

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: 14-JAN-11	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11AC124894	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHAR0010002
5. APPLICATION INFORMATION		
LEGAL NAME: Kiwanis Activities, Inc. DUNS NUMBER: 556031664 ADDRESS (give street address, city, state, zip code and county): 5512 Ferndale Cutoff Little Rock AR 72223 - 9495 County:	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Binky M. Tollette TELEPHONE NUMBER: 501-821-3714 FAX NUMBER: 501-821-2629 INTERNET E-MAIL ADDRESS: binky@pfeifercamp.com	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 716017419	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization Community-Based Organization	
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Alternative Classroom Experience/Summer Incentive Program	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Pulaski County Arkansas	11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 08/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="AR 002"/> b.Program <input type="text" value="AR 002"/>
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
a. FEDERAL	\$ 155,938.00	<input checked="" type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: 25-JAN-11 <input type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372
b. APPLICANT	\$ 161,831.00	
c. STATE	\$ 0.00	
d. LOCAL	\$ 0.00	
e. OTHER	\$ 0.00	
f. PROGRAM INCOME	\$ 0.00	
g. TOTAL	\$ 317,769.00	
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.		
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Binky M. Tollette	b. TITLE: Assistant Director	c. TELEPHONE NUMBER: 501-821-3714
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/09/11

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Executive Summary

Pfeifer Kiwanis Camp serves elementary at-risk students in the Alternative Classroom Experience (ACE), a residential academic and wilderness program for five weeks. ACE targets academics, behavior, and self-esteem. AmeriCorps members serve as cabin counselors, tutors, and mentors and provide long-term follow up. The camp is accredited by the American Camp Association, licensed by the state of Arkansas, and has won many awards including the Exemplary Substance Abuse Prevention Program Award.

Rationale and Approach

Brad witnessed the shooting and murder of his mother. Anna's mother went to prison for cooking meth. Kathy was sexually abused by her father for years. Alex was adopted from Russia but has significant issues with bonding. Brad, Anna, Kathy and Alex are ten years old. They are not drug abusers, school dropouts, gang members, teen parents or prison inmates so there are no statistics to categorize them at a young age, but someone (teacher, counselor, parent) fears that they will become statistics for all those areas and possibly death. These students and others were enrolled in the Pfeifer Kiwanis Camp Alternative Classroom Experience (ACE), a residential educational wilderness program that targets academics and behavior. Other ACE students have issues with ADHD, divorced parents, bullying, and high absenteeism. While all of these children may experience some of the same issues, the common denominator is that they were referred to our program because they are not doing as well in school and/or at home as they are capable of doing in terms of academics and/or behavior. The COMPELLING COMMUNITY NEED we will target is low academic performance and poor behavioral choices in 3rd, 4th, and 5th grade students to hopefully prevent these students from becoming the statistics described above.

This need was selected due to academic and behavior data of the local school districts. According to the School Improvement List of the No Child Left Behind website (<http://arkansased.org/nclb/ayp.html>), the Little Rock and Pulaski County school districts are two of

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the 25 districts out of 264 districts in Arkansas that do not meet the standards. Of the 43 schools in the Little Rock district, only eight (19%) meet the standards. Of the 37 Pulaski County schools, only 12 (32%) meet the standards.

The Arkansas Prevention Needs Assessment (APNA) is an annual anonymous survey for middle and high school students to assess their behavioral choices. According to the 2007 APNA, there were several areas in which 6th grade youth from Pulaski County reported significantly higher rates than the state averages in the following behavior risk factors: interaction with anti-social peers (56.8% county/38.9% state), perceived risk of drug use (42.5% county/32.6% state), early initiation of anti-social behavior (39.3% county/25.9% state) and suspended from school (24.5% county/11.1% state). According to APNA, Pulaski County's primary issues seem to revolve around anti-social behavior. The Pulaski County average for interaction with anti-social peers is 17.9% more than the state average; the county average for early initiation of anti-social behavior is 13.4% more than the state average; and the county average for gang involvement (27.4%) is greater than the state average (20.2%).

Other county statistics further point to factors that frequently lead to low academics and poor behavior: 36% of the county's households with children are single parent homes (City-Data.com), at least 15% are living in poverty (2004 census), and 58% are eligible for free or reduced lunch (Arkansas School Information Site, 2004).

The data cited thus far represents large groups (county and state) of teenaged youth but does not include specific data on the ACE population, which represents 3rd, 4th, and 5th graders. In fact, very little statistical data exists for the elementary-aged student. However, one study on ACE completed in 1994 by the Mid-South Center on Alcohol and Other Drug Problems through the University of Arkansas at Little Rock, shows that 35% of the students referred to ACE had tried alcohol and/or other drugs prior to attending camp--an astounding percentage for elementary students. Other information from this research includes the following: 12% of the students reported that they had been offered alcohol and/or drugs at school; 19% reported having witnessed alcohol and drug use at school; 29% said their

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close friends had used alcohol, and 64% reported substance abuse problems in the family.

So why is there a need for a program that takes students out of the regular school and places them in a camp setting and also works with the parents of these students? An article published on the website for the San Diego Region of the Quality of Life project stated that "prevention of youth problems requires a comprehensive, multidimensional approach that focuses on family dynamics, school performance, community rules and expectations, and the development of individual social skills and coping strategies. To promote healthy development and encourage wise and responsible decisions ... we need to put our energies into reducing or eliminating risk factors and enhancing and creating the many conditions that can protect and support youth."

(<http://www.qolsandiego.net/docs/Risk%20Factor%20Research%20by%20Dom.htm>) This research validates the ideas and philosophies on which ACE was founded and operates.

ACE ACTIVITIES AND MEMBER ROLES: ACE operates five sessions from September through May each year as a 30-day residential, educational, and wilderness experience for 150 3rd, 4th, and 5th graders who are not achieving their potential in the regular classroom. Each ACE session includes the following activities: 1. Mandatory Parent Workshops every Sunday that address communication skills, discipline and problem solving strategies, social issues, and parent-teacher relationships. AmeriCorps Members (ACMs) lead a group meeting of parents each week. 2. Daily Academic Instruction takes place in the camp classroom each weekday in the areas of reading, spelling, math, English, science, social studies, and handwriting. Reciprocal Teaching, a reading and tutoring strategy which allows students to take turns as teacher, is used throughout the academic program. Students practice "insisted success" by scoring at least 80% on all work. Any substandard work must be repeated until 100% mastery is attained. Two ACMs serve in the classroom each session and serve as tutors in reading and math. All ACMs are responsible for ensuring that students complete homework. 3. Group Living in Cabins is crucial to the success of ACE. Each session eight ACMs (two per cabin) live, play, and work with cabin groups, providing pro-social activities designed to promote inclusivity and cooperation. ACMs help

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campers learn problem-solving skills, crisis-management skills, and acceptance of personal responsibility through a variety of outdoor, environmental, and team-building activities. ACMs also implement Reality Therapy, the camp discipline model based on Dr. Glasser's theory, in which students must accept responsibility for their actions. ACMs encounter problems as varied as the campers-- bedwetting, disrespect toward peers and adults, difficulties with homework, defiance, and poor hygiene. ACMs are responsible for their cabin group of up to ten campers during non-classroom hours. 4. Outdoor Living Skills are also taught by the ACMs who lead the campers in weekly cookouts and/or campouts. 5. Social Issue Awareness Programs are conducted each week on AIDS, Violence Prevention, and Alcohol and Drugs. ACMs also initiate follow up discussions in the cabins. 6. At the end of the session, students return to their regular schools. ACMs visit the schools daily for one week to meet with students and teachers to assess the students' re-adjustment to the regular classroom. ACMs also make nightly phone calls to the students' homes to talk with parents about the transition. 7. A graduation ceremony is held after the transition week. Students receive medals and certificates, and some speak about their experience. ACMs participate in the graduation program (i.e. program overview, pledge, poem reading) and all are recognized individually in front of parents, students, staff, Kiwanians, and special guests. Past graduation speakers have been the superintendents of the school districts, business leaders, and elected officials including former President Bill Clinton. 8. ACE provides long-term follow up on ACE graduates through 7th grade. Each session two ACMs are assigned to follow up and outreach. ACMs communicate directly with school personnel, make routine and emergency visits to the schools to monitor the ongoing progress of ACE graduates and provide intervention as necessary. ACMs also serve as advocates for students and parents through staff collaboration with other local youth agencies and services (i.e. medical, dental, mental health). All ACMs conduct a program called Character Building through Organized Play (CBOP) in the elementary schools, which focuses on teambuilding and cooperative play.

At the end of May, after five sessions of ACE, ACMs prepare for Summer Camp. As an incentive, the

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camp offers free scholarships for one week of summer camp to students who continue to do well in the regular classroom. Each year summer camp serves over 300 at-risk youth aged 9 to 14. Campers spend the week hiking, swimming, canoeing, camping, cooking out, playing games, and participating in team-building initiatives. Campers who prove to be honorable and respectful are invited to participate in the Honor Camp at the end of the season. A private anonymous donor provides funding for an out-of-state trip for 100 campers, ACMs and staff. Last summer we went to Washington, DC. Former campers between the ages of 14 and 17 may volunteer as a counselor-in-training (CIT). CITs are selected by ACMs based on integrity and honor shown as campers. During the summer CITs are supervised by the program director, assist ACMs and serve as role models for the campers. At age 18, CITs are eligible to become counselors themselves, and some go on to become ACMs.

Since 1929 our organization and the local business community have worked together to provide a free summer camp for economically disadvantaged youth. In 1988 our organization collaborated with the local school districts to begin ACE for at-risk 3rd, 4th, and 5th graders. Current partners are the Downtown Kiwanis Club, the Little Rock and Pulaski County school districts, the Office of Alcohol and Drug Abuse Prevention (ADAP), 21st Century Community Learning Centers (21st CCLC), and AmeriCorps. Our organization and these partners work together to provide ACE and activities described in this application to combat academic and behavioral issues in elementary students.

MEMBER ROLES AND ACTIVITIES are integrated into the Pfeifer Camp programs as described above. The first area targets academics. Two teachers manage the camp classroom. ACMs significantly strengthen the academic component by allowing a smaller adult/student ratio. At-risk students in particular need more one-on-one help. Specifically, two ACMs per ACE session (ten ACMs per year) who are trained in Reciprocal Teaching will tutor approximately 150 students in reading, spelling, and math skills.

ACMs will provide supervision of and support for campers in the program by living in the cabins with campers to help them develop appropriate social and behavioral patterns. There will be 8 ACMs

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assigned to the four cabins (two per cabin) each ACE session. They will provide one-on-one problem solving and instruction and will lead the campers in a variety of outdoor and recreational activities. ACMs will lead an environmental awareness component to 150 students resulting in increased knowledge of and appreciation for the environment. This leads to an appreciation and respect for oneself and others. Each week ACMs will meet with the parents of campers to summarize the highs and lows of the previous week and to outline expectations for the following week. Members will also conduct an ongoing Adopt-A-Road program in cooperation with the Kiwanis Club.

Within the follow up component, ACMs enable consistent and frequent communication with the 50+ schools with whom we work. Specifically, ACMs provide direct intervention for academic and behavioral problems for more than 150 ACE graduates and network with support agencies to serve ACE graduates in need of specialized assistance. ACMs will also engage baby boomer volunteers to serve as weekly mentors for ACE graduates. ACMs and staff will conduct an outreach program called Character Building through Organized Play (CBOP) in public and private schools and with faith based and community organizations. Other ACM outreach programs are teacher trainings, community service projects, and disaster relief.

ACMs play a crucial role in the success of ACE and in the development of individual students. They serve as the primary point of adult contact for the students and serve as the "front line". Staff and other volunteers do not reside with the students as do ACMs.

The 12 full-time ACMs are based at Pfeifer Kiwanis Camp serving in the ACE program. About 10-15 % of their service time is spent off-site through the follow-up component at local schools. ACMs live on-site and serve approximately 50 hours of service per week from Sunday evening through Friday afternoon. Each ACM is responsible for the safety and well-being of the campers. Because ACE is residential, ACMs need to be full-time members. We have experimented in the past with part-time and short-term mentors and have found that success was limited due to the reduced and sporadic bonding time between mentor and youth. The intensive program design and activities need committed full-time

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members.

We have operated an AmeriCorps program for many years and are fully aware of the requirements regarding non-duplication, non-displacement, and non-supplementation. We will not violate those regulations. We do not know of any other programming similar to ACE that is available in Arkansas, and thus there are no duplication issues. Our ACMs provide a specific service that could not be confused with camp staff roles, so there are no displacement issues.

Our ACMs undergo extensive training and development, including two weeks of start up training and weekly inservice trainings. They also have three other trainings outside of camp during the year. ACMs are directly supervised by residential program staff who are former ACMs. All of the training and supervision is designed to help ACMs achieve the desired outcomes of the program. More information about development, training, and supervision is under the Member Outputs and Outcomes section.

ACMs are informed by the camp program director as to the prohibited service activities. These activities are reviewed during staff training and throughout the year. ACMs sign a copy of the prohibited activities prior to serving. The program director monitors ACMs for compliance with rules on prohibited service activities during the residential component.

Our current AmeriCorps grant has improved our program and service activities tremendously. Through the living allowance, scholarship and free room and board, we are able to attract quality young people to serve as mentors, tutors, and role models for our at-risk youth. The students can identify with the youthful energy of the ACMs. Also, we build our administrative and program staff with our former ACMs. Our AmeriCorps grant adds value to the community. Many of our former members from out of state have made Little Rock their home, and two are now teachers in the local schools.

MEASURABLE OUTPUTS AND OUTCOMES: We will target academic growth, specifically reading, spelling and math skills.

Output: Elementary students will receive academic instruction over a five-week period with an emphasis on reading, spelling and math. Each year at least 150 elementary students identified as at-risk

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of academic failure will participate in ACE at Pfeifer Camp. Last year, 174 students attended ACE, and 90% of the students completed all required activities and services.

Intermediate Outcome: Completion of ACE leads to improved reading, spelling and math skills. Each year at least 50% of the students completing ACE will demonstrate improvement of at least one-half grade level in reading, spelling, and/or math after the five-week program. (Grade levels are test scores on the Wide Range Achievement Test (WRAT) and represent approximately one-half of an academic year.) Last year, 81% of the students completing ACE improved their reading and math skills by demonstrating at least one-half grade level of growth in at least one of the subject areas.

End Outcome: ACE graduates will maintain academic improvement in the regular classroom. Each year at least 40% of ACE graduates will demonstrate long-term improved academic performance according to pre/post teacher rating forms completed at the end of the year. Last year, teachers rated improved academic performance for 60% of the ACE graduates.

These outputs and outcomes will be tracked through a system of evaluation tools, including attendance rosters, comparisons of pre and post tests, program and training schedules, registration intake information, and service documentation. ACE attendance is recorded on weekly rosters and sign-in/out forms. The classroom teacher also maintains a daily attendance log. This data is transferred to an excel spreadsheet used for reporting data. The WRAT test is used to document standardized academic improvements in reading, spelling and math. Raw scores of pre and post tests are entered into the scoring software. This data is then transferred into a computerized report of raw data scores, standardized scores, percentile scores, and grade level scores. At the end of each session, this information is presented to the parents and the students' regular school teachers.

Other output and intermediate outcome data will be assessed. Parents of ACE students will attend weekly parenting workshops with 85% (128/150) participation. Last year 100% of the parents of 174 ACE students attended workshops. The average parent attendance was 95%. Parents of ACE students will learn positive parenting skills. Each year at least 75% of the parents completing the pre and post

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tests will demonstrate improved knowledge by scoring higher on the post-test in comparison with the pre-test. Last year, pre/post parent meeting test scores of the parents of ACE students rose from 40% before participation in the program to 82% after program completion. At least 500 elementary students will participate in leadership training emphasizing Character Building through Organized Play with at least five CBOP workshops conducted. Last year, 13 CBOP workshops were conducted with 787 elementary students participating. The appearance of the community will be enhanced through roadside clean-up projects (at least three per year) conducted by the ACMs and volunteers that they recruit. Last year, there were four clean-up projects. ACMs will receive at least 100 hours of training to prepare for ACE and to establish a Disaster Readiness Team through the American Red Cross to aid in the homeland security effort. Last year, all ACMs received at least 100 hours of training.

Our program will address the Education priority area, and we will be using standard performance measures (Wide Range Achievement Test). We hoped to use the National Performance Measures but have concerns that the CNCS list of approved assessments for academic performance may not be conducive for a short-term residential program.

A COMPREHENSIVE PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT is already in place at Pfeifer Camp. Annually and weekly throughout the year, the entire program is scrutinized through a series of evaluation tools which are outlined in the Evaluation section. Students, ACMs, parents and camp teachers complete weekly evaluations. There are also evaluations completed each session by those named above and the regular classroom teachers. A formal compilation of all data is organized each year into a comprehensive report that is distributed to and discussed with all interested parties, including stakeholders. The Kiwanis Activities Board and the ACE Coalition meet to discuss the year and to make recommendations for program improvement in all areas of camp operation.

During weekly staff and ACM meetings, all components are informally assessed and necessary changes to program systems are made. ACMs are evaluated informally weekly to determine any technical assistance or other needs and evaluated formally at the end of each session by the program director.

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Also, ACMs complete a self-evaluation each session and evaluate progress toward annual objectives with the program director, who then uses these tools to determine necessary changes in the AmeriCorps program and/or overall camp programming.

Several independent evaluations of ACE are discussed in the Evaluation section. These studies, along with ongoing internal assessment, provide continuous qualitative and quantitative feedback to assess program strengths and weaknesses.

COMMUNITY INVOLVEMENT: Our target community is Pulaski County, Arkansas. For the purposes of implementing ACE, this includes the following entities: 1. The Little Rock and Pulaski County school districts: Any elementary school in those districts is eligible to refer at-risk 3rd, 4th, and 5th graders to the ACE program. Because we work with these schools on an ongoing basis, they provide guidance on identifying needs and provide suggestions for ACE activities. School personnel complete annual evaluations on ACE and ACE graduates. Each September we meet with representatives from all elementary schools to discuss ACE and the school role in the program. We also maintain monthly contact with school personnel. 2. The Downtown Kiwanis Club owns and operates the camp, provides board oversight, and provides in-kind support and volunteerism. They meet weekly and are involved in all major issues related to needs and activities. 3. The Arkansas Department of Education monitors the 21st CCLC grant. As part of their reporting requirement, we meet annually with the ACE Coalition to review and assess the year's activities. The ACE Coalition is made up of community partners and parents who are stakeholders in ACE who seeks ways to improve ACE and to implement ACE methods into other community programs 4. The City of Little Rock Community Programs Department provides summer contracts to youth agencies and program monitoring. 5. Faith-based and community organizations help us assess our CBOP program and our recruitment processes. We are also fortunate to receive technical assistance from New Futures for Youth, ADAP, the Prevention Resource Center, and the Arkansas Service Commission.

We will continue to engage our community partners and stakeholders throughout the three year grant

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period. We have had consistent partnerships for many years with the entities named above, which has been essential for the longevity of our program and facility. AmeriCorps has given us the impetus to branch out to the community and establish new partnerships such as the Central High National Historic Site, Unity in the Community, and Bullock Temple CME Church. These agencies provided special program opportunities for our ACMs and students. We meet with all of our community partners and stakeholders as the ACE Coalition and individually at least two times per year. The ongoing roles and responsibilities of the community partners and stakeholders are described in the Organizational Capacity section. The primary role for all is monitoring and oversight of the program and outcomes.

COLLABORATION WITH OTHER NATIONAL AND COMMUNITY SERVICE programs supported by the Corporation involves programmatic opportunities, services and administrative support. We have collaborated with Garvan Woodland Gardens in Hot Springs and with the Winthrop Rockefeller Institute on Petit Jean Mountain for educational and recreational field trips as a part of our environmental education curriculum. Our ACMs also collaborated with the St. Bernard Parish Project to help rebuild houses in New Orleans. We are currently negotiating with a new AmeriCorps program--The Heifer Project--on collaboration ideas. We are also exploring a partnership with Foster Grandparents for our ACE students. We have also provided support for other programs. We were pleased to be called on to conduct training for City Year when they held their national conference in Little Rock. We also recruited City Year mentors for the Unity in the Community and the Central High 50th Anniversary events. As a result we had several City Year members interview for our AmeriCorps positions for 2008-09, one of whom completed her term of service in our program. In the past we have worked with the Boys and Girls Clubs of Little Rock and the Black Community Developers and hope to re-cultivate those relationships.

There is great POTENTIAL FOR REPLICATION for ACE. The camp has operated ACE for 22 years with approximately 3000 students graduating. The success of ACE has been recognized on a local, national, and international level. In 2002 the Arkansas Commission on National and Community

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Service named us the AmeriCorps Organization of the Year, and in 1998 the Association of Experiential Education named us the International Organization of the Year. In 2005, the ACE program was one of six programs in the country to be recognized by the National Association of Alcohol and Drug Abuse Coordinators (NASADAD) as an Exemplary Substance Abuse Prevention Program. This recognition is the first step in establishing the ACE program as a model program. Once ACE is listed as a model program through the National Registry of Effective and Promising Programs (NREPP), many funding opportunities will exist for other agencies to replicate the ACE program. In 2006 we implemented a grant to enhance our evaluation component. One of the primary goals of that grant was to identify and assess successful individual components of ACE and develop those components for replication. We are in the process of developing the parenting component and the discipline model for replication.

Organizational Capability

Pfeifer Kiwanis Camp has a long history of PROVIDING SOUND PROGRAMMATIC OVERSIGHT by helping youth live their lives more responsibly. Since 1929, Pfeifer Camp has provided a free summer residential camp program. ACE began in 1988, and we have overseen its operation since then. We also developed and oversee parenting workshops, teacher training workshops, and the CIT program.

We have developed excellent working relationships with the Little Rock and Pulaski County schools, the Arkansas Department of Education, the Arkansas Department of Human Services, the American Camp Association, the Association for Experiential Education and a host of youth agencies in central Arkansas.

The identified target population and proposed areas of activity, after 22 intensive programming years of ACE, has become our area of expertise. Prior accomplishments and outcomes have shown consistent results over those years in terms of academic and behavioral improvement. ACE students show an average one-half grade level growth in math, spelling or reading after only five weeks in ACE. Over 80% of ACE students receive "good" and "excellent" ratings immediately following ACE, and 50% of the students maintain that behavior over time.

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With over 20 years of obtaining, maintaining, and managing funds from private, local, state, and federal funding sources, the administrative staff of Pfeifer Camp is fully capable of managing this grant and PROVIDING SOUND FISCAL OVERSIGHT. Specific federal grants include the US Department of Education Safe and Drug Free Schools, ADAP, Substance Abuse and Mental Health Services Administration (SAMHSA), and a federal education grant through the University of Arkansas at Little Rock. The camp's financial management system consists of an executive director who secures and manages the overall camp budget, a finance director who is responsible for all reporting, an independent auditor that the camp voluntarily employs annually to ensure proper financial management, and a finance committee that meets quarterly. The executive director reports quarterly to the board of Kiwanis Activities, Inc. and the Downtown Kiwanis Club regarding all financial matters.

Pfeifer Camp is owned and operated by Kiwanis Activities, Inc, a non-profit 501(c)(3) organization whose BOARD OF DIRECTORS are members of the Downtown Kiwanis Club. The board meets quarterly on a formal basis, meets weekly through club meetings and provides direct oversight and support on financial, facility, and programmatic areas. Board members actively support events at the camp.

THE ADMINISTRATIVE AND PROGRAM STAFF who will be accountable for this program have over 100 combined years experience at Pfeifer Camp. The principal positions and their qualifications are as follows. SANFORD TOLLETTE, executive director of Pfeifer Camp since 1974, has a BS in early childhood development, is a member of the Downtown Kiwanis Club, received numerous awards for his work at the camp, conducted educational workshops, and has spoken to various groups across the nation. BINKY MARTIN-TOLLETTE, assistant camp director since 1998, was program director from 1987 to 1998 and is the AmeriCorps program director. Approximately 20% of her time is dedicated to AmeriCorps. She has a BA in English and a masters in secondary education and is certified as a Water Safety Instructor, an American Red Cross First Aid and CPR instructor, and a ropes course instructor. EVELYN BROWN, finance director since 2003, previously worked in the accounting departments of

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Baptist Health and Management By Information. Approximately 10% of her time is dedicated to AmeriCorps. THERESA BOUR, the camp nurse since 2006, is a Registered Nurse with school and clinical nursing experience. STEPHEN JOHNSON, employed by the camp since 2003, serves as program director, is completing his bachelor's degree in psychology, is fluent in German and has served in many capacities at camp including former AmeriCorps member. Approximately 20% of his time is dedicated to AmeriCorps. TAMMY ROBERSON, head teacher since 1993, has a BA in elementary education and a masters degree, is certified to teach, has over 20 years experience in camping, has been a counselor in the ACE program, and is certified as a First Aid/CPR Instructor. All staff named above have experience managing and/or operating under a federal grant.

The camp's overall SELF-ASSESSMENT STRATEGIES were discussed in the Rationale and Approach section. These strategies include weekly staff meetings; weekly evaluations by students; weekly parent meetings; session evaluations by staff and parents; annual evaluations by school personnel; staff observations and regular administrative staff meetings. Monitoring and evaluation tools used are outlined in the Evaluation section of this grant. Administrative staff are responsible for evaluating any areas of concern and addressing those areas in need of improvement by making appropriate administrative or program modifications. Some of those modifications could require discussion with school district and/or Kiwanis Activities, Inc., members in which case Executive Director Sanford Tollette would make the appropriate contacts. Tollette reports to the board at least quarterly and reports to the Downtown Kiwanis Club as a whole at least annually. The process evaluation is completed monthly by the program director with a complete report of the year's activities each August. This information is shared with key stakeholders to make recommendations for and implement changes in all areas of camp operation. We are the only camp in the state licensed as a residential child-care facility through the Arkansas Department of Human Services (DHS). We are also one of only a few camps accredited by the American Camp Association (ACA). Both DHS and ACA have stringent standards that cover all areas of operation, including staffing, facility, food service, recruitment, health and safety,

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financial systems, organizational chart, and program operation. We have consistently scored 100% on the ACA accreditation and were featured last summer on a local news station for our accreditation status.

Pfeifer Camp is fortunate to have a diverse group of collaborative partners who are all able to provide EFFECTIVE TECHNICAL ASSISTANCE when needed. Specifically, the camp regularly solicits technical assistance from New Futures for Youth, the Little Rock and Pulaski County school districts, ADAP, the Arkansas Service Commission, our independent evaluator, and Kiwanis Club members. As part of our collaborative agreements with these agencies/organizations, they provide ACMs with several training opportunities. Fortunately, we are able to meet our own technical needs most of the time and have assisted other organizations. For example, our finance director has fielded numerous technical assistance calls from other AmeriCorps sites related to financial management. In instances where we do need technical assistance we will contact those partners listed above.

Pfeifer Camp has a SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION. As mentioned in the Community Outputs and Outcomes section, Pfeifer Camp has a solid history of VOLUNTEER GENERATION AND SUPPORT through members of the Downtown Kiwanis Club and members of the Counselor-In-Training (CIT) program. As part of their civic duty, Kiwanians are expected to perform service related to the camp programs. Typically, these members provide cash and in-kind donations, volunteer service, and help to promote the camp and its programs throughout the community. CITs are recruited by ACMs from the summer camp program based on their character, integrity, and strong service ethic. They increase the organizational capacity of our summer program by providing support for the ACMs and staff. They also set a standard of service for younger campers to strive for. A partnership with the Little Rock School District called Project 67 has increased our organizational capacity by providing 67 volunteer mentors (mostly baby boomers) to meet weekly with ACE graduates. The diversity in age, race, gender and experience of these three volunteer groups provide a wealth of support for our program.

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We are proud of our ORGANIZATIONAL AND COMMUNITY LEADERSHIP. Pfeifer Camp is accredited through the American Camp Association and is the first and only camp in Arkansas licensed as a residential childcare facility through the state. ACE and its staff have received many awards and recognitions over the past 22 years. ACE honors have included the International Association for Experiential Education (AEE) Organization of the Year (1998), the AEE Mid-South Region Organization of the Year (2002), the AmeriCorps State Program of the Year (2002); and the NASADAD Exemplary Substance Abuse Prevention Award for Innovative Programs (2005). Honors presented to Sanford Tollette, Executive Director of Pfeifer Camp and founder of the ACE program, have included the International AEE Michael Stratton Practitioner's Award (1991), the Liberty Bell Award from the Pulaski County Bar Association (1992); the U.S. Department of Justice Federal Bureau of Investigation Director's Community Leadership Award (1993), the Human and Civil Rights Award from the Arkansas Education Association (1995), the AEE Mid-South Region Practitioner's Award (1998), the Just Communities of Central Arkansas Father Biltz Award (2007), and the Arkansas Martin Luther King Jr. Commission Drum Majors Award (2008). In 1997, AmeriCorps presented Mr. Tollette with an award to recognize his role as chairman in establishing the Arkansas Commission on National and Community Service and AmeriCorps in Arkansas. In 2004, he was chosen to present the Kurt Hahn address at the International AEE Conference, the highest honor for that organization.

In 1990, a documentary on the ACE program by a local news crew won the Scripps Howard Foundation National Journalism Award, the Silver Gavel Award from the American Bar Association, an Emmy Award nomination, and second place in the National Association of Black Journalists (NABJ) Award competition. The local media (newspapers, television, and radio) have highlighted ACE many times to announce grant awards, recognize program achievements, and highlight special events.

Pfeifer Camp has also demonstrated leadership through community involvement in the following ways. The camp was instrumental in planning and implementing an event, along with various community and faith-based organizations, called Unity in the Community to celebrate diversity and to

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promote religious tolerance. The camp has hosted three AEE regional conferences and the 2007 AEE International Conference. Tollette serves on the Arkansas Child Welfare Licensing Board and the Central High Museum Board.

Pfeifer Camp has been very SUCCESSFUL IN SECURING AND MAINTAINING MATCH RESOURCES. Those matches include the Little Rock and Pulaski County school districts, the Downtown Kiwanis Club annual fundraising drive, ADAP, City of Little Rock, and Arkansas Department of Education (21st CCLC). Challenges to securing these matches include frequent changes in school district administrations. Kiwanis funding is challenged by societal changes in civic philanthropy. Other funding depends on grantwriting and availability of funds. Despite these challenges, it is through these collaborative agreements that the camp has consistently met all match requirements of our previous AmeriCorps grants. For this grant we have only included the Kiwanis funds and the school district funds as match because the other funding sources are primarily grant driven which can waiver from year to year.

Pfeifer Camp has had great SUCCESS IN SECURING COMMUNITY SUPPORT and is fortunate to maintain long-standing COLLABORATIONS with a variety of organizations. Specifically, the camp collaborates with the Little Rock and Pulaski County school districts, the Downtown Kiwanis Club, the City of Little Rock, the Arkansas Department of Education, and the Department of Human Services. In 2007 we secured a new partner through the 21st Century Community Learning Centers program. For many years we have had a minimal partnership with the American Red Cross that has been enhanced in recent years to provide free training in disaster relief for ACMs. In turn, ACMs have participated in disaster relief efforts in Arkansas and Louisiana. Our partnerships with the school districts have expanded due to outreach programming conducted at the schools. Camp staff and ACMs played a key role in Unity in the Community. Several years ago we began expanding services to faith-based organizations through a variation of our CBOP program. We also collaborate with these organizations and other community-based youth agencies to recruit campers for summer and ACE and to recommend

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their services to our parents and campers (i.e. Big Brothers/Big Sisters, Boys Club, YMCA, Pinnacle Point Hospital, and Children's Hospital). Each spring we send brochures to each of our collaborating partners, which they distribute to their participants.

In 2004 the ACE Coalition was established to examine the various components of ACE and explore other opportunities where the camp could broaden its impact in the community. Specific organizations and groups represented on this ACE Coalition include the Little Rock and Pulaski County school districts, the Downtown Kiwanis Club, the Pulaski County Prosecuting Attorney's Office, the Arkansas Service Commission, ADAP, New Futures for Youth, the University of Arkansas for Medical Science, former ACE campers, parents, ACMs and staff.

Pfeifer Camp has its roots in LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS. In 1929 Kiwanians solicited business associates and friends to donate funds to support summer camping scholarships for underprivileged youth. This pattern continues today through the annual fundraising campership drive. Those donation amounts have increased over time and have become more diverse with the changes in membership. However, this funding formula has changed little over the last 80 years. To account for inflation and expansion expenses, fundraising now includes a significant amount of grantwriting and private foundation solicitation. ACE began with a seed grant from the Rockefeller Foundation. After seeing the benefits of the program, the local school districts agreed to provide funding for ACE. The districts have contributed every year since 1989 in the midst of court desegregation lawsuits and financial distress. Recently, we approached two local foundations with a national scope about funding and have received a verbal commitment from one.

The WIDE RANGE OF COMMUNITY STAKEHOLDERS in our organization has been discussed in previous sections of this grant. Those stakeholders include students, parents, camp staff, ACMs, teachers, other school and district personnel, Kiwanians, volunteers, community philanthropists, and various local, state, and national entities. Currently, those entities include the Little Rock and Pulaski County school districts, ADAP, Department of Human Services, the City of Little Rock, and the Arkansas

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Department of Education. We have consistently received funding from these entities over time.

Just as Kiwanians were making financial donations in 1929, they also provided necessary non-financial support. Again, this practice continues today with in-kind donations of equipment and professional services. Success breeds success, thus we have found that as the programs are validated with successful results, other organizations and individuals become more willing to invest time, commitment and energy. One example is our partnership with the Central High National Historic Site. Because of the reputation of our program and our youth, they chose to provide educational programming opportunities related to social justice. We have also submitted a grant to them for financial support of field trips.

SPECIAL CIRCUMSTANCES: Our organization was founded in 1929, our current director has been here since 1974, the ACE program began in 1988, and our budget and programming have grown significantly over the past 80 years. Therefore, we have extensive history, experience and growth to indicate we are very capable of managing this grant.

Cost Effectiveness and Budget Adequacy

For 80 years Pfeifer Camp and the Downtown Kiwanis Club have sustained a cost-effective service for the underprivileged youth-at-risk of our community. Within the proposed budget we maintain that cost-effectiveness by matching at 51% of the program budget, higher than the maximum required match. We operate within the maximum COST PER MSY allowable.

The Kiwanis Club conducts an annual fundraising drive within the business community to support the camp's programs. Funds from the local business sector (about 400 individual donors) comprise 10-15% of the total budget. The school districts provide consistent annual funding, and several grants from entities previously named provide competitive funding. The executive director supplements these funds by continually seeking and networking with private, local, state, and federal monies to maintain the camp's overall budget.

Most of the camp's funding sources are earmarked for specific programs or components and demonstrate a DIVERSITY OF FUNDING. The current non-federal resources include: Little Rock

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School District; Pulaski County Special School District; Kiwanis Club; and Arkansas Department of Education. The current federal (non-Corporation) agencies include: Special Nutrition Program and ADAP. A private foundation grant is pending.

The Kiwanis Club and the school districts provide a cash match as described above and their support is expected to continue. Other funding sources are not included in the match because they are primarily in grant form, are awarded annually, and may be in different amounts from year to year. In preparation for DECREASED RELIANCE ON FEDERAL SUPPORT through AmeriCorps, Pfeifer Camp will continue to request support from these agencies as well as pursue other funding sources as they become available. We are confident that the support from AmeriCorps will help us to provide a deeper impact and broader reach within the local, state, and national arenas. For years we have wanted to replicate ACE. We have experimented with various programs including a two-year Charter School initiative with the Little Rock School District. With the Exemplary Substance Abuse Prevention Award through NASADAD, SAMHSA, and CSAP combined with the SAMHSA evaluation enhancement grant, we intend to submit our program to NREPP (National Registry for Effective Prevention Programs). If approved as a model program through NREPP, our program will become available for replication. Replication would mean a deeper impact and broader reach and would provide an additional funding resource for the camp through technical assistance, consultation and training.

The proposed BUDGET IS ADEQUATE to support our program design and will allow us to conduct program activities and achieve desired outputs and outcomes. This budget is enhanced by the camp's overall budget that supports ACE, summer camp, and other Pfeifer Camp programs. The primary resources needed to conduct program activities are the volunteers. These grant funds would be used primarily for direct support of ACMs: living allowance, benefits, physicals, background checks, training, and service gear. The grant also supports a small percentage of three staff salaries/benefits and a required corporation-sponsored conference. Staff supported by this grant provide the necessary supervision and training for ACMs and the necessary administrative and financial management of the

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grant. Costs for member training are minimal since most of the training is provided on site by staff. The program equipment and supplies (i.e. CBOP equipment and camping supplies) are already in place or purchased through other grants. Because e-grants will not support the extensiveness of our overall budget, the AmeriCorps budget submitted is limited to items that are directly funded by AmeriCorps. We are fortunate to have diverse funding resources to subsidize overall programming costs.

Evaluation Summary or Plan

Attached is our 2008-09 evaluation report. Below are summarized results of our ongoing evaluation plan and prior independent evaluations of ACE.

Pfeifer Camp staff assess ACE internally through a series of measurements. Measurement tools are as follows: report cards through 7th grade; Wide Range Achievement Test; counselor evaluation of camper; camper evaluation of program; parent evaluation of program; parent workshop pre and post testing; Weekend Evaluation Form completed by parents; Academic and Behavioral Assessment Form completed by staff on all campers; Daily Report Form completed by regular classroom teachers each day of the transition period; principal, counselor, and teacher evaluations of program and of students; pre and post testing of AIDS Awareness, Violence Prevention, and Drug and Alcohol Awareness; staff and CIT evaluation of program; teacher-made tests; staff observations; and successful completion of activities and program culminating in graduation. All data will be compiled by the assistant director to assess student progress, perception of student improvement by regular teacher, overall perceived effectiveness of program through analysis of evaluation forms, and knowledge gained through pre and post testing scores. Data will be assessed quarterly with a full report compiled annually in August.

External evaluation efforts have included a descriptive case study conducted in 1994 by Chris Caram, Ph.D., as part of her doctoral dissertation research at the University of Oklahoma, an effectiveness study conducted the same year by the Mid-South Center on Alcohol and Other Drug Problems at the University of Arkansas at Little Rock, and an effectiveness study of ACE conducted as part of the three-year U.S. Department of Education grant titled "Safe and Drug Free Schools: Effective Alternative

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Strategies" (ED #S184-M000022), which ended in 2004.

Dr. Caram's study, entitled "The Alternative Classroom Experience: A Descriptive Case Study of an Intervention for At-Risk Elementary Students," relied primarily on qualitative data and provided significant feedback regarding the community's perception of ACE. Through extensive interviews with all parties involved with ACE, including parents, staff, and school personnel, Dr. Caram concluded that the longevity of ACE was due primarily to the following reasons: (1) the perceived success of students subsequent to participation in the program, (2) continued positive public relations and commitment of the camp's executive director, and (3) the unique residential and 24-hour counseling components of the program.

The two-year UALR study utilized a quasi-experimental design comparing ACE participants with a matched control group on a range of academic, behavioral, and attitudinal measures. Results indicated significant improvement in student academic achievement (reading, math, and spelling achievement test scores), student behavior (teacher ratings of work organization, positive behaviors towards the teacher, need for direction in work, social withdrawal, impatience, irrelevant thinking/talk, blaming behavior, negative-aggressive behavior, confusion over assigned tasks, and inattentive behavior), and parent problem solving attitudes and behaviors (seeking assistance from community agencies and programs, sharing concerns with close friends, believing that a problem is not likely to go away if they just wait long enough, and defining the family problem in a more positive way so that they do not become too discouraged).

The three-year study funded by the U.S. Department of Education consisted of a multi-year cross-sectional study of ACE participants during the 2000-01 through 2002-03 academic years. Outcome variables of interest included academic performance and achievement; school attendance; disciplinary referrals; suspensions and expulsions; home and school behavior; perceptions of student self-worth; violence, AIDS, and drug and alcohol awareness; and outdoor living skills. The study included a quasi-experimental component comparing selected outcomes for ACE participants with a control group of

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students who were identified by school personnel as being similarly at risk but who did not participate in ACE.

Results of this study, drawn from the final evaluation report prepared by Terri Miller, Ph.D., consistently show gains for ACE participants in academic skills. Substantial proportions of participants demonstrated improvement of at least one grade level. Dr. Miller concluded that available data on outcome measures gathered exclusively for ACE participants consistently showed trends toward gains in the relevant program goal domains for all three years studied.

Of course, the most important accomplishments are the every day miracles that happen with the campers due to the service of the ACMs. It is too early to tell the futures of Brad, Anna, Kathy and Alex. We hope they will follow in the footsteps of many ACE graduates and make significant academic and behavioral advances.

Amendment Justification

N/A

Clarification Summary

Clarification Response FY11

Kiwanis Activities, Inc. -- 11AC124894 -- Continuation

PROGRAMMATIC CLARIFICATION ITEMS:

1. Please explain whether the decrease in the number of sessions offered by the program from 5 to 4 will have a negative impact on the number of students served and whether you have accounted for this difference in the performance measure targets.

We do not anticipate that the decrease in the number of sessions will have a negative impact on the

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number of students served. When we conducted five sessions, we targeted 150 students but actually served many more than that. Also, the 4th and 5th sessions in the past had fewer students in attendance because 3rd graders typically require more one-on-one time. As we move to four sessions, we have space for 160 students to be served; however, we anticipate that some of those positions might not get filled due to last minute parent decisions, medical issues, or transportation issues. Therefore, we feel confident that we will serve at least 150 students. However, due to some attrition we do not anticipate that all 150 students will complete all aspects of the program. We do anticipate that the attrition rate will be low enough to ensure that we can still meet our performance measure targets

2. Please describe the length of time used to determine "long term improved behavioral performance" for the ACE Behavioral Performance - performance measure and if less than 12 months, please explain why this is considered long term. It appears the program runs for 5 weeks, and the instruments used for measurement are pre and post teacher rating forms completed before and after the program.

The pre teacher rating forms are completed prior to entry into the ACE program. The post teacher rating forms are completed at the end of the school year. This means that those students who attended the program at the beginning of the school year have more time between pre and post ratings than do those students who attend the last ACE session in the spring. While this specific behavioral measurement is less than 12 months, we do track the 3rd, 4th, and 5th grade students through 7th grade. Therefore, we receive report cards quarterly. We could ask teachers to complete a behavioral survey in subsequent years, but we would not be able to compare this to the pre ratings, as they would be completed by different teachers.

BUDGET CLARIFICATION ITEMS:

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1. Budget Section I-C: Please explain the purpose of the 4-day Regional Conference and whether the associated transportation expenses are for members, staff, or both.

The Association for Experiential Education is an international organization that provides practical, hands on activities that members can immediately use with their cabin groups. It also provides some theory to help the members better understand the reasoning behind learning by doing. At this conference members conduct a workshop for other conference participants. Traditionally, this conference has provided an exceptional group bonding experience for the members and validation that the service they do is recognized beyond the boundaries of the camp. Many members have made the decision to return to camp the following year for another year of AmeriCorps after attending this conference. The transportation costs are primarily for members, although a staff member will be driving the rental van.

2. Budget Section I-F: Please confirm there is a cost allocation process for the accountant/audit services expenses used as match for the CNCS grant. If the program is required to obtain an A-133 Audit, please confirm those expenses are allocated across all applicable federal grants.

There is a cost allocation process for accountant/audit services expenses used as match for the CNCS grant. We are required to have an A-133 Audit, and those expenses are allocated across all of our federal grants and other sources with the bulk of the cost paid by the school districts and the Kiwanis Club.

3. Budget Section I-I: Please explain the Camper Insurance calculation which uses 10,000 camper days.

During ACE 40 campers are in residence for 30 days for 4 sessions ($40 \times 30 \times 4 = 4800$). During summer we have 85 campers in residence for 35 days ($85 \times 35 = 2975$). We also have other programming days

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during the year for approximately 60 campers for 12 days (60x12=720). This is a total of 8495 camper days. The decrease in the number of sessions accounts for the difference. This is an area that we will decrease on the budget to reflect the change in number of sessions.

OTHER CLARIFICATION ITEMS

1. Please explain why outcome targets for the primary Alternative Classroom Experience performance measure have not increased over time. The application narrative states these targets have historically been exceeded.

We have used the same or similar performance measures for many years. The outcome targets for 2011-12 are based on the performance measure results over those years. The results vary some from year to year, so we have used some of the lower to mid-level results over the years as our goals to ensure that we meet our goals. For example, the survey results from teachers vary from year to year but usually hover around 50% improvement in academics, behavior, and self-esteem as a result of the program.

Therefore, we now use 40%, which is still an impressive accomplishment, as our benchmark. We do not anticipate that the outcome targets will increase each year. If we were assessing the same students each session or each year, then we might expect such progress, but our outcome targets are based on new groups of children each session.

CLARIFICATION ITEM FROM MAY 5

Budget Section I-F: Please confirm there is a cost allocation process for the accountant/audit services expenses used as match for the CNCS grant. If the program is required to obtain an A-133 Audit, please confirm those expenses are allocated across all applicable federal grants.

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Yes, we are required to obtain an A-133 audit. We have a cost allocation system in place to ensure the cost of the A-133 audit is distributed between all applicable federal grants and funding sources.

Continuation Changes

In the Rationale and Approach section, it states that we will have five sessions of ACE. For years 2 and 3, we will have four sessions of ACE instead of five.

In the Organizational Capability section, there are three staff positions for years 2 and 3 that need to be updated. Our current bookkeeper is Nichole Bruorton, who is technically employed by Accountemps. According to the rules of Accountemps, until she has completed the required number of hours in our facility, we cannot claim her as our employee. Our current program director is Alexa Harrod, who served two years of AmeriCorps in our program and who was our follow up coordinator. Our current nurse is Mary Elizabeth Admirel, who is a licensed LPN.

Enrollment: We enrolled 100% in 2009-10.

Retention: In 2009-10 we retained 9 of our 11 traditional AmeriCorps members and 4 of our 4 ARRA (America's Recovery and Reinvestment Act) members for an overall retention rate of 87%. One of the members quit the program very unexpectedly less than 48 hours after he was enrolled. The other member who left the program received a teaching position in another state. He was from Florida and had great difficulty enduring Arkansas' unusually cold winter last year.

In an effort to improve our retention rate, we plan to begin the recruitment process earlier to allow for a more in-depth interview process, including on-site interviews when possible. We prefer using a group interview format that allows us to see potential ACMs interact with each other. The on-site interview allows potential ACMs to observe the living requirements involved in a residential program.

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We have found that ACMs with prior camp or residential experience tend to adapt more readily to the program and residential demands than those without that experience. When possible, second year or former ACMs will be involved in the interview process to assess the potential candidates and to provide a realistic picture of the program to applicants. We hope to add some interactive resources to the camp's website to help potential out-of state ACMs to gain a fuller understanding of camp life and how the program operates. Because of the intensity and demand of the program, ACMs need a strong support system from the administrative and program staff. The weekly staff meetings are effective in allowing ACMs and staff to voice concerns and resolve issues that may have arisen during the week. To provide additional support, we meet with ACMs individually during the week to provide feedback and guidance. To help improve the overall esprit de corps, we are continually looking for ways to alleviate the intensity and stress of the position. When youth are not in residence, the administrative staff organize team bonding programs such as outings away from camp and opportunities for additional training and service.

Performance Measures: The Performance Measures have been reviewed and updated.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 12

Service Categories

- | | | |
|--------------------------------|---|---|
| Elementary Education | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |
| Community Restoration/Clean Up | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |

Alternative Classroom Experience

Service Category: Elementary Education
Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

150 elementary students from the Little Rock and Pulaski County School Districts identified as at-risk of academic failure will participate in the Alternative Classroom Experience (ACE) at Pfeifer Kiwanis Camp. ACE is a 30-day residential, educational, and wilderness experience for 3rd, 4th, and 5th graders. Up to 40 students per session will live at the camp from Sunday through Friday each week for 5 weeks. Students will attend the camp classroom daily, receiving academic instruction with a heavy emphasis on reading, spelling and math, and must complete all work with 80% accuracy. Besides academics, campers learn problem solving skills, crisis management skills, and acceptance of personal responsibility through a variety of outdoor, environmental, and team-building activities. All students participate in awareness programming in the areas of gangs, violence/anger, alcohol, tobacco, and other drug use, and AIDS. AmeriCorps members serve as cabin counselors and lead or

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

assist in leading all areas of camp programming.

Results

Result: Output

Elementary students will receive academic instruction with an emphasis on assistance in reading, spelling and math.

Indicator: student participants

Target: 150 elementary students

Target Value: 150

Instruments: Student participation in the program is documented through a daily participation log maintained by the camp's head classroom teacher.

PM Statement: Each year, 150 elementary students from the Little Rock and Pulaski County School Districts identified as at-risk of academic failure will participate in the Alternative Classroom Experience at Pfeifer Kiwanis Camp and will receive academic instruction with an emphasis on assistance in reading, spelling and math.

Prev. Yrs. Data

Result: End Outcome

Students who graduate from the ACE program will maintain academic improvement in the regular classroom.

Indicator: increased academic achievement

Target: Each year, 40% of the students completing the ACE program will demonstrate long-term improved academic performance.

Target Value: 40%

Instruments: Pre and post teacher rating forms regarding academic performance after the student's return to the regular classroom.

PM Statement: Students who graduate from the ACE program will maintain academic improvement in the regular classroom. Each year, 40% of the students completing the ACE program will demonstrate long-term improved academic performance.

Prev. Yrs. Data

Result: Intermediate Outcome

Completion of the Alternative Classroom Experience leads to improved reading, spelling and math skills.

Indicator: increase in test scores

Target: Each year, 50% of the students completing the program will demonstrate improvement of at least one-half grade level in reading, spelling, and/or math after the five-week program. (Grade levels are test scores on the Wide Range Achievement Test.)

Target Value: 50%

Instruments: Academic growth during a student's time in the ACE program is measured through weekly teacher assessments and through pre and post Wide Range Achievement Tests. These standardized tests assess each student's academic ability in the subjects of reading, spelling, and math.

PM Statement: Completion of the Alternative Classroom Experience leads to improved reading, spelling and math skills. Each year, 50% of the students completing the program will demonstrate improvement of at

Result: Intermediate Outcome

least one-half grade level) in reading, spelling, and/or math after the five-week program. (Grade levels are test scores on the Wide Range Achievement Test)

Prev. Yrs. Data

ACE Parent Workshops

Service Category: Elementary Education

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

ACMs will help conduct workshops for parents whose children are enrolled in the ACE program, emphasizing positive parenting practices and techniques and strategies utilized in the Alternative Classroom Experience. There will be five one-hour parent workshops per ACE Session for a total of 20 workshops. Parent workshops are held on Sunday evenings.

Results

Result: Output

Parents of ACE participants will participate in weekly parenting workshops designed to enhance positive parenting practices.

Indicator: Parents of Program Participants

Target: Each year, 85% of the parents of ACE participants will participate in the mandatory parent training workshops.

Target Value: 85%

Instruments: Weekly parent sign-in sheets

PM Statement: Parents of ACE participants will participate in weekly parenting workshops designed to enhance positive parenting practices. Each year, 85% of the parents of ACE participants will participate in the mandatory parent training workshops.

Prev. Yrs. Data

Result: Intermediate Outcome

Parents of ACE students will learn positive parenting practices.

Indicator: Improved knowledge of positive parenting.

Target: Each year, 75% of the parents completing the pre and post tests will demonstrate improved knowledge by scoring higher on the post-test in comparison with the pre-test.

Target Value: 75%

Instruments: The acquisition of knowledge from the parent meetings is assessed through the use of pre and post program developed tests completed by the parents.

PM Statement: Parents of ACE students will learn positive parenting skills. Each year, 75% of the parents completing the pre and post tests will demonstrate improved knowledge by scoring higher on the post-test in comparison with the pre-test.

Prev. Yrs. Data

ACE Behavioral Performance

Service Category: Elementary Education

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

ACMs will live in cabins from Sunday evening through Friday afternoon with up to ten 3rd, 4th, or 5th grade students per cabin. Each session typically lasts for 5 weeks, and there are 4 sessions per school year. ACMs will use the Reality Therapy discipline model, teambuilding activities, outdoor living skills, and cooperative play to help students recognize inappropriate behavior and learn to make appropriate behavioral choices at camp, at home and ultimately at the regular school.

Results

Result: End Outcome

Students who graduate from the ACE program will maintain behavioral improvement in the regular classroom.

Indicator: maintained behavioral performance

Target: Each year, 40% of the students completing the ACE program will demonstrate long-term improved behavioral performance.

Target Value: 40%

Instruments: Pre and post teacher rating forms regarding behavioral performance after the student's return to the regular classroom.

PM Statement: Students who graduate from the ACE program will maintain behavioral improvement in the regular classroom. Each year, 40% of the students completing the ACE program will demonstrate long-term improved behavioral performance.

Prev. Yrs. Data

Result: Intermediate Outcome

Completion of the Alternative Classroom Experience leads to improved behavioral choices.

Indicator: Daily report from regular classroom teacher immediately after completion of ACE

Target: Each year, 75% of ACE participants will receive a behavior rating from the regular classroom teacher of "good" or "excellent" on the Daily Report during the transition week.

Target Value: 75%

Instruments: Regular classroom teachers complete Daily Reports on each student when they return to the regular classroom. ACMs visit the teachers and students and bring the reports to camp daily.

PM Statement: Completion of the Alternative Classroom Experience leads to improved behavioral choices. Each year, 75% of ACE participants will receive a behavior rating from the regular classroom teacher of "good" or "excellent" on the Daily Report during the transition week.

Prev. Yrs. Data

Result: Output

Elementary students will receive guidance in recognizing inappropriate behavior and in making appropriate behavioral choices.

Result: Output

Indicator: student participants

Target: 150 elementary students

Target Value: 150

Instruments: Student participation in the program is documented through a daily participation log maintained by the camp's administrative assistant.

PM Statement: 150 elementary students will receive guidance in recognizing inappropriate behavior and in making appropriate behavioral choices.

Prev. Yrs. Data

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable