frequency daily

PM Statement: 480 disadvantaged youth/mentor matches will be commenced by the AmeriCorps program.

Result: Intermediate Outcome

Result.

Youth mentored for at least 30 hours will improve their school attendance over the course of the AmeriCorps program's involvement with the student.

Indicator: (PRIORITY) ED6: Youth w/improved school attendance.

Target : 71.5% of youth mentored for at least 30 hours will improve their school attendance over the

National Performance Measures

Result.

course of the AmeriCorps program.

Target Value: 275

Instruments: Student Performance Rubric to compile data on school day attendance.
Completed by Members Frequency 1x/month

PM Statement: 275 youth mentored for at least 30 hours will improve their school attendance over the course of the AmeriCorps program's involvement with the student.

Result: Output

Result.

72 members will mentor disadvantaged youth for at least 30 hours.

Indicator: (DELETED) ED4: Youth/mentor matches sustained.

Target : 80% of the 480 disadvantaged youth/mentor matches will be sustained for at least 30 hours.

Target Value: 384

Instruments: Attendance log to collect data on students' attendance at the after school program.
Completed by Members Frequency daily

PM Statement: 384 disadvantaged youth/mentor matches will be sustained by the AmeriCorps program for at least the required period of time (30 hours)

Result: Intermediate Outcome

Result.

Students who are mentored for at least 30 hours will not be suspended over the course of the AmeriCorps program's involvement.

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

Target : 65% of students mentored for at least 30 hours will not have been suspended over the course of the AmeriCorps program's involvement.

Target Value: 250

Instruments: Student Performance Rubric to compile data on behavior referrals to the office.
Completed by Members Frequency 1x/month

PM Statement: 250 students mentored for at least 30 hours will not have not been suspended over the course of the AmeriCorps program's involvement

Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Labor Union Concurrence	Sent