

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)		
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/24/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11ND125955	4. DATE RECEIVED BY FEDERAL AGENCY: 01/24/11	FEDERAL IDENTIFIER: 10NDHNNH001
5. APPLICATION INFORMATION		
LEGAL NAME: Campus Compact for New Hampshire DUNS NUMBER: 940045016	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Stephanie Soule-Lesperance TELEPHONE NUMBER: (603) 223-2302 310 FAX NUMBER: (603) 223-2018 INTERNET E-MAIL ADDRESS: soule@compactnh.org	
ADDRESS (give street address, city, state, zip code and county): 3 Barrell Court Suite 200 Concord NH 03301 - 8531 County: Merrimack		
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 020524025	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization Community-Based Organization Local Affiliate of National Organization Statewide Association	
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <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 National	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Wediko AmeriCorps Professional Corps Program	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): The state of New Hampshire and the city of Boston, Massachusetts.	11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 08/31/13	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NH 002"/> b.Program <input type="text" value="NH 002"/>	
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	
a. FEDERAL \$ 143,378.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
b. APPLICANT \$ 97,913.00		
c. STATE \$ 0.00		
d. LOCAL \$ 0.00		
e. OTHER \$ 0.00		
f. PROGRAM INCOME \$ 0.00		
g. TOTAL \$ 241,291.00		
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: Deborah T. Scire	b. TITLE: Executive Director	c. TELEPHONE NUMBER: (603) 223-2302 314
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 01/24/11

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Executive Summary

The Wediko AmeriCorps Professional Corps Program seeks to both increase the quality of family and child mental health services provided to at-risk families in selected communities in New England by attracting and placing emerging mental health professionals and educators to serve needy communities and populations. The Campus Compact for NH - Wediko Children's Services partnership places professionals in various roles based at three sites through Wediko Children's Services. These roles include, but are not limited to, assistant teachers, residential counselors, therapists, program coordinators and special education teachers. These professionals will serve to meet unique family needs in a wide spectrum of service sites including public school based, community based and residential based services.

Campus Compact NH has a proven track record of successfully infusing AmeriCorps programs into communities of need to meet important locally identified goals. This program seeks to expand the impact of Wediko to support their mission by supporting them in building the next generation of mental health professionals and educators trained to meet the unique needs of seriously emotionally disturbed children and their families.

Rationale and Approach

1. Compelling Community Need

The Campus Compact for New Hampshire/Wediko AmeriCorps Professional Corps program is designed to meet the continuing need for qualified and well trained social workers, therapists and special education teachers in New Hampshire and Boston, Massachusetts. The program focuses on training professionals and pre-professionals to deliver services to children whose emotional and behavioral symptoms handicap their ability to learn and be successful in mainstream schools.

The collaboration between Campus Compact for New Hampshire and Wediko Children's Services seeks to prepare individuals for graduate study or professional placement in the fields of social work,

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psychology and special education. By providing essential training, high quality supervision and rich clinical experiences while working with seriously emotionally disturbed youth and their families we believe that we can enhance the recruitment and retention of professionals in the fields of social work, psychology and special education.

The US Department of Education reported General Special Education as a teacher shortage area for the state of New Hampshire. In addition to General Special Education, other shortages listed for multiple years in New Hampshire include, Emotional Disabilities Specialists, Behavioral Disabilities Specialists and Special Education Administrators. (US Department of Education, Office of Postsecondary Education, Washington, DC Teacher Shortage Area Nationwide List March 2008). Through that same Department of Education report, from 2004-2009, Special Educators focusing on children with moderate and severe disabilities was reported as a shortage in the state of Massachusetts.

Schools throughout New England, of which New Hampshire and Massachusetts are a part of, face a common problem: a shortage of teachers who are fully qualified to teach science, mathematics, special education, bilingual education, foreign languages and English. Shortages are expected to spread soon to other teaching fields in the region due to a second common problem: New England has the oldest teaching force of any region in the country.

A study released by the New Hampshire Department of Education and the New Hampshire Forum on Higher Education revealed that close to 40 percent of New Hampshire's educators are approaching retirement age and 27 percent of newly hired educators leave the field within the first five years, indicating a potential crisis level shortage of qualified instructors in the near future. Projected retirement numbers also show that hundreds of educators will retire at the end of this school year, a figure that is expected to double over the next two years. The study details looming teacher workforce shortages and current shortages in the areas of mathematics, science, special education, music, arts and languages. This study indicates a need to build business, education and government partnerships to find creative ways to retain and attract new teachers throughout the state.

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Furthermore, in 2006, New Hampshire's Department of Education reported that Special Education was near the top of the annual critical shortage list - and it has been for more than 20 years. New Hampshire was one of five states chosen to work with the National Center for Special Education Personnel in 2006 to address this issue. "Targeting young students who are thinking about careers in special education is something that should have been done years ago" said Mary Lane of the New Hampshire Bureau of Special Education. Of the 776 educators who received a New Hampshire teaching certificate in 2006, only 130 were certified in special education, according to state records.

Research also indicates that the supply of licensed social workers is insufficient to meet the needs of organizations serving children and families. Social workers fill a vital role in serving children and their families through an array of services, such as counseling, case management, information, referral and crisis intervention. A study by the National Association of Social Workers points out that the social work profession has maintained its historical commitment to providing services to children and families yet social workers themselves face serious challenges that hinder their retention in the field.

