

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):		3. DATE RECEIVED BY STATE: 20-JAN-11													
2b. APPLICATION ID: 11AC124188		4. DATE RECEIVED BY FEDERAL AGENCY: FEDERAL IDENTIFIER: 09ACHRI0010003													
5. APPLICATION INFORMATION															
LEGAL NAME: Providence Children's Museum DUNS NUMBER: 041387580		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Cathy Saunders TELEPHONE NUMBER: (401) 273-5437 136 FAX NUMBER: (401) 273-1004 INTERNET E-MAIL ADDRESS: saunders@childrenmuseum.org													
ADDRESS (give street address, city, state, zip code and county): 100 South St Providence RI 02903 - 4749 County: Providence		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization													
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 050370944		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service													
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Providence Children's Museum Americorps Program 11.b. CNCS PROGRAM INITIATIVE (IF ANY):													
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Providence, Pawtucket and Central Falls Rhode Island		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="RI 002"/> b.Program <input type="text" value="RI 002"/>													
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 08/31/14		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													
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>		17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO													
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>a. FEDERAL</td><td style="text-align: right;">\$ 170,908.00</td></tr> <tr><td>b. APPLICANT</td><td style="text-align: right;">\$ 180,323.00</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;">\$ 351,231.00</td></tr> </table>				a. FEDERAL	\$ 170,908.00	b. APPLICANT	\$ 180,323.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00
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18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.															
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Cathy Saunders		b. TITLE: Dir of Education	c. TELEPHONE NUMBER: (401) 273-5437 136												
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/28/11													

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Executive Summary

Designed to help close the achievement gap between advantaged and disadvantaged children, MuseumCorps at Providence Children's Museum provides stimulating hands-on learning experiences not available to most low-income children. Working closely with Head Start, Boys & Girls Club and other CBOs, the Museum will deploy AmeriCorps Members to provide engaging enrichment programs for inner-city children in out-of-school time and preschool in three of the state's poorest cities.

Rationale and Approach

a) Problem:

There's an educational crisis in this country that is very evident in Rhode Island. Schools in low-income neighborhoods fail to meet minimum standards. Children from low-income families do not keep pace with more affluent peers' academic achievement. In RI core cities with high child poverty rates, only 59% of the public schools met the adequate yearly progress (AYP) standards set by RI Dept. of Education (RIDE) in 2010. In Providence, only 27% of the public elementary schools met AYP, compared to suburban districts where family incomes are generally higher, and 92% of public schools met AYP. Research shows that differences in academic achievement between poor and middle-class children are rooted in the inequities that young people experience in pre-kindergarten and out-of-school time (Nellie Mae Education Foundation 2007, 2009). Children living in poverty often lack enriching opportunities children from affluent families have, such as quality preschool, after-school and summer programs, exposure to cultural organizations like museums, travel, even shared reading in their homes, leading to a shocking achievement gap.

MuseumCorps, the AmeriCorps program at Providence Children's Museum (PCM), provides important enriching experiences for children most in need of them in three of Rhode Island's most impoverished cities--Providence, and nearby Pawtucket and Central Falls. 40% of children in

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Providence and Central Falls and 25% in Pawtucket live below the poverty threshold. Low-income families in these cities are impacted severely by RI's high unemployment rate, which has wavered between 10.2 and 13.4% since January 2009. Rates of 4th graders reading at or above the proficiency level are dismal--Providence 44%, Pawtucket 56%, Central Falls 52%. Math proficiency is even worse--Providence 35%, Pawtucket 51%, Central Falls 41%. Fourteen percent of public school children in the three cities are English language learners. (RIDE 2010) "Children in low income communities are more likely to attend schools that lack resources and rigor; are less likely to be enrolled in preschool; and have fewer opportunities to participate in extracurricular activities." (RI KIDSCOUNT 2010) Clearly these are the children most in need of academic support and enrichment.

Committed to serving children of all economic means and mindful of the needs of Providence children, PCM initiated alliances with inner-city out-of-school-time (OST) programs and Head Start more than a decade ago to determine how it could best serve the neediest preschool and elementary school children. In a series of site visits and focus group meetings with Head Start teachers and staff and community center childcare personnel, participants requested structured in-depth experiences that took advantage of the Museum's resources, including the motivating, interactive learning environment and the experienced highly-skilled staff of educators.

Over the years PCM's partnerships with these organizations have deepened. Carefully recruited and well-trained AmeriCorps teams have provided enrichment activities for elementary school children enrolled in inner-city OST programs and preschool children in Head Start classrooms. Committed to continuous improvement, PCM educators and administrators have explored with its partners and community leaders ways for PCM and its AmeriCorps program to most effectively meet the needs of inner-city children in preschool and OST programs. In 2010, PCM's Board re-affirmed that outreach

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to underserved children and families is a top priority in its 3-year strategic plan. In the 2011-12 service year, the Museum intends to recruit and train a team of AmeriCorps Members to serve these communities with an increased emphasis on measuring impact (using two National Performance Measures) and serving children during summer vacation as well as launching a new intensive intervention in partnership with an inner-city school and an OST program.

We request 12 Full-Time (FT) and 4 Minimum-Time (MT) AmeriCorps Members (12.85 MSYs) to work in partnership with community-based organizations (CBOs) to provide enrichment activities with a focus on math for elementary-age children in after-school and summer programs and school-readiness support for preschool children in Head Start. In addition, Members will help to increase the capacity of PCM's volunteer program.

b) Solution: AmeriCorps Member Roles and Responsibilities:

LEARNING CLUBS

Members will implement after-school and summer Learning Clubs for 480 children ages 6-12 in partnership with CBOs serving low-income children in the three target cities. Learning Clubs engage children in series of STEM (Science, Technology, Engineering and Math) enrichment activities. PCM's school-age learning specialist will supervise curriculum development and manage community partnerships under this initiative. During the school year 7 FT Members will be dedicated to Learning Clubs, and in the summer 11 FT and 4 MT Members.

MuseumCorps teams have run Learning Clubs since 1997. Club design and activities evolve to accommodate community needs. In March 2010, PCM held a focus group for leaders in the OST field. They reported that, despite gains in the quality of programming and professionalizing the field in RI

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(e.g. the creation of Core Competencies for Afterschool Professionals, 2009), they find that OST is often viewed as "babysitting," funding is unstable, and families are under more strain in this recession. They expressed that the ideal OST programs have positive staff role models; connect with families; provide experiential, project-based activities; and connect to the school day but are "fun," and noted that PCM's MuseumCorps provides programs with these characteristics.

Members will tailor Learning Clubs to the specific needs of 20 CBO partners. When partners can provide transportation to PCM, children will meet with Members at the Museum for STEM programs and explore the hands-on exhibits regularly; Members will travel to centers that cannot provide transportation. Learning Clubs may be pared down to 6 sessions or extended to 15, depending on CBO schedules, and serve children in groups of 12-15. Clubs will be comprised of series' of challenging and engaging STEM learning activities, with the goal of encouraging children to apply science and math process skills; all will include engagement opportunities for families at the Museum.

To prepare Members, PCM's learning specialist will lead them on visits to community centers to observe and meet center staff, conduct trainings, and provide ongoing guidance to develop and present STEM enrichment lessons, approving all curriculum developed by the team. She will frequently observe Members leading Clubs and meet to discuss successes and challenges. Each day, Members will reflect on their experiences and record observations of the children's skill development to hone their practice as educators.

In Learning Clubs, Members will encourage participants to actively discover and examine concepts for themselves. By design, Learning Club activities build on children's prior knowledge while introducing them to new ideas and phenomena. A STEM series "Crazy Construction" engages children in structure

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building using engineering concepts and problem solving with math as a tool to estimate, accomplish and measure the challenges while extending on their familiarity with everyday structures such as bridges. Children construct a bridge and make and test their predictions regarding its strength. They discuss the strategies they used to arrive at their estimations, contributing their own mathematical ideas while learning from one another. During Museum visit time they explore the bridge exhibit and try building arch, cantilever and beam bridges. Members integrate math in activities and transitions, modeling that math is useful, relevant and fun, and everyone can do it.

Museum Learning Clubs have had successful outcomes for many years as recorded by Members, who are trained to watch for children's use of "science process skills": inquisitiveness, observing and collecting data, making new discoveries, experimenting, setting new challenges and taking risks, talking about learning and sharing knowledge, persistence and trying new ways to solve problems.

LEARNING CLUB GREAT STORY Feb 2010: A Member observed a boy designing a glider: "Khalil first added a tail and wings to his glider, but this only slowed it down. He added more strips, and then finally built a thin and heavy design with paper clips near the front of the glider. After numerous changes and tests, his glider flew all the way across the room and hit the opposite wall. His celebratory dance was priceless! Khalil's methodical testing and experimentation was just the process we'd challenged kids to try. His designs were creative and funny, and we could see that his understanding of the way gliders fly improved as he played."

According to data collected by Members in the last two years, 67% of children showed an increased use of these process skills during their time at Learning Club. PCM predicts the outcome for the new grant to be 70%.

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SUMMER: MuseumCorps will expand the reach of Learning Clubs in summer. Educational mentorship is essential to impede "summer learning loss"; RIDE reports that most students lose about two months of grade-level equivalency in math skills over the summer. Many CBOs have inexperienced teenage staff leading summer programs. Learning Clubs are critical enrichment for these children. In June, the Members who have worked with Head Start children during the school year (see below) will transition to serve Learning Clubs and 4 MT Members will be recruited to assist these now experienced Members. In recent years, MuseumCorps offered Learning Clubs to 8 CBO sites each summer; with the efforts of 11 FT and 4 MT Members, MuseumCorps will be able to serve at least 13.

To further deepen the impact of the team, Members will develop and deliver professional development workshops to arm newly hired summer staff at CBOs with easy-to-lead, engaging activities appropriate for summer settings.

INTENSIVE INTERVENTION: This year, 3 Members will conduct a year-round "complementary learning" model Learning Club to integrate learning supports for children (Harvard Family Research Project, 2005) working with Boys & Girls Club of Providence (BGCP) and Mary E. Fogarty Elementary School. BGCP and the nearby school are located just 1.5 miles from PCM in one of the most impoverished areas of the city, Southside. 2000 Census, pre-recession, shows that 36% of families in Southside lived below the poverty level, and the median family income (\$23,400) was 73% of the median family income for the city. Fogarty Elementary is classified as making insufficient progress on standards set and evaluated by RIDE and only 28% of its students score at grade level in math, 19% have Individualized Education Programs (IEPs) and 15% have limited English proficiency.

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In 2009-10, PCM was awarded ARRA funding for an additional AmeriCorps team. This enabled the Museum's "Recovery" team to pilot a successful in-depth partnership with BGCP, on which the proposed intensive intervention is based. That year illuminated the desperate need for quality OST programming in the Southside, and the most effective ways for PCM to work with BGCP to meet those needs.

Drawing on PCM's space design expertise, 3 Members will create a stimulating, inviting meeting space at BGCP as home base for Learning Club. Children from the neighborhood, ages 6 to 12, will gather there after school to learn from and with MuseumCorps Members. Members will provide homework help and engage children in exciting hands-on, minds-on STEM activities that reinforce concepts being taught in school. Over the course of the year they will serve 80 children.

To ensure the Learning Club at BGCP contributes to participants' school achievement, especially much needed improvement in math, and to assess the extent it does, PCM and BGCP have formed an alliance with Fogarty Elementary School. Members will consult Fogarty 2nd, 3rd and 4th grade teachers about homework expectations, specific strategies for individual children, and school curriculum. Under the guidance of the PCM learning specialist, they will develop multi-disciplinary, fun STEM activities based on school goals that give children opportunities to apply classroom concepts.

To encourage participation BGCP is providing every Fogarty student a free Boys & Girls Club membership, new this year. Members' collaboration with Fogarty teachers will help them understand

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the learning inputs children receive at school so they can support their whole learning experience. At school, teachers will promote Learning Club at BGCP and other Museum activities to children and parents. Members will visit classrooms and attend school parent nights to build relationships with children and their families.

The Fogarty math specialist administers the Monitoring Basic Skills Progress (MBSP) Basic Math Concepts and Applications tests to monitor student progress in math throughout the year. This research-based, standardized set of measurement and evaluation procedures helps the specialist set learning goals, which will inform Learning Club curriculum development. PCM anticipates that children who participate in Learning Club activities 30 times or more throughout the school year will improve their understanding of math concepts and applications with an average five point score gain over the course of the year. (US Dept. of Education sets 30 as standard for counting a child as a participant in 21st Century Community Learning Center programs).

While Learning Clubs will target grades 2-4 (experience has shown these grades are most likely to attend), they will be flexible to accommodate an array of abilities, recognizing that BGCP children ranging in ages from 6-12 may drop in at anytime, and they will welcome all children whether they attend Fogarty or another school. Program design will take into account lessons learned from the Recovery team, particularly the challenges that came from the "drop-in" culture at Southside. As children do not register for programs, they "vote with their feet" daily--if they don't think an activity is fun or meaningful, they leave. For MuseumCorps to be successful at BGCP, special attention will be given to recruitment and retention of children. Learning Club programming will continue during the 8-week summer season as well.

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HEAD START/GOOD START

During the school year 4 Members will develop and implement Head Start/Good Start--classroom activities and enriched Museum visits for Providence, Pawtucket and Central Falls children enrolled in Head Start, and workshops for their teachers. PCM's early childhood learning specialist will supervise curriculum development and manage the Head Start partnership.

Children growing up in poverty face extreme barriers to achieving quality education under any circumstances, but in greater Providence preschool children also have been subject to a Head Start agency in transition. In fall 2007, the federal government designated an interim manager for the agency, and then in spring 2009, Children's Friend was named to assume management of the Head Start centers in greater Providence. Committed to improving the quality of teaching and services to children and their families, Children's Friend required all Head Start teachers and administrators to reapply for their positions. Children's Friend, recognizing the excellence of MuseumCorps programs (in place since 1997), ensured that AmeriCorps services to Head Start children were uninterrupted during this time and included the MuseumCorps Head Start/Good Start collaboration in its turn-around plan.

Children's Friend Head Start's long-term goal is "to improve child and family outcomes including school readiness, by providing a continuum of comprehensive services that support children's development and family functioning." They have asked MuseumCorps to deliver programs that support these goals aligning with US Dept. of Health & Human Services' Head Start Child Outcomes. Members and the early childhood specialist will design activities in consultation with independent evaluators from Early Childhood Clinical Research Center at Bradley Hospital and Brown Medical School to ensure measurable results.

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Over the course of their service year, Members will serve 975 children and 90 teachers in more than 50 classrooms. They will visit each Head Start classroom to deliver three engaging educational activities; host children on field trips to the Museum; and provide professional development for teaching staff. MuseumCorps activities seek to strengthen children's social and emotional development--their curiosity, initiative, social skills and sense of their own competence as learners--and improve their approaches to learning and school readiness.

Prior to each class's visit to PCM, Members will lead a half-hour activity with the children in their classroom, using objects from PCM exhibits to build anticipation about their upcoming visit and increase comfort level about an unfamiliar experience. When the class visits PCM, the Members and parent volunteers will guide their exploration of the exhibits. Teachers will observe children learning and their interactions with each other in PCM's open-ended environment.

After the Museum field trip, Members return twice to each classroom to present activities. In addition to introducing the children to new ideas, learning approaches and vocabulary, the activities are designed to model best practices and teaching techniques for the Head Start teaching staff. Each year, PCM confers with Head Start teachers and administrators to select a thematic focus for lessons that build learning skills and social/emotional development. For next year they have requested that the team develops and presents activities to help children (and their teachers) understand and embrace diversity. Members will provide fun, open-ended activities where children's cultural and personal attributes (i.e. their languages, appearances, favorite things, families, traditions) will be shared in an atmosphere of curiosity and joy, where differences and similarities are compared and noted. The children will be encouraged to be curious learners about one another and their families will be invited

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to share their food and their stories with the class.

E.G., the activity "All About Me" motivates children to share information about themselves while simultaneously learning about one another, thus developing mutual respect and understanding. Because songs are so useful in promoting language acquisition, especially in a bilingual classroom, Members begin the session teaching and singing "I Like Me," followed by a reading of "I Like Me, I'm Special" (books are used regularly in MuseumCorps activities to promote literacy development). A hands-on activity follows: Members make a tracing of each child's body for the children to decorate, and each child writes, glues and draws on her body, tracing details that illustrate her interests, favorite foods and play-time choices and her physical appearance. These self-portraits hang in the classroom to be added to and to generate on-going conversation about self and others, similarities and differences.

Under the guidance of the early childhood learning specialist, Members develop and deliver resource packets and teacher workshops to support teaching staff. Working with the theme of embracing diversity, these resources can help teachers identify changes they can make in their classrooms to reflect an openness to learning and enjoying the cultural differences in the families of their classroom. Members may suggest ways to engage parents in language development activities in the classroom such as parents visiting to read stories in English and their native languages; parents can label parts of the room (table, door, etc.) in their languages to help children recognize similarities of symbols used in literacy. Presented at each of the 8 centers and attended by almost all of the Head Start teachers and teacher aides, the interactive workshops add age-appropriate creative activities to the teachers' repertoires and provide an opportunity for Members and teachers to explore variations, techniques and reasons for using the activities in the classroom. A center manager wrote, "The MuseumCorps

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Members put on the best professional development workshops we have because the way they present activity ideas is fresh and creative; they understand what is really useful to my staff."

All children enrolled in Children's Friend Head Start will benefit from MuseumCorps activities. Bradley researchers anticipate that, each year, 200 (or 20%) of the participating children will show score gains in school readiness in terms of social and emotional development on the Manualized Assessment of Progress (MAP) in the Approaches to Learning Domain. While PCM expects that 85% of Head Start teachers will implement Museum suggested activities each year, 60% of a sample of 20 teachers will report long term benefits of the program--General Learning Outcomes for the teachers (increase in knowledge, skills, attitudes, inspiration, or behaviors) and teachers' use of activities introduced by Members.

To prepare Members for this service, the early childhood specialist will lead the team on site visits to the Head Start centers to observe and meet staff, conduct trainings, and provide ongoing guidance on developing and presenting activities for young children, as well as approving activities developed by the team. She will accompany the team to its first several classroom visits and less frequently as their expertise and independence increases.

FAMILY ENGAGEMENT

It is especially important that families with limited access to safe stimulating places to play and positive shared experiences take advantage of the Museum's welcoming learning environment. As a 2007 American Academy of Pediatrics report states, play offers an ideal opportunity for parents to engage with their children. The report points out that "play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights

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as a right of every child. This birthright is challenged by forces including...neighborhood violence and the limited resources available to children living in poverty."

To that end, Members will connect with families of Learning Club and Head Start/Good Start children in several ways. They will create bilingual newsletters about the programs, including activities to do at home. Children and their families will be invited to special "Museum Family Nights" (when PCM is closed to the public) for dinner and activities--a time when children can share their enthusiasm for learning with their parents in the company of friends and familiar staff from the CBOs or Head Start.

Each family can receive a free year-long pass (value of \$100 each) enabling them to return to the Museum on their own as often as they like. Visiting the Children's Museum gives families a chance to get away from daily stresses to spend quality time together. Parents and caregivers participate in and observe their children's play by creating a maze together to direct the flow of water in Water Ways, for example, or navigating the outdoor Climber. They take roles, such as shopkeeper and customer in the recreated 60s-era Latino bodega. The shared family play that invariably happens during a PCM visit strengthens families, promotes children's healthy development and builds on the activities that Members conducted with children in Learning Club and Head Start. A Head Start lead teacher remarked that family visits to PCM give "an opportunity for our parents to see a different parenting style. Some of the parents need that opportunity to play, too; they didn't get that growing up. And the way your staff interacts with people is great."

c) AmeriCorps Member Selection, Training and Supervision:

PCM has, through experience, developed an AmeriCorps program that successfully recruits Members ready to be trained to serve an urgent community need, and they graduate as competent workers

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dedicated to service. The majority of MuseumCorps alumni go into careers in the education or community service sectors; 96% say their AmeriCorps service experience at PCM fostered their continued engagement in active civic participation including volunteering. "I attribute my time at PCM and my work with the Head Start AmeriCorps team as the reason I am becoming a teacher," reported a 2007 alumna. Another from 2002, who is now the director of youth programs at Institute for Nonviolence in Providence, said, "Everything I've done professionally has built off what I learned leading Learning Clubs." In the last three years recruitment and retention rates have been 100% (excluding 2 compelling circumstances departures).

The MuseumCorps team will continue to be diverse in terms of age, abilities, race/ethnicity, and socio-economic background. PCM recruits Members through college career placement offices, job and volunteer fairs and non-profit job websites in addition to the national AmeriCorps website. PCM recruits from the communities it serves and advertises positions at minority-serving colleges and on various targeted websites. Member selection criteria include experience and effectiveness in working with children. Many are college graduates; most have some college; all have high school diplomas. The ideal MuseumCorps Member is mature, outgoing and self-confident, socially responsible, truly enjoys and respects children and their caregivers, and speaks Spanish as well as English.

To ensure that Members understand PCM's mission and are well integrated into the workings of the Museum, there is a comprehensive plan for development, training and supervision. Members will begin the year with three-weeks of pre-service training including AmeriCorps rules and regulations, orientation to the museum field and to PCM policies and practices, as well as learning theory and child development. Throughout the year Members will be mentored closely by their staff supervisors, with weekly meetings as well as day-to-day coaching. Weekly "brown bag seminars" will be presented by

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outside experts and by PCM staff in their areas of expertise on such topics as conflict resolution, inclusion/disability awareness, classroom management and life after AmeriCorps. The Members' on-the-job training covers issues such as professionalism, attitude and teamwork, technology and communications. They will also be trained in CPR and first aid.

In all, the FT Members will receive 70 hours of training in informal education techniques and 70 hours of workplace readiness training with the end outcome being that they are 1) able to provide 1,400 children served by MuseumCorps with quality learning experiences and 2) prepared to enter the workforce at the end of their service year. Supervisors will conduct mid-year evaluations and goal setting with each of the FT Members; all Members will receive a year-end review to evaluate their progress as effective educators.

To build esprit de corps and in recognition of their service, regular training sessions will be interspersed with team-building sessions and RI corps activities, and Members will be included in all PCM staff and volunteer recognition mechanisms (e.g. free Museum passes, holiday party). The annual graduation ceremony is attended by community leaders and elected officials and celebrates the successful culmination of a year of service.

d) Outcomes:

Below is a summary of outcomes specified in the performance measures.

* 75% of a closely-observed sample of the 480 children served in Learning Clubs will demonstrate an increase in use of science process skills during Club activities.

* 90 Head Start teaching staff will receive professional development training; 85% will implement MuseumCorps suggested activities. 60% of a sample will report using resources provided by prior

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years' MuseumCorps teams, indicating long-term impact.

* The 12 Full-Time Members will attend 70 hours of training in learning theory and informal education techniques. At year-end, all will frequently implement at least 80% of 10 techniques.

These outcomes align with National Performance Measures:

* A sample of 20 Fogarty School children (grades 2-4) who participate in Learning Club will demonstrate improved academic performance in math as evidenced by gains on the MBSP Basic Math Test scores.

* 200 Head Start children who participate in MuseumCorps activities will show gains in school readiness in terms of social and emotional development on the MAP assessment.

e) Volunteer Generation:

The success of PCM as a community and educational institution depends on the support of committed volunteers and work-study students who are involved in capacities from education to design to marketing. To support the growing visitation from the families served by MuseumCorps, committed, capable volunteers will be needed to assist children and families as they play and learn in PCM's hands-on exhibits and programs.

In the next three years, MuseumCorps Members will continue to support and improve upon the volunteer program and build PCM's capacity to serve visitors. While all Members will participate in volunteer recruitment and support, one Member will take the role of volunteer coordinator, supervised by the volunteer manager, to enhance recruitment, training and retention ensuring that 275 qualified volunteers and work-study students effectively serve at least 11,500 hours a year.

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Members will assist PCM to recruit volunteers with specific skills, such as bilingual volunteers and those trained in working with children with disabilities. Members will help in recognizing them through incentive gifts and events. As the majority of volunteers serve as learning facilitators--assisting children and families as they play and learn in PCM's hands-on exhibits and programs--Members will play a critical role in training and mentoring, helping them effectively guide visitors as they explore the exhibits and interact with visitors from diverse backgrounds, thus enhancing the experience for all. Volunteers who make a regular ongoing commitment are of most value to the Museum; the goal is that, by the end of three years, 25% of volunteer and work-study learning facilitators will serve 12 or more months.

f) Partnerships and Collaboration:

Partnership is at the core of MuseumCorps; programs are designed in collaboration with CBOs to meet community needs.

In the March 2010 focus group, OST community leaders recognized PCM for being "stalwarts for the community; you do everything well," "resourcing the community," and having "well-trained AmeriCorps Members; they come with passion and hold the attention of the kids." Annually since 1997, MuseumCorps Members have provided after-school Learning Clubs to over 20 inner-city after-school programs (serving 4,000 children). Additionally, Museum learning specialists have provided OST professional development including projects funded by National Science Foundation (NSF) and Nellie Mae Education Foundation (NMEF).

PCM has provided Learning Clubs and professional development opportunities for BGCP for a dozen

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years. Most recently (2009-10), PCM placed an ARRA AmeriCorps team at two BGCP sites that successfully provided after-school tutoring and literacy activities for 200 children. This application launches a new alliance with Fogarty School; the intensive intervention Learning Club at BGCP has been planned in consultation with the school's principal and curriculum specialists. Learning Clubs will also continue to work with its 20 other CBO partners, including neighborhood community centers and 21st Century Community Learning Center programs.

In 1997, PCM also initiated Head Start/Good Start, focusing on improving the quality of teaching of 3- to 5-year-olds. This program partnership has prospered through three Head Start administrations, continuously adapting and improving to meet the needs of the children and teachers. This year's performance measures were designed by a team of staff from Children's Friend Head Start, Research Center at Bradley Hospital, and PCM.

g) Sustainability:

PCM is deeply committed to sustaining the impact of its community outreach programs. In embarking on a strategic planning process, currently underway, PCM's strategic planning task force elicited the ideas and concerns of PCM Board members, staff, volunteers, AmeriCorps members and community partners. There was strong consensus that outreach to underserved children and families must remain a high priority for the next several years and the Board has approved "Foster quality learning activities in out-of-school time and early childhood programs serving under-resourced communities" as one of the three goals of PCM's strategic plan.

PCM has always sought to increase the effectiveness and reach of its programs, as well as sustaining the results of its work, through collaboration with other organizations serving children and families.

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PCM's AmeriCorps program has evolved over the years, including new partners and modifying program design to meet community needs. For 2008-11, PCM made significant changes to its Learning Club design in response to the increase in CBOs unable to transport children to the Museum. It increased the number of Members dedicated to Learning Club by four; initiated a partnership with Pawtucket Child Opportunity Zone to bring creative enrichment activities to a school-based OST program; and "brought out" Learning Clubs to one third of the CBOs served. For the 2011-14 application, BGCP brought one its partners, Fogarty School, to PCM to enable an intensive intervention Learning Club at its Southside branch. Similarly, Children's Friend Head Start has made the services of its independent evaluator in early childhood research available to PCM to assist in program design and evaluation.

MuseumCorps efforts are designed to ensure their impact is sustained well beyond the service year. The program empowers children with few educational advantages to become life-long learners and strengthens the skills of Head Start teachers. It provides Head Start teachers and OST staff with curriculum, resources and inspiration to improve the quality of their programs. It also enables low-income families to take advantage of the Museum as a learning resource through Family Nights and free year-long passes which connect families to PCM in the year after Member's direct service. Largely because of sustained efforts and continuous improvement of the MuseumCorps programs, PCM has become a trusted and well-used resource for the families in the inner-city communities and the agencies that serve them.

Partnerships with CBOs have grown beyond the MuseumCorps programs. For example, strong relationships with community centers, a result of the added value of AmeriCorps at PCM, have made it possible to bring training resources funded by NSF and NMEF to the community. PCM learning

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specialists also provide professional development training for RI After School Plus Alliance and serve on Ready to Learn Providence's Early Childhood Professional Development Committee.

PCM has successfully supported its AmeriCorps match from diverse funding sources. Support comes from local corporations, private foundations, and individual contributions. The meaningful direct service MuseumCorps provides leverages contributions.

While it is not possible that PCM could replicate the level of service that an AmeriCorps team provides and community leaders have come to expect, PCM is committed to providing Museum outreach to underserved children in whatever capacity possible.

Organizational Capability

As it has been for the past 14 years, the MuseumCorps program will be staffed by PCM's experienced educators and leaders:

- Cathy Saunders, MEd, (Program Director and primary contact); director of education since 2005; two decades of experience managing informal education programs including six AmeriCorps teams.
- School-age learning specialist and Member supervisor since 2007; BA elementary education; MuseumCorps alumna (2004).
- Early childhood learning specialist and Member supervisor since 2008; BA and early childhood certification; three decades of experience in early childhood education.
- Volunteer manager and Member supervisor since 2010; MS SciEd; volunteer & program management experience at Roger Williams Zoo and Museum of Life & Science.
- Member coordinator and assistant to Ms. Saunders; managed PCM's ARRA AmeriCorps team.

Executive Director Janice O'Donnell (secondary contact) oversees the education team, helps establish

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and nurture relationships with community partners, and sets overall direction for the program, as well as assisting in securing funding and ensuring compliance with all relevant regulations. She reports to and seeks advice from the Board of Directors in these efforts. The director of finance, with the assistance of the Board finance committee, manages accounting and fiscal compliance, with guidance provided by the state commission. The director of development, assisted by the Board, is primarily responsible for raising private matching funds to support the program.

AmeriCorps Members work closely with and are fully integrated into PCM's staff and the programs are essential parts of the Museum's offerings. Each Member is part of a team led by an experienced museum educator or the volunteer manager (see above). They report to the director of education/MuseumCorps program director, assisted by the Member coordinator, who reports to the executive director. The team supervisors mentor their assigned Members on a day-to-day basis and the Member coordinator schedules their work and training sessions and sees to routine HR issues. The program director works closely with her staff to provide effective training, work program and performance monitoring. While the Members bring programs to community sites, none are assigned off site; all are supervised by PCM staff. Most of the Museum's staff contributes to the Members' professional development, presenting during pre-service training and weekly training sessions and working with individual Members on specific projects reflecting their own interests.

In addition to 14 years of AmeriCorps funding and an ARRA AmeriCorps grant, PCM has received federal grants from the Institute of Museum & Library Services and the National Endowments for the Arts and Humanities, federal Community Development funds through the City of Providence, a federal appropriation through HUD, and funding from the RI Dept. of Transportation. PCM programs for foster children and their families are funded by federal HHS Title IV-B funds and by a federal

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grant through the Children's Bureau (HHS). Audits conducted by these agencies have found PCM to be in compliance and fiscal oversight to be sound.

Having hosted an AmeriCorps team every year since 1997, PCM has a strong track record of garnering private support for AmeriCorps activities. In the current year, service activities are supported by grants from a dozen corporations and foundations (totaling \$69,000) as well as donors to the Museum's annual campaign. Local businesses also provide contributions of food and supplies for Family Nights. The cost per MSY is \$13,300.

This request represents 9% of the Museum's projected \$2 million in annual revenues and support. 40% of PCM's income is earned through admissions and fees; private donations and grants from individuals, businesses and foundations account for 30%; and government grants and contracts for 30%. In the past 5 years, PCM has received AmeriCorps funding, as well as an ARRA AmeriCorps grant for 2009-10. In 2009 and 2010, because of ARRA program expansion, CNCS funding accounted for 12% of PCM's total revenue and support.

The MuseumCorps program has an excellent record of enrollment and retention and frequently hires its AmeriCorps alumni. In the last three years enrollment and retention have been 100% (excluding two departures for compelling circumstances). The current year is also fully enrolled.

Providence has one of the highest child poverty rates in the nation. Although the city boasts a number of outstanding cultural institutions, the majority of Providence children are unlikely to experience most of them. The price of admission is one reason, but lack of understanding and familiarity is also a barrier. PCM has confronted barriers by creating meaningful and responsive programs--in partnership

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with the people they serve--that communicate clearly and effectively to these children and their families and caregivers that they are indeed welcome here. For many families, MuseumCorps programs are their first introduction to PCM, and the free year-long passes enable families to continue to take advantage of what is often a newly discovered resource.

Rhode Island has been hard hit by the financial crisis. It has had one of the highest unemployment rates in the country for over a year ' currently 5th highest at 11.4%. The state and its cities are facing record high budget deficits, resulting in significantly curtailed services especially to the poor.

Consistent funding from CNCS for MuseumCorps has enabled PCM to grow and continually improve its outreach to children and families most in need; to provide them with enriching and joyful learning opportunities; and to develop deep partnerships with other nonprofit organizations, increasing the ability of both PCM and our partners to provide high quality services. Continued funding will ensure this service endures, when it is needed more than ever.

Cost Effectiveness and Budget Adequacy

MuseumCorps programs are cost effective and continually improving. The programs described in this proposal represent increased cost-effectiveness, increased emphasis on measuring impact, and increased summer learning opportunities as well as intensive service in partnership with an inner-city school and an OST program. Each year 1,400 children and over 100 adults will directly benefit from memorable learning experiences provided by 11 FT and 4 MT Members. With a 12th FT Member dedicated to volunteer coordination, MuseumCorps Members will recruit and guide volunteers who serve more than 160,000 Museum visitors a year.

PCM will assume 54% as its share of the costs (\$199,000), up from 44% in the previous award.

Corporation cost per MSY (12.85 MSYs) is \$13,300, the allowed maximum, and \$320 less per MSY

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than its previous award.

PCM is able to increase the grantee share primarily by increasing funds allotted from its annual campaign; \$88,000 in funds raised through PCM's annual appeal are directed to support MuseumCorps programs. PCM seeks to establish enduring relationships with children and their families served through MuseumCorps. The Museum's admission fee is \$8.50; a \$25-plus outing is not plausible for a family living in poverty. Purchasing a membership enables a family to visit as often as they like at no additional charge, but the \$100-plus membership fee is no more affordable for a low-income family. Providing free year-long passes to the families enables and encourages them to return to the Museum as often as they want. The value of the free passes represents a portion of PCM's match. In these difficult economic times, PCM is committed to ensuring that its most under-resourced neighbors still receive access to high quality educational experiences and, in fact, made that commitment explicit in its strategic plan, as mentioned previously. That more than one half of the costs of these programs is borne by the Museum--and close to one half of the costs for the past three years--demonstrates this commitment.

Because the programs are well defined, valued and effective, they are attractive to donors. PCM has successfully sought corporate and foundation support to match federal funds for the AmeriCorps programs, as well as leveraging the programs to attract individual contributions to the Museum. The Hassenfeld Foundation has already made a two-year pledge (10-11 and 11-12) to support MuseumCorps programs at \$12,500 a year and BGCP has committed to contributing \$7,500 a year as their partner share as well as agreeing to contribute funds for program supplies, as has Pawtucket COZ. We will seek, and are confident we will receive, \$56,500 in continued and new support from private and corporate foundations (specifically listed in budget).

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Donors, Serve Rhode Island and CNCS are recognized in PCM's annual report and newsletter, and in all program-related materials and publicity. Funders are invited to Family Nights and AmeriCorps graduation ceremonies to observe the programs.

In-kind donations are important as well. Local restaurants and markets regularly donate refreshments for Family Nights. Head Start parents and community volunteers assist at these special occasions. Local businesses donate supplies for programs, ranging from cardboard tubes and construction paper to manufacturing leftovers used for children's art and construction projects. Our colleagues at other New England museums welcome MuseumCorps Members at no charge and freely give their time to discuss their programs and to host the museum study tours PCM's team takes each year.

Partner agencies also contribute time and resources. Programs are developed with advice and cooperation of their teachers and staff. Head Start and OST centers transport children to the Museum and play a crucial role in logistics and family communications. Furthermore, to improve the quality of their own programs, Head Start and OST centers have committed to participating in teacher training workshops led by the AmeriCorps Members. Fogarty School has agreed to identify and share school achievement assessment results of children participating in the BGCP-Southside Learning Club, and the Children's Friend evaluator for has guided PCM in developing assessment tools and will share results to measure program impact.

The AmeriCorps program has proven to be a cost-effective way to expand PCM's reach. It has provided opportunities to take a chance on promising initiatives that could not be carried out by the

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Museum staff alone. Because it is a multi-year grant, efforts can be carefully assessed and improved each year, the result being strong and valued programs that are also increasingly cost-effective. A new cost-effective strategy in this proposal is the addition of Minimum-Time (MT) Members to enable PCM to increase its service capacity. Experience has shown that in the first half of the service year Members are climbing the learning curve and most effectively plan and lead programs in teams of 3 or 4. Nine months into the service year they are much more capable, work more independently, and seek more responsibility. Therefore PCM proposes to recruit 4 MT Members in June. Each MT Member will partner with 2 FT Members, creating 4 teams of 3 Members each, enabling increased service during the summer when it is most needed. FT Members will lead activity development and mentor the MT Members in classroom management and education techniques. MT Members will gain solid on-the-job experience while providing invaluable assistance delivering quality summer learning experiences to low-income children.

Past experience has established that the budget for MuseumCorps programs is adequate to support them. We are well aware of the considerable commitment of staff time needed to ensure each incoming team is well grounded in teaching techniques, learning theory, professional behavior and other skills to represent PCM in the larger community and carry out their service projects. We have determined and are requesting the number of Members for which PCM staff can provide sufficient ongoing guidance and mentoring to ensure excellence.

The Museum staff welcomes each new MuseumCorps team, eager to help them have an effective and rewarding year of service. As educators, we take our commitment to the Members' learning very seriously. We want them to succeed, learn, and enjoy their year at the Museum, and to carry their commitment to community and civic engagement throughout their lives. We will continue to commit

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the time and resources to ensure that they go forth as good citizens and lifelong volunteers.

Perhaps the most significant impact of the AmeriCorps program at PCM has been, and will continue to be, the fact that it has enabled us to develop meaningful relationships with an audience that is often difficult to engage. Providence has a high poverty rate and scarce philanthropic resources. Public schools are low performing; the majority of the students are poor and members of minority groups. Cultural organizations attract mainly families from affluent suburbs. The Children's Museum is one of the very few places that brings families from all backgrounds together. This would not be the case without the efforts of the AmeriCorps Members and PCM's commitment to building on these efforts.

Evaluation Summary or Plan

PCM is committed to evaluation and continuous improvement of MuseumCorps programs and will assess progress and outcomes as described in the narrative and as done in past years.

PCM has and will conduct meta evaluation of the program and track progress as follows: attendance records for Head Start children and teachers; workshop participant evaluations; teacher surveys and interviews; Learning Club attendance; children's responses to Learning Club questionnaire; recorded observations of children's learning behavior; CBO staff surveys and interviews; and volunteer data, number hours served and satisfaction surveys and interviews. PCM works closely with its partners to develop, assess and improve its programs and understand their impact, e.g. convening focus groups and advisory groups of community leaders and staff.

Member reviews (mid-year and year-end) include self-evaluation and hour-long supervisor meeting to evaluate Members' development. Member surveys and regularly held feedback sessions inform continuous improvement of MuseumCorps.

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Amendment Justification

N/A

Clarification Summary

- Please confirm your desired grant award start date and member enrollment period start date:
September 1, 2011 and September 15, 2011 respectively.

- Please verify that the criminal history checks conducted for members and staff will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations:

Members and staff will have state, FBI and NSOPR checks.

- Please provide justification for the need of Head Start teachers to receive instruction from AmeriCorps members and how the level of instruction provided will impact the need:

PCM is responding to the need stated by Children's Friend Head Start. Aimee G. Mitchell, Head Start Director at Children's Friend, says, "The MuseumCorps is critical to the core of our success with children. Our teaching staff need to understand the importance and value of creativity and play in strengthening children's social and emotional development and approaches to learning, and they need strategies to employ creativity and play in classroom curriculum. MuseumCorps activities are fantastic. They always incorporate those elements of play and creativity, and the activities are always easily replicable by our staff and have an immediate impact on instruction."

- Please provide a description of member training, particularly about instruction in learning theory and child development, to ensure that members will be sufficiently skilled to deliver an intervention that will increase academic performance:

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Training of Members is more intensive in the beginning and continues throughout the service year. They attend sessions on stages of child development, leading STEM activities, and specific learning theories like Reggio Emilia. Members are guided through careful observations of children in various settings -- museum exhibits, school classrooms and out-of-school programs -- so that they can build their knowledge of how children behave and respond to different education techniques. They are coached in curriculum development by PCM's learning specialists; all activities are planned and revised during implementation under their supervisors guidance. Teaching staff at Fogarty School will coach and mentor Members who are assisting children from their classrooms with homework.

- Please describe the role of staff and monitoring of partner sites (Head Start, Boys & Girls Club) and -

Please describe a plan for the training of host site staff and partners:

Members will be supervised by PCM staff NOT by staff at any of the partner sites. Members will be at the Museum every day; where they will prepare and develop activities that they bring to the partner sites, all under the careful supervision of Museum supervisors. Members will deliver programs at close to 30 different Head Start and OST locations, so they will never be at any one site other than the Museum for more than a few days at a time. Members will deliver programs at BGCP Southside on a daily basis, so BGCP site staff will be oriented to basic AmeriCorps rules and regulations including prohibited activities. The Museum AmeriCorps supervisor will frequently check in at the BGCP site to observe the Members and coach them as needed.

- Section 1-A: Personnel Costs - Program narrative lists Program Director and Executive Director as primary and secondary contacts but they are not listed on budget. Please confirm in the clarification field if their time is included as indirect costs or not included in the budget:

The Program Director is PCM's Director of Education. The Executive Director's overall administrative

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time is not itemized in the budget, it is under section 3 "administration," using the Corporation fixed amount.

-Section 1-C: Member Travel - Provide justification in the clarification field for study tour travel expenses:

In order to bring new Members up to speed as quickly as possible in order to develop quality programming for inner-city children, training is imperative. Learning from other practitioners allows them to pick up ideas and techniques from different educators and programs, helps them develop judgment about what makes a high vs. low quality educational experience for children and makes them aware of a range of educational resources available to children and families.

-Section 1-E: Supplies - Please clarify in clarification field how grantee share will be impacted if 500 yearlong passes are not used:

Based on the number of passes that PCM has given away in prior years (509 in 09-10 and 592 in 08-09), we are confident that we will give at least 300 (and probably 500) passes per year. Each family receives free admission to the Family Night they are attending that evening with the pass and then may use their pass to visit the Museum whenever and as often as they choose for free for a year.

Passes will be given out at Family Nights which are held in fall, winter, spring and summer and hence will still be in use after the grant period is over. Market value for PCM's yearlong passes are \$100 each, and will expensed to the grant match at that rate.

CLARIFICATION ROUND 2

PLEASE NOTE: In our original submission we included 2 PMW's for both Head Start and Learning Clubs and National and Applicant Determined. In the last clarification we chose Applicant Determined

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because they encompass a broader scope of MuseumCorps activities. We are re-submitting the National Measures because we are committed to and are excited about the data we will be collecting about MuseumCorps impact.

- ED2: Please describe (in the clarification field) how the target value of 40 was determined. This does not seem ambitious. Revise target if appropriate.

- ED5: Please describe (in the clarification field) how the target value of 20 was determined. This does not seem ambitious. Revise target if appropriate.

MuseumCorps Learning Clubs will serve 480 school-age children in out of school time programs. AmeriCorps members will deliver STEM (Science, Technology, Engineering and Math) enrichment activities for all Learning Club participants and we anticipate 75% of the participants will demonstrate an increase in use of science process skills during Club activities. As a subset of the Learning Club program, 3 Members will partner with a CBO and an elementary school to deliver a year-round Learning Club (homework help and STEM activities with a focus on math). This collaboration will capitalize on PCM's expertise in hands-on learning and build upon the successful experience PCM's ARRA Team had at Boys and Girls Club of Providence (BGCP) to implement a "complimentary learning" partnership that will integrate learning supports for children (Harvard Family Research Project, 2005) and foster academic improvement in math. This intensive intervention where children participate 30 times or more, will serve as a "Learning Club lab," informing improvements and innovations in the shorter-term Clubs. Opting back into the National Measures enables us to measure, document and report the program's impact on the children's academic performance by implementing ED1, 2, and 5.

Targets of 40 and 20 children are cautiously ambitious, based on BGCP records from the last three

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years of Fogarty Elementary School students who attend programs at Southside Boys and Girls Club. In 2007-10, average of Fogarty students was 22 children a year; In 2010-11, free BGCP memberships were provided to all Fogarty students and the number of Fogarty students using the Southside Club grew to 41. We and our partners at BGCP believe that this will increase, especially if quality programming is available.

- Please provide justification for the need of Head Start teachers to receive instruction from AmeriCorps members and how the level of instruction provided will impact the need.

MuseumCorps supervisors have rigorously evaluated the Head Start/Good Start Program through surveys and interviews of Head Start teachers, teacher assistants, and lead (supervisory) teachers.

Evaluation of the 2009-10 year revealed the following:

+ 77% of the 95 Children's Friend Head Start teachers and teaching assistants attend the Teacher Workshops led by MuseumCorps. (75%-77% of Children's Friend Head Start teaching staff attends the teacher workshops each year).

+ 84% who attended said that they learned something new at the workshop and many included positive comments on their evaluation forms. Teachers were especially excited about: 1) the affordability of supplies through use of recycled materials, 2) the creativity of activities, and 3) the flexibility of the projects to be adapted to specific classrooms' and children's needs.

+ 97% of the same teaching staff stated that they planned to use some of those activities in their classrooms during the year; 21% stated that they planned to use all five. An 11-year veteran wrote on her form, "Excellent job; very thought-out, age-appropriate and very affordable projects."

+ By June 2010, 80% reported using two or more and 23% reported using 5 or more of the activities from the workshop and the resource packets.

+ When surveyed about the benefits of the program 79% of teachers responded that the program "is a

Narratives

great opportunity for the kids"; 61% that they "get and use new resources in the classroom" and 54% that they "have tried new ideas in the curriculum" as a result of the MuseumCorps efforts.

+ When lead (supervisory) teachers were asked to explain the benefits of the program the following comments were received: "Museum AmeriCorps model new teaching techniques. It's nice to tell somebody to do something, but for the teachers to see that it's not too hard to do is better." "Because the AmeriCorps are modeling teaching hands-on activities in the classroom, we hear teachers say 'Wow! I could do that too!'" "Partnering with the Museum provides teachers with solutions to their teaching struggles." "The MuseumCorps brings professionalism to our agency through the newsletters, letters and communication, and the quality of the programs." "We would protest if anyone tried to take the program away!"

This data is consistent with previous years as well. In 2007-08 and 2008-09, 95 teaching staff attended workshops. In 2009, 90% indicated they had used more than 5 of the suggested activities (20% had used 10 or more during the year), and in 2008, 95% indicated they had used the suggested activities.

Furthermore, one of the deepest indicators of the Museum team's impact in Head Start classrooms is the Activity Use Survey that is conducted in the spring to assess whether MuseumCorps activities influence teachers over time: During the 2009-10 year, 100% of the sample of surveyed teachers had used activities, teaching materials or resources that were developed by MuseumCorps teams from prior years, 82% had used three or more. In 2008-09, 93% reported using six or more activities in their classrooms that were developed by AmeriCorps Members from prior years. In 2007-08, 92% had used three or more MuseumCorps-suggested activities from prior years.

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- ED2: Please describe how it is appropriate for ED1 and ED2 to have the same target value when it is explained that children participants are transient.

We have revised our targets: ED1- 975, ED2 - 925.

CHANGES PER REVIEW PANEL MAY 31, 2011 (Please delete the Head Start performance measure AND provide a description [in the clarification summary] of how the members instructing the Head Start teachers will be redirecting their service time during the school year.):

-We intended that the 4 Members spend about 2% of their year on developing and delivering Teacher Workshops for the Head Start staff. By eliminating Teacher Workshops from their direct service responsibilities, they will redirect those hours to support the after-school programming during the school year.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 12.85

Service Categories

Afterschool Programs

School Readiness/Head Start/Early Childhood Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

MuseumCorps Learning Clubs will serve 480 school-age children in out-of-school time programs. Members will deliver STEM (Science, Technology, Engineering and Math) enrichment activities for all Learning Club participants and we anticipate 75% of the participants will demonstrate an increase in use of science process skills during Club activities.

As a subset of the Learning Club program, 3 Members will partner with a CBO and an elementary school to deliver a year-round Learning Club (homework help and STEM activities with a focus on math). This collaboration will capitalize on PCM's expertise in hands-on learning and build upon the successful experience PCM's ARRA Team had at Boys and Girls Club of Providence (BGCP) to implement a 'complimentary learning' partnership that will integrate learning supports for children (Harvard Family Research Project, 2005) and foster academic improvement in math. This intensive intervention will serve as a 'Learning Club lab,' informing improvements and innovations in the shorter-term Clubs. It will also enable PCM to measure the program's impact on the children's academic performance.

The intensive Learning Club will serve the diverse and high-need Southside neighborhood adjacent to the Museum, 12% of Southside residents are white; 21% black; 52% Hispanic; 9% Asian; 2% Native American and 4% two or more races. 2000 Census shows 36% of families living below poverty level; median family income (\$23,400) was 73% of the median family income for the city. That is the latest official figure; doubtless, the number of families in poverty has increased in the current recession. Mary E. Fogarty Elementary School, one block from BGCP, is classified as making insufficient progress on standards set and evaluated by RI Dept. of Education and has only 28% of students scoring at grade level in math, 19% with IEPs and 15% with limited English proficiency. This is a neighborhood that is in great need of extra supports for children.

Members will create a stimulating, inviting meeting space at BGCP to be home base for Learning Club.

Neighborhood children will gather there after school to learn from and with the Members. During the school year, 4

National Performance Measures

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

days a week (in four 7-8 weeklong sessions), Members will provide homework help and engage children in exciting hands-on, minds-on STEM activities that reinforce concepts being taught in school under the guidance of PCM's school-age learning specialist. They will target grades 2-4, but will be flexible to accommodate an array of abilities recognizing that children ranging in ages from 6-12 may drop in at anytime to Learning Club, and they will welcome all children whether they attend Fogarty or another school.

Members will collaborate with Fogarty Elementary teachers to ensure that they are supporting the whole learning experience of the children; they will have full access to teachers to consult about homework expectations and specific strategies for individual children, as well as to become familiar with school curriculum.

The Fogarty math specialist administers the Monitoring Basic Skills Progress (MBSP) Basic Math Concepts and Applications tests to monitor student progress in mathematics over the course of the year. This research-based standardized set of measurement and evaluation procedures assists the specialist to set learning goals, which will be shared with Members to inform Learning Club curriculum development. We anticipate that children who participate in Learning Club activities 30 times or more throughout the school year will improve their understanding of math concepts and applications. Children who attend Learning Club on at least 3 occasions will be regarded as 'started.'

To combat the 'summer learning loss' of math skills more often experienced by children in low-income communities with little or no access to enrichment programs, Learning Club hands-on, minds-on programming will continue during the 8 week summer season as well.

Result: Output

Result.

Children ages 6-12 will start Learning Club at Boys and Girls Club-Southside Clubhouse to take advantage of out-of-school time homework help and hands-on, minds-on STEM (Science, Technology, Engineering and Math) activities.

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

National Performance Measures

Result.

Target :Each year, 80 children ages 6-12 will attend Learning Club at least three times.

Target Value: 80

Instruments: Attendance Records

PM Statement: Each year, 80 children ages 6-12 will start Learning Club at Boys and Girls Club-South Side Clubhouse (attending at least three times) to take advantage of out-of-school time homework help and hands-on, minds-on STEM (Science, Technology, Engineering and Math) activities.

Result: Output

Result.

Children ages 6-12 will participate in Learning Club at Boys and Girls Club-Southside Clubhouse, at least 30 times, to take advantage of out-of-school time homework help and hands-on, minds-on STEM (Science, Technology, Engineering and Math) activities.

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

Target :40 children will participate in Learning Club at least 30 times. (Department of Education sets 30

as the minimum standard for counting a child as a participant in a 21st Century Community

Learning Center program)

Target Value: 40

Instruments: Attendance records

PM Statement: Each year, 40 children ages 6-12 will participate in Learning Club at Boys and Girls Club-Southside Clubhouse, at least 30 times, to take advantage of out-of-school time homework help and hands-on, minds-on STEM (Science, Technology, Engineering and Math) activities.

Result: Intermediate Outcome

Result.

Second, third and fourth grade children from Fogarty Elementary School who attend 30 or more Learning Club activities at Boys and Girls Club-Southside Clubhouse will demonstrate improved academic performance in math concepts and applications as evidenced by Monitoring Basic Skills Progress (MBSP) Basic Math Test scores.

Indicator: (PRIORITY) ED5: Students with improved academic performance.

Target :20 children second, third and fourth grade children from Fogarty Elementary School will

demonstrate improved academic performance in math concepts and applications as evidenced

by an average 5 point score gain on the MBSP Basic Math Tests.

Target Value: 20

Instruments: Tally sheet of pre- and post scores for the "Monitoring Basic Skills Progress" Basic Math Test (a researched-based standardized set of measurement and evaluation procedures published by PRO-ED Inc.).

PM Statement: 20 second, third and fourth grade children from Fogarty Elementary School who attend 30 or more

National Performance Measures

Result.

Learning Club activities at Boys and Girls Club-Southside Clubhouse will demonstrate improved academic performance in math concepts and applications as evidenced by an average 5 point score gain on the Monitoring Basic Skills Progress (MBSP) Basic Math Test scores.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable