

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)		
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/24/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11ND125356	4. DATE RECEIVED BY FEDERAL AGENCY: 01/24/11	FEDERAL IDENTIFIER: 09NDHNJ001
5. APPLICATION INFORMATION		
LEGAL NAME: Education Works DUNS NUMBER: 142356216	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Martin S. Friedman TELEPHONE NUMBER: (609) 392-6662 105 FAX NUMBER: (609) 392-6211 INTERNET E-MAIL ADDRESS: MFriedman@EducationWorks-Online.org	
ADDRESS (give street address, city, state, zip code and county): 684 Whitehead Rd Ste 2 Lawrenceville NJ 08648 - 4400 County: Mercer		
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 223798916	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. National Non-Profit (Multi-State)	
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service	
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps National	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: National School and Community Corps	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Philadelphia, PA, Chester, PA, Camden, NJ, and Trenton, NJ	11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 06/17/11 END DATE: 06/16/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NJ 012"/> b.Program <input type="text" value="NJ 012"/>	
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372	
a. FEDERAL \$ 2,624,390.00	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 \$ 2,971,254.00		
c. STATE \$ 0.00		
d. LOCAL \$ 0.00		
e. OTHER \$ 0.00		
f. PROGRAM INCOME \$ 0.00		
g. TOTAL \$ 5,595,644.00		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.		
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Maria Dimas	b. TITLE:	c. TELEPHONE NUMBER: (609) 392-6662 104
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 06/08/11

Narratives

Executive Summary

Connecting with schools and community organizations as partners, EducationWorks brings a vision, services, and resources to address unmet needs, strengthen existing services and establish new programs in the most difficult urban neighborhoods. Since 1994, members have worked with students (K-12), out-of-school youth, teachers, parents and other adults before, during and after school, and in the summer, with emphasis on literacy, service-learning, performing arts, technology and digital media.

Rationale and Approach

COMPELLING COMMUNITY NEED

The need:

This proposed program responds most directly to the CNCS's "strategic focus areas" to "ensure a brighter future for all of America's youth" by focusing on youth living in "severely distressed communities." This program also responds to two of the Corporation's other strategic focus areas by proposing to recruit and engage 1000 volunteers annually and by engaging students in service learning. Described in greater detail below, simply stated the need is this: In the communities in which we seek to continue to provide service, fewer than 50% of the students graduate from high school and of those who do, many are not adequately prepared for college or meaningful employment.

Why these needs were selected, how they were identified and documented:

No Child Left Behind sets a goal of 100% proficiency in reading, science and math by 2014. Although nearly all Philadelphia, Chester and Trenton schools are far from this goal, for students in the lowest income neighborhoods where EducationWorks (EW) serves, this goal is monumentally challenging. Philadelphia, Chester and Trenton children and youth are also at high risk for involvement in crime, as victims, perpetrators, or both.

The School District of Philadelphia uses the Pennsylvania System of School Assessment (PSSA) tests to

Narratives

measure student performance as Advanced, Proficient, Basic, and Below Basic. 62.6% of all 11th graders in Philadelphia scored Below Basic and Basic in Reading, and 67.4% scored Below Basic and Basic in math. 93% of 11th graders at Gratz High (a typical high school in which we propose to serve) scored Basic or Below Basic in reading, while 92% scored Below Basic and Basic in math. At Reynolds Elementary (a typical elementary school proposed to be served by EW) 78% of 5th graders scored Below Basic and Basic in reading, and 63% scored Below Basic and Basic in math.

The graduation rates of the Philadelphia high schools we target range from 25% to 50%. Their student attendance rates average 70% with some as low as 50%. All of these data are publicly available on the district's web site. 23% of all 18-24 year olds in Philadelphia are not attending school, not working, and have no degree beyond high school.

Philadelphia has identified 40 "focus schools" of which 12 are Persistently Dangerous Schools under NCLB and the remaining 28 also have high levels of violence. During the 2007-08 school year, there was a 12% increase in the overall number of incidents reported daily with a 5% increase in violent crime, with assaults and robberies occurring most frequently.

More than 34% of children live below poverty level with more than 55% of the students qualifying for the free or reduced lunch program.

Trenton School District public school students are well below the state's average in academic performance. In 2006, 44% of 4th grade students passed the NJ Achievement tests compared with 81% statewide, and 8th grade students scored 22% compared to 71% statewide. Only 41% of 11th graders passed the High School Proficiency Assessment compared to 79% statewide. And 75% of TSD students graduate from high school.

In Trenton, 34.7% of children are living below the poverty line with 85% of Trenton's elementary school students qualifying for free or reduced price lunches. The most recent publicly available data, for 2007, indicate that Trenton has the 30th highest crime rate in the nation for cities with more than 75,000 residents; violent crime is 2.95 times greater than the national average with robbery more than 3

Narratives

times the national average and aggravated assault more than 2.5 times greater. Almost daily Trenton's newspapers document a resurgence in adolescent and young adult gangs.

Chester Upland School District routinely ranks 500 or 501 out of 501 school districts in the state in a wide range of academic performance indicators. Standardized test scores from the 2007 PSSA reveal that in the third grade less than 40% of CUSD students score as proficient in mathematics and only 46% are proficient in reading. By the fifth grade the scores dramatically drop and only 27% are proficient in math and 18% are proficient in reading. By the 11th grade only 3.3 % are proficient in mathematics and 9.4% are proficient in reading.

More than 50% of high school freshman do not graduate from high school. 70% of all students in the Chester Upland School District are eligible for free or reduced price lunch. All public schools in the city qualify for Federal Title I funding for basic academic programming. Crimes in Chester have steadily increased each year since 2002, with aggravated assaults and robberies increasing 67%.

In sum, large proportions of students in the public schools in all three cities are living in poverty and are not experiencing academic success, not attending school regularly, not graduating from high school, and live with a great deal of violence.

We have consulted with school district central administrative and building staff, parents and guardians, municipal officials, staff of New Jersey After 3 (NJA3), Public Health Management Corporation (PHMC, formerly named Philadelphia Health Management Corporation), and Philadelphia Youth Network (PYN) (three intermediary organizations providing major funding for afterschool and summer programs), and other nonprofit and university providers of NJA3, PHMC, and PYN programs. All agree that students in Trenton, Chester and Philadelphia need to be in safe places in the afterschool hours, to get extra support and reinforcement for their school work, and to have the opportunity to develop new interests and skills.

Narratives

DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

Activities to address the need:

We propose a wide variety of activities, which will vary both within and between cities, though there will be a number which are common to two or all three cities. Major programs we will offer include, but are not limited to:

- afterschool programs designed to engage students throughout the school year, whenever school is in session, from the end of the school day until approximately 6:00 pm;

- full-day summer camps for at least seven weeks;

- in-school teams to provide individual and small group instruction, handle disruptive students, ensure that playgrounds are places where children play, help maintain a safe and orderly school climate, mentor children and youth, guide students' goals in education and careers, ensure good utilization of technology, and support teachers in classrooms;

- job preparation to youth and young adults; and

- an early learning center for infants and toddlers, incorporating parent education.

Member roles:

In all of the activities, members will mostly provide direct service, interacting with children, youth, young adults, and family members. Members will also recruit and support volunteers, plan and assess, help maintain records of participants' activities, and participate in national service days.

We propose to place 114 full time members in Philadelphia, 11 in Chester, and 2 in Trenton. Their activities will be during the regular school day, after school, and in the summer. The typical full time member will begin toward the end of August and complete 52 weeks later, serving 40 hours in a typical week.

We propose to place 70 reduced half-time members in Philadelphia, 3 in Chester, and 20 in Trenton.

Narratives

These members will serve in afterschool programs from September through June, typically serving close to 20 hours per week.

We also propose to place 50 minimum time members in Philadelphia to serve in summer camps alongside the full time members. These members will serve between June and August, typically 40 hours per week.

To be more specific:

In Philadelphia, 15 full time members will be assigned to teams in elementary schools. Each team will be assigned to a single school for the entire school year. The goal of these school-based teams is to enhance the academic environment of the schools by providing quality programs in the areas of tutoring, small group and individual instruction, and mentoring. Under the direction of classroom teachers, members will work with individual students who are the farthest behind their peers, have been absent, are being disruptive, or have recently transferred from another school. Members and teachers will instruct small groups concurrently, enabling teachers to do less whole-class instruction. Members will also contribute to a safe and orderly school climate by monitoring halls and supervising socialized recess. Members will patrol the school grounds for the first 10 minutes after the bell has rung to ensure students safely report to their designated classrooms. They then will proceed to their designated classrooms to provide in-class assistance. In socialized recess members will create zones on playgrounds in which students engage in a variety of games and activities. Students will have fun, expend energy, learn new skills, and resolve conflicts with the help of adults, thus reducing the number of fights and injuries.

Thirty-seven full time members will be assigned to high schools, either singly or in pairs. These members will serve all day in ninth grade math and reading classrooms for students who are 2 years or more below grade level. In fact, many of these students are functionally illiterate and have, at best, imperfect arithmetic skills. These members are part of an intensive district initiative, planned collaboratively by district and EW staff.

Narratives

Members in elementary and high schools will also provide opportunities for students to participate in a variety of recreation and cultural experiences after school. This also will give the members the opportunity to provide programs which are of strong interest to them: for example, a member may establish a dance club or teach yoga.

These members will also engage students in service-learning projects. While we always have a variety of student service-learning projects, the main one is Building Healthy Communities, in which the students' service is focused on the problem of childhood obesity. We are currently in our third year of a Learn and Serve grant for this program and it will continue next year, with or without additional L & S funds. We engage the students on our Youth Advisory Councils and in our workforce development programs in service-learning projects of their choosing. In addition, we involve students in the Martin Luther King Day of Service and Global Youth Service Day with service projects that typically extend beyond each of those days. The service-learning projects will enable students to apply basic skills to real world activities, motivate them, strengthen their sense of self, given them a sense of connection to their community, and encourage a sense of civic responsibility, an essential element of character education.

Sixteen members will be assigned solely to afterschool programs during the school year. These members will instruct and counsel students every day. They will also plan, ensure there are adequate supplies and materials, maintain student records, and communicate with students' teachers and parents.

Fifty minimum term members will serve in a full time capacity, alongside our full term members, in summer programs operated by us and community-based and faith-based organizations with which we partner, leading learning activities and supervising recreation and cultural activities. They will instruct, lead group activities, and counsel students every day.

Safety Teams, engaging twenty-eight full time members, will operate in partnership with the SDP's Office of School Climate and Safety (OSCS). Their goals are to impart skills and tools that empower youth to make better decisions about their current and future situations and provide a consistent caring

Narratives

adult in the lives of youth, resulting in a heightened ability to respect themselves and those around them.

Safety Teams will respond to school and community emergencies by offering additional adult presence, conducting small group discussions among youth, supporting behavioral and mental health professionals in large group settings, and reinforcing communications to parents, youth and community members. They will provide intervention tactics, capacity building strategies, coordinate integrated school safety plans and responses, and address security needs. They will facilitate training for school staff and community members and attend regional police meetings throughout the city to both inform and become more informed about neighborhood activities and needs.

They will connect youth and families to school and community resources that help them proactively address their individual needs. During and after school members will coordinate school and community partners in providing programs designed to address student needs and challenges. Programs will be offered primarily in the areas of peer mediation, conflict de-escalation and resolution, mentoring and school safety and improvement projects. Students involved in these programs will be identified through existing SDP referral systems.

Safety Team members will serve in summer camps alongside school-based team members.

The Youth Workforce Development programs, engaging 8 full time members, will promote academic achievement, career success and productive citizenship for several hundred Philadelphia and Chester youth, 14 to 21 years old. Most of these youth are in school; a small number are dropouts. Members will serve as mentors to students, will meet with the students after school twice weekly and participate in a number of monthly special events, workshops, field trips, and social activities. During the summer, members will provide courses in professionalism, employment "soft skills," and training specific to internships in which the students are placed. They will coach the youth as they serve as junior counselors in EW camps, support their service-learning projects, and serve as caring adults in the lives of these young people, helping them overcome the barriers which they confront as they attempt to

Narratives

complete high school or a GED.

The Early Learning Center, engaging 10 full time members, is located in our offices in North Philadelphia. It will serve children from 6 weeks to 5 years of age. Its goal is to provide a warm, nurturing atmosphere and a safe, enriching environment that will promote each child's physical, social, emotional, and cognitive development. Our curriculum and activities will be designed to offer opportunities for growth based upon children's developmental needs.

In small groups the members will develop and implement age appropriate activities that foster literacy and a love of reading at an early age. In addition, they will be conduct literacy activities for parents, teaching parents how to support their child's intellectual development and the importance of offering age-appropriate educational experiences every day.

Four full time members will be focused solely on the digital divide, serving in schools to enhance their utilization of computer and related technologies, and providing technology clubs for students.

Prohibited activities:

All members and staff will be trained in the prohibited activities. Members will be given a copy of the CNCS text and it will be reviewed in detail at pre-service training. Staff will be reminded periodically, particularly at times when an election is imminent.

Added value:

Our existing service activities are delivered by AmeriCorps members, who make up more than 2/3 of the people of EducationWorks. Receiving this grant would enable us to continue, indeed expand slightly, the services we provide.

MEASURABLE OUTPUTS AND OUTCOMES

Narratives

We expect student achievement to improve. We will use report card grades as one measure and we will look for change between the first and subsequent marking periods. We will use the informed judgments of teachers and principals as a second measure, which we will acquire formally through surveys and informally through daily, or near-daily, interaction.

We expect student behavior to improve. We will use report card behavior grades, school staff surveys, and numbers of reported violent incidents to measure change.

We expect student attendance to improve. We will compare the attendance of students we serve over two consecutive years: the year prior to our intervention and the year of our intervention to measure change.

We expect students to develop a stronger sense of civic responsibility, commitment to community service, and improved sense of self as a result of participating in service learning. We will measure these outcomes with student surveys.

We propose to retain the aligned measure we currently have which addresses student behavior, with the main measure being significantly improved attendance of highly truant students: at least a 30% reduction in the number of days absent.

SELF-ASSESSMENT AND IMPROVEMENT

Track progress:

We will track progress toward meeting our goals by reviewing report cards each marking period, reviewing student work every day in the afterschool program, and consulting with the students' teachers no less than once a month. We will track multiple indicators of student behavior monthly, primarily through SDP monitoring systems.

Continuous program improvement:

Narratives

To enable continuous program improvement in the school day program, we will: a) have staff visit sites to observe members first hand and obtain feedback from members, principals, and teachers; b) gather data from members on their activities not less than every other month; and c) meet with members as a group to obtain and provide feedback on their activities.

To enable continuous program improvement in the afterschool program, we will: a) monitor student attendance weekly; b) have afterschool program coordinators meet with principals at least monthly; c) survey teachers and parents; d) utilize the monitoring/assessment visits of NJA3 and PHMC staff; and e) conduct regular conversations with teachers and parents about their satisfaction with the program and suggestions for improvement.

To enable continuous program improvement in the summer program, we will: a) have staff visit each summer program site at least once every two weeks to observe members first hand and obtain feedback from camp staff; and b) gather data from members on their program activities twice during the summer.

COMMUNITY INVOLVEMENT

Identifying needs and activities:

For the school day and after school activities, the main community partner involved in identifying needs and the planning process has been school district and school buildings staff. Specifically, and near continually over the past 15 years, the SDP CEO, Chief of Staff, Chief Academic Officer, and more than a dozen other central and regional administrators, principals, teachers, other school staff have met with us frequently. We have consulted with Home and School Associations and PTOs, our Youth Advisory Councils, and our Community Advisory Committees in high schools. In Chester, we have planned our activities with the Superintendent, Chief of Staff, Director of Career and Technical Education and other

Narratives

central administrators. In addition, we have engaged in extensive planning with the Executive Director of the Chester Housing Authority, the Director of the Chester Unity Center, and their staffs.

Our Safety Team staff and members join the Philadelphia Police, School District Police units and the SDP's Office of School Climate and Safety to share school and community statistics and District data in the areas of violence to formulate the most appropriate responses to safety needs. The teams frequently unite with school and community groups such as home and school associations, tenant councils, and community stakeholder groups to elicit feedback.

We decided to open an early learning center because of a documented substantial shortage of day care placements for the working poor who live within walking distance of our building. The city, state, and the United Way of Southeastern Pennsylvania have made a major, multi-year push to establish more day care centers for the working poor.

For the Youth Workforce programs in Philadelphia and Chester we have relied extensively on our funders, the Philadelphia Youth Network, SDP, Delaware County Workforce Investment Board, and CUSD to involve members of the community in the planning process. As their grantees, we have implemented their prescribed programmatic approaches. In these cases, our involvement of the community is limited to school staff and past and current participants.

Continued engagement of partners and stakeholders:

The community involvement described above was created to design and manage our current and future programs, not simply to provide input into this proposal, and will therefore continue. In part because the school districts in all three cities invest financially in our programs, there is a high degree of continuous communication, assessment, and program revision throughout the year, with many programmatic decisions being made jointly. The workforce preparation and technology programs for youth and young adults in public housing in Chester are managed by a committee of which we are part that meets monthly, with frequent communication between meetings. This committee establishes

Narratives

timetables, decides on program design, oversees participant recruitment, and addresses accountability needs with funders. The substantial amount of parent involvement in nearly all of our programs provides a context in which parents are continually giving us feedback on our programs. And our volunteer engagement process keeps us in touch with those who live in the neighborhoods and those who work in the business community.

RELATIONSHIP TO OTHER NATIONAL AND COMMUNITY SERVICE PROGRAMS

EW has collaborated with other CNCS programs in several ways. In 1994, we established the first Inter-Corps Council. As Local Lead Agency for Global Youth Service Day for many years, we met with City Year, YouthBuild, the Pennsylvania Service Learning Alliance, and other agencies to plan and implement a wide range of youth service projects. We serve with other AmeriCorps programs on the planning committee for Philadelphia's MLK Day of Service (which we co-founded in 1995) and other city-wide initiatives. We support and participate in the annual AmeriCorps kick-off events in both New Jersey and Pennsylvania. We have developed relationships with City Year and YouthBuild regarding member recruitment; in cases where age, experience or program 'fit' are at issue, we refer and receive applicants from one another.

We will participate in:

- a) all events for members and staff sponsored by the NJ and PA Commissions on National and Community Service as well as the NJ and PA offices of the CNCS;
- b) Martin Luther King, Jr. Day of Service and Global Youth Service Days, and will coordinate our participation with other AmeriCorps programs in the Trenton, Chester, and Philadelphia regions;
- c) the annual Volunteer/National Service conference.

In Philadelphia, we are sometimes in the same school building as other AmeriCorps programs (e.g.,

Narratives

Experience Corps and City Year). In such cases, we coordinate our efforts, determining ways to complement each other and joining forces when serving together leads to greater impact than each could have on its own. We will continue this pattern of coordination and cooperation.

In Trenton, we will continue our collaboration with New Jersey Waterwatch Ambassadors, a state-funded AmeriCorps program, whose AmeriCorps members serve directly with students in our afterschool programs, including hosting field trips focused on ecology.

POTENTIAL FOR REPLICATION

Corpsmember activities in afterschool and summer programs are replications of our deployment of corpsmembers elsewhere. Indeed, AmeriCorps members are similarly deployed across the nation, demonstrating the replicability of these program models.

In 2008-9 (the current year), we expanded our programs to Chester, PA. We will reach out to the other urban districts, particularly those which do not have substantial afterschool programs and/or have significant problems with safety and violence. School district administrators will use their networks to help promote this and we will establish a visitor program to allow other district staff to see our programs in action.

Organizational Capability

SOUND ORGANIZATIONAL STRUCTURE

Ability to provide sound programmatic and fiscal oversight

History: EducationWorks is a nonprofit whose mission is to enrich the lives of children, youth, and families by providing educational programs and services in communities confronting high rates of poverty and other barriers to educational achievement.

Narratives

EW was incorporated in New Jersey in 2001 and became fully operational on September 1, 2002. EW is a "spin-off" from the Woodrow Wilson National Fellowship Foundation, in Princeton, NJ. It was created to house the NSCC and develop new programs. Staff at Woodrow Wilson who worked on the NSCC moved to EW.

Experience and accomplishments: EW has been operating AmeriCorps programs since June 2002. Core staff have been operating the NSCC as an AmeriCorps program at the Woodrow Wilson Foundation since it started in 1994. Under a CNCS National Direct grant we are currently operating an AmeriCorps program very similar to what is proposed here. National Direct and state commission grants have supported our AmeriCorps program in Philadelphia for the last fifteen years. Our members have served in a variety of roles in Trenton schools for 9 of the last 15 years. We are in our first year of service in Chester.

Over the past 15 years we have served more than 200,000 children and family members. In the most recent three years, we have served 40,000 students, including 20,000 during school, 6,000 after school, 4,100 in summer camps, and 4,100 in safety programs. We have engaged 2,350 students in 63,000 hours of service learning. And we have recruited and supported 4,500 volunteers who provided 30,000 hours of service.

One important measure of our impact is student attendance. Students in our programs who were highly truant (absent 30% or more) in the year prior to their involvement in our programs have demonstrated marked improvement. Over the past 13 years, the percentage of such students who improved their attendance has ranged from 65% to 97% in any one year. And the decrease in days absent has ranged from 30% to 55%.

In regard to the impact on members, annually between 88% and 92% of our members in surveys have reported that the NSCC experience led to a sense of personal growth and development, and has increased their citizenship skills, knowledge and responsibility for continued service to the local community and other communities.

Narratives

Managing a federal grant: EducationWorks has a business office in its New Jersey office that handles all financial transactions for the organization, produces regular management reports on expenditures and revenue against budget, and works directly with funders' fiscal and grants management offices. The business office manages grants and contracts with federal, state, and municipal agencies, including school districts. The office also manages donations, both restricted and unrestricted.

EW's current budget is \$10M. We manage (in-house) a payroll of more than 300 (including our AmeriCorps members). We have credit arrangements with Commerce (now TD) Bank and the Nonprofit Finance Fund which assist us in managing cash flow.

All fiscal procedures are extensively documented. Staff are trained in the procedures and the appropriate use of forms, they follow the EW Accounting Policies and Procedures Manual, and comply with all the requirements of the OMB Circular A-133. There is careful and detailed segregation of functions.

Since its founding in 2001 EW has had six external (A-133) audits and the auditors' opinions have been that the financial statements of the organization present fairly, in all material respects, the financial position of EducationWorks. The auditors discerned no issues with internal controls and no management letters have been issued.

EW has also experienced a CNCS IG audit in which no material weaknesses were cited.

Multi-site: We propose to maintain our current three operating sites, in Philadelphia, Chester, and Trenton. All operating site staff are EW employees, giving us direct oversight for their work. All sites are in sufficiently close proximity to enable a high degree of staff interaction across them all, enabling the programmatic resource in Philadelphia to benefit Trenton and Chester and the business office in Lawrenceville (a township located adjacent to Trenton) to provide hands-on support in Philadelphia and Chester.

Narratives

Public schools are our primary service sites. They are financially distressed. Their programmatic issues are precisely the reasons we serve in them. However, the resources they provide, combined with those we obtain, are sufficient for our programs. That is, the schools provide us with adequate space, furnishings, internet connections, playgrounds, and some equipment and learning materials (which we supplement). All service sites, including the occasional CBO and FBO in which we serve, are carefully selected to make sure they have adequate staff (e.g., security), facilities, procedures, and accountability to operate safe and effective programs for children and youth.

We selected these school districts because of our current and past involvement with them. While all have significant needs, they all have leadership committed to innovation, reform, and accountability for results. As noted above, we have been serving in Philadelphia for 15 years and Trenton for nine. Even though this is our first year in Chester, the Superintendent, Chief of Staff, and several key central and building administrators came from Philadelphia and are people with whom we have worked for up ten years. We select the schools in which we'll serve jointly with each district's central administration.

All three school districts financially support our programs, and have always done so.

Our business office monitors all fiscal transactions at sites, as described above. The Assistant Director in the Parent Organization monitors all programmatic compliance issues through regular reports, meetings, inspection of documents (e.g., CNCS eligibility documents), and ongoing communication.

EW has regular staff meetings in which all staff come together, external and internal newsletters, an intranet, and, through member and staff training, an on-going set of opportunities for staff to interact across sites.

BOARD OF DIRECTORS, ADMINISTRATORS AND STAFF

Staff structure:

EW currently has 75 regular full-time staff and another 30 staff who are part-time, temporary, or on

Narratives

term appointments.

In its headquarters in New Jersey are its Executive Director, CFO, Assistant Director, and Development Director (all of whom report to the Executive Director), Human Resource Manager, and their staffs.

Also in its New Jersey office are the New Jersey Coordinator, After School Site Coordinator and Assistant Site Coordinator (whose primary offices are in Trenton schools), and five VISTAs.

In its Philadelphia office are its Pennsylvania Director (who reports to the Executive Director), Assistant Director, Director of School Teams, Director of School Safety Projects, Director of Out-of-School Time Programs, Recruitment Director, Training Director, and their staffs. In addition to administrative and supervisory staff, the Philadelphia-based staff include full-time educational specialists in literacy, the arts, service-learning, digital media, technology, and chess.

Its Chester office is located in Chester High School. The Chester Director, YouthWorks Coordinator, and all other staff are situated there.

Philadelphia staff go to New Jersey and Chester to support EW's programs by providing training and technical assistance, particularly in the areas of curriculum and program design and planning.

The EW Board supports this program in innumerable ways, including members using their extensive relations with school district staff to advocate for, plan with, and get feedback about our programs.

Key positions:

The key program and fiscal positions responsible for this program are the Executive Director, CFO, PA Director, and the NJ Coordinator.

The Executive Director, Martin Friedman, has more than 38 years of experience in a variety of roles in education, including seventeen years initiating and administering national service programs, and is the founder of the NSCC. He has overall responsibility for programs, strategic planning, communicating with executive level staff of stakeholder organizations, supervising the heads of the organization's units,

Narratives

and working with the Board of EducationWorks.

The Chief Fiscal Officer, Maria Dimas, has been with EW for six years and has more than a decade of prior experience serving in the fiscal offices of nonprofits. She oversees the Business Office and the Human Resources Manager.

Elise Schiller has been the PA Director for eight years. She has 28 years of experience in Philadelphia in education, social services, and youth development as a teacher, curriculum developer, and manager. She oversees all aspects of the program in Philadelphia.

The New Jersey Coordinator, Katrina Looby, joined EW four years ago. She oversees the AmeriCorps program in Trenton and the New Jersey After 3 grant. A Peace Corps alum, she has 18 years experience in schools in New Jersey, New York and Pennsylvania, including teaching students from 2 to 12 years old.

All key staff have graduate degrees in their areas of work.

We do not anticipate the need to bring on new key staff.

PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT

Last spring EW completed its second strategic plan. Facilitated by two consultants, it entailed a significant self-assessment. In it we identified eleven objectives for the next three years, including strengthening our corpsmember training program, revising our approach to staff performance assessment to put more emphasis on professional development, and supporting that emphasis with better training and more support for staff participation in conferences, workshops, and external training.

To achieve these objectives, we established a set of specific tasks for each and for each task we have timelines and individuals identified with specific responsibilities.

Narratives

We have established a Strategic Plan Oversight Committee which regularly will review progress to date, problem solve, and document and recognize accomplishments.

In our first strategic plan, three years ago, we had an objective to strengthen the use of data for program improvement. We have made major strides in this area and we will soon take more steps by hiring a full-time assessment specialist. This will enable us to gather more data, in a timely way, disseminate it internally, and use it for continuous program improvement.

In addition, we are committed to external evaluation. For fourteen of our fifteen years we have contracted with external evaluators to conduct focus groups, administer surveys, observe programs, and collect and analyze data. We have contracted with Research For Better School for this and next year.

PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

We will provide financial and programmatic training, orientation, and technical assistance in response to our program and service site needs by drawing upon our own staff, organizations in the region, CNCS' T/TA providers and resources.

Financial: Our Business Office will provide regular financial reports so staff can manage expenses and will orient all staff to EW's fiscal procedures, documentation requirements, and standards. The Nonprofit Finance Fund, Pro Bono Partnership, the LaSalle University Center for Nonprofits, the New Jersey Nonprofit Center, and the Society for Human Resources will provide information and technical assistance, in both finance and human resources.

Programmatic: EW staff from NJ and PA will provide most of the training members will receive. EW literacy, arts, and service learning specialists will assist members implement programs and curricula in these areas in afterschool and summer programs.

Regionally, we will draw upon the expertise of New Jersey After 3, the New Jersey School Age Care

Narratives

Coalition, United Way of Southeastern PA (especially its Center for Youth Development), the Out of School Time Resource Center at the University of Pennsylvania, the Red Cross, and specialists from the school districts. We will attend their conferences, workshops, and courses as well as have their staff provide on-site consultation.

The major CNCS source is The Resource Center. We will access it on-line to review and obtain publications, curricula, descriptions of effective practices, and newsletters. We will also obtain assistance from the Temple University Center for Intergenerational Learning, the T/TA provider for Participant Recruitment and Development/Boomer Initiative.

RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

Volunteer generation and support:

We have recruited a number of volunteers who have increased our organizational capacity by providing technical support.

The most extensive volunteer support we receive is in the area of legal services. Virtually all of our legal needs have been provided by volunteers, through the Pro Bono Partnership, a nonprofit operating in New Jersey, New York, and Connecticut that finds attorneys to meet the legal needs of qualifying nonprofits in those three states. The Pro Bono Partnership has provided us with attorneys who have taken on such assignments as developing and reviewing contracts, preparing and reviewing leases, incorporation, legal filings, reviewing our employee handbooks, and much more. We have also received pro bono legal assistance in Philadelphia on some issues through the relationships of one of our board members, who is an attorney.

We have also recruited skilled professionals who edit our newsletters and other publications, design materials, and work on our web site.

Narratives

Organizational and community leadership:

Our staff serve on the boards of many grassroots organizations that provide services such as adult education, low-income housing, and community arts. In PA, for example, Elise Schiller (PA Director) is on the board of Women's Community Revitalization Project; Craig Heim (PA Assistant Director) is on the board of Community Women's Education Project; Martin Friedman (Executive Director) is on the Mayor's Advisory Committee on out of school time programs, the United Way's Professional Advisory Committee, and the Nonprofit Finance Fund's Stakeholder Advisory Committee. Elise Schiller and Martin Friedman were selected to participate in the School District of Philadelphia's strategic planning process this year.

At the EW Beacon Center at Germantown High School (where we will continue to engage NSCC members) we have acted as the coordinator of a group of CBOs and FBOs that came together after the shooting of a high school student four years ago. This group has initiated a variety of programs and activities to make the school/community and the students safer, including Safe Corridors, and activities such as mentoring and school-wide peer mediation.

As noted above, for a number of years EW has been the Local Lead Agency in Philadelphia, selected by Youth Service America, for Global Youth Service Day.

In New Jersey, Martin Friedman participates in the Central Jersey Regional Equity Consortium, an FBO-led organization focused on poverty in Trenton and the surrounding counties and chairs the board of the New Jersey Mathematics and Science Education Coalition.

The NSCC and EW have garnered a number of awards, including: Philadelphia Mayor Ed Rendell and Trenton Mayor Douglas Palmer issued proclamations recognizing us for our contributions to their cities, children and youth. HOPE Worldwide, the American Red Cross, and the Salvation Army have all recognized us with community partner awards. Mothers In Charge (a Philadelphia organization of mothers of murdered children) has recognized Martin Friedman and Elise Schiller for their

Narratives

contributions to community well-being. We received the third annual Harris Wofford Greater Philadelphia Martin Luther King Day of Service award. And one of our AmeriCorps members, Tom Kim, won the 2002 All AmeriCorps Common Ground Award.

Success in securing match resources:

We have exceeded the budgeted match of our current national direct grant for the last eight years and will do so again this year. The budgeted match has exceeded the required minimum match; over the past three years we have budgeted a 100% match of CNCS funds (i.e., our approved budgets have been 50% CNCS and 50% match).

Our biggest challenge has been in timing: we often do not know how much we'll have from which sources until late spring, during the summer, and even in the fall after our program year has begun.

SUCCESS IN SECURING COMMUNITY SUPPORT

Collaboration

As detailed above, our major collaborations in each city is with schools and school districts.

In Philadelphia, we also have partnerships with more than 50 CBOs, nonprofits, and cultural institutions. For example, we have an ongoing partnership with Philadelphia Reads, an agency focused on access to high quality literacy materials, activities, and instruction. Over the past several years, Philadelphia Reads has significantly increased its support for dedicated staff, curricula, books, and access to additional cultural resources. Arts organizations (e.g., Philadelphia Mural Arts, Spiral Q [puppets], various theaters, Philadelphia Museum of Art) typically provide artists, actors, and musicians who visit our programs to work with students and make their venues available for student field trips. In NJ and PA we've partnered with professional and collegiate sports teams, college fraternities and

Narratives

sororities, and professional societies (e.g, the Society of Actuaries). In Chester we are partnering with the Chester Housing Authority.

Local financial and in-kind contribution:

In addition to our contracts, schools provide substantial in-kind support: space, books, materials, supplies, security, and custodial support.

This year we were selected by Verizon to be the beneficiaries of a book drive they conducted. We received more than 1,500 books, which have been distributed in Trenton and Philadelphia.

Philadelphia Reads, whose collaboration with us is described above, spent more than \$45,000 for the reading teachers, curriculum materials, and field trips they provided in our summer camps.

And we have numerous local partners, such as the Philadelphia Ethical Society which has provided us with free access to its highly regarded summer camp facility and staff who provide swimming instruction, horticultural lessons and nature walks, serving 150 students each week of the summer program.

The most recent, and by far the biggest, financial contribution was a three year award made to us this year by the United Way of Southeastern Pennsylvania. This award of more than \$250,000 a year, was made through the United Way's new Investing In Results initiative. EW received the seventh largest award of more than 130 made in a highly competitive process.

Wide range of community stakeholders

Our stakeholders include the schools, nearby colleges and universities, Commerce (now TD) Bank, Verizon, and State Farm, area law firms, city agencies, and a variety of community-wide organizations. We have youth advisory councils and community advisory boards, all of whose members are stakeholders.

The non-financial support of these stakeholders has increased over the last four years as we have

Narratives

expanded our programs, become better known, and become increasingly involved in efforts to address quality of life issues. Whether books, legal aid, volunteers, or help in planning, collectively these stakeholders enhance our organization's capacity to deliver on our mission, as we enhance theirs.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS

Cost per MSY:

At \$12,500 per MSY, our cost per MSY is below the CNCS maximum of \$12,600.

Diverse non-federal support:

Most of our non-CNCS funds come from contracts with public agencies or agencies funded with public dollars. We currently have six contracts with school districts, 17 with out of school time intermediary organizations, three with county Workforce Investment Boards, four with state governments, one with a public housing authority, and a variety of small contracts with other agencies and organizations. Some of these contracts are funded, at least in part, with other federal funds so while they are non-CNCS, they are not all non-federal. We also generate revenue in our early learning center from tuition and public tuition subsidies.

Though a few of these contracts are for multiple years, most are single-year contracts and virtually none have been awarded for the coming year, neither to EW nor any other organization funded by these agencies. We will re-compete for those which will be competitively awarded. Many will be non-competitively funded next year based on our performance this year and the availability of funds to the contracting agency. We, of course, are concerned with the possible impact of the current economic crisis, but take heart in the fact that as of this date (January 12, 2009) we have not had a single contract reduced this year nor has a single funder notified us about reductions next year. Most of the sources listed in the budget are projections based on current and past funding.

Narratives

DECREASED RELIANCE ON FEDERAL SUPPORT

In 2002-3, CNCS support of EW's programs was approximately 45% of our budget. That has declined to approximately 20% for each of the last three years. Our success in fund raising has enabled us to continue and expand programs with less reliance on AmeriCorps funds.

Perhaps most importantly, the budget for this program has a grantee match of 50%, exceeding the recent escalating match requirement for grantees which won't require a 50% match for a number of years.

BUDGET ADEQUACY

The total budget supports a strong training program and a very high degree of staff support. Both are necessary to achieve our objectives in regard to student performance and member development.

The budget does not include in-kind support from the schools and other partners. These are not included to preclude any difficulty we might have in obtaining acceptable documentation of them. However, we expect to provide our members with adequate space, security, equipment, materials, and supplies, as we are currently and have in the past.

Evaluation Summary or Plan

A number of external evaluation reports have been sent to CNCS under separate cover.

In the last four years, EducationWorks has contracted for five reports from two external evaluation organizations. Four of these are included in the reports sent separately. A fifth, on the impact of our afterschool programs funded as 21st Century Community Learning Centers in 2007-8, is not yet complete.

Two of the four reports were produced by Research for Action. One examined a program, socialized

Narratives

recess, that engages about one-third of the service of our full time members in elementary schools. The other examined the impact of their service on the members themselves.

The other two reports were produced by Research for Better Schools. One examined a peer mentoring program designed as a pilot to reduce drop-outs between middle and senior high school, and during high school. The other examined our afterschool programs funded as 21st Century Community Learning Centers in 2006-7. Nearly all of our less than full time members serve in our afterschool programs.

We included several other reports, both recent and older, to provide a fuller understanding of our external evaluations.

Since its inception in 1993, the National School and Community Corps has contracted for external evaluations every year but one.

For our first 10 years, we contracted with Fox, Fox and Associates (FFA), which provided comprehensive evaluations on virtually all aspects of our programs. We have enclosed two end of year reports by FFA.

In 2002-2003 Research for Action (RFA) assumed the external evaluation responsibilities employing a more streamlined evaluation based on the model established by FFA. Following extensive discussions with RFA evaluators, we agreed to reduce the scope of evaluations since: 1) more recent FFA reports produced consistent findings and we were not learning much new about how to improve programs, performance or procedures; 2) we gained significant regular monitoring from major funders which provided substantive program improvement and performance information (more about this below); and 3) we sought to redirect external evaluation funds (as much as \$290,000 per year) to program operations. All of the reports produced by RFA have been included in our separate mailing.

In 2006 we began contracting with Research for Better Schools (RBS) to evaluate specific programs. We also continued to employ the instruments and protocols used by RFA, but using our own staff to gather and analyze data regarding performance measures addressing impact on members and changes

Narratives

in student attendance. All of the reports produced by RBS have been included in our separate mailing.

In addition to FFA, RFA, and RBS, over the past four years we have experienced an intense level of external program monitoring by our two largest funders of afterschool programs. Their written monitoring reports have supplemented the external evaluations. We have enclosed a small sampling of the 40-75 such reports we receive every year.

Amendment Justification

EducationWorks in Camden

Need

Students participating in EducationWorks Camden programs need to improve their academic achievement, attendance, and behavior.

This program targets three schools located in Camden City Public Schools: Woodrow Wilson High (9-12); its feeder school, East Camden Middle (5-8); and its feeder school, McGraw Elementary (K-5).

Together, these three schools serve about 1,725 students. The schools are geographically contiguous and together form a "campus."

These schools are in need of academic improvement. Their test scores, attendance rates, and suspension numbers are sharply worse than the state average and indicate a negative progression as students move from the elementary years through high school. Last year McGraw's fifth grade scores on the New Jersey Assessment of Skills and Knowledge (ASK) in Language Arts Literacy averaged 73.1% Partial, 26.9% Proficient, and 0% Advanced. For Mathematics, the scores were 50% Partial, 40.4% Proficient, and 9.6% Advanced. East Camden Middle's 8th grade scores in Language Arts were 54.5% Partial, 44.7% Proficient and 1.4% Advanced. In Math scores were 76.6% Partial, 20% Proficient, and 3.4% Advanced. On the High School Proficiency Assessment (HSPA) Woodrow Wilson High's juniors scored in Language Arts 70.6% Partial, 29.4% Proficient, and 0% Advanced. Math scores were 89.1% Partial,

Narratives

10.9% Proficient, and 0% Advanced.

UrbanPromise Academy, a nonpublic high school located within walking distance of Woodrow Wilson, has an enrollment of 40 students. Participation in our program at Woodrow Wilson will be open to all UrbanPromise students. Their 9th grade students are two years behind grade level upon admittance.

23.3% of students at East Camden and 26.1% at Woodrow Wilson have Individualized Education Plans.

The graduation rate at Woodrow Wilson for the Class of 2009 was 57.5 %.

Student attendance for 2008-09 at Woodrow Wilson was 78.1% with a suspension rate of 24%. East Camden's attendance was 91.9% with a suspension rate of 43%. At McGraw attendance was 93% and suspension was 3%.

McGraw Elementary School is a K-5 school serving 330 students, 58 in 4th grade and 47 in 5th grade.

East Camden Middle School serves 408 students. 60% speak English as their language at home, 35% speak Spanish, and 5% speak other languages at home. 8.8% of its students are classified as having

Limited English Proficiency (LEP.) Woodrow Wilson High School serves 986 students, of whom 51.7% speak English at home while 46.8% speak Spanish. 14.7% are classified LEP. The community in which these three schools are located is in economic distress and mirrors the demographics of the schools.

According to 2005 estimates by the U.S. Census Bureau, 37% of children ages 5-17 in Camden City live in poverty. According to 2000 census figures for 08105 zip code, the African-American population is 39%, the Hispanic or Latino population is 32%, Caucasians make up 19% of the population, and other ethnic groups make up the remaining 10%. Only half of the residents over 25 in the area have a high school diploma, compared with 82.1% in the state of New Jersey as a whole.

Stakeholders

The major stakeholders are the Camden School District and the Urban Promise Academy. Once the program begins this fall, we will reach out to other Camden faith-based and community-based

Narratives

organizations to establish partnerships.

Member activities

The Camden programs will be conducted during after school from September through June, and in full day summer camps in 2011.

Member activities will be identical to the range of activities of members in Philadelphia and Trenton out-of-school time programs. That is, the majority of members will serve as group leaders, interacting directly with students. During the school year these members will be part-time, typically serving 17.5 hours per week. During the summer, members will serve in a full time capacity. Some individuals may have terms of service from September through June, some from September through August, and others from June through August.

In addition, three members will serve in a full time capacity to enable them to be involved in planning and communication with school staff and partners.

Number and source of members

We envision 12 part time members between September and June, 12 full time members in the summer, and 3 full time members from September through August. As noted above, some of the school year members may continue through the summer, so the number of slots may be fewer than 27. All of the member positions will be transferred from the Philadelphia operating site.

Clarification Summary

I confirm my acknowledgement of the following, from Ruth Lampi's May 6, 2011 email to me:

Narratives

"Please make the following changes in the eGrants narrative field labeled ¿Clarification Summary.¿

- We are unable to provide you with a start date earlier than 6/17/11. Please change your application start date and in the Clarification narrative field, please confirm that you acknowledge this as your grant award start date. Also, please note that we are unable to allow an enrollment period greater than one year so your 2010 grant enrollment period cannot be extended beyond 6/14/2011."

I will send an email in response to the following from the same email:

"- Please provide a breakdown of the slots allocated to each intermediary site by slot type for your current FY2010 grant. Also outline as much as possible your anticipated allocation of 2011 slots to intermediary partners by slot type for this continuation. You may provide this additional information by email attachment if necessary."

The following is in response to the final request in the same email:

"- Please explain how you will provide oversight and monitoring of intermediary sites to ensure that member roles and activities encompass allowable and appropriate actions for AmeriCorps members."

From May 9, 2011 forward, and therefore including next year, we will implement these procedures in response to this need:

1. The Executive Director, Assistant Director, New Jersey Director, Pennsylvania Director, Intermediary Program Manager, and the Intermediary Liaisons will review each agency proposal to participate in this program.

Narratives

- a. They will identify questions and concerns.
 - b. They will determine points to emphasize and clarify, which will be discussed with each agency, typically by the New Jersey Director or Intermediary Program Manager.
2. The EducationWorks Assistant Director will review each and every intermediary AmeriCorps member draft position description.
- a. She will identify any inappropriate activities and require that they be removed.
 - b. She will identify any best practices for similar positions and recommend they be added.
 - c. She will have final authority to approve or disapprove all position descriptions. No individual will be permitted to serve without an approved position description.
2. The EducationWorks Intermediary Program Liaisons will:
- a. Ensure that each new AmeriCorps member is given the proper position description.
 - b. Review with each member the member's position description on the first day of pre-service training, along with partner agency staff, who will be required to attend.
 - c. Review with each member and member's supervisor the position description, within the first five days of the start of each member's term of service, if the agency supervisor was not the person who attended the first day of PST.
 - d. Visit with each new member no less frequently than once every two weeks during each member's first two months of their terms to determine the degree to which the new member's actual activities and responsibilities correspond to their position descriptions.
 - e. Discuss any discrepancies between the member's actual activities and their position descriptions with the members and the member's supervisors.
 - f. Bring to the attention of the Intermediary Program Manager and New Jersey Director any discrepancies identified above and the outcome of the discussions concerning those discrepancies.

Narratives

g. Monitor the correspondence between member activities and position descriptions at each partner site at least once every six weeks thereafter and respond to any discrepancies identified in the manner described above.

3. The Intermediary Education Specialist will:

- a. Be familiar with the members' position descriptions.
- b. Informally observe member activities when at a partner site, observing for correspondence or discrepancies between the members' activities and position descriptions.
- c. Share the results of her observations with the Intermediary Program Liaison.

4. The Intermediary Program Manager and the New Jersey Director will:

- a. Contact the partner agency ED about any discrepancies to insist that they be remediated.
- b. Provide the EducationWorks Executive Director a report with the details of all such communication.
- c. Recommend, when necessary, the termination of the partnership agreement, the removal of an AmeriCorps member, or other such action they deem desirable.

5. The Executive Director will:

- a. Review the status of this situation monthly with the Assistant Director, Intermediary Program Manager, and New Jersey Program Director.
- b. Discuss the need for corrective action with partner agency executive staff, when necessary.
- c. Decide when to terminate this relationship with a partner agency or seek to transfer an AmeriCorps member from a partner agency, when necessary.

Narratives

GRANT NEGOTIATION LETTER FOR 2011-12 AWARD

Section I. G. Member Training - Training costs are calculated for 377 members yet the request is for 382 members. Please change the number listed or explain how the other 5 members will be trained in the clarification field.

We have changed the number listed.

The budget includes criminal history checks for 235 members and staff yet the program request is for 382 member slots...In the clarification section, please verify that criminal history checks will be conducted on all members, employees and other individuals as described above. You may revise the budget to include these costs, if necessary but may not exceed the level of funding for which you are under consideration.

Everyone will have all required criminal history checks. A lower number is used in the budget in anticipation of the number of reupping corpsmembers who will not need these checks to be run again. If that number is too low, we will use match funds, a budget modification, or a combination of the two to cover the additional expense.

Narratives

-Section II. B. Member Support Costs - Please use the clarification section to explain how the position for the five minimum time members without a living allowance differ from the 56 minimum time members who will be receiving a living allowance and the rationale for the difference in member support.

We put these member positions in the proposal as unstipended to give us the flexibility to pay a small number of members by the hour if we choose to.

- Section II. B. Member Support Costs: Your budget includes 171 full-time member positions and you are projecting a 40 percent usage of health care. In the clarification section, please explain how you will cover health care costs if more than 40 percent of the full-time members choose to be covered.

We will cover any additional expense with match funds, modifying our budget, or a combination of the two.

- While we will prioritize early start dates in award processing, we cannot guarantee any start date earlier than 6/17/11. In the Clarification narrative field, please confirm your desired grant award start date and member enrollment period start date.

We confirm our desired start date of June 14, 2011. And we ask that our current award last date for enrollment be extended until the start date of this award if this award is effective after June 14.

Narratives

- Noting that the budget does not include a Chester Program Director (listed on last year's budget for 90%), please explain how the responsibilities of this position will be handled. Please note if your program operation in Chester has changed from that listed in your previously submitted proposal, since no staffing or programmatic change was included in your continuation application.

Next year's Chester corpsmembers will be supervised by staff at their host sites. An EW staff member will maintain communication with the members and their supervisors by phone, email, and occasional visits.

Performance Measure Clarification Items

Please make the following changes in the Performance Measures screens in eGrants:

- The Member Development and Civic Involvement and Responsibility performance measures need to be revised...Please add information on the need for member development and civic involvement and responsibility to the clarification section...

Member Development: Described under our recruitment section, our members represent diverse groups, with many members coming from the neighborhoods we serve. They bring a variety of skills and life experience with them to the program. They and other members require substantial training and skill development to carry out programs and address students needs to attend school, experience

Narratives

academic success, and reduce violence. The trainings they attend not only address specific skill development, they also promote dialogue and employ community problem solving to bring about a culture of care and action. The members come to realize their potential as change agents during and, importantly in regard to this performance measure, after their service.

Civic Involvement and Responsibility: Service learning is a major strategy we use to address the need for students to experience academic success, attend school regularly, graduate from high school and promote non-violence. As described under activities to address the needs, service learning enables students to apply basic skills to real world activities, motivates them, gives them a sense of connection and responsibility to their community and strengthens their sense of self.

GRANT NEGOTIATION LETTER FOR 2010-11 AWARD

PROGRAMMATIC CLARIFICATION ITEMS

1. Provide a breakdown in the budget submission that details the costs for the program serving as an intermediary, including how many member positions are expected to be placed with these partner programs.

Please see the Document ¿Programmatic Clarification Item 1¿ sent separately by email.

2. Provide more detail regarding the need for and roles of the six new staff members and their relationship to the grant expansion and the new intermediary role. Explain the purpose of the media project and the role it plays in the program.

Narratives

The new staff positions are:

1. Director of Intermediary Programs
2. Operations Manager
3. Education Specialists (2)
4. Intermediary Program Specialist
5. Database Assistant

The first three staff positions (4 people total) will be in Philadelphia. The Director will oversee the intermediary operation, including coordinating all the offices and supports within EW, communicating with the partner organizations, and overseeing the dedicated staff. The Operations Manager will have a role similar to that of our other Operations Managers, being out at the sites directly supporting the members, troubleshooting issues, and helping their supervisors follow AmeriCorps and EW policies and procedures. This person will also provide some of the Pre-Service Training. The role of the Education Specialists is described in the response to item 6, below.

The Intermediary Program Specialist and Database Assistant will be primarily located in our New Jersey office. They will support the intermediary function primarily by handling much of the support operations: producing MOUs with the partner agencies, producing corpsmember agreements, managing member paperwork, creating and maintaining member records in eGrants, creating and distributing bi-weekly corpsmember benchmarks to track their hours, and gathering and compiling provider fiscal information and data related to our performance measures and other measures of impact and results.

All city-funded OST programs are required to incorporate project based learning. We have found that

Narratives

media projects are the most engaging and successful projects we do with teenagers and pre-teens. Our media projects engage students in making videos, podcasts, and taking and displaying photos. Most media projects also incorporate service learning, as students use their projects to bring attention to and advocate for solutions to the issues they select, such as gun violence. We therefore seek to do even more next year.

3. Provide an explanation for the request of an increase in cost per MSY. Explain the need for an increase in light of the narrative suggestion that this is a more cost-effective way for Education Works to operate and because many of the responsibilities related to the increased number of members will fall on the host sites.

This year's CNCS cost per MSY is \$11,969 and our match is 50% and \$12,866 per MSY. We are requesting increases to both the CNCS cost per MSY and our match: \$12,685 CNCS; 53% and \$14,476 match, respectively. We are proposing those changes to accommodate increased costs (e.g., the higher living allowances) and to drive program improvement. In regard to the latter, the inclusion of the two Education Specialists identified in the response above, while not necessary for us to function as an intermediary, is directly related to improving the quality of service and producing greater student outcomes, both for us and our partners. These two positions alone account for more than half of the increase in the cost per MSY.

The statement in the narrative about this being more cost-effective compared this approach of serving as an intermediary to the approach we have implemented in the past in placing our members in other organizations' programs. This approach is more cost-effective for us. For example, if we had to recruit and screen all of the additional members, rather than have each partner agency recruit and screen their

Narratives

own, we would incur additional staff cost (a cost we then passed on to our partners). But, as noted immediately below, having each agency do this for the slots they are filling enables this to be done at little or no marginal cash cost to anyone. See the next item for further clarification.

4. Explain what is meant by "our host organizations would now be responsible for recruitment, placement, most training, at little or now cost to them, and we would support their members supervision and support."

Actually, our text reads: ٤٤at little or no extra cost to them...٤٤

What we mean is that these organizations now recruit, place, and train their OST staff, so that the addition of a relatively small number of AmeriCorps members to their programs would require little or no additional cost.

Our support of their supervision and support of the members is enumerated in items 3, 4, 5, and 8 through 12 in the list of EducationWorks activities presented in the following item.

5. Provide significantly more detail about the planned oversight and monitoring of the members placed by Education Works playing an intermediary role. (a) Please explain which activities will be the responsibility of EducationWorks, which would be the responsibility of the host organization, and (b) the rationale for the proposed division of responsibilities. (c) Also, identify synergies that will be made possible through joint trainings, coordinated recruitment campaigns, etc.

(a)

Narratives

EducationWorks

1. Assists with recruitment
2. Approves all provider-selected candidates to be AmeriCorps members
3. Trains provider staff on AmeriCorps and related operations
4. Provides forms and handbooks detailing all relevant federal policies and procedures
5. Prepares all corpsmember agreements
6. Reviews all member paperwork for compliance, e.g., eligibility, enrollment, evaluations, time records, exits.
7. Completes and submits all federal web-based information for members
8. Provides pre-service training for members
9. Provides some in-service training for members
10. Partners with providers for members to participate in the AmeriCorps Launch, MLK Day of Service, and Global Youth Service Day activities
11. Provides benchmarks of members' progress
12. Approves all changes in member status, e.g., terminations, resignations, completion, leaves of absence, change in capacity
13. Provides a portion of AmeriCorps members' living allowance
14. Collects and analyzes fiscal, programmatic, and evaluation data
15. Prepares and submits federal reports

Provider

1. Designates a staff liaison
2. Recruits, interviews, and selects members
3. Conducts and pays for all background checks: FBI fingerprint, PA state criminal, PA Child Abuse, and National Sex Offender Program Registry

Narratives

4. Assures all members attend training and national days of service, e.g., AmeriCorps Launch, MLK Day of Service, and Global Youth Service Day
5. Collects, reviews, and sends all member paperwork to EducationWorks
6. Prepares position descriptions if EW position description is not appropriate
7. Keeps EW informed of any changes in member status, e.g., recommended terminations, resignations, leaves of absence, change in capacity
8. Provides member timesheets
9. Completes member performance evaluations (2 for full term and half term members, 1 for all others) and other end of term paperwork
10. Completes program reports
11. Processes member payroll
12. Provides a portion of member living allowance and FICA, Medicare, Workers Compensation
13. Provides health insurance for full time members (other than summer only) who request it, or uses EW/AmeriCorps insurances and reimburses EW
14. Sends EW payroll records documenting the total amount of living allowance and other forms of compensation (e.g., FICA, Medicare, Workers Compensation) and indicates the amounts of the match from federal, state, city, or other public sources and private sources
15. Retains all records for a minimum of 3 years.

(b)

To a large degree, this division of responsibilities mirrors that which we now have between our headquarters and our operating sites. More specifically, EW items 1, 4, 5, 7, 11, 12, 13, 14 above are currently managed at our headquarters, as are Provider items 11 and 13. Similarly, Provider items 2 through 10 and 15 are currently managed by our operating sites, as are EW items, 2, 3, 8, 9, and 10. In general the rationale for this distribution of responsibilities is based on having EW handle all CNCS-

Narratives

related activities, having the providers handle all member service related activities, and having EW support the providers both to ensure proper incorporation of members and to improve program quality.

(c)

One major synergy will be in the areas of training and onsite coaching. These are described in more detail in the very next item.

In regard to recruitment, EW will share applications for service positions in Philadelphia with our partners, thus enabling us to utilize the CNCS web site and our own for all member placements.

Another synergy will be in the area of monitoring and data gathering. The City of Philadelphia has contracted with the Public Health Management Corporation to serve as an intermediary. PHMC has a number of responsibilities, including monitoring for compliance with program standards and requirements, and maintaining a web-based system for recording numerous aspects of program operations, including student enrollment, participation, and retention data. PHMC will incorporate a focus on the AmeriCorps members in its monitoring and will share providers' data with EW.

6. Clarify the relationship and funding arrangement between EducationWorks, the Center of Youth Development at the United Way of Southeastern Pennsylvania and the Out of School Time Resource Center at the University of Pennsylvania. Please explicitly state the services to be provided by these partners and the benefits that they will receive, both financial and in-kind.

The Center for Youth Development at the United Way of Southeastern Pennsylvania (CYD) and the Out-of-School Time Resource Center at the University of Pennsylvania (OSTRC) have a contract with the City of Philadelphia to support all Philadelphia out-of-school time (OST) staff, regardless of funding, through professional development.

Narratives

They have established the Philadelphia OST PD (professional development) Project. They convene monthly OST PD Workgroup meetings, through which diverse PD organizations collaborate in coordinating, planning, promoting, evaluating, and strengthening the PD strategy and offerings. The OST PD Workgroup currently has approximately 120 members representing over 60 different organizations (including EducationWorks and a number of our partners) and agencies, and its work is divided into 4 subcommittees: Reciprocal Trainings, Staff Competencies, Credits and Credentialing, and Multiple Formats.

The primary responsibility of CYD in this regard is to provide and coordinate training for all OST providers. CYD also provides technical assistance to some OST providers.

The primary responsibility of OSTRC is to provide information about training to OST providers, support their professional development, and identify resources available to trainers.

The EducationWorks staff being discussed here will: 1) be active members of the OST PD Workgroup with a focus on reciprocal trainings; 2) serve as trainers, in addition to other CYD staff and consultants, in workshops and events that involve our AmeriCorps members and/or their supervisors; 3) along with CYD staff and consultants, provide on-site technical assistance to providers with AmeriCorps members in the implementation of practices addressed in trainings; 4) be listed in the OSTRC directories of trainers; 5) be included in the OSTRC professional development activities for trainers; and 6) be able to access all of the resources the OSTRC makes available to trainers.

Given the extensive experience both CYD and OSTRC have in working with the OST community in Philadelphia, many of their activities described above have been and are being planned. For example,

Narratives

they will once again produce a yearlong training calendar for OST providers, staff (including AmeriCorps members) in response to identified needs. The EducationWorks staff will be included in many of these training events, thus supporting increased levels of participation to incorporate the AmeriCorps members, and expansion in topics and depth of coverage.

In addition, the OST PD Workgroup is developing and next year will implement a new approach to gathering data on the training needs of OST providers, and will then design and deliver new trainings to address those needs. To the extent that those needs and the people to be trained involve our AmeriCorps members, EW staff will be active participants in these activities.

Since writing our continuation application, we have been planning this aspect of our operations with the Public Health Management Corporation (PHMC), the organization which serves as the intermediary for the City-funded OST programs, as noted above. Since, in addition to CYD, PHMC provides training to OST providers, the EducationWorks staff will be involved in the planning and delivering of any such trainings that will involve the AmeriCorps members and/or their supervisors, just as they will with CYD. Furthermore, since PHMC also has program monitors who regularly visit OST sites, the monitors will identify which sites have members engaged in programs which could benefit from the onsite coaching the EW staff will provide.

No money will change hands between EducationWorks and either CYD, OSTRC, or PHMC. The benefits to CYD, OSTRC, and PHMC will be an enhancement in their ability to serve the OST community.

7. Explain the specific program design changes that are entailed by the addition of an Asian American Community program focus and provide specific data to support the need that this change is directed

Narratives

toward addressing.

EW currently provides, and will continue to provide, service at two sites that have a significant number of Asian American students, South Philadelphia High School and Taggart Elementary School. At the high school there has been racial discord and fighting between Asian American and African American students. In collaboration with the school, EW has been engaging groups of Asian and African American students in service and other activities to promote cultural understanding and respect. These activities will continue next year, in the high school and we will similarly engage students in the elementary school.

Continuation Changes

I understand that Education Works is not to place members at Zhang Sah; Black Women in Sports; Institute for the Development of African-American Youth, Inc.; or Jubilee School until all pending issues regarding these locations are resolved and you receive explicit permission from the Corporation to do so.

We have updated the Applicant Info section.

We have updated the Application Info section.

Budget: We are requesting an increase from this year's award of \$2,939,981 to \$3,006,275. This is an increase of \$66,294 or 2.3%. This is also an increase in cost per MSY from \$12,685 to \$12,971. This is an increase of \$286 (the same 2.3%). Though the proposed budget has a number of differences between it and this year's approved budget, the underlying cause of the requested increase is the increase in the minimum living allowance for full term AmeriCorps members. That \$300 increase (which triggers an addition 9.45% or \$28 increase due to FICA and worker's compensation) is apportioned to all of our part time members, so it applies to our total cost per MSY. Given that we are proposing a budget which, once again, has our share at more than 50% even with this proposed increase in CNCS \$/MSY, we ask that you approve this cost per MSY to partially offset the increased cost in member support.

Narratives

Our enrollment was 100% last year and we expect it to be the same this year.

Our retention has been improving significantly over time as we have implemented a retention plan which we submitted to CNCS previously. There is no change anticipated in that plan.

We have consulted by email and telephone with the Executive Directors of the state commissions in New Jersey and Pennsylvania, and will submit the form Pennsylvania has made available. We participate fully in their activities and intend to continue doing so.

Performance Measures

SAA Characteristics

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

Priority Areas

- Education Healthy Futures
- Selected for National Measure* *Selected for National Measure*
- Environmental Stewardship Veterans and Military Families
- Selected for National Measure* *Selected for National Measure*
- Economic Opportunity Other
- Selected for National Measure* *Selected for National Measure*

Grand Total of all MSYs entered for all Priority Areas 231.77

Service Categories

- Afterschool Programs Primary Secondary
- Other Education Primary Secondary

Improved Behavior

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

Strategy to Achieve Results

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

During the school day members will serve in public schools in a variety of ways, including assisting inside and outside of classrooms, serving as mentors, and providing safety programs. They will serve in school-based after school programs during the school year and in school- and community-based full-day camps during the summer. Members will encourage and support students academically and socially, and impart skills and tools that empower youth to make better decisions about their current and future situations. They will be consistent caring adults in the lives of youth who will engage students in academic, social, and personal development activities resulting in students gaining a heightened ability to respect themselves and those around them.

Results

Result: Output
 Annually, members will serve 1,800 students who will regularly attend afterschool, and youth development programs.

Result: Output

Indicator: serving students

Target: Annually, 1,800 students grades 1 to 12 will be served.

Target Value: 1800

Instruments: program enrollments

PM Statement: Annually, members will serve 1,800 students who will regularly attend afterschool, safety, and youth development programs.

Prev. Yrs. Data

Result: Intermediate Outcome

Teachers will indicate members' service contributed to increasing positive behavior for 60% of students participating in EW programs.

Indicator: Decrease risky behavior

Target: Teachers will see improved behavior in students and attribute this to their participation in EW programs.

Target Value: 60%

Instruments: survey

PM Statement: Teachers will indicate members' service contributed to increasing positive behavior for 60% of students participating in EW programs.

Prev. Yrs. Data

Result: End Outcome

Each year, 60% of students with 70% attendance or less will improve their attendance by 30%.

Indicator: increase in attendance

Target: 60% of students with 70% attendance or less will decrease their absenteeism by 30%.

Target Value: 60%

Instruments: Attendance records

PM Statement: Each year, 60% of students with 70% attendance or less will decrease their absenteeism by 30%.

Prev. Yrs. Data

Member Development

Service Category: Other Education

Measure Category: Participant Development

Strategy to Achieve Results

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

Full time members who begin in August, the start date with the largest number of new members, will receive ten days of orientation and training prior to beginning their direct service. This time will be devoted to building a strong sense of team, an ethic of service and civic responsibility, as well as preparation and planning for their year of service.

Week one will include workshops on the history and current status of national service and

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

AmeriCorps, EW, and SDP, CUSD, and TSD schools; multicultural/diversity awareness; communication skills and conflict management; and planning, problem solving, and time management. The Ethic of Service and Civic Engagement components will be introduced this week along with tools for regular reflection on their service.

Week two will focus on service specific information in order to provide members with knowledge, techniques and strategies for working with students in a variety of age/grade/ability settings. Topics will include, but not be limited to, mentoring, understanding child/adolescent behavior, learning styles, behavior and classroom management, de-escalation techniques, following and creating lesson plans, instructional techniques, crisis intervention, special needs students, legal and ethical considerations, confidentiality, and understanding schools' work environment and organization culture.

The Safety Team will also receive training in school safety requirements and supports, non-violent crisis intervention, anti-bullying, coping with grief and loss, drug and alcohol awareness, and victim assistance.

Full time members who begin a term of service some time other than August and part time members will participate in a four or five day condensed version of the above, prior to beginning service.

An additional 7 to 10 full and half day trainings will be held for all members on days schools are closed for full or half days. These trainings will be targeted to specific issues being encountered by members at their sites. Members will also share their best practices.

Members will participate in all relevant professional development provided by their schools and the school district. They will also be given the opportunity to participate in trainings offered by the State Commissions.

Results

Result: Output

100% of members will attend trainings and participate in reflection activities.

Indicator: number of members

Target: 100% of AmeriCorps members

Target Value: 100%

Result: Output

Instruments: attendance sheet

PM Statement: 100% of AmeriCorps members will attend trainings and participate in reflection activities.

Prev. Yrs. Data

Result: Intermediate Outcome

Annually 80% of corpsmembers will indicate that their training and service experience led to a sense of personal growth and development, and increased to continued service.

Indicator: Increase in civic knowledge and skills

Target: 80% of all AmeriCorps members

Target Value: 80%

Instruments: End of Term survey

PM Statement: Each year 80% of the members will indicate a change in their commitment toward continued service, and their sense of personal growth resulting from their service and training experiences.

Prev. Yrs. Data

Civic Involvement and Responsibility

Service Category: Other Education

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

Members will engage students in service learning activities annually. Beginning with MLK Day, activities will focus on the teachings of Dr. King, including conflict resolution and 'Everybody can be great because everybody can serve'. Most teams will use this service day as a kick-off to service learning projects that will continue during the second half of the academic year and summer. All teams will also conduct service learning activities on National Youth Service Day and focus on community and school improvement.

Building on the national days of service, service learning activities and programs will be developed throughout the school year and summer, focusing on conflict resolution and violence reduction, health and fitness, and career development. Utilizing the skills and knowledge developed during training, members will design projects, coordinate these service learning projects with the schools and community agencies, collect materials and supplies, recruit and involve student and adult volunteers, and conduct reflection activities.

Results

Result: Output

Result: Output

Annually we will engage at least 500 students in service learning activities.

Indicator: participants

Target: 500 participants

Target Value: 500

Instruments: attendance lists

PM Statement: Annually we will engage at least 500 students in service learning activities.

Prev. Yrs. Data

Result: Intermediate Outcome

Annually, 65% of students participating in service learning activities will develop a strong sense of civic responsibility, commitment to community service, and improved sense of self.

Indicator: Increase in civic knowledge and skills

Target: Each year we will engage at least 500 students in service learning activities

Target Value: 65%

Instruments: survey

PM Statement: Annually, 65% of students participating in service learning activities will develop a strong sense of civic responsibility, commitment to community service, and improved sense of self.

Prev. Yrs. Data

Subapplicants

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

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Federally Approved Indirect Cost Agreement

Not Applicable

Labor Union Concurrence

Not Applicable