"Professional self-care is an essential underpinning to best practice in the profession of social work. The need for professional self-care has relevance to all social workers in the setting within which they practice. The practice of self-care's critical to the survival and growth of the profession. Yet professional self-care has not been fully examined or addressed within the profession. "

(<http://www.socialworkers.org/nasw/memberlink/2009/supportfiles/ProfesionalSelf-Care.pdf>)

Individuals that enter "helping professions" like social work often cite their ability to have a positive impact on the lives of others as part of their motivation for entering the field. When a social worker reaches the burnout stage, they may feel that they no longer have the ability to have a positive impact on the lives of others." "A recent investigation of 751 social workers found that 39 % of the social workers reported experiencing current symptoms of burnout at the time of the interview and 75% reported experiencing burnout at some point in their career. Other investigations found levels of burnout to be significantly higher among social workers than health professionals in similar professions like

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occupational therapy. In a study on retention and dropout rates of social workers in direct practice, a study by Maslach showed that 73% of social workers had considered leaving their current job at one time. "Some of the factors most commonly investigated in regards to social work research are: excessive workload, role conflict, role ambiguity, lack of recognition and opportunity for advancement, and organizational culture" (Social Work Burnout: An Investigation of Contributing Factors, Elizabeth Brown, Associated Content, Health and Wellness, July 22, 2008)

Special educators, therapists and social workers new to the field face unique challenges. Retention of these new professionals can only be achieved through a multi level system of supports. These supports include activities mentoring, induction programs, administrative involvement, local district training and intensive supervision throughout the first year.

2. Activities that Address Need

The partnership of Campus Compact for New Hampshire and Wediko Children's Services is an innovative relationship between two distinct non profit organizations committed to meeting the needs of at risk youth in both New Hampshire and Boston, Massachusetts. The benefit of this partnership for Wediko Children's Services is Campus Compact for New Hampshire's history and expertise in acting as an intermediary for

community based organizations. Campus Compact for New Hampshire benefits from the relationship by offering students from their member colleges the opportunity to participate in meaningful service and service learning opportunities working with at risk children.

The Campus Compact for New Hampshire / Wediko AmeriCorps Professional Corps Program seeks to both increase the quality of family and child mental health services provided to at-risk families in selected communities in New England and to attract and place qualified mental health professionals and educators to serve needy communities and populations. The partnership will place pre-professionals and professionals in various roles based at three sites through Wediko Children's Services (Wediko).

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These roles include residential counselors, therapists, program coordinators and special education teachers. These professionals will serve to meet unique family needs in a wide spectrum of service sites including public school based, community based and residential services designed to meet the needs of families.

Wediko runs three distinct but complementary programs whose primary objective is to provide a flexible continuum of psychological and educational services to children with serious emotional and behavioral problems. Consistent with this central goal, each of the three programs were developed to meet specific needs identified for the most vulnerable children, their families, and their schools. Within each of the programs, Wediko is committed to a process of systematic internal review and renewal.

AmeriCorps members will be placed with each of these three programs as part of the Campus Compact for New Hampshire / Wediko AmeriCorps Professional Corps program. We are requesting a total of 61.25 MSY's for the entire program.

NEW HAMPSHIRE WEDIKO SUMMER PROGRAM (Residential) -- We are requesting 105 quarter time (450 hour) slots for a total of 26.25 MSY's for the New Hampshire Summer Program. The Wediko Summer Program was first conceived and implemented on a small scale in 1934 by Dr. Robert A. Young. The initial goal was to provide a "fresh air" experience for children from the city whose behavior negated other summer options. For the next five years, the program ran at any site available for rental in Maine, New Hampshire, and Massachusetts -- serving eight children each summer. The program was mothballed at the onset of World War II, but Dr. Young had recognized the potential for remarkable change in the intensive therapeutic milieu.

From its inception, Wediko has offered a unique opportunity for children to receive intensive special education and clinical services, comparable to hospital-level care, in a non-stigmatizing outdoor setting. Since the early 1970's, under the direction of Dr. Leichtman and Dr. Parad, Wediko has continued to focus on at-risk children whose emotional and behavioral symptoms handicap their ability to learn in mainstream public school settings. Under the continued leadership of Dr. Parad, the Wediko Summer

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Program currently provides intensive residential treatment to approximately 120 boys and girls, ages 7 to 17. Wediko works closely with referring schools and each child's family to maximize continuity of gains from the summer program to the school year. Family meetings and daily academic instruction are now integral components of the New Hampshire Summer Program.

BOSTON SCHOOL-BASED PROGRAM -- We are requesting 11 full time (1700 hour) and 2 part time (900 hour) slots for a total of 12 MSY's for the Boston School Based Program. Established in 1980, the school-based program brings individual, group, and family therapy to approximately 500 children and families each week. The students who are referred have been identified as having special needs, and they present with serious academic, behavioral, and social-emotional problems. Therapists meet with students and their academic staff in the student's school on a weekly basis. The collaborative model of service delivery includes a Wediko clinical consultant in each school who works with school personnel. Consultants are placed at Boston's McKinley Schools (freestanding special needs schools), as well as in neighboring schools in the Boston Public School System.

In 1997, Wediko was contracted by the McKinley Schools to run a specialized summer school program for the special needs students whose educational plan required an extended school year. As pressures have mounted for all students to meet higher academic expectations, the summer school program has grown to accommodate students at risk for academic failure. Wediko employs certified teachers, guidance counselors, therapists, paraprofessionals, and a psychiatrist to provide comprehensive summer services.

WEDIKO SCHOOL & TREATMENT PROGRAM (Residential) -- We are requesting 23 full time (1700 hour) slots for a total of 23 MSY's for the School and Treatment Program. Started in 1990, the Wediko School & Treatment Program provides year-round residential care at the New Hampshire campus. Boys ages 6 to 21 who have experienced difficulties in home and school settings are referred to the program by their schools or by social service agencies. This program was started in response to an identified need for a long-term program for troubled children in New Hampshire and across New England. In July

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2001, the program was expanded from a ten-month to a twelve-month model. Wediko runs an on-site school with a demanding academic and experiential education curriculum. The School & Treatment Program is accredited in New Hampshire, Connecticut, Massachusetts, Vermont, and New Jersey; with other students currently referred from California, Michigan, New York, Pennsylvania, Virginia, and Maryland. Over the years, administrative staff have concentrated on developing new programming to better meet specific clinical and developmental needs.

3. Measurable Outputs and Outcomes

The Campus Compact for New Hampshire / Wediko AmeriCorps Professional Corps program will address the EDUCATION priority of the NOFO and will be using standard performance measures. Our standard performance measure will measure the number of students who start and complete the Boston School Based Program and the Wediko School and Treatment Program. We anticipate this number to be 500 in Boston and 60 in the School and Treatment Program for a total of 560 children in both programs. Of the 560 children 80% or 448 children will complete their participation in the program. We will track the progress of those children and the number of children who improve their school attendance as a result of their involvement with the Campus Compact for New Hampshire / Wediko AmeriCorps Professional Corps program. Our goal is to improve the attendance of all the children participating in our programs (560) not just those who complete the program and we hope to improve the attendance of 75% or 420 of the original 560 children who start the program. We will also track the number of students who have not been suspended over the course of the AmeriCorps program. We hope to report that less than 2/3 or 370 of the children participating in program have not been suspended over the course of their involvement with the program.

In addition to the standard performance measure we will also continue measuring the impact of the Wediko Summer program in the same manner as we have in the previous grant cycle. We believe it is

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crucial for us to continue tracking our progress on the measure to ensure that the children being served are progressing in their treatment and social skills. This work is being completed by Wediko's Research Co-Directors Drs. Jack Wright, (Brown Univeristy) and Audrey Zakriski (Connecticut College) who are currently compiling data from the "Wediko Transitions Project." A multi-year study of how children change in response to short-term residential treatment of which the previous cycle of the Campus Compact for New Hampshire / Wediko AmeriCorps Professional Corps program is a part of. The transitions project focuses on the impact of AmeriCorps members on the children they work with during the Wediko Summer Program. Wediko Children's Services has a long history of supporting research on the children it serves and their response to treatment (e.g., Parad, 1983; Wright, 1983; Zakriski, Wright & Underwood, 2005;). Ongoing research by Drs. Zakriski and Wright, funded in part by the National Institute of Health (NIH), has helped to improve methods used to assess children's problem and prosocial behavior, and clarified the processes that mediate the transfer of treatment gains to the home and school environments (<http://sites.google.com/site/wedikotransitionsproject/>). With continued Americorps funding, we propose to extend past work by studying effects of clinical training and experience on Americorps members in three ways. First, using empirically validated methods (e.g., Wright & Zakriski, 2003), we will examine how the accuracy of members perceptions of children's prosocial and problem behaviors change as they gain experience. Second, we will clarify how these changes in member's knowledge are linked to their effectiveness in working with children, as assessed by themselves, their co-workers, and their clinical supervisors. Third, we will investigate how member knowledge and rated effectiveness are in turn linked to independent assessments of children's improvements over the course of treatment.

The end outcome for all Wediko programs is for the children to have the skills needed to function in the least restrictive environment. For the in-school treatment program the end outcome is to develop in the children the coping skills and behavior management to be successful in main stream classrooms. For the NH programs, the end outcome is to develop in the children the coping skills and behavior

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management needed for the children to leave the residential setting and return to their families and communities.

Through their service at Wediko, members will be better prepared to continue serving in the health and human services professions. This goal is achieved by Wediko's ability to provide the resources needed to serve this high risk population through high quality training, individual and group supervision and professional development focused on self care.

4. Plan for Self-Assessment and Improvement

To ensure that the Campus Compact for New Hampshire / Wediko AmeriCorps Professional Corps program is consistently operating in the best way possible we will utilize a Leadership Team. The members of this team will reach beyond the day to day management team for the program and will include: Executive Director of Wediko Children's Services; Program Director of the Boston School Based Program; Program Director of the School and Treatment Program; Program Director of the Summer Program; Principal of the School and Treatment academic program; Principal of the McKinley School; 3 current AmeriCorps members representing each of the program sites, the Campus Compact for New Hampshire Executive Director, Associate Director and Program Coordinator.

The role of the Leadership Team is to provide oversight and feedback on the program, ensure compliance to CNCS regulations, to maintain communication between each site and to verify that the project continues to address the community need for supporting new and emerging professionals in the fields of social work, therapy and special education.

CCNH has developed strategies for tracking and evaluating the progress of both members and children being served by the program. These have included member evaluations, school based surveys, Site Supervisor surveys, and other instruments to gauge the progress of the Wediko AmeriCorps Professional Corps program. The staff that oversee the project compile the feedback quarterly and make adjustments to the program as necessary. An example of this from the previous grant cycle is around

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training needs for members. The staff reviewed information from both members and community partners and throughout all the feedback a common need for more expertise around working with children who have experienced trauma was identified. The staff then researched and was able to contract with Ricky Greenwald of the Child Trauma Institute to host a "Child and Adolescent Trauma Treatment Intensive". The training is an in-depth 5 day clinical skills training in child/adolescent trauma-informed treatment. Topics covered in the training included child/adolescent trauma theory, therapist self-care, evaluation, case formulation, treatment planning, safety and strength-building, symptom management and self-control skills, working with parents and teachers, trauma resolution, consolidation of gains, and relapse prevention.

5. Well Defined Roles for Participants

NEW HAMPSHIRE SUMMER PROGRAM: During the Summer Program, members will serve intensively for two full months. This includes one week of orientation, 45 days with the children and 1 week of final meetings and clinical report writing. We are requesting 105 quarter time slots for a total of 26.25 MSY's for members to serve at the Summer Program. Members serving at this site will fill the following roles:

*Residential Counselors: Work as part of a team of 6-8 adults responsible for a group of 8-10 children or adolescents with serious emotional and behavioral disabilities.

*Special Education Instructors: Plan and implement active, learner-centered language arts, math and science curricula.

*Therapeutic Activity Instructors: Specialized staff with training in aquatics, athletics, and visual & performing arts create and implement active, learner-centered curricula.

*Program Coordinators: Oversee programming on a daily basis for all 4 developmental groups.

*Certified Teachers: Plan and implement active, learner-centered language arts, math and science curricula.

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BOSTON SCHOOL BASED PROGRAM: Child and family therapists provide short and long-term clinical services to over 600 seriously emotionally disturbed children, adolescents and their families in the Boston, Public Schools. Members serving in the Boston School Based Program will serve on a fulltime, 10-12 month basis. We are requesting 11 full time slots and 2 part time slots for a total of 12 MSY's. Members serving at this site will fill the following roles:

*Child and Family Therapist: Provide short and long-term clinical services to seriously emotionally disturbed children, adolescents, and their families

*Therapeutic Activity Instructors: Specialized staff with training in aquatics, athletics, and visual & performing arts create and implement active, learner-centered curricula

*Certified Teachers: Plan and implement active, learner-centered language arts, math and science curricula for emotionally disturbed children and adolescents in a classroom environment

NH SCHOOL AND TREATMENT PROGRAM: Members serving in the New Hampshire Based School and Treatment Program will serve on a fulltime, 10-12 month basis. We are requesting 23 full time slots for a total of 23 MSY's for the School and Treatment Program. Members serving at this site will fill the following roles:

*Residential Counselor: Work as part of a team of 6-8 adults responsible for a group of 8-10 children or adolescents with serious emotional and behavioral disabilities.

*Special Education Instructors: Plan and implement active, learner-centered language arts, math and science curricula. Assistants are affiliated with a therapeutic group.

*Therapeutic Activity Instructors: Specialized staff with training in aquatics, athletics, and visual & performing arts create and implement active, learner-centered curricula.

*Program Coordinators: Oversee programming on a daily basis for all 4 developmental groups.

*Certified Teachers: Plan and implement active, learner-centered language arts, math and science curricula.

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We believe the number of slots requested for each of these sites is appropriate for the size and scope of each project. The average ratio of adults to children at all three sites is 1:3. Given this need for intensive adult supervision the role of the AmeriCorps members is crucial for enhancing the activities of the administrators and staff at each program site to ensure that the children receive the highest quality services.

To ensure that the activities of AmeriCorps members at each site comply with the rules on prohibited service activities and that the program does not violate non duplication, non displacement and non supplementation requirements Campus Compact for New Hampshire will require Wediko Children's Services to complete a Memorandum of Agreement. This agreement will clearly state the guidance around prohibited activities, non duplication, non displacement and non supplementation as well as describing roles and responsibilities for both agencies in regard to the program. Additionally as part of the orientation for members Campus Compact for New Hampshire will include a detailed description of the prohibited activities and non duplication, non displacement and non supplementation requirements. At the completion of their orientation, members will be required to sign a Member Service Agreement that states they understand the guidance and regulations around prohibited activities, non duplication, non displacement and non supplementation.

Continuing the highly successful Campus Compact for New Hampshire / Wediko AmeriCorps Professional program provides an opportunity to engage new and emerging professionals in the fields of social work, therapy and special education. The funds received from the program allow Wediko to offer high quality, relevant and cutting edge training to members that will prepare them to remain in the field long after their AmeriCorps service has ended. The program also allows AmeriCorps members that complete the program to either reduce their student loan debt or further their education. This is a major benefit for new and emerging professionals in fields that require extensive higher education to be successful. The feedback from our former members shows that the education award is critical in attracting and retaining teachers, social workers and therapists to Wediko Children's Services.

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6. Community Involvement

The Wediko AmeriCorps Program was developed in collaboration with staff from CCNH, Wediko Children's Services (including all anticipated service sites), community partners such as the schools were members will serve and current AmeriCorps members. This team worked together to construct the framework for the program as well as develop a training and support plan for the members. These key staff will continue to be part of the program as it is implemented, evaluated and revised.

To ensure stakeholder buy in from all partners in the initiative CCNH sought input from Wediko Children's Services, their partner agencies including the various school districts involved in the program and our current members. Through this process we were able to identify improvements to the project that will increase the depth of the services being delivered to children as well as the skill sets of members completing the program. Specifically we will continue to focus the hallmarks of the program which are providing high quality training and supervision to members while ensuring the children being served receive the best care possible. In addition to this we will expand some service activities to include working with community volunteers on a larger scale in all three sites, deepening the research on the service of members on a short term basis impacts children and developing an alumni mentoring program for past members to serve as mentors to current members.

We will continue to gather feedback from stakeholders on a regular basis through our monitoring systems. The monitoring plan is designed to enable program staff and administration to review strengths and challenges as they relate to compliance, program management and overall impact. The monitoring system also allows CCNH to ensure continuous improvement and address items of concern. CCNH will monitor host sites through the use of: -Completed Host Site Agreement prior to members starting terms of service (clearly outlines the roles and responsibilities of Campus Compact for New Hampshire, Wediko Children's Services and the service site) -Site Supervisor participation in Professional Corps AmeriCorps program Site Supervisor Training (designed to provide site supervisors

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with a clear understanding of the project and ensure compliance with CNCS and program guidelines) - On Site Orientation to be submitted to CCNH by Host Site Supervisor within 30 days of member start date (a document that details the things that sites should be sure to cover with members during their first month of service to ensure the member gets off to the best possible start at their service site) - Quarterly Site Supervisor meetings with CCNH - Site Visits by CCNH twice a year at which CCNH staff meet with site supervisors, members, community partners and when appropriate clients that are part of the program.

7. Relationship to Other National and Community Service Program

The Wediko AmeriCorps Program will continue to build on the success of the program over the past three years. This program will not duplicate any other programs in existence in New Hampshire or Massachusetts since no programs in these states focus entirely on meeting the needs of at risk children in both school based and residential facilities. This project complements the existing programs by providing services to children with severe mental health issues and their families.

CCNH has submitted a National Direct Consultation form to both the MA Service Alliance and Volunteer NH since the proposed program will take place in those states. Our response from these forms was that for both states we could report to CNCS that our consultation process was complete and that they did not see any issues with our proposed program.

CCNH has a multi year history of collaborating with other streams of service both within and outside of New Hampshire. Debby Scire the Executive Director of CCNH currently serves on the Board of Volunteer NH! (NH's State Commission on Community Service) and has worked closely with NH's Department of Education on a variety of service learning initiatives funding by the Corporation for National and Community Service. CCNH staff enjoy a close relationship with the CNCS ME / NH / VT State Office; we participate annually in planning and presenting at the Northern New England Tri State Streams of Service Conference; and attend the annual Governor's Conference on Volunteerism.

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CCNH currently oversees the following programs that are funded by CNCS: in partnership with Wediko Children's Services currently hosts an AmeriCorps Professional Corps program, an AmeriCorps*VISTA project that places 40 VISTA's on college campuses across northern New England to engage the resources of higher education to fight poverty, and a one year AmeriCorps Recovery program that places full time members in community agencies in northern New England to help alleviate the effects of the economic downturn in local communities.

8. Potential for Replication

The Wediko AmeriCorps Program has been designed in a simple and easily replicable format. To share the lessons learned from the project we will develop a web based publication that will describe the best practices for developing a program designed to meet the needs of at risk youth in treatment programs. We anticipate that many of the lessons learned will be of value to programs across the country. Campus Compact for New Hampshire is a state affiliate of national Campus Compact. Comprised of more than 1,000 colleges and universities Campus Compact routinely disseminates best practices and model programs via their extensive network which this project would leverage for replication.

Organizational Capability

1. Sound Organizational Structure

a. Sound Programmatic and Fiscal Oversight

Campus Compact for New Hampshire unites member college Presidents in leading their campuses toward the integration of service into the academic, student life, and civic goals of their institutions. Campus Compacts support this mission through training, grants, publications, networking, think tanks and technical assistance. Through its current programming CCNH recruits more than 5,000 volunteers annually, these volunteers contribute a quarter of a million hours to local communities. CCNH has also supported the development of over 200 partnerships between community based agencies and institutions of higher education.

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Campus Compact for New Hampshire will act as the lead for this project and will partner with Wediko Children's Services to host the program. Since 2000, Campus Compact for New Hampshire and Wediko Children's Services have been partnering to meet the needs of at risk children. This partnership began at the request of the Corporation for National and Community Service. Staff at CNCS requested CCNH expand their Education Award Only Program to include members serving at Wediko Children's Services. This request resulted from the closing of Wediko Children Services original AmeriCorps sponsor. Had CCNH not stepped in and expanded their portfolio to include the members serving at Wediko those members would have been unable to successfully complete their terms of service.

Campus Compact for New Hampshire (CCNH) was founded in 1997 under the auspices of the New Hampshire College & University Council. CCNH became its own non profit organization in 2001. Since its founding CCNH has held multiple federal grants and manage funds from both public and private foundations. The staff at CCNH has extensive experience managing federal grants. CCNH has demonstrated sound fiscal and programmatic management skills in previous CNCS funded initiatives as well as in several large federal and private grants. As the lead organization in a Learn and Serve America Federal Work study grant, an AmeriCorps*VISTA grant and an AmeriCorps Education Award Program, CCNH provides timely fiscal and thorough program reports. CCNH is currently hosting a 40 member AmeriCorps VISTA program that serves Northern New England, a 20 member AmeriCorps Recovery Program that serves Northern New England and a 66.5 MSY Professional Corps program in partnership with Wediko Children's Services.

Annually Campus Compact for New Hampshire has an audit of their finances completed by Hession & Pare. The annual audit also includes an A-133 audit and each year Campus Compact for New Hampshire receives a clean unqualified audit with no material weaknesses.

Through CCNH's AmeriCorps VISTA program 9,288 volunteers were recruited who served 216,398 hours at 581 Community agencies across Northern New England. The VISTA's also raised \$857,512 in both cash and non-cash resources. Outcomes and accomplishments specifically at Wediko through

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their partnership with Campus Compact NH have included: -supporting approximately 142 members to successfully complete their term of service each year and of these members 135 reported pursuing a career in the fields of social work, therapy, or special education, -providing on going, intensive therapy or one on one mentoring to 563 children

CCNH also employs a comprehensive monitoring plan that is designed to enable program staff and administration to review strengths and challenges as they relate to compliance, program management and overall impact. This allows CCNH to maintain consistency and compliance across the three Wediko service sites throughout each program year. The monitoring system also allows CCNH to ensure continuous improvement and address items of concern. CCNH will monitor host sites through the use of: -Completed Host Site Agreement prior to members starting terms of service (clearly outlines the roles and responsibilities of Campus Compact for New Hampshire, Wediko Children's Services and the service site) -Site Supervisor participation in Professional Corps AmeriCorps program Site Supervisor Training (designed to provide site supervisors with a clear understanding of the project and ensure compliance with CNCS and program guidelines) -On Site Orientation to be submitted to CCNH by Host Site Supervisor within 30 days of member start date (a document that details the things that sites should be sure to cover with members during their first month of service to ensure the member gets off to the best possible start at their service site) -Quarterly Site Supervisor meetings with CCNH -Site Visits by CCNH twice a year at which CCNH staff meet with site supervisors, members, community partners and when appropriate clients that are part of the program.

b. Roles for Board of Directors, Administrators and Staff

Campus Compact for NH is governed by college presidents. The presidents are convened several times a year to provide direction to the organization and to dialogue about matters of importance to the larger community. In their capacity as leaders of institutions that play a unique role in serving the public, these leaders can stimulate collective action to address pressing societal issues and can help in the preparing all students for the future. These college presidents share a commitment and passion for

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education in general, and specifically, hold the belief that all students must have equal opportunities to access and complete a college education. The CCNH board collectively brings impressive academic credibility that is useful in drawing attention to issues such as at-risk youth.

The key program staff will include:

Debby Scire, Executive Director of Campus Compact for New Hampshire who will have overall supervision of the project and will be the authorized agent of CCNH. Debby has worked at CCNH since 1997 and has extensive experience managing federal grants and developing partnerships between higher education and local communities.

Stephanie Lesperance, Associate Director of CCNH and Jillian Dahlberg, Program Coordinator at CCNH will share overall supervision of the project and handle the management of the AmeriCorps grant. This will include ensuring compliance to all AmeriCorps guidance as well as timely submission of paperwork and other reporting documents. Stephanie has worked at CCNH since 1999, prior to that she was an AmeriCorps Program Coordinator and served as an AmeriCorps member and an AmeriCorps Leader prior to coming to CCNH.

Jillian Dahlberg, Program Coordinator at CCNH served as an AmeriCorps*VISTA member and then as the VISTA Leader at CCNH prior to being hired as a Program Coordinator at CCNH. Her background is in education which makes her a nice fit with the Wediko AmeriCorps Program. Jillian has been with CCNH since 2004.

Dennis Calcutt, the Resource Manager at Wediko Children's Services will serve as the liaison between Wediko Children's Services and CCNH. He will be involved in the implementation and ongoing support of the program. Dennis has served as the Service Site Supervisor at Wediko for the current CCNH AmeriCorps Education Award program. Dennis and CCNH have a long year history of working together and Dennis has been at Wediko Children's Services for 20+ years.

c. Plan for Self Assessment or Improvement

CCNH will utilize the a Leadership Team for the Campus Compact for New Hampshire/ Wediko

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AmeriCorps Professional Corps program to conduct ongoing internal assessment and improvement of the overall project to ensure that it remains sound and well managed. This team will be convened quarterly to review the progress and development of the project. The members of this team will reach beyond the day to day management team for the program and will include: Executive Director of Wediko Children's Services; Program Director of the Boston School Based Program; Program Director of the School and Treatment Program; Program Director of the Summer Program; Principal of the School and Treatment academic program; Principal of the McKinley School; 3 current AmeriCorps members representing each of the program sites, the Campus Compact for New Hampshire Executive Director, Associate Director and Program Coordinator.

CCNH also holds weekly staff meetings internally to ensure the organization is running smoothly. Monthly meetings with stakeholders allow CCNH to monitor the needs of partners and adjust programming accordingly. CCNH also maintains list serves and an electronic newsletter to provide updates to our constituents and make sure communication is open with our partners.

The management team made up of the Executive Director of CCNH, the CCNH Associate Director, the CCNH Program Coordinator and the Wediko Children's Services Resource Manager will work together to develop a comprehensive training calendar that will provide members with excellent professional development opportunities throughout their terms of service. Trainers for these workshops will come from both CNCS approved T/TA providers as well as outside consultant resources. We will work together to provide any needed financial and programmatic technical assistance to our service sites as need arises. Project staff will maintain regular communication with sites to monitor and address needs as they occur.

2. Sound Record of Accomplishment

a. Volunteer Generation and Support

Through its current programming CCNH recruits more than 5,000 volunteers annually, these

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volunteers contribute a quarter of a million hours to local communities. CCNH has also supported the development of over 200 partnerships between community based agencies and institutions of higher education.

b. Organizational and Community Leadership

CCNH conducts an annual survey of their stakeholders to ensure the needs of their constituencies are being met. Responses from the most recent stakeholder survey show that 80% of campus administration stated that CCNH services led to improved relationships with their community organizations and 76% of campuses said that CCNH services increased student service and volunteerism at their institution. The Executive Director of CCNH spends a significant amount of time cultivating relationships with partners and funders. We build community support through high-visibility events and press releases that highlight higher education's potential to address community needs. We strive to educate state legislators and policy makers about the importance of our work through Forums, Showcases, Student Summits and other educational events.

Since its inception, CCNH has sought out both in kind and cash support from a variety of sources outside the national service family. These include local foundations such as the New Hampshire Charitable Foundation and the New Hampshire Higher Education Assistance Foundation to local businesses such as Verizon and Citizens Bank and national funding sources such as Pew Charitable Trusts.

Wediko's commitment to improving the lives of vulnerable youth is illustrated not only in its direct service programs, but also in its continuing investment in basic and applied research that leads the field in working with at risk children. Research at Wediko can be traced to the work of those who helped create the program. Robert Young and colleagues evaluated treatment techniques in the summer program (Young, Miller, & Verven, 1951). Howard J. Parad examined the need for uniform recording and reporting practices (Parad & Young, 1953). The early 1980s signaled the emergence of a research program with a dual emphasis on evaluating behavior change (H. W. Parad, 1983) and on basic

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processes in personality and social development (Wright, 1983). As Howard Parad and Robert Young emphasized over 50 years ago, Wediko remains committed to the systematic study of troubled youths. In the decades to come, Wediko will continue to be a model of clinical-research integration--by serving the immediate needs of children in treatment, by helping professionals evaluate the services they provide, and by contributing to basic research on children's socio-emotional development.

c. Current Grantee: Success in Securing Match Resources

During our current three year cycle we have experienced no issues in securing matching funds for the project. Matching sources come from campus assessments, collaborating partners and the Wediko Children's Services operating budget.

3. Success in Securing Community Support

a. Collaboration

Along with the collaborations developed through the programs funded by the Corporation for National and Community Service, CCNH has been in the forefront of bringing about changes to higher education institutions in NH by engaging all levels of the academic community including Presidents, faculty, staff, students and community members. Some examples of this include: Collaborating with high schools and other education agencies across the state to produce Measuring Aspirations and Participation -- NH High School Senior Survey, spearheading efforts in accessing education funds for students by authoring "Accessing Higher Education in New Hampshire: A White Paper Outlining the Importance of Increasing Need Based Scholarship Funding for New Hampshire Students in the 2005 Legislative", The Latino Initiative -- created in 2002 with funding support from the New Hampshire Higher Education Foundation, the Latino Initiative is a collaborative effort to improve access to postsecondary education opportunities for Latino students in New Hampshire.

b. Local Financial and In Kind Support

The Executive Directors of Campus Compact for New Hampshire and Wediko Children's Service spend a significant amount of time cultivating relationships with partners and funders. We build community

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support through high-visibility events and press releases that highlight higher education's potential to address community needs. We strive to educate state legislators and policy makers about the importance of our work through Forums, Showcases, Student Summits and other educational events. Since its inception, CCNH has sought out both in kind and cash support from a variety of sources outside the national service family. These include local foundations such as the New Hampshire Charitable Foundation and the New Hampshire Higher Education Assistance Foundation to local businesses such as Verizon and Citizens Bank and national funding sources such as Pew Charitable Trusts.

c. Wide Range of Stakeholders

As a current grantee of the Corporation for National and Community Service, CCNH has been strategic in seeking funding sources and support from outside the national service network. CCNH has also worked with its partners and member campuses to increase their financial contribution through an increase in annual support from member campuses as well as using a cost share structure to offset the costs of our AmeriCorps*VISTA project.

Wediko Children's Services also continues to seek innovative and far reaching support from various partners. Most recently, Wediko was proud to announce that they were selected by the Boston Athletic Association to be one of its official charities participating in the 114th B.A.A. Boston Marathon® on April 19, 2010. As an official charity, Wediko receives 15 marathon numbers for runners who are interested in running the Boston Marathon and raising money for Wediko. Another example is the The 2nd annual Wediko Century Ride. At 7 am on September 26, 2009, with the temperature just 38°, 26 riders brushed the frost off of their bikes as they left the New Hampshire Campus. With most riding 100 miles, the group made their way south to Boston where they were welcomed with warm weather, good food and a hot shower. The group raised over \$25,000 to support Wediko Children's Services.

Cost Effectiveness and Budget Adequacy

1. Cost Effectiveness

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a. Corporation Cost per MSY

The cost per member for the Campus Compact for New Hampshire / Wediko AmeriCorps Professional Corps program is just under \$2,500/ MSY.

b. Diverse Non Federal Support

As a current grantee of the Corporation for National and Community Service, CCNH has been strategic in seeking funding sources and support from outside the national service network. CCNH has also worked with its partners and member campuses to increase their financial contribution through an increase in annual support from member campuses as well as using a cost share structure to offset the costs of our AmeriCorps*VISTA project. CCNH and is not a current grantee for Learn and Serve America funds and will not be competing for AmeriCorps Education Award Program funds.

b. Current Grantee: Increased Share of Costs and Deeper Impact

CCNH and Wediko have worked together to gather diverse non federal resources that will provide living stipends for members, additional training funds, other staff positions and overall administrative support of the project. We have decreased our overall funding request to CNCS while increasing our required match to 66%.

c. Budget Adequacy

We believe the proposed project is cost effective as approximately 60% of the grant is allocated directly to supporting programming and initiatives that will directly benefit the children being served, with the remaining 40% allocated to staff time. Experience has taught us that adequate staffing is critical to maintain rapport and regular communication and to ensure appropriate monitoring and high quality outcomes. Towards that end we have designated senior staff members to serve as key staff for this program to integrate the proposed activities and to collect fiscal and outcome data. Our funding scheme dictates that we provide as much fiscal and programmatic support as possible to the three service sites and our AmeriCorps members.

The funds requested of CNCS and those allocated as cash match are all reasonable and appropriate given

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the scope of the Wediko AmeriCorps Program. The budget for this project was developed to align directly with the overall goals and specific outcomes intended for the project.

Evaluation Summary or Plan

In addition to the standard performance measure we will also continue measuring the impact of the Wediko Summer program in the same manner as we have in the previous grant cycle. We believe it is crucial for us to continue tracking our progress on the measure to ensure that the children being served are progressing in their treatment and social skills. This work is being completed by Wediko's Research Co-Directors Drs. Jack Wright, (Brown University) and Audrey Zakriski (Connecticut College) who are currently compiling data from the "Wediko Transitions Project." A multi-year study of how children change in response to short-term residential treatment of which the previous cycle of the Campus Compact for New Hampshire / Wediko AmeriCorps Professional Corps program is a part of. The transitions project focuses on the impact of AmeriCorps members on the children they work with during the Wediko Summer Program. Wediko Children's Services has a long history of supporting research on the children it serves and their response to treatment (e.g., Parad, 1983; Wright, 1983; Zakriski, Wright & Underwood, 2005;). Ongoing research by Drs. Zakriski and Wright, funded in part by the National Institute of Health (NIH), has helped to improve methods used to assess children's problem and prosocial behavior, and clarified the processes that mediate the transfer of treatment gains to the home and school environments (<http://sites.google.com/site/wedikotransitionsproject/>). With continued Americorps funding, we propose to extend past work by studying effects of clinical training and experience on Americorps members in three ways. First, using empirically validated methods (e.g., Wright & Zakriski, 2003), we will examine how the accuracy of members perceptions of children's prosocial and problem behaviors change as they gain experience. Second, we will clarify how these changes in member's knowledge are linked to their effectiveness in working with children, as assessed by themselves, their co-workers, and their clinical supervisors. Third, we will investigate how member knowledge and rated effectiveness are in turn linked to independent assessments of children's

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improvements over the course of treatment.

Amendment Justification

N/A

Clarification Summary

Programmatic Clarification Issues for 2011-12 Continuation Request:

Criminal history checks will be conducted on all members, employees or other individuals who receive a salary, education award, living allowance, stipend or similar payment from the grant. Criminal history background checks will include a search of statewide criminal history repositories, the National Sex Offender Public website and an FBI check. Verification of the results of these checks will be maintained in the member and staff files.

Continuation Changes

YEAR 2

Continuation Changes:

No changes to our program structure, our MSY request or our performance measures.

Enrollment:

The Wediko Children's Services Professional Corps program includes both full time slots for members serving during the academic year and quarter time slots for their summer program. As a result of our program start date we do not enroll the quarter time members until June each year which affects our enrollment rate at the time of our renewal application. As a result we have included our recruitment rate for the current year as well as the program year that ended on August 31, 2010 to give a clearer picture of our actual enrollment rates.

For the program year ending on August 31, 2010 we had a 100% enrollment rate. For the program year beginning on September 1, 2010 we are 22.7% enrolled but anticipate reaching 100% in June when we

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complete enrollment of our summer members.

Retention:

The Wediko Children's Services Professional Corps program includes both full time slots for members serving during the academic year and quarter time slots for their summer program. As a result of our program start date we do not enroll the quarter time members until June each year which affects our retention rate at the time of our renewal application. As a result we have included our retention rate for the current year as well as the program year that ended on August 31, 2010 to give a clearer picture of our actual retention rates.

For the program year ending on August 31, 2010 we had a 97% retention rate (138 members completing or in service out of 142 members enrolled). The 4 members that did not successful complete the program were exited without an award because they did not successfully complete the program. These members all had personal issues that resulted in their not fulfilling their hours. We will work with members in the future to ensure they understand the requirements of the project, the nature of working children at risk, and the hour commitment to successfully complete the program.

For the program year beginning on September 1, 2010 we are at 97% retention rate for the members that have started the program. At this time 2 members have left the program for reasons related to the pressures of working with children that are at risk. We will work with members in the future to ensure they understand the requirements of the project, the nature of working children at risk, and the hour commitment to successfully complete the program.

Multi State:

Campus Compact for NH consulted with the State Commissions in New Hampshire and Massachusetts

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and provided each with a list of the operating sites within their state. CCNH also provided any other information to each Commission as requested.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None Geographic Focus - Rural
 Geographic Focus - Urban 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 Familie | |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Opportunity | | <input type="checkbox"/> Other | |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 62.78

Service Categories

Other Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Members will provide children in the project with long term intensive supervision and treatment to be successful in academic settings and improve their attendance at school.

Result: Intermediate Outcome

Result.

520 students will have improved attendance records while participating in the Wediko Children's Services Boston

School Based program or the Wediko School and Treatment program.

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

Target : Number of students with improved attendance records.

Target Value: 520

Instruments: Comparison of student attendance records.

PM Statement: 520 students will have improved attendance records while participating in the Wediko Children's Services Boston School Based program or the Wediko School and Treatment program.

Result: Output

Result.

550 students will complete their participation in the Wediko Boston School Based Program or the Wediko School and Treatment program.

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

Target : 550 students

Target Value: 550

Instruments: Completion of the program will be tracked through client records and program attendance. As an authorized provider of services for children with behavioral issues, Wediko Children's Services has access to student files and can provide aggregate data on attendance, classroom behavior and discipline referrals for students in the program.

PM Statement: 500 students will successfully complete their participation in either the Wediko Boston School Based program or the Wediko School and Treatment Program.

Result: Output

Result.

650 students will start participation in the Wediko Children's Services Boston School Based or Wediko School and Treatment program.

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

Target : 650 students will start participation in the Wediko Children's Services Boston School Based or Wediko School and Treatment program.

Target Value: 650

Instruments: Enrollment paperwork from Wediko Children's Services client files.

PM Statement: 650 students will start participation in the Wediko Children's Services Boston School Based or Wediko School and Treatment program.

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

AmeriCorps members will provide ongoing support and mentoring to students that have had behavioral or disciplinary referrals.

Result: Intermediate Outcome

Result.

Students participating in Wediko AmeriCorps Professional Corps programs or receiving support services from AmeriCorps members will have a decrease in the number of disciplinary referrals or suspensions during the program as compared to their previous school year or other record.

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

Target : Number of students who have a decrease in disciplinary referrals or suspensions.

Target Value: 150

Instruments: Disciplinary referrals and suspension records for participating students will be gathered from student files. As an authorized provider of services for children with behavioral issues, Wediko Children's Services has access to student files and can provide aggregate data on attendance, classroom behavior and discipline referrals for students in the program.

PM Statement: 150 students will have a decrease in disciplinary referrals or suspensions as a result of their participation in the program and the ongoing support they will receive from AmeriCorps members.

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Subapplicants

<u>ID</u>	<u>Organization</u>	<u>Amount Requested</u>	<u>Amount Approved</u>	<u># FTEs Requested</u>	<u># FTEs Approved</u>	<u>Status</u>
Totals:		\$0	\$0	0.00	0.00	

Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Not Applicable
Federally Approved Indirect Cost Agreement	Not Applicable
Labor Union Concurrence	Not Applicable