

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: 25-JAN-11	STATE APPLICATION IDENTIFIER:	
2b. APPLICATION ID: 11AC124251	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHRI0010004	
5. APPLICATION INFORMATION			
LEGAL NAME: Save the Bay, Inc. DUNS NUMBER: 135281277		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Lisa Kuffner	
ADDRESS (give street address, city, state, zip code and county): 100 Save The Bay Drive Providence RI 02905 - 5606 County: Providence		TELEPHONE NUMBER: (401) 272-3540 124 FAX NUMBER: (401) 272-7153 INTERNET E-MAIL ADDRESS: lkuffner@savebay.org	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 050343046		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization	
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):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service	
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Ocean State Environmental Education Collaborative	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): OSEEC's AmeriCorps Program targets schools and community organizations in the urban core cities of Central Falls, New port, Paw tucket, Providence, West War		11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 09/12/11 END DATE: 08/23/14		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text"/> b.Program <input type="text" value="RI 001"/>	
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>		16. IS A APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PRAAPPLICATION/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	\$ 212,800.00	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	\$ 212,151.00		
c. STATE	\$ 0.00		
d. LOCAL	\$ 0.00		
e. OTHER	\$ 0.00		
f. PROGRAM INCOME	\$ 0.00		
g. TOTAL	\$ 424,951.00		
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: Lisa Kuffner		b. TITLE: Program Director	c. TELEPHONE NUMBER: (401) 272-3540 124
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/10/11	

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Executive Summary

A. EXECUTIVE SUMMARY

The Ocean State Environmental Education Collaborative (OSEEC) is a strategic effort by Rhode Island's leading environmental organizations to improve science proficiency and environmental literacy among students in the state's urban core cities. AmeriCorps members with science and education degrees will teach environmental-based science in school, after school and in the field. Members introduce children to the natural environment and help cultivate environmentally- literate, active citizens.

Rationale and Approach

B. SELECTION CRITERIA

1. PROGRAM DESIGN

a. PROBLEM

Climate change, depleting natural resources and other environmental challenges threaten human health and economic development. It is critical that our children grow up environmentally educated. They must be informed and feel empowered to help solve these problems. As the National Science Foundation argues, creating a scientifically informed citizenry requires a concerted, systemic approach to environmental education. Environmental education is the learning process through which students and citizens attain environmental literacy, a fundamental understanding of the systems of the natural world and the interactions between the living and non-living environments. Environmental education is a way to enhance curriculum and instruction to provide meaningful, authentic, and applied learning experiences inside and outside the classroom and school day.

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OSEEC's AmeriCorps Program targets schools and community organizations in the urban core cities of Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket. The 2010 Rhode Island KIDS COUNT Factbook defines core cities as those with greater than 15% child poverty according to the U.S. Census. In these cities, 33.9% of children under the age of 18 live below the poverty line compared with 6.8% for the rest of the state. Of that 33.9% of children, almost one-half live in extreme poverty.

In 2010, the Rhode Island Department of Elementary and Secondary Education (RIDE) reported that the state's urban core city school districts comprised the lowest percentage of students proficient in science on New England Common Assessment Program (NECAP) achievement tests in grades four, eight and eleven. The figures are: Providence (9.4% of students proficient), Central Falls (10.1% of students proficient), Pawtucket (11.6%), Woonsocket (15.4%), West Warwick (19.1%) and Newport (25.3%). This is compared with the percentage of students proficient in science statewide, which was 27.9%.

RIDE also reported a large gap between economically disadvantaged and non-economically disadvantaged students, with only 13.2% of economically disadvantaged students proficient in science compared with 40.8% of non-economically disadvantaged students. According to the same study, 75% of students in elementary school and 92% of students in both middle and high school that are NOT reaching proficiency on the NECAP science tests live in poverty.

According to the same study, nearly all of the elementary, middle and high schools located within Rhode Island's urban core cities receive Title I funding. Schools that qualify for Title I funding have

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large concentrations of low-income students and receive supplemental funds to assist in meeting student's educational goals. Students that attended Title I funded schools tested significantly lower on NECAP science tests compared with students that attended Non-Title I funded schools.

These test scores demonstrate the urgent need to improve science education in the state of Rhode Island. Clearly there is a need to support science education across urban school districts where there is a high concentration of economically disadvantage students. Given the huge gap in Rhode Island's science test scores between urban and non-urban students, quality environmental education programs, such as those provided by OSEEC, are especially critical.

b. SOLUTION: AMERICORPS MEMBER ROLES AND RESPONSIBILITIES

The Obama Administration's proposal to reform the federal No Child Left Behind Act includes a new emphasis on environmental education. In a September 2010 speech given at the Sustainability Summit, Education Secretary Arnie Duncan asserted that the federal government will make a sustained effort to support local programs that teach environmental literacy. "Right now, in the second decade of the 21st century, preparing our students to be good environmental citizens is some of the most important work any of us can do," he said. "It is for our children, and our children's children, and generations yet to come."

The federal government has focused on environmental education because research shows the importance of an environment-based science curriculum to the education of a well-rounded student.

The National Wildlife Federation recently compiled a host of studies that show the positive effects of environmental education on student achievement. One breakthrough study cited in the National

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Wildlife Federation report was carried out by the State Education and Environment Roundtable with the support of the PEW Charitable Trusts and twelve state departments of education. This study assessed student performance in 40 schools around the country that were already implementing a program to integrate environmental education. The performance of students in the environment-based education programs was compared with students from the same schools who were in traditional classrooms. The results were compelling. Those participating in the environment-based education programs had higher scores on standardized measures of academic achievement in reading, writing, math, science and social studies; reduced discipline and classroom management problems; increased engagement and enthusiasm for learning; and a greater pride and ownership of their accomplishments.

The Roundtable study also alerted educators to the usefulness of environment-based educational programs in helping students from low-income families. For example, Hawley Environmental Elementary School in Milwaukee, Wisconsin assessed student development over several years and saw steady progress once it instituted an environment-based education program. In fact, Hawley exceeded the state average in two state tests and on nationally averaged assessments.

In Rhode Island in 2004, Save The Bay (STB), the Norman Bird Sanctuary (NBS) and the Roger Williams Park Zoo (Zoo) formed the Ocean State Environmental Education Collaborative to implement an AmeriCorps Program that would enable each organization to significantly increase the number of environmental education programs taught to urban core city students.

As a collaborative of environmental organizations that share an AmeriCorps Program, OSEEC has been able to reach significantly more students in Rhode Islands' urban core cities than if each

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organization tried to take on that goal individually. In 2010, its 15 full-time members taught 984 programs reaching 15,376 students. In the seven years since OSEEC's inception, its AmeriCorps members have delivered 2,773 hands-on, field-based science programs to schools and community centers, reaching 128,003 students.

After seven successful years, OSEEC is planning to increase its AmeriCorps Program from 16 to 24 members. The expansion of the program is being proposed in part because of the recent addition of a fourth partner to the collaborative. In 2010, The Audubon Society of Rhode Island (Audubon) joined OSEEC as a full partner with two full-time members currently serving at both its headquarters in Smithfield and its Environmental Education Center in Bristol. The increase in corps members and the new partnership with Audubon will enable OSEEC to expand its in-school and afterschool programs and continue to provide access to high-quality environmental education to the state's most underserved and disadvantaged students.

"I feel that I have had a significant impact on the children of many communities around Rhode Island. Many of these students had never been to the beach, or on the Bay, or out on a boat in their lives. I'm a firm believer that a connection with nature helps to shape children into well-rounded individuals as they grow up. I know that many of the students that we as members taught would never have had these environmental education opportunities if it wasn't for us, especially those who live in the underserved communities in our state. I believe that the connections to nature and to Narragansett Bay that we gave all of the students we reached were the greatest contributions to the community. The more children know about our environment, the habitats in Narragansett Bay, and the problems that face them, the better off we will be as a society in the future." -- 2009 member

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In-School Programming

In 2009, OSEEC began to reassess the entire design of its program model. The goal is to have a greater and more measurable impact within an entire school district, working as a collaborative to dovetail curriculum and field experiences across the four partner organizations. This resulted in a partnership with the Central Falls School District. OSEEC targeted Central Falls because it is the most poverty-stricken city in the state and has historically had the lowest-performing school district. The percentage of students proficient in science is the second lowest in the state at 10.1%, the percentage of children under the age of 18 living below the poverty line is the highest in the state at 40.9%, and the percentage of students that graduate from high school is the lowest in the state at 47%.

The City of Central Falls

The City of Central Falls is located five miles north of Providence, the Rhode Island capital, and is the most densely populated city in the state with 18,928 people residing in 1.27 square miles. The city is the thirty-second most densely populated incorporated place in the United States. According to the 2000 Census, nearly half the residents of Central Falls are Hispanic or Latino, 48% of children live in single-parent families (compared to 30% for the state), the median household income is \$22,628 (compared to \$42,090 for the state), one in four families lives below the poverty line, and 36% of new mothers had less than a high school diploma (more than double the state rate of 15%).

In 2010, 2,884 children were enrolled in the school district. Of that number, 2,211 students (77% of the total) were eligible for free or reduced lunch. Only 47% of the senior class graduated from high school on time compared to 75% statewide. Central Falls has the most transient student population in the state at 27% and the highest percentage of students as English Language Learners at 21% compared to 5% statewide.

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Central Falls is Rhode Island's only state-run school district, with a state-appointed Board of Trustees that acts as a school board. The state intervention was the result of the district's chronic low performance. Since the state stepped in, there has been a concerted effort to make improvements. The district's current administration is committed to innovative educational programs to raise performance in the schools. OSEEC's initiative is one of them.

In January 2011, OSEEC will pilot a standards-based, twelve-week environmental education program with the Central Falls School District. OSEEC developed an innovative model for hands-on, inquiry-based science programming for the district's entire third grade that will help teachers meet grade span expectations in both Life Science and Earth and Space Science. The goal of the program is to help third graders develop an interest in local biodiversity, landscapes and the wider environment, and an understanding of basic ecological, social and conservation principles using interactive classroom lessons and outdoor exploration.

The program has two components: an eight-week in-school series of environmental education lessons, followed by four field study programs. Members from each of the four partner sites will team-teach two of the eight lessons in the series. Central Falls currently has 10 third grade classrooms with a total of 239 students. AmeriCorps teams from the four partner sites will each deliver 20 lessons for a total of 80 programs.

Following the eight week in-school program, every third grade class will participate in four field study programs. Each partner site will host the entire third grade each week (two classes a day) for four weeks. AmeriCorps teams from the four partner sites will each deliver 10 field study programs for a

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total of 40 programs.

All four partners provide environmental-based science programs that are hands-on, inquiry-based and support state education standards. Some of the program topics will include: habitats, biological adaptations, birds of prey and biodiversity. Field study programs will be conducted outside. They will include a trip to observe harbor seals in Narragansett Bay and the exploration of field, forest and pond ecosystems at Audubon's Caratunk Wildlife Refuge.

OSEEC's unique collaborative AmeriCorps Program makes it possible to do the eight-week in-school program for the Central Falls School District free of charge. This 8-week in-classroom program would normally cost the school district \$9,100. Central Falls administration saw the value of this program and has committed to raising the funds to send every third-grader on the four field study programs. Each partner site is helping Central Falls with transportation grants and reduced per-student fees to enable every third grader to participate in the four field study programs.

During the 12 weeks, OSEEC will administer pre- and post-assessments designed to measure students' knowledge about local wildlife, understanding of basic science concepts, such as adaptations, interest in the natural world, and whether they practice environmentally-conscious behavior at home or in school. Post-assessments will also be conducted with third-grade teachers and school administrators. This feedback will be key in helping OSEEC assess the impact the environmental education programs have had on the students as a whole. The evaluations will ask teachers how having an AmeriCorps member in their classroom has informed their teaching, how environmental education enriched their science curriculum and other areas of academics, such as math, language arts and social studies, and has the students' level of engagement and/or investment in learning deepened as a result of

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environmental education.

This is a crucial opportunity for OSEEC to measure students' comprehension of its message and content and to hear from teachers whether environmental education has any cognitive or affective gains such as improving students' observation skills, critical thinking skills and process skills. Although OSEEC's priority will be in measuring the direct linear outcomes of the program, it will also be prudent to collect data results from the statewide NECAP assessment in science for Central Falls fourth grade over the next three years to see if there are any longitudinal gains. A direct connection may be difficult to make, however it would be interesting to track whether there are improvements in certain areas, such as process skills.

This pilot program with Central Falls is significant because of the demographic the members are serving and because the program model has been well-developed and will become an important indicator for how OSEEC delivers in-school programming in the next three years. OSEEC is already considering how this program model can be designed to have an even greater impact. One idea has been to introduce environmental education programs into four grade levels at once in Central Falls with each partner taking an entire grade level and working collaboratively to design a curriculum that builds on itself from year to year. The other idea is to expand this model to other low-performing school districts. A larger corps would make these plans a reality.

"I feel that working at the Norman Bird Sanctuary has really helped make me aware of how exciting and rewarding teaching outside of the classroom really is. After teaching for one full year inside at a school, the connection with the environment and the ability to pick up a specimen and let the children touch and feel nature opened my eyes to new and creative ways of teaching. Hands-on education is

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very important for the conservation of the world around us. I feel there is no better way to teach about it, and that the children who came to the sanctuary all individually gained a better understanding from walking through the forest, eating edible plants, and engaging in other endless opportunities." -- 2009 member

Afterschool Programming

According to the 2010 RI KIDS COUNT Factbook, "children, who participate in high-quality, well designed after-school programs and extracurricular activities benefit socially, emotionally, and academically. They attend school more regularly, behave better in school, perform better academically, and have higher graduation rates. Students who are low-income, have poor school attendance, limited English proficiency or low test scores gain the most from participating in high-quality after-school programs."

During its first five years, OSEEC experimented with several models to provide afterschool environmental education and science enrichment free of charge to students in urban core cities. The most successful model has been for members to teach a series of one-hour lessons once a week for six to eight weeks on site at local community organizations during fall and winter sessions. From 2004 until 2008, OSEEC worked exclusively with the Boys and Girls Clubs of Providence. Members work with four of its inner-city club houses. Over the past two years, OSEEC established nine additional partnerships to provide environmental education free of charge to low-income students, including programs at two long-term residential substance abuse treatment centers for teenagers.

Summer Camp Programs

During the summer months AmeriCorps members have the opportunity to develop and lead a variety

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of camp programs for a wide age range of children from diverse backgrounds. Outdoor camp experiences have a lasting impact on urban youth. The American Institutes for Research conducted a study in 2005 for the California Department of Education assessing the effects of one-week residential outdoor education programs aimed at "at-risk" youth. Some 56% of these children had spent little or no time in nature and the outdoors. Comparing the relative impacts on students who experienced the outdoor education program with a control group, the researchers found there was a 27% increase in understanding of science concepts along with significantly higher levels of cooperation and improved ability to resolve conflicts. Importantly, the assessment also showed gains in self-esteem, problem-solving, motivation to learn, and improved classroom behavior.

Each partner in the OSEEC collaborative provides eight to nine weeks of engaging camp experiences for urban, suburban and rural youth throughout Rhode Island. Some camp experiences may include kayaking on the bay, exploring freshwater streams, learning about wildlife, discovering marine life, participating in citizen science projects, and much more. All the partners offer camp scholarships for those in need of financial assistance. Some even host specialized camps for children living in homeless shelters or for girls interested in science. Overall, these weeklong environmental summer camps provide AmeriCorps members the opportunity to master their teaching and leadership. Most importantly, they are able to inspire children to learn about the natural environment and the importance it plays in their lives.

During the summer of 2010, the AmeriCorps members at NBS hosted a free week of summer camp for a group of juniors and seniors who attend Central Falls High School. Here are a few of their journal entries from those five days:

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"But the place I fell in love with was Hanging Rock. Up there is so calm, we see a super amazing landscape, we hear the birds singing, and it makes you forget all your problems just sitting there and forget about life." -- Keila

"Days walking around in the woods with no cars, cops and noises and it's so very peaceful. I'm going to be an outdoor kinda guy." -- Wally

"I love being in isolated places where you can just sit and relax. Being up here lets me think and forget all of the negative things in my life. I really love nature." -- Bernice

"I recently finished my second overnight program for a group of juniors and seniors from Central Falls High School. These students have had a rough school year, and a lot of the ones in the program also had a rough life in general such as loss of parents to drugs or jail, becoming parents at a young age, and being forced into the adult role for their other siblings. Clearly they have faced many obstacles in life already, so we were very excited to give them this opportunity to see some things they had never before, and to relax and have a good time in nature." -- 2010 member

c. AMERICORPS MEMBER SELECTION, TRAINING, AND SUPERVISION

MEMBER SELECTION

The selection and placement process for members is comprehensive and rigorous. OSEEC prefers applicants with a Bachelor's degree in environmental education, environmental studies, education, biology, zoology or marine science. However, OSEEC has hired members without degrees and with degrees in other fields that have a passion for the environment and/or are interested in becoming

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environmental educators. OSEEC has been very successful in attracting a diverse group of individuals from across the nation to its corps with varied cultural, socioeconomic and educational backgrounds. The AmeriCorps positions are posted on a variety of job boards including the AmeriCorps portal website (which is hugely successful in attracting candidates nationwide), Idealist, Craigslist, partner websites, local university career centers, and environmental education websites and listserves.

The Program Director reviews all applications and resumés and conducts a first round of interviews either in person or by phone, depending on where the applicant lives. During this initial interview, applicants are asked a series of questions that explore their work experiences, education, leadership skills, teamwork capabilities, commitment to AmeriCorps, future goals and service site preferences. Some applicants make it very clear which partner organization they are interested in, while others are very open to any environmental education work experience. Once they pass the first interview, the Program Director shares their application and resume with one or two partner sites for review and a second interview. The site supervisors conduct the second interviews to determine if the applicant is a good fit for the AmeriCorps position and their education team. After the two interviews are completed, the site supervisor and Program Director discuss whether or not to hire the applicant as a member of the OSEEC AmeriCorps team.

It is the policy of OSEEC not to discriminate on the basis of disability against any qualified person. To this end, all decisions relating to AmeriCorps service will be determined by the applicant's or member's ability with consideration of any requested reasonable accommodation.

MEMBER TRAINING AND SUPERVISION

OSEEC is committed to giving its members the highest level of training in environmental education

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and invests a great deal of time, energy and resources into their personal growth and professional development. The budget for this grant cycle has allocated a total of \$33,400 in training dollars for AmeriCorps members, including \$8,520 to send every member to the annual New England Environmental Education Alliance Conference (NEEEA), where members will spend three days with environmental educators, environmentalists and educators from the six New England states. Members will attend workshops, key note speakers and field trips that will greatly enhance their experience as an AmeriCorps member and as an environmental educator. OSEEC sent all 16 of its members in the fall of 2010 to the NEEEA conference in Vermont and members commended the learning experience and exposure to so many fields within environmental education.

Pre-service Training

Members begin their service in September with a two-week intensive pre-service training. The trainings are interspersed with teambuilding, service projects and orientations at all four service sites. The Program Director conducts some of the member trainings while consultants and service site staff lead specialized trainings, such as Conflict Resolution; Leadership and Professionalism; Teaching Techniques and Learning Styles; and Curriculum Development. Members also receive an OSEEC AmeriCorps Program Handbook explaining member benefits, rights and responsibilities, policies and procedures and prohibited activities.

Service Site Training

Upon completion of pre-service training, members report to their individual service sites for two weeks of site-specific training. Each service site's Department of Education develops a training schedule to orientate and train each member on their organization's mission, goals, expectations and approach to environmental education and outreach. Members work with and shadow lead educators to learn

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curriculum, teaching styles, classroom management and animal care. Every month, members prepare a monthly report to the Program Director that helps them reflect on their service, teaching skills, training and experiences, both positive and negative.

OSEEC Days

Members from all service sites participate every other week in a full day of training and teambuilding to strengthen them as individuals and as a team. The Program Director will conduct some of the member trainings while consultants and service site staff will be used for specialized trainings, such as CPR and First Aid, Disaster Preparedness, Project WILD Certification, WILD Aquatic Certification, and Working with Children with Autism Spectrum Disorders.

Life After AmeriCorps Training

OSEEC assesses its corps throughout the service year to determine the trainings members need as they prepare to leave the AmeriCorps Program. Topics may include how to access and use the education award, resume writing, effective interviewing, leadership development and time management. Members are also given the "Next Steps: Life After AmeriCorps" workbook and a link to the comprehensive online resource "What's Next: Life After Your Service Year."

Because they provide continuous guidance and support, site supervisors play a crucial role in fostering the personal and professional development of the members. The largest ratio of members to site supervisor is four to one, with additional staff supervision provided by lead educators at all service sites. Site supervisors are required to have weekly check-in meetings with their members. Both site supervisors and members complete a mid-year and end-year evaluations. Site supervisors assess members' personal and professional growth and strengths and weaknesses, and help them to develop

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a mid-year plan for improvement. Members evaluate their personal and professional growth, strengths and weaknesses, satisfaction with training and support from both their service site and the AmeriCorps Program.

Independent Project

As part of professional development, OSEEC requires members to complete an independent project. The project gives members a chance to develop curriculum for an education program that they feel especially interested in or fills a need within the organization or community they are serving. In January, members submit a formal proposal to their site supervisor with the project description, goals, and the target audience. Members meet with their site supervisor to discuss their proposal and receive feedback. Projects are formally presented in May to the entire corps, as well as site supervisors and education staff. Many independent projects have been adopted as core curriculum into the departments of education in which the member serves.

Ethic of Service and Responsibility

OSEEC members attend Justice Talks, an annual, six-week training and reflection program sponsored by Serve Rhode Island. During the program, members from all Rhode Island AmeriCorps Programs come together once a week to reflect on their service and participate in facilitated discussions on ethics and civic responsibility. Members also participate in a national day of community service on Martin Luther King, Jr. Day with service and reflection through a morning of speakers and group discussions on Dr. King's teachings of non-violence and social justice. In addition, two members represent OSEEC on Rhode Island's InterCorps Council, which helps to connect and coordinate programs statewide, share resources, promote leadership skills and an ethic of service, and provide a forum for members to voice collective opinions and ideas.

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d. OUTCOME: PERFORMANCE MEASURES

Since January 2009, OSEEC's new Program Director has worked closely with the Board of Directors to restructure and improve OSEEC's program. One important component of this work has been to reassess how the organization evaluates the effectiveness of its programs. Anecdotal feedback and program evaluations indicate that OSEEC AmeriCorps members excel at teaching science enrichment programs to learners of all ages. However, performance measures and evaluation tools that were developed in 2004 are no longer relevant when measuring the expanded work that OSEEC does today.

In FY09, OSEEC was awarded a \$7,000 grant from the Rhode Island Foundation and hired Trillium Associates to develop an evaluation plan for its AmeriCorps Program. The plan was completed in May 2010 and OSEEC was awarded another \$18,000 by Serve Rhode Island to begin implementation of the plan throughout FY11. OSEEC has already implemented new techniques to collect data on its members, students, teachers and community partners. With the proper evaluation tools in place, OSEEC will assess and prioritize the needs of the schools and communities it serves, make better connections between programs and intended outcomes, demonstrate accountability, and identify areas for improvement. Most importantly, OSEEC has developed five new, well-defined performance measures that will effectively measure the capability of our members and the positive effects they have on the students they serve.

OSEEC'S FIVE NEW PERFORMANCE MEASURES

NATIONAL PERFORMANCE MEASURE: ENVIRONMENTAL EDUCATION IMPACT ON

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SCHOOL RETENTION: CENTRAL FALLS SCHOOL DISTRICT

OSEEC's AmeriCorps Program directly aligns with the Serve America Act's Education Priority Area as it succeeds in fulfilling substantial "unmet educational needs" within Rhode Island communities, "especially those that help disadvantaged children and youth to achieve success in school." OSEEC will submit a set of aligned National Performance Measures related to this service category: MEASURE ED1 (output): Number of students who start in an AmeriCorps education program, MEASURE ED2 (output): Number of students who complete participation in an AmeriCorps education program and MEASURE ED6 (intermediate outcome): Number of youth who have improved their school attendance over the course of the AmeriCorps Program's involvement with the student (intermediate outcome). PERFORMANCE MEASURE STATEMENT: The 215 (90%) third-grade students enrolled at Ella Risk and Veterans Memorial Elementary Schools in Central Falls, Rhode Island who complete the 12-week environmental education program taught by AmeriCorps members will have fewer absences and greater attendance rates during the environmental education program, compared with the 12-weeks preceding the program.

OSEEC chose this National Performance Measure because of the 12-week program it is doing with the Central Falls third grade and believes that this could be very meaningful data to gather in tracking the impacts of environmental education. Central Falls has the highest percentage of students with chronic early absences in grades K-3, at 17%, compared with 10% statewide. The 2010 Rhode Island Kids Count Factbook defines chronic early absence as the percentage of children in grades K-3 that have missed at least 10% of the school year (18 days or more, including excused and unexcused absences). Schools may inadvertently overlook the prevalence of chronic early absence because high rates for school attendance can easily mask significant numbers of chronically absent students. For example, Central Falls School District has a 93% attendance rate for K-3 students but 17% of students in grades

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K-3 are chronically absent. The school district reported to OSEEC that from September 1, 2010 to November 30, 2010 (the first 12 weeks of school), there were a total of 57 school days and during that time third grade teachers reported a total of 446 absences among their 239 students. These numbers were so troubling that OSEEC began to explore this performance measure with Central Falls to see if its program could have an impact on student attendance during the 12 weeks the AmeriCorps members will be in the schools teaching the third grade students.

NATIONAL PERFORMANCE MEASURE:

NUMBER OF STUDENTS RECEIVING ENVIRONMENTAL EDUCATION ON ENVIRONMENTALLY-CONSCIOUS PRACTICES

OSEEC's AmeriCorps Program also aligns with the Serve America Act's Environmental Stewardship Focus Area and will use the following National Performance Measure related to this service category:

MEASURE EN3 (output): Number of unduplicated students and youth receiving education or training in energy-efficient and environmentally-conscious practices, including by not limited to sustainable energy and other natural resources, and sustainable agriculture. PERFORMANCE

MEASURE STATEMENT: 10,000 students in grades K-12 in schools, afterschool programs and summer camps who reside in the urban core cities of Rhode Island will attend educational programs facilitated by AmeriCorps members focusing on local ecology, environmental issues, and environmentally-conscious practices.

PERFORMANCE MEASURE:

MEMBER TRAINING AND PROFESSIONAL DEVELOPMENT

OSEEC will submit one set of aligned measures for member training and professional development.

MEASURE (output): Members Receive Training and Professional Development.

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PERFORMANCE MEASURE STATEMENT: Each year, OSEEC AmeriCorps members will receive 240 hours of training and professional development relevant to environmental education that improves their skills and efficacy as environmental educators. MEASURE: (intermediate outcome): Member Self-Assessment of Skills. PERFORMANCE MEASURE STATEMENT: 100% of members will report an improvement on their self-assessment of environmental education skills, as reported on four scales: environmental literacy, teaching skills, professional responsibilities of the environmental educator, and confidence in teaching diverse groups of learners.

PERFORMANCE MEASURE:

VOLUNTEER RECRUITMENT.

OSEEC will submit one performance measure (output) for volunteer recruitment. MEASURE (output): Number of unduplicated volunteers recruited for community service projects throughout the year. PERFORMANCE MEASURE STATEMENT: Each year, AmeriCorps members will recruit 75 volunteers to participate in at least two community service projects (three new volunteers per AmeriCorps member).

PERFORMANCE MEASURE:

TEEN VOLUNTEER RECRUITMENT AND SERVICE LEARNING

OSEEC will submit one set of aligned performance measures (output and intermediate outcome) for teen volunteer recruitment and service learning. MEASURE (output): Number of unduplicated teen volunteers recruited for service projects and programs. PERFORMANCE MEASURE STATEMENT: AmeriCorps members will recruit 80 teen volunteers to participate in service projects and programs at their service sites and for community service projects. Teens (8 -- 12 grades) will be predominately from Rhode Island's urban core cities of Central Falls, Newport, Pawtucket, Providence, West

Narratives

Warwick and Woonsocket. MEASURE (intermediate outcome): Teens believe that they can make a difference and are more likely to take action in their own community. PERFORMANCE MEASURE STATEMENT: After participating in service projects and programs with AmeriCorps members, 60 teen volunteers (75%) report that they believe that they can make a difference and are more likely to take action in their own communities.

PAST PERFORMANCE MEASURE PERFORMANCE (FY04 -- FY10)

Since 2004, OSEEC has been successful in meeting and exceeding its performance measures in most of its fiscal years. Below is the data from all seven of OSEEC's service years:

PERFORMANCE MEASURE:

INCREASE STUDENTS UNDERSTANDING OF THEMSELVES AS ENVIRONMENTAL STEWARDS

MEASURE (Output): AmeriCorps members will engage students in core cities in activities that highlight the relevance of environmental issues in their own lives. 300 programs will be delivered each year to students in our target cities. RESULTS: FY04 (200 programs), FY05 (230 programs), FY06 (316 programs), FY 07 (386 programs), FY08 (344 programs), FY09 (313 programs, six month service year), FY10 (984 programs). MEASURE (Intermediate Outcome): The percentage of students connecting the environment to local areas will double each year as students make the connection between themselves and nature, and become aware of the impact their decisions have on the environment. RESULTS: FY04 (pre-31%/post- 60%), FY05 (pre-25%/post-40%), FY06 (pre-16%/post-23%), FY07 (data incomplete), FY08 (pre-11%/post-22%), FY09 (pre-26%/post-62%), FY10 (pre-22%/post-77%). MEASURE (End Outcome): Students will be empowered to make environmental decisions that affect their lives. By the end of each year, 85% of students receiving

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programs about nature in their backyard will be familiar with the tools available to gather information and to have their opinions heard. RESULTS: FY04 (90% of students), FY05 (64% of students), FY06 (57% of students), FY07 (data incomplete), FY08 (66% of students), FY09 (92% of students) FY10 (95% of students).

PERFORMANCE MEASURE:

MEMBERS DEVELOP CAREER SKILLS FOR THE FUTURE

MEASURE (End Outcome): Members develop career skills in environmental education and non-profit management and learn of resources available for future job searches. At the end of each year members deliver EE programs independently, are familiar with components of non-profit management, and have the resources to conduct future job searches. RESULTS: FY04 (100% of members), FY05 (100% of members), FY06 (100% of members), FY07 (100% of members), FY08 (100% of members) FY09 (100% of members), FY10 (100% of members).

PERFORMANCE MEASURE:

VOLUNTEER RECRUITMENT

MEASURE (Intermediate Outcome): 25 new volunteers will participate in a community service project; working together to improve a neighborhood and 25 recurring volunteers will be recruited. RESULTS: FY04 (44 volunteers for a service project), FY05 (38 volunteers for a service project/23 volunteers for ongoing projects), FY06 (30 volunteers for ongoing projects), FY07 (20 volunteers for a service project/30 volunteers for ongoing projects), FY08 (15 volunteers for a service project/46 volunteers for ongoing projects), FY09 (150 volunteers for a service project/240 volunteers for ongoing projects), FY10 (155 volunteers for a service project/114 volunteers for ongoing projects).

Narratives

e. VOLUNTEER GENERATION

Zoo Crew Program

In 2005, OSEEC AmeriCorps members developed the Zoo Crew Program, a year-round teen volunteer program. One member will serve as the coordinator for the Zoo Crew program. The member recruits, trains and supervises all of the teens (from grades 8-12) as a Zoo Crew Teacher, Zoo Crew Counselor-In-Training (CIT) or Zoo Crew Junior Keeper. During the summer months, Zoo Crew Teachers work in teams and volunteer on a daily basis on Zoo grounds educating families using interactive Exploration Stations that teach visitors about topics, such as animals, habitats, conservation, and environmentally-friendly practices. Last summer, teens began a program to educate as many zoo visitors as possible about helping the planet by taking a five-minute shower (there were five-minute shower timers being sold in the Zoo gift shops to support the initiative).

Teens may also choose to become a CIT and assist with Zoo Camp. Once a teen has served one summer as a Zoo Crew Teacher or CIT, they can apply to become a Zoo Crew Junior Keeper and work with the Zoo's animal keepers on weekends during the school year. The Zoo Crew Program also provides teens with afterschool programs, weekend field trips and skill development workshops. Thanks to the work of members, this program has grown from 23 teens in 2005 to 114 in 2010, volunteering 11,358 hours of service in one year.

"I read an article in the Journal of Conservation Biology discussing the need for environmental science education in secondary schools. The article discussed the fact that if we can reach the teen population and get them active and engaged in science, environment, and nature, and help them develop a global perspective, we can facilitate big changes. Watching my teens interact with our guests at the Zoo has made me realize this. It's inspiring to see how comfortable people are

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approaching teens who are engaged. Adults are stunned when teens know so much about conservation, animal enrichment, and ecology. Similarly, children admire teens so much that they will converse as best they can for as long as a teen can keep them interested. As an AmeriCorps member, I think a lot about who my service is affecting and in whose life I may be making a difference. In this case, I realized that while I work directly with the teens, they make the biggest impact by sharing their knowledge and passion." -- 2010 member

Service Projects

Members work with the volunteer managers at each of the partner sites to recruit volunteers for teen programs and for service projects throughout the year. Last spring, OSEEC organized the third annual service day at Roger Williams Park in Providence. Volunteers came from throughout Rhode Island to clean up the park and its ponds. Members recruited 155 volunteers, serving 620 hours for this project. Similar service projects will be held throughout each year to recruit and engage new volunteers in service.

f. PARTNERSHIPS AND COLLABORATION

All of OSEEC's community partners are involved in the planning process and delivery of programs developed and taught by the members. The first step when OSEEC meets with a potential partner is to give that school, afterschool, or community organization the opportunity to educate OSEEC on its demographics, mission and education goals. OSEEC then provides information on AmeriCorps, the collaborative and programs that might be a good fit for the potential partner. Once a support system for the program is established, a schedule is worked out and programs are delivered during the fall and winter sessions. The members and Program Director keep in touch periodically with the partner to ensure that the program is going well. OSEEC also requests feedback to evaluate the program and to

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make sure that resources and materials match the students' needs and learning styles.

g. SUSTAINABILITY

OSEEC is a solid partnership between Rhode Island's top environmental organizations. This partnership has worked with AmeriCorps members over the past seven years to build infrastructure in the state that has become a conduit for innovation in the field of environmental education. This infrastructure includes numerous new community partnerships with schools and community organizations; new curriculum and environmental education programs; new models for serving schools and afterschool programs in urban core cities; new teacher training and resources; and new volunteer recruitment programs, such as the Zoo Crew Program.

Most importantly, by using AmeriCorps members to reach so many students, OSEEC has shown schools and afterschool programs that high-quality environmental education programming has a lasting impact on children academically, socially and behaviorally. In addition, the organization will continue its effort to institutionalize environmental education into public school curricula through its work on the state Environmental Literacy Plan (ELP). All four of OSEEC's board members serve on the Board of Directors of the Rhode Island Environmental Education Association, the organization that has received funding to develop Rhode Island's ELP and has been a driving force behind its creation. Once the ELP is approved, the RIDE has guaranteed that the plan will be fully adopted into all public school curricula.

OSEEC is an innovative model for successful collaboration. OSEEC hopes to be able to help environmental education organizations in other states see the benefits of working together to build capacity and reach more underserved children. The impact of four organizations working together is

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significantly more effective than one organization working alone. The numbers of programs and students that OSEEC has been able to reach with its AmeriCorps Program is reason enough to develop a tangible model that can be used by other states.

Organizational Capability

2. ORGANIZATIONAL CAPABILITY

a. ORGANIZATIONAL BACKGROUND

Since OSEEC's inception in 2004, Save The Bay has served as its fiscal agent, providing sound fiscal oversight to the partnership. As a 41 year-old non-profit with an annual budget of \$3.9 million, the finance department is experienced and well-equipped to provide OSEEC with the infrastructure it needs to manage a federal grant of this size. Save The Bay is one of a handful of environmental organizations that have earned Charity Navigator's rating of four stars for operational efficiency four years in a row. The organization also has a proven track record managing large federal grants from agencies such as US Fish & Wildlife, the Environmental Protection Agency and the National Oceanic and Atmospheric Administration. Save The Bay is subject to an annual A-133 Audit in accordance with the Office of Management and Budget and has always been in compliance with federal auditing standards and requirements.

There is a solid Partnership Agreement and Memorandum of Understanding signed and in place by all four of the OSEEC partners. Each partner's pay a pro-rated cash match amount per member multiplied by the number of members serving at their site. This amount is paid one quarter in advance to Save The Bay to cover operating expenses, stipends and healthcare. Every year, the cash match is built into each partners operating budget to ensure the stability and sustainability of the AmeriCorps Program. In-kind match is provided by each partner through documented supervision, training and

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office space. There is also a separate accounting system, workers compensation policy and payroll just for the AmeriCorps Program.

OSEEC's financial sustainability is evident in the longevity of each partner organization: Roger Williams Park Zoo (established 1872), the Audubon Society of Rhode Island (established 1897), the Norman Bird Sanctuary (established 1949) and Save The Bay (established 1970). Collectively the four partners have 28,945 members that consistently support their organizations on an annual basis: RWP Zoo (13,495 members), Audubon (3,250 members), NBS (1,200 members) and STB (11,000 members). The combined revenue of all four partners is \$12.5 million: RWP Zoo (\$5.8 million), Audubon (\$2.2 million), NBS (\$700,000) and STB (\$3.8 million) with net assets totaling \$44.9 million: RWP Zoo (\$1.7 million), Audubon (\$26.4 million), NBS (\$9.3 million) and STB (\$7.5 million). The OSEEC AmeriCorps Program constitutes 5% of the partners' combined total operations. All four partners have low debt ratios and operating reserves that allow financial flexibility in times of fluctuation. Every partner secures cash match through unrestricted revenues including memberships, rental income, entrance fees, private contributions, endowments and grants.

b. STAFFING

OSEEC is managed by a Board of Directors and Program Director. The board is made up of one representative from each of the partner organizations and meets monthly to assess administrative, financial and legal systems for the organization. They also conduct annual performance reviews for the Program Director. The Program Director also prepares an annual performance review for the board based on self-assessment and program goals.

The OSEEC Program Director works with sites to recruit members, organize member trainings,

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maintain the administrative, financial, and personnel systems of the program, prepare quarterly reports, conduct program evaluation, maintain members' time records, and handle member benefits. The Program Director works closely with site supervisors to ensure the appropriateness of members' service objectives and to help resolve conflicts. The Program Director is also responsible for developing and maintaining relationships with schools districts and community organizations targeted by OSEEC. The Program Director has an office at Save The Bay and works closely with its finance, payroll and human resource departments to ensure that members receive benefits, partners submit required cash matches, and STB, as the fiscal agent, is satisfied with the overall efficiency of the AmeriCorps Program.

Lisa Kuffner serves as OSEEC's AmeriCorps Program Director. Prior to her arrival in January 2009, Lisa was the DOWncity Program Manager for the Providence Revolving Fund. She also served for eight years as the Executive Director of Mosaico CDC where she worked with AmeriCorps members to carry out her vision for expansion into service-learning education and mentoring. Lisa was the recipient of the 2006 Rhode Island Foundation Fellowship for Non-profit Leaders. She has a B.S. in Public Administration.

c. MULTI-STATE APPLICANTS ONLY: N/A

d. MULTI-SITE APPLICANTS ONLY

OSEEC's four partners comprise the four service sites for the AmeriCorps members. Members are placed at each site for an entire year (September -- August) based on a comprehensive recruitment process that matches member's education background, professional experience and interests with those of the organization they are going to serve. OSEEC's 24 AmeriCorps members will each serve

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full-time (1,700 hours) at Save The Bay (STB), the Roger Williams Park Zoo (Zoo), the Norman Bird Sanctuary (NBS) and the Audubon Society of Rhode Island (Audubon). Members will assist with school programs, curriculum development, afterschool initiatives, summer camps, public programs and animal care.

OSEEC has a solid system in place to provide support to all of its service sites. The Program Director visits service sites bi-weekly to meet with members and site supervisors to check in and provide support. The Program Director also holds quarterly meetings in which site supervisors from each service site come together to share ideas regarding trainings and strategies for effectively managing members.

Save The Bay

Six members will serve on Save The Bay's education team in Providence, Newport and Westerly. Each year, STB educators work with over 25,000 students, introducing them to Narragansett Bay aboard one of its educational vessels, along one of its coastal habitats or inside one of its education center classrooms. All programming is hands-on, inquiry-based science programs which support state educational standards.

Roger Williams Park Zoo

Eight members will serve on the Zoo's education team and one member will serve as the coordinator for the Zoo Crew program. Each year, Zoo educators work with over 28,000 students, introducing them to the Zoo through hands-on and inquiry-based science programs which support state educational standards.

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Norman Bird Sanctuary

Six members will serve on NBS's education team. Each year, NBS provides hands-on and inquiry-based science and nature programs to approximately 15,000 students. Education programs feature exploration of the Sanctuary's forest, ridge, field, beach, and salt marsh habitats.

Audubon Society of Rhode Island

Four members will serve on Audubon's education team in Smithfield and Bristol. Audubon provides hands-on, science inquiry programs in the classroom as well as out in the field, which support state educational standards. Each year more than 25,000 students from schools across the region participate in Audubon programs.

e. CURRENT GRANTEES ONLY: Enrollment and Retention

OSEEC enrolled 100% of its 15 full-time slots for FY09, FY10 and FY11. OSEEC retained 100% of its members in FY09 and FY10 and expects 100% retention for FY11. In FY10, seven members that served in FY09 returned to serve a second year. In FY11, one member from FY10 has returned to serve a second year.

Cost Effectiveness and Budget Adequacy

3. COST EFFECTIVENESS AND BUDGET ADEQUACY

a. COST EFFECTIVENESS

OSEEC is requesting a total grant of \$319,200, a calculation of 24 full-time members (1700 hours) x \$13,300 per member.

b. CURRENT GRANTEES ONLY

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OSEEC's total annual budget for the AmeriCorps Program for FY11-13 is \$619,255. The organization is requesting a grant of \$319,200 from the Corporation for National and Community Service. This constitutes 52% of the total annual budget. OSEEC's grantee share totals \$300,055, which constitutes 48% of the total annual budget. OSEEC has substantially increased its grantee share match for this grant cycle with a cash match of \$6,000 per member and in-kind match from all four partners in the form of site supervision, staff supervision, member training, space for member training and office space for members and the Program Director. This budget is not only cost-effective but demonstrates OSEEC's efforts to have a greater impact on Rhode Island's urban core communities by expanding its corps from 16 to 24 members and to increase its share of costs to meet its program goals.

The budget was developed with Save The Bay's Department of Finance to ensure that the budget supports the design of the OSEEC AmeriCorps Program and provides adequate resources for program implementation and sustainability. A great deal of time was invested in reviewing the past three years of program expenses, site supervision, training, in-kind donations and site supervisor salaries and fringe benefits.

c. SPECIAL CIRCUMSTANCES: N/A

d. BUDGET ADEQUACY: (see b. Current Grantees Only)

Evaluation Summary or Plan

N/A

Amendment Justification

N/A

Clarification Summary

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BUDGET CLARIFICATION ITEMS:

Section I. A. Personnel Expenses: Site supervisors are the individuals directly responsible for the members at their sites. They sign member timesheets and handle any day to day supervision of the members. Staff supervision includes anyone at a service site that logs time in for working with members on a weekly basis. They may work with members on specific programs, projects or conduct training for members.

Section I. B. Personnel Fringe Benefits: the itemized benefits for the Director of Finance at 39% are: pro-rated holiday, sick and vacation time (\$86.00). It also includes a benefit allowance (\$81.00) and payroll taxes (\$58.00).

Section I. C. Travel: the itemized travel costs associated with staff travel to CNCS sponsored meeting would be the costs involved in sending the AmeriCorps Program Director to the annual CNCS conference. These estimated costs include: 1 staff x \$450 conference fee, \$750 airfare, \$600 lodging, \$150 meals, and \$50 ground transportation.

The purpose of the travel between service sites for the AmeriCorps members is that members travel many miles between sites where they perform service such as school programs and afterschool programs. Some members also travel many miles between sites within their organization. For example, Save The Bay members travel between Save The Bay's three locations in Newport, Providence and Westerly which are approximately one hour of driving distance from each other. OSEEC reimburses mileage of .47 per mile for any service related mileage.

The purpose of the travel between service sites for the AmeriCorps Program Director is that the

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program director visits members at their service sites approximately every other week throughout the service year. The members are spread out all over the state between four partners and seven locations. The program director also has regular meetings with site supervisors and board members at each of these sites. There is a considerable amount of travel involved because sites such as the Norman Bird Sanctuary and Save The Bay are approximately one hour of driving distance from each other. OSEEC reimburses mileage of .47 per mile for any program related mileage.

Section I. E. Supplies: the \$75 per member training materials cost includes: the printing and paper costs of the OSEEC AmeriCorps handbook and training binder, a copy of "Save The Bay's Uncommon Guide, to Common Life in Narragansett Bay and Rhode Island Coastal Waters," (\$11) and various curriculum development books that are needed for trainings such as the Project WILD and WILD Aquatic certification programs which can cost up to \$30 per program.

Section I. G. Training: the daily rate for Teaching Techniques and Learning Styles Training is \$450 and the daily rate for Urban Ecology Training is \$450.

The costs calculated for the NEEEA conference is based on what OSEEC paid last year to send the AmeriCorps Program Director and the AmeriCorps members to the annual conference. OSEEC paid a fee of \$355 per member and this included the conference fee, admission to all conference events and speakers, a double occupancy room which they shared with another member and all meals for two nights and three days. The fee for the program director was \$100 more because she stays in a single occupancy room.

The total of \$455 and \$355 are all-inclusive rates that are paid directly to NEEEA. The rate includes

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the cost of the conference, lodging and meals as a package. These line items have been moved to Section I. C. Travel under Staff Travel and Member Travel.

Section I. I. Other Program Operating Costs: criminal history checks will be conducted for members and staff (the budget line item has been changed to reflect 16 members and 2 staff members) and will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations.

Esprit de Corps events: OSEEC plans 3 Esprit de Corps events per service year. One of these events is the AmeriCorps graduation which is very nice event planned for the members every year and they invite their friends and family members. Two other events are planned throughout the year that are just for teambuilding and fun such as an outing to a rock climbing gym, a kayak trip or a trip out to the Rose Island Lighthouse in which the members also perform service for the lighthouse foundation. There is usually some minimal cost involved and OSEEC budgets for this because we have found these events to be very valuable teambuilding experiences for the members.

Member Recognitions: at the end of the service year, OSEEC plans a graduation ceremony for all the members and we present them with a small gift to recognize them for their service to the organization. This line item has been adjusted from \$25 per member to the CNCS allowable cost of \$5 per member.

PROGRAMMATIC CLARIFICATION ITEMS:

OSEEC's desired grant award start date: June 30, 2011. OSEEC understands that it will not incur any member costs prior to receiving official notice of grant award from CNCS.

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OSEEC's member enrollment period Start date: September 12, 2011

Criminal history checks will be conducted for members and staff (the budget line item has been changed to reflect 16 members and 2 staff members) and will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations.

Past performance data from 2007 was collected by a previous AmeriCorps Program Director and there is not a lot of information in the Performance Measure Worksheet, however a brief explanation said that the "post-tests for that program were given on an early dismissal snow day with numerous students absent and student present were not in the mind set to take a test."

PERFORMANCE MEASURE CLARIFICATION ITEMS:

Changes have been made to OSEEC's performance measures in egrants to reflect the funding and MSY amounts specified in the clarification letter to a total of 16 MSY's.

OSEEC has removed the following performance measures per request by CNCS: Volunteer Recruitment, Teen Volunteer Recruitment and Member Training and Professional Development.

OSEEC does consider these volunteer generation and member development important components of its program and will continue to track these performance measures for internal purposes but understands that we are not required to report on these to CNCS.

NATIONAL PERFORMANCE MEASURES:

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Environmental Education Impact on School Retention:

OSEEC has made the appropriate changes to this performance measure. The target value has been changed for ED6 and is no longer the same target value as ED2. Please see changes in egrants.

Environmental Stewardship:

OSEEC has created an aligned intermediate outcome for this performance measure and has articulated a level of improvement or increased knowledge that is necessary for a student to be considered "improved." Please see changes in egrants.

Continuation Changes

N/A

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 16

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.)

AmeriCorps members will teach a 12-week environmental education program to every third-grade student enrolled at Ella Risk and Veterans Memorial Elementary Schools in Central Falls, Rhode Island. Starting January 2011, OSEEC will pilot a standards-based, twelve-week environmental education program with the Central Falls School District. OSEEC developed an innovative model for hands-on, inquiry-based science programming for the district's entire third grade and helps teachers meet grade span expectations in both Life Science and Earth and Space Science. The goal of the program is to help third-graders develop an interest in local biodiversity, landscapes and the wider environment, and an understanding of basic ecological, social and conservation principles using interactive classroom lessons and outdoor exploration.

The program has two components: an eight-week in-school series of environmental education lessons, followed by four field study programs. Members from each of the four partner sites will team-teach two of the eight lessons in the series. Central Falls currently has ten third grade classrooms with a total of 239 students. AmeriCorps teams from the four partner sites will each deliver 20 lessons for a total of 80 programs.

Following the eight week in-school program, every third grade class will participate in four field study programs. Each partner site will host the entire third grade each week (two classes a day) for four weeks. AmeriCorps teams from the four partner sites will each deliver 10 field study programs for a total of 40 programs.

OSEEC chose this National Performance Measure because of the 12-week program it's doing with the Central Falls third grade and believes that this could be very meaningful data to gather in tracking the impacts of environmental education. Central Falls has the highest percentage of students with chronic early absences in grades K-3 at 17% compared with 10% statewide. The 2010 Rhode Island Kids Count defines chronic early absence as the percentage of children in grades K-3 that have missed at least 10% of the school year (18 days or more, including excused and unexcused). Schools may inadvertently overlook the prevalence of chronic early absence because high rates for school attendance can easily mask significant numbers of chronically absent students. For example, Central Falls

National Performance Measures

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

School District has a 93% attendance rate for K-3 students but 17% of students in grades K-3 are chronically absent. The school district reported to OSEEC that from September 1, 2010 ' November 30, 2010 (the first 12 weeks of school), there were a total of 57 school days and during that time third grade teachers reported a total of 446 absences among their 239 students. These numbers were so troubling that OSEEC began to explore this performance measure with Central Falls to see if its program could have an impact on student school attendance during the 12 weeks the AmeriCorps members will be in the schools teaching the third grade students.

Result: Output

Result.

215 (90%) third-grade students enrolled at Ella Risk and Veterans Memorial Elementary Schools will complete the 12-week environmental education program taught by AmeriCorps members.

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

Target :215 third-grade students enrolled at Ella Risk and Veterans Memorial Elementary Schools.

Target Value: 215

Instruments: Class roster and attendance log will be completed by classroom teachers and the AmeriCorps members delivering the lesson for each week.

PM Statement: 215 third-grade students enrolled at Ella Risk and Veterans Memorial Elementary Schools will complete the 12-week environmental education program taught by AmeriCorps members.

Result: Output

Result.

Every third-grade student enrolled at Ella Risk and Veterans Memorial Elementary Schools will attend the 12-week environmental education program taught by AmeriCorps members.

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

Target :Every third- grade student enrolled at Ella Risk and Veterans Memorial Elementary Schools.

Target Value: 239

Instruments: Class roster and attendance log will be completed by classroom teachers and the AmeriCorps members delivering the lesson for each week.

PM Statement: 239 third-grade students enrolled at Ella Risk and Veterans Memorial Elementary Schools will attend the 12-week environmental education program taught by AmeriCorps members.

Result: Intermediate Outcome

Result.

161 (75%) third-grade students enrolled at Ella Risk and Veterans Memorial Elementary Schools who complete the 12-week environmental education program taught by AmeriCorps members, will have improved school attendance compared with the 12-weeks preceding the program.

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

National Performance Measures

Result.

Target :161 third-grade students enrolled at Ella Risk and Veterans Memorial Elementary Schools w ho complete the 12-w eek environmental education program taught by AmeriCorps members.

Target Value: 161

Instruments: Class roster and attendance log w ill be completed by classroom teachers and the AmeriCorps members delivering the lesson for each w eek.

PM Statement: 161 third-grade students enrolled at Ella Risk and Veterans Memorial Elementary Schools w ho complete the 12-w eek environmental education program taught by AmeriCorps members w ill have improved school attendance, compared w ith the 12-w eeks preceding the program.

Priority Area: Environmental Stewardship

Strategy to Achieve Results

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

Climate change, depleting natural resources and other environmental challenges threaten human health and economic development. It is critical that our children grow up environmentally educated. They must be informed and feel empow ered to help solve these problems. As the National Science Foundation asserts, creating a scientifically informed citizenry requires a concerted, systemic approach to environmental education.

Environmental education is the learning process through w hich students and citizens attain environmental literacy.

Environmental literacy is a fundamental understanding of the systems of the natural w orld and the interactions betw een the living and non-living environments. Environmental education is a w ay to enhance curriculum and instruction to provide meaningful, authentic, and applied learning experiences inside and outside the classroom and school day.

AmeriCorps members w ith science and education degrees w ill teach environmental-based science programs to K-12 students in school, after school and summer camps. Members w ill connect children to their natural environment and cultivate environmentally literate, active citizens by providing educational programs w hich focus on local w ildlife, local ecology, environmental issues, and age-appropriate environmentally-conscious practices.

Partner sites w ill record the number of unduplicated students w ho participate in educational programming provided

National Performance Measures

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

by AmeriCorps members. In addition, OSEEC will administer pre- and post-tests. OSEEC will be measuring 1000 (10%) of all K-12 students through a randomly selected stratified sampling who complete an environmental education program taught by AmeriCorps members. The performance measurement goal is for 800 (80%) of students to show increased knowledge about local wildlife and local ecology. For example, when given the components of an ecosystem such as a wetland, 80% of the students will be able to correctly connect them into a food web or when asked to identify three habitats in Rhode Island, 80% of the students will be able to answer the question correctly.

OSEEC's AmeriCorps Program targets schools and community organizations in the urban core cities of Central Falls, Newport, Pawtucket, Providence, West Warwick and Woonsocket. Rhode Island KIDS COUNT defines core cities as those with greater than 15% child poverty according to the U.S. Census. In the urban core cities that OSEEC works in, 33.9% of children under the age of 18 live below the poverty line compared with 6.8% for the rest of the state. Of that 33.9%, almost one-half live in extreme poverty.

Result: Output

Result.

10,000 students in grades K-12 will attend educational programs facilitated by AmeriCorps members focusing on local wildlife, local ecology, local environmental issues and age-appropriate environmentally-conscious practices.

Indicator: EN3: Individuals receiving education in energy-efficiency.

Target :10,000 students in grades K-12 in schools, afterschool programs and summer camps who reside in Rhode Island's six urban core cities.

Target Value: 10000

Instruments: Program providers complete monthly data log to record attendance records for educational programming in urban core cities. Monthly totals are compiled by OSEEC Program Director and maintained in a data spreadsheet.

PM Statement: 10,000 students in grades K-12 in schools, afterschool programs and summer camps who reside in Rhode Island's six urban core cities will attend educational programs facilitated by AmeriCorps members focusing on local wildlife, local ecology, local environmental issues and age-appropriate environmentally-conscious practices.

Result: Intermediate Outcome

Result.

The program intends to pre- and post-test a randomly selected stratified sampling of 1,000 students with 800 (80%) students indicating an increase in knowledge about local wildlife and local ecology. For example, when given the

National Performance Measures

Result.

components of an ecosystem such as a wetland, 80% of the students will be able to correctly connect them into a food web or when asked to identify three habitats in Rhode Island, 80% of the students will be able to answer the question correctly.

Indicator: Youth with improved content knowledge about local wildlife and local ecology

Target :800 students who complete an environmental education program taught by AmeriCorps members.

Target Value: 800

Instruments: Pre- and post- tests administered by AmeriCorps members and OSEEC staff members.

PM Statement: 1,000 students who complete an environmental education program taught by AmeriCorps members will participate in a pre- and post-test designed to assess students' content knowledge about local wildlife and local ecology. Of those students randomly tested, 800 of the students will indicate an increase in knowledge about local wildlife and local ecology.

Required Documents

Document Name

Status

Labor Union Concurrence

Not Applicable

Evaluation

Not Applicable