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Executive Summary

HOPE worldwide will engage 95 AmeriCorps members and 305 volunteers to serve 1,160 at-risk youth through school-year and summer mentoring programs. HOPE worldwide's holistic approach focuses not only on supplemental academic support but on character development and encouraging active and healthy lifestyles. Summer programs also introduce environmental education. Members will also recruit and coordinate 4,130 volunteers to serve in episodic days of service such as Martin Luther King Jr. Day.

Rationale and Approach

PROGRAM DESIGN

I. RATIONALE AND APPROACH

Compelling Community Need:

For children across the nation, the pressures of poverty, disparate educational opportunities, drug use, gang violence and pressures to have sex at a young age have eroded their hope of a bright future.

Graduating high school may not even be a goal they value as important.

Other youth, particularly those in urban areas, do not understand that protecting and becoming stewards of our nation's environmental resources is important to their futures.

For families still recovering from Hurricane Katrina, life has not returned to normal because of housing situations and the lack of a strong community infrastructure. For other families in the next few years, natural disasters like hurricanes or even more frequent everyday tragedies like house fires will destroy their homes and way of life.

Need for supplemental educational programs:

Thirty-eight percent of today's ninth-graders in Alaska will have no high school diploma 10 years from now, according to the Alaska Commission on Postsecondary Education. Alaska ranks 50th, or last, in the number of ninth-graders who will likely have a bachelor's degree in 10 years, according to the Commission (2008).

Graduation rates in Atlanta Public Schools increased in 2008 to 71.7 percent from 43.3 percent in 2003

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(data from atlantapublicschools.us). Local schools are focused on maintaining this academic gain with supplemental academic programs such as our Saturday Academy model.

A shift in demographics has affected student academic performance and resources for Mission Viejo Elementary School in Aurora, CO. In just six years, the school has changed from a relatively affluent student population to a school who is on the verge of becoming Title I-eligible. This change is due to increases in rental housing within the Mission Viejo community and the relocation of multi-family subsidized housing from downtown apartments to suburban apartments in the late 1990s. With this change has come a decline in academic performance and parental involvement and increases in discipline referrals and suspensions, and criminal/gang activity.

As a non-Title 1 school, Violetville Middle School in Baltimore City lacks the resources to provide needed support to transfer students. The VEMS School Improvement Plan (SIP) identifies the need to "Focus on instruction that develops students' higher level thinking skills." Yet higher level thinking is difficult when behavior problems dominate the classroom. Parents, teachers and students identify increasing challenges in the learning climate as evident from the Parent, Teacher, and Student Community Climate Assessments performed by the Violetville Community School Coordinator. The vulnerable non-white populations and the free and reduced meal population did not meet the Annual Measurement Outcomes (AMO) in reading/ language Arts.

In Washington State, the high school graduation rate for Native American students is only 47%, compared to 70% for white students (Manhattan Institute for Policy Research, High School Graduation Rates for WA State).

Need and rationale for environmental stewardship programs:

According to the Journal of Environment and Behavior, (1997, Bixler and Floyd), urban youth regularly show disgust and fear towards nature. Urban youth are also typically underprivileged with little opportunity to be connected to green environments. HOPE worldwide's summer camp program in Schwenksville, PA engages 750 primarily urban youth in outdoor learning environments to help develop

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a fondness for the environment. The camps attract youth from surrounding states including NJ, DC, DE, MD, VA and WV.

Heather, Arnold, Cohen and Warner (2009, Journal of Reports and Research) found several key factors that influence stewardship: 1) outdoor experiences; 2) teachers who raise awareness about and build knowledge of, sustainable practices, 3) mentors who support sustainable behavior; and 4) peers that support friends' actions to be good environmental stewards. Sixty AmeriCorps members will rotate through the camp to mentor and teach these youth about the environment.

Need for community rebuilding after Hurricane Katrina:

The population of St. Bernard in July 2005 was 65,147 living in 25,604 households. As of September 2007, only 39.5% or 10,119 residences have been re-established. (Population indicators are tracked in The New Orleans Index, which is co-published by the Brookings Institution and the Greater New Orleans Community Data Center). The traumatic flooding from Hurricane Katrina not only impacted the population and its residences but also their way of life and their emotional well-being. St. Bernard is known for their community spirit and festivals as well as for their fishing and seafood. These experiences were interrupted and the community network that once was viable was broken. Summer program activities, programs and interaction will help to re-establish their strong community network, and rebuild their community. If additional natural disasters such as hurricanes occur in the Gulf Coast region during the grant term, members may be deployed to assist. This would be possible because of a national partnership with the American Red Cross. These activities could include distributing critical information, assisting in shelter operations or recovery efforts such as clean-up. Resources from other summer programs would be diverted to the Gulf Coast branch.

Description of Activities and Member Roles:

Activities to Address the Need: HOPE worldwide conducts several programs to address the compelling needs youth in the targeted communities including the After-School and Saturday Academy Programs

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(ASAP), the Summer Environmental Stewardship Programs and Disaster Recovery and Response. After-School and Saturday Academy Programs (ASAP): One full-time, 12 half-time and 17 minimum-time members will serve in the HOPE worldwide ASAP, a complementary program design of after-school and Saturday activities serving a diversity of youth ranging in grades from pre-school to 12th grade. Some sites offer only an After-School Program or a Saturday Academy while other sites offer both components. ASAP offers at-risk youth a chance to improve academics and participate in group and individual mentoring in a safe and nurturing environment at 7 sites in 6 cities (Anchorage, AK; Atlanta, GA; Aurora, CO; Baltimore, MD; Los Angeles, CA; and Seattle, WA). The After-School programs operate an average of three days a week for two hours a day during the school year. The Saturday Academies operate an average of three hours each Saturday during the school year.

Most of the youth involved need positive role models, and the strength of our programs are the committed mentors. The student to mentor ratios are as low as 1:1 in many settings and rarely rises above 1:10 for group activities. The mentors use their individual talents to facilitate cooperative activities that model conflict resolution, respect, rule adherence and other positive group dynamics that teach youth civic responsibility and good citizenship.

The ASAP sites are either public schools or community centers in the heart of the students' own communities. ASAP sites use common elements for supplemental academic support and character-building activities, but curriculum content is based on individual state academic mandates and local needs.

Other outreach programs: Long-term disaster recovery efforts continue in the Gulf Coast area. This program will use 4 minimum-Time Members to coordinate The Get Ready! Summer Camp in Arabi, LA. The day camp began in 2008 as a pilot and expanded in 2009. The program model is an 8-week day-camp from 8am-6pm Monday to Friday for families in St. Bernard Parish who were affected by Hurricane Katrina. While providing the children with a safe environment to learn and play, the summer camp also accomplished the dual task of providing the parents with free child care so that they could go

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to work and take care of other life demands without worrying about the well-being of their children. Also, the summer camp serves as a way to tie the community back together by allowing children to interact and form bonds between families once again.

Summer Environmental Stewardship and Mentoring Programs: The focus of the summer programs is youth involvement and introducing positive role models as well as environmental stewardship.

Interactive day camps and overnight camps are held in Schwenksville, PA, Baltimore and Seattle. Sixty Minimum-Time AmeriCorps members will join forces with HOPE Youth Corps, a nationwide summer leadership and service learning program of HOPE worldwide for high school and college students. These camps, ranging from 1 to 2 weeks, expose youth to non-urban adventures. Activities vary at the camps, but youth may have the opportunity to participate in confidence building "ropes course," team sports, hiking, boating, campfire experiences, swimming, fishing and field trips.

Episodic Days of Service: In addition to the programs mentioned, education and outreach will continue through numerous avenues including episodic days of service such as MLK Day and Sept. 11. These service events involve AmeriCorps Members as volunteer organizers, coordinators, trainers and event planners.

Member Roles: AmeriCorps Members are involved in both direct service and capacity-building activities in all 3 program areas. The Members will offer their direct service to children after school and on Saturdays by working with the tutoring and supplemental academic support activities as well as character development courses. They are trained to mentor and provide tutoring curriculums, where appropriate, or supplemental academic support by qualified site monitors who have education degrees. The Members establish screening qualifications for volunteers and assist in on-going program evaluation.

Prohibited Service Activities: Each AmeriCorps supervisor and Member will be trained during orientation about prohibited service activities. Supervisors will meet with AmeriCorps Members weekly to review the week's activity in detail. This review allows the supervisor to reinforce policies and to

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eliminate any prohibited activity. All AmeriCorps Members must sign a member contract, which outlines all details of their service commitment including that they will not engage in political campaigning, protesting, sales or proselytizing and are not allowed to wear AmeriCorps gear or count time served on service logs when doing so.

Measureable Outputs and Outcomes for Summer Camp Environmental Education outreach:

In year 1, 60 minimum-time AmeriCorps Members will train and serve with 120 volunteers who will mentor and teach 750 youth to become environmental stewards during summer camps.

Intermediate Outcome: 65% of youth in these activities will demonstrate increased knowledge about environmental stewardship including protecting water resources, air and energy conservation, ecosystems, waste and recycling.

End Outcome: 45% of youth participating in these activities will pledge to implement and teach others about the knowledge and skills learned about environmental stewardship. This commitment will be measured through participant pledge certificates.

Systems used to track outputs and outcomes:

HOPE worldwide contracts out to SWS to utilize their Grantee Evaluation Management System (GEMS) in order to track data towards set outputs and outcomes. Once entered the data is analyzed and compiled into reports that provide feedback to program managers.

Our program will address the Clean Energy/Environment and Education focus area. Our program will participate in the standard performance measures for Environment. However, it will not participate in the standard performance measures for Education.

Plan for Self Assessment and Improvement:

HOPE worldwide plans to contract with System Wide Solutions (SWS), an independent evaluation firm, to assist with an assessment and improvement process because of their expertise.

Standardized assessment tools will be developed or existing tools modified to reflect outcome data for program sites. SWS will train the supervisors and others on how to use the instruments. Focus groups

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will be conducted of youth, parents and school personnel. Youth in the programs will also contribute journals and essays regarding their experiences.

SWS will also conduct a process evaluation by measuring the implementation of the program outputs stated in the grant application. Additionally, SWS will conduct an outcome evaluation by measuring the progress made towards meeting the final outcomes after the clarification period.

A summary of recommendations will be issued within 45 days of the end of Year 1. A full evaluation report will be issued within 45 days of Year 2. Recommendations from the report will be reviewed and implemented during the grant's third year.

Continuous Program Improvement: Once the grant year begins, HOPE worldwide parent organization staff work closely via email, phone and when possible face-to-face with the local supervisors and members to ensure that consistent progress is being achieved. HOPE worldwide tracks the local program sites under three ratings: High Risk, Moderate Risk, and Low Risk to determine the level of technical assistance needed.

Site visits are scheduled on a case-by-case basis for High-Risk and Moderate-Risk sites. Low Risk sites may not actually receive a site visit and only be asked to submit various documentation to verify their progress throughout the year. However, in most cases, it is the desire of HOPE worldwide, Ltd to conduct site visits at the majority of program sites by the end of the 3-year grant term, regardless of their risk classification.

During monitoring site visits, the National Field Supervisor or Assistant National Field Supervisor will spend time with all supervisors and AmeriCorps Members, observe the program operations, review program materials, examine files and tracking information, and make recommendations for improvements in a site visit report. Local sites will have 30 days to address necessary actions to adhere to the required changes and recommended improvements. The National Field Supervisor will then follow up with local staff through the remainder of the year to ensure progress is being made. Local site supervisors and AmeriCorps Members will also be encouraged to access CNCS Toolkits, listservs and

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other resource materials deemed beneficial. Mid-Year and End-of-Year Evaluations are also conducted for full-time and half-time members. Minimum-time members complete an End-of-Year Evaluation. The evaluation assesses the members' quality of service, volume of service, dependability, knowledge of position, judgment, initiative, interpersonal skills, cooperation, attitude toward service and HOPE worldwide as a whole, and response to supervision. Any AmeriCorps Member who scores lower than a 4 on any category will be given additional instruction or assistance to make the identified weakness a strength.

Community Involvement:

Operating the community-based programs requires direct collaborative efforts with public schools and charter schools, other non-profit, faith-based, ethnic and neighborhood groups. In Louisiana, for example, HOPE worldwide partners with a local congregation and is able to use its facilities to host a day camp for area youth in Arabi, La. After Hurricane Katrina, many community centers and facilities were destroyed.

HOPE worldwide was able to more acutely assess and respond to Native American needs in Seattle because volunteer Zoë Higheagle-Strong was personally committed to this population. Her Native American background opened doors to establish a program at a Boys and Girls Club on Tulalip Reservation and the Seattle Indian Center.

HOPE worldwide gained access to the community through its partner One Day at a Time, an alcohol and recovery program serving some of the most hardened community members. We have found that compassion and sincere service can soften people's hearts, and HOPE worldwide is now serving children of these community members in our summer camp programs.

HOPE worldwide also involves the targeted communities through its volunteer base. In most of our ASAP programs, certified teachers from the communities devote Saturdays and after-school time. The diversity of volunteers serving with HOPE worldwide is a unique aspect of their programs and provides the children served with positive role models from inside and outside their neighborhoods.

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Relationship to other National and Community Service Programs:

HOPE worldwide is a partner of ServiceNation and participates annually in the National Volunteerism Conference with fellow CNCS programs such as Learn and Serve and RSVP. Members are encouraged to attend training sessions sponsored by State Commissions and to reference the directory of AmeriCorps programs available at www.americorps.org.

Each applicable State Commission -- Alaska, California, Colorado, Georgia, Pennsylvania, Maryland, Louisiana and Washington, was contacted about their consultation and review process. All of the commissions except for Maryland used the recommended form from the CNCS working group.

Maryland developed its own online submission form. After the form was submitted, commissions seeking further consultation or meetings contacted our agency. Conference calls between local program staff and commission executive directors were held with Georgia and Alaska. Both calls were introductory in nature and resources were shared. Georgia, in particular, offer several opportunities for further interaction including the opportunity to nominate one member to a Leadership Council as well as an opportunity to attend a retreat training on "Servant Leadership."

Potential for Replication:

Promotion of best practices from the field are the first step to successful replication. This has spurred the establishment of 31 Academy sites nationwide. Within the AmeriCorps program, the Alaska program is a direct replication of the Washington program serving Native American youth. The WA program staff serve as mentors for the AK staff and have provided curriculum support and ongoing technical assistance. In this grant application, schools in Colorado and Georgia are included as new Saturday Academy sites. Colorado already has plans to add additional school sites in year 2 and 3 of the grant.

Organizational Capability

ORGANIZATIONAL CAPACITY

1. Sound Organizational Structure

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HOPE worldwide, Ltd. is a tax exempt 501(c)(3) faith-based non-profit public charity headquartered in Wayne, PA with programs in 68 countries. HOPE worldwide has been providing program services in the U.S. since 1991, focusing on community-based services to empower youth and their communities.

Currently, there are 38 active chapters in the U.S.

HOPE worldwide has 14 years of experience managing federal grant programs, including 12 years as a grantee from CNCS totaling more than \$4 million in grants. More than 500 AmeriCorps Members were awarded as part of the current National Direct Grant bringing the total to nearly 900 AmeriCorps National Direct, Promise Fellows ('Fellows') and VISTA members. In Philadelphia, the Dept of Ed provides \$1.2 million to fund a Healthy Lifestyles Initiative interactive technology and physical fitness equipment to educate and motivate more than 800 youth.

During the 2007-2008 grant year, 5,541 volunteers were leveraged through the AmeriCorps program, surpassing initial goals. Through our ongoing Saturday Academy, After-School and in-school programs, more than 452 volunteers served on a consistent basis contributing more than 10,113 hours. Volunteers served 1,226 youth in the After School, Saturday Academy and in-school programs and 924 were served in the summer programs. During the 2008-2009 grant year, 5,791 volunteers were leveraged. Through our ongoing Saturday Academy, After-School and in-school programs, more than 421 volunteers served on a consistent basis contributing more than 5,900 hours. Volunteers served 1,328 youth in the After School, Saturday Academy and in-school programs and 913 were served in the summer programs.

AmeriCorps members and volunteers coordinated service events to provide outreach to 8,303 community members (both adults and youth) during episodic events during the 2008-2009 grant year. HOPE worldwide's Controller oversees fiscal compliance and assigns program accountants to specific HOPE worldwide chapters to track all financial transactions for each local program. An electronic check request system is in place so that all check requests generated from the field are cycled through an approval logic process and checks are issued from the corporate Accounts Payable office. All accounts are maintained with the Blackbaud accounting system and information from the field is communicated

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to the corporate office for review. Program accountants keep account controllers and HOPE worldwide legal and governmental affairs offices informed of the financial status of local programs related to specific grants.

HOPE worldwide has a National Field Supervisor and Asst. Nat. Field Supervisor to ensure sites are making progress toward AmeriCorps regulations and program requirements such as member eligibility and enrollment; exit procedures and certification in the National Trust as well as reporting procedures to ensure progress toward performance outputs and outcomes. These staff are also responsible to ensure all members complete the required orientation process as well as ensuring sites are compliant regarding prohibited activities. Monitoring and technical assistance to sites includes initial training with site supervisors about AmeriCorps regulations and HOPE worldwide internal policies. Each site supervisor receives a site supervisor manual with references to policies as well as forms needed to enroll and process members. Conference calls are held to discuss changes to policies or to highlight reporting deadlines or other relevant items that need further explanation or enforcement. In the new grant, the parent organization is investing in a web-based video training application to assist with staff and member training to help with travel costs. Approximately 3 site monitoring trips will be conducted each year by parent organization staff to ensure member files and site supervision is compliant according to the CNCS site monitoring tool.

The internal application process was improved for this recompetition for both current grantees and new sites. This was done to ensure all sites more clearly understood the expectations before award. Prior funding did not guarantee inclusion in this application. Chapters interested in being included in the new funding proposal needed to demonstrate their site had a sustainable program model, quality supervision and program leadership, as well as past programmatic success. An independent consultant, Melisa Aranda, who formally served as grant administrator for HOPE worldwide's AmeriCorps program, oversaw the process. Melisa consulted state commission procedures to help develop a fair and comprehensive process. A new internal application form was developed that incorporated new CNCS

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regulations related to the Kennedy Serve America Act. Sub-grant applicants were asked to demonstrate capacity in programmatic elements by providing evidence of existing sites and partners as well as describing the members' planned activities, training and recruitment procedures and the site supervision plan. Sites also had to provide written documentation of match source for at least FY 2010-2011. Finally, sites were asked to certify they had read and understood the tentative Site Agreement outlining site responsibilities and prohibited member and agency activities. Melisa Aranda and Ross Woods, current AmeriCorps National Field Supervisor, were available for one-on-one technical assistance by phone and email through the process. Melisa also held individual budget planning meetings. Individual budgets were forwarded to assigned program accountants for final review. Through this process, we were able to add some additional sites as well as strengthen or eliminate previous sites for this recompetition. The evaluation report provided by SWS, Inc., a third party evaluator, also provided input for strengthening the application and communicating continuous improvement items to current and potential grantees.

Five of the sites -- Baltimore, Gulf Coast, Los Angeles, Seattle and Wayne, PA are current grantees and will continue similar programs and financial arrangements as this grant year. Some sites have adjusted the number of members to better reflect their programmatic and financial capacity and may have added another curriculum element but core programs are the same.

Three sites will be added -- Anchorage, Atlanta, and Denver are new sites. During the first year of the grant, these sites will receive more intensive technical assistance from parent organization staff and fiscal staff to ensure AmeriCorps regulations and a strong program framework is built. These sites would be more likely to be selected for monitoring and support site visits during the first year of the grant.

The parent organization provides AmeriCorps general orientation and training to members and site supervisors; assists in member recruitment, support, development, and site monitoring and is responsible for overall fiscal grant management. The local chapter is responsible to ensure background

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checks are conducted according to CNCS and state law and can use a vendor relationship provided by the parent organization to assist when appropriate.

The parent organization has initiated a new electronic storage system for member file storage on a Lotus Domino Server, which is backed up regularly. An access control list is developed to ensure limited access to member files. This storage system will allow the parent organization staff to have better access to files to monitor member eligibility and other supporting documentation.

All the sites are branches of HOPE worldwide and participate in some common program elements but also have some flexibility to develop programs at the local level to reflect local needs. The common program frameworks such as the Saturday Academy are promoted in best practices among branches through program director meetings, program materials, conference calls and networking among branches. Episodic days of service such as MLK. Day and Sept. 11 are promoted with toolkits of possible activities and national partnerships that branches can access locally. HOPE worldwide has a national partnership with the American Red Cross that all sites can leverage locally for fire prevention awareness campaigns or preparing their volunteers for disaster response with local training in disaster mass care and shelter operations. An annual calendar of HOPE worldwide U.S. programs is published to help programs schedule and plan for programs with a national emphasis. Seasonal trainings primarily through information distribution and conference calls are also available.

- Board of Directors, Administrators, and Staff: HOPE worldwide, Ltd. has a Board of Directors that meets quarterly to review the fiscal standing of the U.S. Programs as well as major programmatic strategies for the organization. In addition, each chapter has a local Advisory Board established to monitor the local fiscal activity and program focus areas. These advisors on the local levels support the programs in several capacities including the recruitment of AmeriCorps members, fund-raising efforts for matching funds, development of partnerships within the community and offering professional guidance in their related fields.

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HOPE worldwide, Ltd. corporate staff with key roles in the organization and grant includes:

Antonio Boyd, HOPE worldwide's V.P. for North American programs, is not a budgeted position in the grant. However, he oversees the division that is responsible for the AmeriCorps program and also supervises the AmeriCorps National Field Supervisor. Antonio is a certified grants consultant, reviewer, and evaluator and has 22 years of experience in governmental and intergovernmental relations, securing and managing government grants and contracts, and forming community-based collaboration to provide social and community services. He currently serves as the President of the South Carolina Association of Non Profit Organizations and has served as a Commissioner for the South Carolina Commission on National and Community Service.

Ross Woods, National Field Supervisor at 1.00 FTE, assumed this role in June 2009 after serving as the grant administrative assistant since Jan. 2009. He currently oversees 6 subgrantees engaging 150 AmeriCorps members at 8 service sites across the country. In his current role, he has helped the sites transition to the use of the My AmeriCorps Portal and to an internal system to replace WBRS. He also implemented a new electronic document library system to streamline file management and ensure data integrity. He has served as a main point of contact for two CNCS site monitoring visits and worked with the sites to incorporate the compliance and program improvement feedback from the visits. Ross also is a former AmeriCorps member working with youth at summer camp and has volunteered in several youth mentoring programs.

His duties in the new grant will include: Ensuring compliance with grant regulations and leading the grant reporting efforts including desk monitoring of program files and site visits. He will oversee and help conduct the orientation of all AmeriCorps members and provide ongoing technical assistance to site supervisors. He will manage data collection and processing to ensure program improvement and progress toward set performance measures. He also will work with the accounting staff to ensure the financial match is on target for sub-grantees and supervise the Assistant National Field Supervisor.

Assistant National Field Supervisor, TBA, serving .5 FTE in an administrative role for the parent

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organization and .50 as a site supervisor for summer programs. This position is a restructure of an administrative assistant position and a field supervisor. Previously, this position was considered two part-time positions. The organization determined that it was more beneficial to have a full-time position devoted 100 percent to AmeriCorps objectives rather than someone who has fragments of time devoted to several programs. The skills and qualities desired for this position includes someone who has been an AmeriCorps member or has similar volunteer experience. Also, the person should have supervisory and administrative experience and be familiar with software applications such as Microsoft Word and Excel. HOPE worldwide will recruit among AmeriCorps alumni and its 20,000 member volunteer pool.

Duties for this position include recruiting, screening and processing members for the summer program; assisting all sites with member processing and timesheet monitoring; and assisting the National Field Supervisor with trainings for AmeriCorps members and site supervisors. Additionally, this person will serve as a site supervisor in the summer directly overseeing and coordinating AmeriCorps member activities and ensuring data is collected.

Additional staff covered in the indirect costs of the grant include:

Jennifer Lavin, staff accountant, has worked with HOPE worldwide for two years. She has helped with the fiscal management of two federal grants with program budgets totaling more than \$1 million annually including the current AmeriCorps grant and a Department of Education grant. She handles the drawdown procedures for both and works with program staff to ensure purchases are allowable and helps track grant spending. Previously, she worked at a non-profit therapeutic riding facility on the management team.

Angela Stephens, staff accountant, is responsible for the parent organization's AmeriCorps budget. She has over 7 years of accounting experience, more than half of those years working with HOPE worldwide in a grant accountant fiscal and reporting role for various grants including CNCS, HHS, and USAID. HOPE worldwide Human Resources Director Angel Dowling will assist in the processing of personnel

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information related to the grant. HOPE worldwide Technology Director Larry Scaggs will assist in set up and operational issues related to computers and email.

Both of these positions have supported several AmeriCorps grants.

Depending on the number of AmeriCorps members assigned to each site, a portion of 9 site supervisors' time is dedicated to managing AmeriCorps members and volunteers locally to ensure adherence to all grant requirements; monitor and certify members' timesheets; track progress data locally towards performance measures; spearhead local fund-raising efforts to identify private match funders (time is not billed to the grant); initiate local partnerships with faith-based and community organizations; and write progress reports for submission to HOPE worldwide, Ltd.

- Plan for Self-Assessment or Improvement: An A-133 audit of all federal grant funds is performed annually and the financial statements of HOPE worldwide, Ltd. and its consolidated subsidiaries are independently audited each year by an independent accounting firm to ensure compliance with GAAP and non-profit fund accounting principles.

Annual performance evaluations are also conducted for each employee and AmeriCorps member by their supervisor. A standard assessment is used and communicated in writing and a personal meeting. This process not only evaluates the employee and AmeriCorps member's performance but also allows the employee and AmeriCorps member to provide feedback on expectations and additional staff development that may be necessary. Grievance policies are also established to ensure employees have an avenue to express potential misconduct without fear of reprimand.

AmeriCorps member satisfaction surveys are conducted anonymously at the end of the members' term. The survey provides feedback on overall service experience, supervisory needs, recognition of members and training needs.

- Plan for effective technical assistance: Parent organization staff has attended and will attend several CNCS-sponsored or related conferences to remain updated on CNCS policies, regulations and best

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practices to incorporate into technical assistance for our sub-grantees. Representatives from program and fiscal staff attend these trainings. Local sites are also encouraged to develop relationships with their state commissions to leverage available trainings. Examples of trainings attended include the Best Practices Conference in May 2009, the Start-up Institute and National Grantee Meeting in September 2009, the National Volunteerism Conference in San Francisco in June 2009 and quarterly trainings offered by PENNServe, the Pennsylvania Commission on Service.

HOPE worldwide will conduct several staff development opportunities during the grant year including the annual HOPE worldwide Global Summit in May covering best practices for youth programs, financial management training, building partnerships, etc. Monthly U.S. Program Directors calls highlight strategies and program activities such as the Seasons of Service to engage volunteers, the American Red Cross partnership to promote fire prevention and the Martin Luther King Jr. Day celebrations. These calls offer program specific training related to a calendar of activities.

AmeriCorps specific conference calls are held as needed related to timesheet collections, data collection, rollout of the My AmeriCorps portal, etc. In 2010-11, more web-based video training will be provided to help reduce travel costs for trainings. Technical assistance webinars also are provided by our contracted evaluator SWS, Inc. to help sites with the evaluation and data collection process. Each new site supervisor has an hour and half initial orientation and is given a manual with HOPE worldwide internal policies, AmeriCorps specific policies and all processing forms for AmeriCorps members. This manual is provided electronically unless a hard copy is requested by the site supervisor.

One-on-one coaching through emails and calls is offered by parent organization staff for all site supervisors. Human Resource Director Angel Dowling also provides one-on-one guidance to existing and new supervisors, especially related to discipline issues and payroll processing.

Sound Record of Accomplishment as an Organization

- Volunteer Generation and Support: Community resources and recruitment of volunteers are

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developed through partnerships and collaborations with local faith-based organizations (FBOs), school districts, corporations and civic organizations. Throughout the program cities, collaborations exist with local congregations providing hundreds of volunteers as well as operating dollars. These churches are a wealth of skilled volunteers including teachers, accountants and lawyers who provide professional guidance pro bono in most cases. Many of these volunteers not only donate their time as consistent non-paid staff, but also are instrumental in the creative energy behind the programs.

Local colleges and universities are also key collaborating partners. College students participate as volunteers or federal work-study students and bring zeal to the program that helps the children connect with their instructors. These students contribute up-to-date ideas coming out of academia regarding child development.

- Organizational and Community Leadership:

-During the 2007-2008 grant year, HOPE worldwide shared the Connect America Partner of the Year Award with the American Red Cross. The two organizations have since partnered on a national level with a memorandum of agreement relating to fire prevention awareness campaigns, disaster response and blood drive promotion.

-In July 2008, 15 Congressional representatives and more than 100 Congressional staff members and a cadre of local politicians and community members visited the lower Ninth Ward to examine the work HOPE worldwide had completed on its July 4 "Rebuild the City" service event, the largest volunteer effort of its kind in the area. More than 1,285 volunteers and 53 AmeriCorps members from 150 college campuses cleared 54 housing lots affected by Hurricane Katrina and planted a commemorative garden.

-HOPE worldwide was one of two charities featured at the National Disaster Forum hosted by the American Red Cross, FEMA, and the Business Roundtable in 2009.

-HOPE worldwide made two presentations at the May 2009 AmeriCorps Best Practices Conference for sessions on "Life After WBRS" and "Building an Effective Partnership to Promote and Expand

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Volunteerism."

-Andre Pearson, co-director of the Denver chapter, is the principal of the school where AmeriCorps members will serve. He volunteers as a co-director for HOPE worldwide and will be able to leverage resources.

-The Anchorage chapter is a member of the Anchorage Mentoring Alliance, a coalition of agencies working together to raise awareness about the impact of positive mentorship on troubled youth

- Success in Securing Match Resources: The projected match for 2008-09 was \$229,648 (34 percent) and the actual match of \$222,105 (33.5 percent) was slightly under our goal. However, this did meet and exceed the minimum match requirement of 30 percent. The projected match for 2007-08 was \$239,605 (31 percent), and the actual match of \$274,794 (35 percent) exceeded our goal. Local congregations from the International Churches of Church have continued to support several sites including Los Angeles, Seattle, and Baltimore. Seattle held a golf tournament that helped support its programs. The HOPE worldwide corporate office invested unrestricted funds to support the parent organization structure.

Challenges: Some of the continual funding that was projected was affected by the depressed economy. Additionally, some of the projected new partnerships with foundations did not materialize. HOPE worldwide's unrestricted funding was also lower in 2008-09, which affected the organization as a whole.

There were some layoffs among parent organization grant personnel (Melisa Aranda) and accounting staff included in the indirect amount. Other existing organization staff absorbed those responsibilities.

In 2007-08, discretionary funding from the Los Angeles Unified School District was discontinued, reducing the number of members able to serve in Los Angeles. However, the Los Angeles program did receive funding from the Los Angeles Church of Christ to support its remaining members.

Success in Securing Community Support:

-Collaboration: HOPE worldwide has expanded its national partnership with the American Red Cross, particularly in relation to its door-to-door canvassing program for fire prevention.

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On Martin Luther King Jr. Day, HOPE worldwide volunteers are trained by the American Red Cross to distribute door hangers as well as to have conversations with households regarding prevention. HOPE worldwide chapters partner with American Red Cross chapters to reach vulnerable neighborhoods and those with a high number of recent fires. Three of our AmeriCorps cities were involved in 2009. Among these cities, more than 6,878 households were reached.

- Local Financial and In-kind Contributions: On the local level, the public schools or school districts typically provide building space, security and maintenance for the ASAP sites. After the initial implementation phase of a program when some successful outcomes are achieved, local program sites are able to diversify their funding with local foundations, collaborative grants with partnership organizations and local government resources.

Funding partners during the current grant included the General Mills and its "Champions for Healthy Kids" program, Wal-Mart State Giving Program in Louisiana; the Education Department for the Tulalip tribe in Washington state expanded its funding from a Saturday Academy and Summer Program to include a daily After School program; and the John Templeton Foundation in Philadelphia. Additional funders included the Freddie Mac Foundation, Family League of Baltimore City and a joint partnership between the American Red Cross and the Louisiana Family Recovery Corps, which supported rebuilding community support systems in St. Bernard Parish that was severely affected by Hurricane Katrina.

Volunteers also contribute financially as well as organize community fund-raisers like walk-a-thons, bake sales and other efforts. Some qualified volunteers also write local grant proposals and solicit funds from their employers as matching gifts.

- Wide Range of Community Stakeholders: The majority of local AmeriCorps sites have created advisory boards to further expand their local network of neighborhood and community partners and advisors to their local efforts. These boards can include local teachers or school administrators, parents, business leaders, local church representation, health professionals, former AmeriCorps members, and other key volunteers. This helps to ensure that the direct service provided is meeting what is considered to be the

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most significant needs within the local communities.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS AND BUDGET ADEQUACY

Cost Effectiveness

Corporation Cost per Member Service Year (MSY): The Corporation cost per MSY is \$12,966.

Diverse Non-Federal Support: Projections of non-federal cash commitments are based on historical collections, good faith renewal of continuing grant contracts and written documentation from subgrantees and include: HOPE worldwide unrestricted donations, the Great Land Christian Church of Anchorage, Alaska, auction fund-raiser with Boys and Girls Club of Southcentral Alaska, phonebook delivery fund-raiser in Anchorage, Alaska, Tulalip and Muckleshoot Tribes in Washington, Los Angeles Church of Christ, Family League of Baltimore City, Denver Church of Christ, and Atlanta Metropolitan Christian Church. Collaborations exist with local school systems, as well as regional and national organizations that run local programs, such as Boys and Girls Clubs and the American Red Cross. Through community service days HOPE worldwide will continue to collaborate with other agencies and government entities, such as local city and county governments, the HandsOn Network, Connect America, and other partners connected with ServiceNation. Fund-raising efforts will include new foundations and corporate sponsors. These include but are not limited to the employee matching programs and programs such as the Wal-Mart State Giving programs.

Current Grantees Only: Decreased Reliance on Federal Support: Our projected match sources total 45 percent of non-federal sources. We are required to provide 38 percent in match resources. In our internal process, we have assessed each site based on their sustainability and firm commitments of match sources. This grant proposal supports existing programs, but allows for expansion of the number of After-School and Saturday Academy pilot programs that have existing partnerships and evidence of a

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promising program.

We have been successful in our programs primarily because of the thousands of volunteers contributing their time, the value of which is hard to determine.

Local schools and community centers have made their facilities and staff available as service sites at no cost, which are significant contributions. These schools partnerships also provide state-aligned curriculums as well computer and work stations for members. HOPE worldwide programs are able to leverage these in-kind resources to generate supplemental cash.

Budget Adequacy: The budget is based on actual figures from the sub-applicants and parent organization based on prior years' expenses. New sites used similar sized programs as templates. The budget reflects an emphasis on maintaining quality leadership, supervision and management, as well as member training and development. It includes additional costs in this new application to support web-based training to reduce travel costs. Web video conferencing will be implemented for distant sites. The budget also provides reasonable living allowances for AmeriCorps members providing service in metropolitan areas as these areas tend to be some of the most expensive places to live. It also prepares local subsidiaries for additional costs of requesting AmeriCorps members such as FICA, health insurance and residential support for the summer program.

Workers Compensation or applicable Accidental Death and Dismemberment (ADD) insurance costs are not included in the budget because the policies typically are for lump sum amounts covering all employees of HOPE worldwide and AmeriCorps members in a state. Because most of our members are minimum-time and the workers compensation costs are minimal per member, it is time consuming for accounting personnel to break down allocations each month for match documentation. Therefore, our organization chose not to include these costs as match in the CNCS budget. However, verification of the policy vendors and numbers is conducted annually by our Human Resources Director to ensure coverage.

Residential support costs provides lodging and meals for summer program members assigned to a

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remote camp facility without access to individual transportation and food resources. The living allowances for 60 summer members are reduced proportionally in consideration of direct costs paid to camp and college dormitory facilities through direct vendor relationships. Residential support costs were also included in our current grant with special consideration for the six-week program design.

Administrative costs will allow the corporate office to continue to provide administrative support and technical assistance so that local program directors can concentrate on program goals.

HOPE worldwide, Ltd. divides the funding match responsibility between local subsidiaries and the corporate headquarters. Programs such as Seattle are able to provide a greater proportion of match and agreed to allow some other sites to provide less match based on their capacity. However, it is expected that each site's match will incrementally increase over the 3 years of the grant.

If awarded, HOPE worldwide will request pre-award costs to help with some evaluation costs related to incorporating new sites. This pertains to modification of some assessment tools and training sites on how to participate in the evaluation and data collection process. These costs are necessary prior to AmeriCorps members starting service to ensure data integrity related to pre-service assessments. Additionally, we intend to request pre-award costs to conduct background checks for members serving in school programs. Because the background checks can vary on the response rates, we want to ensure members can begin service with youth as soon as possible into their service commitment.

Response to April 26, 2011 Clarification Items (Continued from Clarification Summary section)

Section I. Other Program Operating Costs. RESPONSE: When updating the budget for our continuation application additional cash to cover the cost to conduct an FBI background check was mistakenly left out of the budget for the 23 members serving in our year-round programs. We are taking the opportunity during clarification to shift \$400 from what was the webcam expense under Member

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Training and shifting it towards the cost of conducting the FBI fingerprint checks for these 23 members. We researched the cost to be \$18 per FBI fingerprint check and the \$400 gives us almost the full amount to cover this expense at \$17.39 per member. The cost was already built into the budgeted amount of \$75 per member for background checks for our 72 summer members.

The calculation used to total the member training line item appears to be incorrect. Please revise.

RESPONSE: No change was made to the calculation of the Member Training line item in the budget as requested in the clarification letter because we were unable to identify an error in the calculation.

Further explanation is needed before an adjustment can be made.

Please provide additional information regarding the use of pre and post surveys to collect data, given the challenges noted in previous data collection. How will you ensure this strategy will be successful in gathering the necessary information to be able to show improvement in: students attitudes towards school participation, increase in knowledge about critical examination of personal and social values, and increase in knowledge about environmental stewardship. RESPONSE: The challenges experienced during the previous year regarding pre and post survey data collection were limited mostly to a few sites, two of which (Baltimore and Philadelphia) were not included in our recompetete application in large part due to lack of diligence with data collection. Los Angeles was the other site that really struggled with data collection and there has been a personnel shift at that site to compensate for this. Also, during the 2010-2011 program year we have taken steps to ensure a much higher response rate with the collection of pre and post survey data. New electronic reports have been created in the GEMS online data collection system that make it easier for site level data collection to be monitored by the national office. These additions make it easier for the local staff to track the progress of data collection at their own site on an on-going basis. Also, during the supervisor training a much larger emphasis was placed on the importation of data collection specifically in regards to the pre and post surveys. System Wide Solutions,

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our contracted third party evaluator, conducted a training for all of our site supervisors instructing them on the use of logic models and practical application of using data for program improvement. All of these steps have helped us to generate a much higher response rate with our pre survey data collection and will hopefully generate the same improvement for the post survey data collection as well. As a final note, the pre/post survey model was selected for our programs in consultation with SWS because these surveys can be tailored to pinpoint the specific impact our program aims to make regarding the child's attitude and ability to critically examine themselves. This impact can be measured in no other way than to ask the child themselves.

For the After School and Saturday Academies intermediate outcome, please describe how the target of 10% was determined. RESPONSE: The 10% target was determined by reviewing historic performance data from similar HOPE worldwide youth mentoring programs as well as consulting SWS about a reasonable target based on their experience of evaluating other mentoring programs. SWS has evaluated and developed data collection systems for more than 200 youth program sites. For example, HOPE worldwide's Los Angeles chapter previously had a three-year mentoring program funded by the Department of Education. By its third year of operation, it was able to reduce unexcused absences by 17%. We choose 10 % as a conservative target because it is an aggregate number among all the program sites. Some of the sites included are newer sites in the AmeriCorps grant (Anchorage, Atlanta and Denver) with no previous data to support evidence of a reduction in unexcused absences and are still building their capacity. Additionally, the Los Angeles and Seattle programs are working with new partners this grant year, which can affect the outcome results as the partnerships strengthen and develop.

Evaluation Summary or Plan

The evaluation report was submitted.

Amendment Justification

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NA

Clarification Summary

1. Audit was completed on 5/7/2010. Ross Woods will forward copy to the Program Officer upon receipt of copy with a few weeks..

2. CFO and fiscal contact:.

Frank Perez

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3. The revised budget reflects member training costs that were moved from Sub-grantee. School partners provide training to members on an in-kind basis, which are not reflected in the budget due to the additional documentation and valuation required for minimal amounts. School staff offer trainings on school policies and content trainings related to supplemental academic support. This training could emphasize assistance with a specific academic subject such as math or language or using worksheets that help prepare students for state proficiency tests.

The TEAM-WORKS Academy program will be replicated in 5 of mentoring sites. Zoe Strong, co-founder of the TEAM-WORKS Academy is offering this training to site supervisors. Supervisors will use a "train the trainer" approach with members and volunteers. Members also attend local trainings such as trainings offered through the Anchorage Mentoring Alliance.

Budget

4 a. -- c. Reflected in eGrants budget narrative.

4. d. The Global Summit is the annual staff development meeting for HOPE worldwide staff and volunteer leaders presenting best practices related to mentoring, volunteer generation and management. Additionally, most of our subgrantee site supervisors attend as well as some AmeriCorps members. However, costs for their participation are not included in the CNCS budget because attendance is based on their funds availability at the time. Sessions are videotaped and Powerpoint presentations are posted through a website portal as a resource. Finally, the Global Summit is a key recruitment opportunity for members because U.S. program directors and volunteers receive the latest postings and descriptions of open slots and promote the positions locally.

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e. Our AmeriCorps members are not required to wear Uniform Gear. Each of our AC members are provided with some combination of AC gear including t-shirts, hoodies, hats, snack packs, water bottles, and notebooks. Members are encouraged to wear AC gear to their service sites and may be required for special events such as MLK Day.

f. The evaluation services are contractual with SWS, Inc.

g. These expenses are not gifts; rather they are recognition costs for member's successful completion of a service term. These funds would be used to purchase service certificates and certificate frames as a part of our exit procedures.

4h -- 6. Updated in Budget Narrative.

Programmatic Clarification Items:

This clarification budget reflects the removal of one subgrantee -- Baltimore. It also includes the removal of slots resulting in 1 MSY and the conversion of other slots. These situations were related to financial commitments that did not materialize since the original grant.

Because of these changes, we also need to modify our volunteer recruitment goals to reflect program capacity.

Annual volunteer recruitment goals are 150 volunteers averaging 15 hours each for ongoing school-year ASAP programs for a total of 2250 hours. Episodic days of service are expected to attract 4,130 volunteers averaging 4 hours each for a total of 16,520 hours. Summer programs volunteer goals are 155 volunteers averaging 90 hours for a total of 13,950 hours.

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1. ANCHORAGE, AL: The Alaska Native Cultural Charter School, requested assistance from HOPE worldwide to develop an after-school program. Most students are from low-income families and qualify for free and reduced lunch. The school seeks to prevent or minimize school drop-outs by providing a culturally competent learning environment related to Native students.

Thirty-eight percent of today's ninth-graders in Alaska will have no high school diploma 10 years from now, according to the Alaska Commission on Postsecondary Education. Alaska ranks 50th (last) in the number of 9th graders who will likely have a bachelor's degree in 10 years, according to the Commission (2008). Additionally, depression and suicide rates are significantly higher for Alaskan adolescents.

According to the CDC, suicide is the single leading cause of death for Alaskans from ages 0-49 (Alaska Injury Prevention Center, 2004). In 2004, Alaska had the highest rate of suicide in the U.S., which was more than double the national rate (Alaska Injury Prevention Center).

Physical fitness is also another concern for this population. By high school, only 19% of Alaskan high school students meet the recommended 60 minutes or more of exercise a day.

ATLANTA, GA: Graduation rates in Atlanta Public Schools increased in 2008 to 72% from 43% in 2003 (www.atlanta.k12.ga.us). There has been a district wide emphasis on maintaining or increasing this indicator. The students in Fickett Elementary program have been a part of this trend and school administrators wish to increase these academic gains before these students move on to middle school. HOPE worldwide has partnered with the school for 6 years, tailoring our mentoring program to the school's specific academic support needs.

At Sky Haven Elementary in the DeKalb County School District 91% of the students qualify for free or reduced lunch. Academically, the school requested our program assist with math and science state standards. The school's objective is to increase the number of students meeting and/or exceeding the standard in math in grades 1-5 from 39% on the Spring 2009 CRCT testing to 68% on the Spring 2010

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CRCT. For science, the objective is to increase the number of students meeting and/or exceeding the standard in science in grades 3 -- 5 from 55% on the Spring 2009 CRCT to 73% on the Spring 2010 CRCT.

There also is a need to emphasize physical fitness. In Georgia, 37% of children and teens 10 - 17 are obese compared to the national average of 32%, according to data from the national KIDS COUNT program.

AURORA, CO: A shift in demographics has affected student academic performance and resources for Mission Viejo Elementary School in Aurora, CO. In 2002, 7% of students were eligible for free and reduced lunch. In 2008, 35% are eligible. With this change has come a decline in academic performance, increases in discipline referrals and suspensions, and in criminal/gang activity. In 2008-09, combined state standardized proficient scores for 3 to 5th grades in writing were 55% compared to 63% for the Cherry Creek School District. The second site, Independence Elementary school, also trailed the district in state proficiency scores from 2008-09. Combined state standardized proficient scores for 3 to 5th grades in writing were 44% compared to 63% for the Cherry Creek School District.

LOS ANGELES, CA: In our partner school, Harmony Elementary, 60% of the students are English learners this school year. For this subgroup, 79% were not meeting proficient levels for English and 59% were not meeting proficiency levels in 2008-09. On the 2008-09 California Physical Fitness test administered to 5th graders, 74% of students do not meet 4 of the 6 healthy fitness zone standards.

Additionally, downtown LA is home to the country's largest rescue mission, the Union Rescue Mission. The Southern California chapter began a partnership with the mission through its MLK "Day on HOPE" activities. Through this ongoing relationship, it became evident that longer term programs for the homeless youth were necessary. Each night, 100 beds are available through emergency and transitional

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housing for women with children. In 2008, almost 25,000 bed nights were used by children.

SEATTLE, WA: In Washington State, the high school graduation rate for Native American students is only 47%, compared to 70% for white students (Manhattan Institute for Policy Research, High School Graduation Rates for WA State). The students served by our program are at significant risk of not graduating. Two community schools--Tulalip Elementary and Totem Middle School--recently were approved for federal funding and will adopt federal reform models targeting the nation's lowest performing schools. At Tulalip, state standardized tests results for 2008-09 indicate 36% of 5th graders are considered proficient in reading and only 9% are considered proficient in math.

Volunteerism is embedded in the TEAM-WORKS Academy model. As noted in the Youth Volunteering and Civic Engagement survey (mentoring.org), 76% of students from disadvantaged circumstances who volunteered say they are very likely to graduate from a 4-year college, in comparison to 51% who have not volunteered.

Additionally, introduction to physical fitness and nutrition is critical for this American Indian population. American Indian/Alaskan Natives are 1.6 times as likely to be obese than Non-Hispanic whites, according to an Oct. 2009 the Minority Health Office of the U.S. Dept of HHS.

GULF COAST: The population of St. Bernard in July 2005 was 65,147 living in 25,604 households. As of September 2007, only 39.5% or 10,119 residences have been re-established. (Population indicators are tracked in The New Orleans Index). The traumatic flooding from Hurricane Katrina not only impacted the population and its residences but also their way of life and their emotional well-being. After the flooding the community network that once was viable was broken. Summer program activities, programs and interaction will help to re-establish their strong community network, and rebuild their community.

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If additional natural disasters such as hurricanes occur in the Gulf Coast region during the grant term, members may be deployed to assist. This would be possible because of a national partnership with the American Red Cross. These activities could include distributing critical information, assisting in shelter operations or recovery efforts such as clean-up.

SUMMER PROGRAMS:

Our most disadvantaged youth come from North Philadelphia. These youth are mostly African American and come from households below the poverty level. In North Philadelphia, 41% of families with children under 18 are living below the poverty level (U.S. Census, 2000). In addition, we also enroll campers from other areas in PA, NJ, DC, DE, MD, and VA. These youth come from a range of socioeconomic and family backgrounds and are racially mixed. According to the Annie E. Casey Foundation (2008), within these areas exist some of the highest rates of single parent homes in the country; most notably Baltimore with 61% and Philadelphia with 58% of children growing up in homes with only 1 parent as compared to the national average of 32%. The philosophy of our summer program is to provide positive role models for our youth in order to provide them the opportunity to make positive choices and to help them reach their full potential.

According to the CDC's Youth Risk Behavior Surveillance conducted in 2007, 47.8% of students in the U.S. have had sexual intercourse; 28.5% have felt so sad or hopeless almost every day for 2 or more weeks in a row that they stopped doing some usual activities; and 35.5% have been in a physical fight one or more times during the 12 months before the survey.

Our summer program model is centered around the principle that creating a multicultural camping experience provides a multitude of positive youth outcomes. Hallinan (1998, journal of Social Science

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Evidence) reports that there is evidence that shows that multicultural learning has significant positive social and educational impacts for both the minority and majority youth who participates.

Approximately 83% of U.S. residents live in urban areas (OMB, 2003). Two of the U.S. Census Bureau's largest Consolidated Metropolitan Statistical Areas feed our summer programs: Washington-Baltimore and Philadelphia-Wilmington-Atlantic City. Bixler and Floyd (1997, journal of Environment and Behavior) found that urban youth regularly show disgust and fear towards nature. Urban youth are also typically under privileged, with little opportunity to be connected to green environments. Youth need to have an opportunity to develop a fondness for the environment by actively engaging with it. Heather, Arnold, Cohen and Warner (2009, journal of Reports and Research) found several key factors that influence stewardship: 1) outdoor experiences, 2) mentors who support sustainable behavior and 3) peers that support friends' actions to be good environmental stewards.

2. HT and MT members serving in Year Round Programs will:

- Serve as mentors for youth in the programs using the TEAM-WORKS Academy curriculum which includes homework assistance or academic subject reinforcement using worksheets or software; character lessons and physical fitness activities.
- Recruit and train volunteers.
- Coordinate lesson plans or related field trips.
- Track youth and volunteer data related to program improvement and grant performance measures.
- Assist in HOPE worldwide episodic events by recruiting and training volunteers, engaging youth in service, coordinating activities.

MT members serving in Summer Programs will:

- Serve as counselors and mentors to youth during HOPE Youth Corps to facilitate the character

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development curriculum.

- Facilitate low ropes group activities with youth
- Supervise nature and physical activities such as group hikes or sports games.
- Facilitate environmental education lessons and discussions
- Track youth and volunteer data related to program improvement and grant performance measures.

3. In 2010-11, each ASAP program will be adopting the TEAM-WORKS Academy framework and curriculum that has been developed over the past several years in partnership with Dr. Sharon Stoll, Univ. of Idaho and other field experts. It is expected that using a common framework will improve accountability for mentoring sites. This unified curriculum will provide for better program management, data collection, continuous program improvement, and site monitoring. An independent third party evaluation of our programs will be conducted by System Wide Solutions, Inc. Results and recommendations of the evaluation are reviewed by HOPE worldwide staff and action steps are taken to make program improvements. This is addressed further in the clarification regarding evaluation.

All AC members are asked to complete an anonymous Member Satisfaction Survey of their experience. These results are compiled and trends are identified so that improvements can be made to the program. Finally, beginning with the 2010-2011 program year a "living document" will be provided to each site supervisor containing contact information of key partners or vendors as well as instructions for successful mentoring techniques.

4. Several school partners develop their own School Improvement Plans based on local, district and state goals. These plans advise school principals and staff when coordinating with HOPE worldwide program staff. For example, a school may decide to focus on supplemental academic support in one subject such as language arts based on student test scores.

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Local program staff also hold planning meetings with school staff and parents for their feedback. For instance, in Anchorage, the Program Director wrote a letter and did a formal presentation to the school's Academic Policy Committee (APC) about the program, how it has functioned, and where it may go. The APC is an elected board consisting of parents, teachers, and community members. Additionally, surveys were sent to teachers and the APC. The site director has informal discussions with parents and teachers about their insights.

In several of our sites, parents and school staff also serve as volunteers. They are able to provide feedback directly to the site supervisors. Several sites also plan to include surveys and discussion with the students to make continuous program improvements.

A number of the programs developed from episodic days of service. For example, the mentoring program at the Union Rescue Mission developed from interactions with homeless guests and staff during Martin Luther King Jr. Day.

5. Program sites will contact state commissions to ensure up-to-date contact information and program descriptions, if requested, for website or publication promotion. This information assists state commissions in communicating about training opportunities and joint service opportunities such as AmeriCorps Week celebrations, episodic days of service, etc. Additionally, state commissions seek input from program for state needs assessments. PENN Serve annually sends a survey related to training needs for AmeriCorps Direct staff. Also, sites have contacted state commissions about other AmeriCorps programs in the area for MLK Day, etc.

Some states commissions, such as Georgia, request some statistical data for state wide AmeriCorps program promotion. In Alaska, the state commission executive director participated in an Anchorage

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Mentoring Alliance held at our site. Georgia also will allow one member to serve on its Leadership Council. State commissions are also contacted related to state background check requirements and other state specific requirements such as worker's comp requirements.

6. In the new grant, the TEAM-WORKS Academy model will be adopted for school year programs. This model creates a common framework for group mentoring activities that can be localized. The framework focuses on three components -- Strong Mind, Strong Body and Strong Character developed in our Washington programs. Sites will begin implementation training in May 2010 and will receive at least quarterly support and training through conference calls and individual site follow-up, when necessary.

The first year of the grant will serve as a pilot year. Students, teachers and program staff will provide feedback to advise the implementation process. The curriculum and framework will be presented to sites in a written form. Modifications will be made as necessary for years two and three of the grant.

7. High school students recruitment is a marginal recruitment focus. We hope to engage people in service as young as possible to provide our programs with sustainability. Also, second year AmeriCorps members bring invaluable hands-on experience which bolsters our programmatic effectiveness. Thirdly, the few high school aged members that are chosen are placed as mentors with the 8- to 12-year-old participants and not with any of our high school aged participants. Also, high school aged members are placed as junior counselors within cabins and are paired with lead counselors who are college aged.

8. After School Programs -- The Anchorage chapter has partnered with Alaska Native Cultural Charter School to conduct their after school program. Most students are low-income Native American youth who do not have the option of public transportation to and from the school. The program is publicized

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through the www.hopeww.org website as well as the school's website and newsletter. Students are chosen on a first come, first served basis. In Seattle, the program is known widely in the Tulalip Native American Tribe by word of mouth. Relationships with the Tulalip Boys and Girls Club and tribal leaders are also used for outreach.

Saturday Academy Programs -- At Sky Haven Elem. in Atlanta, students are assigned to the Saturday Academy by school administration based on lower academic achievement . At Fickett Elem., students are selected by school administrators based on superior academic performance to help these students continually excel. The Denver Chapter selects at-risk youth from Mission Viejo Elem. who meet the following criteria: performing below grade level according to standardized testing; poor behavior in class; or traumatic home environment. The Southern California Chapter maintains a close relationship with the Harmony Elementary principal of Harmony Elementary who selects and assigns students to the program based on underperformance in either math or English. At the Union Rescue Mission, the Saturday Academy is conducted for all interested 3rd-5th grade children.

Summer Programs -- For our Wayne sub-grantee, which hosts the majority of our summer programming, there are two pools for participants. First, for the HOPE Youth Corps component, inner city youth from North Philadelphia are sponsored for the camp. A majority of these youth are return campers who have been mentored by HOPE worldwide Pennsylvania volunteers during the year. Second, we partner with Camp HOPE for Kids to mentor youth at their R-Camp and Teen Camp programs each with targeted program focuses based on age group. While these programs are faith-based, AmeriCorps members do not participate in any religious instruction in their AmeriCorps service capacity. Youth from PA, NJ, VA, MD, DE and DC register for the camps and pay a fee. Most learn about the program through announcements at their church congregations. Other efforts to advertise the summer camp include postings on their website (www.hopeforkids.org), and sending information out to partner organizations. In the Gulf Coast, the focus of the Get Ready Summer Camp is to help the Arabi

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community of St. Bernard Parish to re-establish their strong community network after Hurricane Katrina. The program is advertised locally by word of mouth, flyers, community bulletin boards and local publications. Seattle's summer programming pulls from the pool of year-round beneficiaries and invites neighboring tribes to participate.

9. Members are provided training with regard to volunteer generation activities. Local site supervisors introduce local volunteer marketing vehicles such as volunteer websites, local campus volunteer fairs and local church congregations. Often site supervisors will review the recruitment fliers and messages with AmeriCorps members before distribution.

In the new grant, current Alaska program director Gina Poirier has offered to produce a training manual for the local site and for distribution across all sites. It will include ideas and best practices related to volunteer recruitment, training, supervision, evaluation, recognition and reporting. Poirier will not serve as a site supervisor in the new grant but offered to prepare the manual prior to implementation.

Members also attend local trainings related to volunteer recruitment, when available, with partners such as the Anchorage Mentoring Alliance.

10. Environmental education will be a secondary focus in our program. We will not Opt-In for this National Performance Measure.

Curriculum Overview:

- Environmental education will be integrated into 4 activity periods every day for summer camp participants. For example, during swimming, boating, or fishing period a counselor will discuss water

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pollution, its affect on humans and water animals, and how we can reduce water pollution.

- In addition to environmental education being combined with activity periods, there will also be an option during activity periods to go to a nature/environment lesson. A curriculum of 12 lessons is being developed to teach lessons on nature, preserving the environment, waste and pollution, our impact on the environment, etc. These lessons will be accompanied by a hands-on activity to reinforce the information learned and to make the lessons more enjoyable for the campers. Some of these activities will include nature walks to identify types of animals and plants in our area, learning to compost, water purifying, etc.

- The environmental awareness content will carry over to meal times as well. Mini lessons will be provided to teach the campers about food waste and recycling. Cabin groups will be responsible for weighing and recording food waste and will be rewarded for reducing food waste during their stay at camp.

- The low-ropes course on the camp property will act as a hub for environmental lessons and will provide a framework to reinforce environmental lessons learned throughout their camp experience. By allowing campers to utilize the natural environment to complete tasks the low-ropes course will encourage environmental resourcefulness.

11. Members will serve as mentors and not as tutors. In this role, members will provide supplemental academic support guided by local school needs and materials. School staff or other contracted education experts will provide training on the content areas covered. However, members will not be solely responsible for academic gains by students. Licensed teachers or contracted education specialist will be available at sites for member support.

12. An exit packet is being developed which will include a framed certificate of service, information with reminders about how to access their education award, AC Alumni resources, and information about how

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to use their AmeriCorps experience to further their career. In addition to the exit packet each site will be encouraged to hold a ceremony at the end of the program to honor their members and present them with their certificate of service and exit packet.

13. The internal evaluation from the current grant helped advise program improvements and development for the new competition. Four key elements shaped our internal program improvements:

1. It is helpful to determine performance measures by involving the entire group in discussions with each other. This helps with buy in.
2. Performance is easier to track when there are common elements across all the sites. It helps to communicate results in a common way
3. Sites have to collect data on a regular basis and not let it get ahead of them because critical data will be lost. In the last grant, this was considered a weakness.
4. Pre and post tests are important to include in program schedules. If programs miss the window of opportunity, it is impossible to recapture the data.

These four points help lead to the decision to adopt the TEAM-WORKS Academy model across all mentoring sites. All sites were involved in this decision. The model is explained further in the Performance Measure section.

Even though our program does not meet the funding threshold to require a third-party evaluator in the new grant, a decision was made to capitalize on the expertise of SWS, Inc. SWS, Inc. staff also are providing more technical assistance to sites related to performance data collection and evaluation processes. They also have been involved in the performance measure planning process and will help develop the new pre and post tests related to curriculum changes.

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Criminal History Check Requirement

Background checks were included in the budget. These costs have been moved from Subgrantee amounts to Other Program Costs.

Performance Measurement:

Please see Performance Measurement section in eGrants.

Upon further review of the CNCS priority areas, a conversation with our program officer, and reviewing the specific community needs outlined in our subgrantee internal applications, we are requesting to change our priority issue areas from Clean Energy/Environment and Education to Other. HOPE worldwide will not opt-in for the National Performance Measures in Clean Energy/Environment. The issue area will be Human Needs with an emphasis on Mentoring. Our programs will address environmental education as a secondary focus.

2011 Clarification Response can be found at the end of the Cost Effectiveness section.

Continuation Changes

Year 2 Continuation Changes:

Gulf Coast:

HOPE worldwide has had an enduring presence in the Gulf Coast over the past 5 years since Katrina hit the Gulf's shores in 2005. Over this period, AmeriCorps members serving through HOPE worldwide have served in various disaster relief capacities including lot clearing, home gutting, volunteer management and coordination, and spearheading various community service projects including the Get Ready! Summer Camp in St Bernard Parish, LA, for the past three summers.

Narratives

When the Get Ready! Summer Camp began operations in 2008, the goal was to provide a quality summer camp experience to children of working class families who returned to work at the local oil refineries. While providing the children with a safe environment to learn and play the summer camp also accomplished the dual task of providing the parents with free child care so that they could go to work and take care of other life issues as well as tying the community back together by allowing the children from the community to interact and form bonds between families again.

As the community has begun to get back on its feet, more and more community services and summer recreation options have opened up and the need for the Get Ready! Summer Camp has dwindled. Over the past 2 summers, enrollment in the Get Ready! Summer Camp has steadily declined from an initial enrollment of over 50 campers to an enrollment of only 20 campers this past summer.

In addition to the decrease in need for the summer camp, the New Orleans Chapter of HOPE worldwide has gone through some transition as their chapter director recently stepped down and has moved from New Orleans. With no local leadership in place it has become increasingly difficult to carry out a successful program that adequately meets the community's needs.

For these reasons, it was soberly determined that the 2011 summer would be our last to operate the Get Ready! Summer Camp. As needs change and our local New Orleans chapter matures, we would like to look for the opportunity to reengage AmeriCorps members in the Gulf Coast. However, operating under current conditions, it appears the best decision will be to back out of our AmeriCorps presence in the Gulf Coast.

Wayne:

We have seen explosive interest in the HOPE worldwide Summer AmeriCorps Internship with the

Narratives

number of applications up almost 40% over the previous year on a to-date comparison. For this reason, we have decided to shift the four Minimum-Time slots from the Gulf Coast up to the Wayne site to meet the increasing demand for the program.

Budget Changes:

There were minor changes to the budget in year two. With the elimination of the Gulf Coast site, we transferred the slots up to the Wayne site and shifted most of the member costs along with it. There was also a modest increase in match at a few sites (Atlanta, Denver and Los Angeles) in order to keep pace with our new regulatory match rate which increased from 38% to 42%. Also, a few minor changes were made to the Prime budget to add money for full time staff to receive retirement benefits and for an additional site visit.

Enrollment and Retention:

For our year-round programs, all slots have been filled except for 1 Half-Time slot at the Seattle Site. Due to the loss of one of the Seattle program's main funding partners, 2010-2011 had produced an irregular cash flow for the site. However, fundraising is picking up and plans are in place to convert the Half-Time slot into two Minimum-Time slots for the recruitment of two members to serve in Seattle's summer programs. Heading into the 2011-2012 grant year, the Seattle Chapter Director is confident they will be able to secure their matching funds from other sources.

Our current retention rate is 91% representing 2 members that were exited early with no award. One member was exited early from the Anchorage program due to personal reasons which required him to leave the state and one member was exited early from the Denver site due to their inability to keep with their service commitment. The overall structure of our recruitment and member development seems to be sound. Retention issues in 2010-2011 appear to have been purely situational in nature.

Narratives

State Commission Consultation:

Each state commission in which a HOPE worldwide service site is now operating was consulted with during the initial application process. Since that time each site has been instructed to reach out to their state commission and make them aware of their presence in the state as well as to look for opportunities to plug into statewide service initiatives and trainings sponsored by the state commissions. As this is the first year we have been required to include the state commissions within the scope of our work it has been a building year for each of the sites. Some sites have made more of a concerted effort than others to reach out to the state commissions and to be included in strategic planning and needs assessments; however, not all sites have put forth the same effort.

Moving forward, there will be more accountability provided by the parent organization regarding site level interaction with the state commissions. As sites begin to see the benefits of working in cooperation with the state commissions the intrinsic value of this relationship should serve to make the connection a natural one.

Performance Measures:

Due to the elimination of the Gulf Coast as a service site, the performance measures outputs have been updated to reflect the removal of this site. Language in the performance measure descriptions has also been edited to take out references to the Gulf Coast program.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 0

Service Categories

- | | | |
|--|---|---|
| Environmental Awareness-building and Education | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |
| Mentoring | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |

After School and Saturday Academies

Service Category: Mentoring

Measure Category: Not Applicable

Strategy to Achieve Results

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

Local programs partnering with schools or community centers will use AmeriCorps members to recruit volunteers as group mentors during structured after school or Saturday Academy sessions. Youth in the programs will also learn about social values by serving on episodic days of service such as Martin Luther King Jr. Day and other holiday seasons. AmeriCorps members will help recruit volunteers and set up service sites. Students will participate in service projects such as fire prevention awareness campaigns with the American Red Cross, assist with school clean-ups, assisting senior residents as well as food and toy drives, etc.

AmeriCorps members and/or volunteers will implement the TEAM-WORKS Academy framework focusing on three components ' Strong Mind, Strong Body and Strong Character developed in our

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

Washington programs. This program will be replicated in other AmeriCorps sites beginning in Oct. 2010. Sites will begin implementation training in May 2010 and will receive followup support and training. This framework allows programs to respond to local needs related to academic support but also provides structured lessons in character education that promotes a common philosophy related to noble action, respect, and being trustworthy.

The Strong Mind component will include the local programs providing supplemental academic support based on the schools' assessments and focus areas. This could include reinforcement of concepts taught during the week, preparation for state standardized tests or general homework assistance. These activities will vary by site. For example, one site may focus on language arts while another focuses on science. The local administrator and school staff will provide the framework and content worksheets to AmeriCorps members and volunteers. The goal is to provide adult support that will encourage students to become more engaged in school and to develop a positive attitude toward school participation.

The Strong Body component will teach youth that physical fitness is critical to an overall healthy lifestyle. This component will focus on group games or sports that will energize students during mentoring activities and encourages improvement in physical skills and coordination such as wall sits, push-ups and sit-ups. Sites may vary activities within this framework based on local resources and needs.

Each Strong Body session allows an estimated 20-25 minutes for fitness games, workouts and activities and 5-10 minutes of nutrition and health education. Students are also taught practical information, like how to read nutrition labels to select the healthiest snacks and how to prevent injuries during workouts or other physical activities. In every Strong Body session, teamwork is at the heart of the lesson. Students are rewarded not for 'winning' but for how they play the game and

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

interact with their teammates.

The Strong Character curriculum is based on the groundbreaking work by the Strong Alliance in partnership with Dr. Sharon Stoll, from the University of Idaho. The curriculum is based on consistent, theoretical, and applied research in character education and moral development for more than 30 years, heavily built upon the work of Dr. Lawrence Kohlberg and Dr. Thomas Lickona. All school-year sites will incorporate lessons from this curriculum. The Strong Character curriculum takes a three-part approach; help students critically examine personal and social values, practice strong character, and provide cultural relevant material and learning environment. This model addresses real life issues that children face on a daily basis, like, conflict resolution, over-coming adversity, developing safe attitudes towards drug and alcohol, social skills with peers and community, time management and goal sett

Results

Result: Output

23 AmeriCorps members will help recruit, train and coordinate volunteers as well as participate in group mentoring activities with 350 youth.

Indicator: beneficiaries

Target: The number of youth participating in the group mentoring programs

Target Value: 350

Instruments: Program attendance rosters for youth

PM Statement: 23 AmeriCorps members will help recruit, train and coordinate volunteers as well as participate in group mentoring sessions with 350 youth. The sessions will occur during after-school and Saturday Academy sessions to allow at 4 hours of interaction per week. Student rosters will be maintained to track program participation.

Prev. Yrs. Data

Result: Intermediate Outcome

Group mentoring activities with AmeriCorps members and volunteers will have a positive effect on student attitudes toward school participation. It is expected that 65 percent of the students will have a more positive attitude toward school.

Indicator: Improvement in Students' attitudes toward school participation

Target: % of students who improve their attitudes toward school participation

Target Value: 65%

Instruments: Pre and post attitude questionnaire for students modified by SWS, Inc., teacher and volunteer observations about student engagement

Result: Intermediate Outcome

PM Statement: Group mentoring activities with AmeriCorps members and volunteers will have a positive effect on student attitudes toward school participation. It is expected that 65 percent of the students will have a more positive attitude toward school. This will be measured by pre and post attitude questionnaires and teacher and volunteer observations.

Prev. Yrs. Data

Result: Intermediate Outcome

Group mentoring activities with AmeriCorps members and volunteers will help 65% of program participants increase their knowledge related to critical examination about personal and social values.

Indicator: Increase in knowledge about critical examination of personal and social values

Target: % increase of students who increase their knowledge related to critical examination about personal and social values

Target Value: 65%

Instruments: Character education pre and post surveys measuring knowledge about Critical Examination of Personal and Social Values

PM Statement: Group mentoring activities with AmeriCorps members and volunteers will help 65% of program participants increase their knowledge related to critical examination about personal and social values. Pre and post test related to the character lessons will measure this outcome.

Prev. Yrs. Data

Result: Intermediate Outcome

AmeriCorps members and volunteers will incorporate Strong Body fitness and health education lessons into group mentoring activities. It is expected that 70 percent of the students in the group mentoring activities will increase their performance on fitness skills tests.

Indicator: Increase in performance on fitness skill tests

Target: % increase on fitness skills test

Target Value: 70%

Instruments: Baseline fitness skill performance logs and interval fitness skill performance logs measuring number of sit-ups, push-ups and wall-sit time

PM Statement: AmeriCorps members and volunteers will incorporate Strong Body fitness and health education lessons into group mentoring activities. It is expected that 70 percent of the students in the group mentoring activities will increase their performance on fitness skills tests. Baseline and interval fitness skill performance logs will be used to measure improvement.

Prev. Yrs. Data

Result: Output

23 AmeriCorps members will help recruit and coordinate 4,130 volunteers serving 16,520 hours on episodic days of service on MLK Day and other holidays. The youth in the programs will be encouraged to volunteer on these episodic days of service. It is expected that 27,850 community members will be served during activities such as fire prevention awareness campaigns, community clean-up efforts, food and toy drives, etc.

Result: Output

Indicator: hours of community volunteer service

Target: The number of volunteer hours during episodic days of service including youth from the after-school and Saturday Academy programs

Target Value: 16520

Instruments: Volunteer sign-ins and service hour logs

PM Statement: 23 AmeriCorps members will help recruit and coordinate 4,130 volunteers serving 16,520 hours on episodic days of service on MLK Day and other holidays. The youth in the programs will be encouraged to volunteer on these episodic days of service. It is expected that 27,850 community members will be served during activities such as fire prevention awareness campaigns, community clean-up efforts, food and toy drives, etc. Volunteer sign-ins and service logs will be maintained to track the number of volunteers and volunteer hours.

Prev. Yrs. Data

Result: Output

23 AmeriCorps members will help recruit and coordinate 4,130 volunteers serving 16,520 hours on episodic days of service on MLK Day and other holidays. The youth in the programs will be encouraged to volunteer on these episodic days of service. It is expected that 27,850 community members will be served during activities such as fire prevention awareness campaigns, community clean-up efforts, food and toy drives, etc.

Indicator: beneficiaries

Target: The number of community beneficiaries served on episodic days of service

Target Value: 27850

Instruments: local site reports of community beneficiaries

PM Statement: 23 AmeriCorps members will help recruit and coordinate 4,130 volunteers serving 16,520 hours on episodic days of service on MLK Day and other holidays. The youth in the programs will be encouraged to volunteer on these episodic days of service. It is expected that 27,850 community members will be served during activities such as fire prevention awareness campaigns, community clean-up efforts, food and toy drives, etc. Local sites will keep records of the community beneficiaries that are served.

Prev. Yrs. Data

Result: Intermediate Outcome

Group mentoring activities with AmeriCorps members and volunteers will have a positive effect on student engagement by decreasing unexcused absences and tardy occurrences by 10 percent annually.

Indicator: Decrease in students' unexcused absences and tardy rates

Target: % decrease in students' unexcused absences and tardy rates to measure increase in engagement and improved attitude toward school

Target Value: 10%

Instruments: School attendance data provided by schools

PM Statement: Group mentoring activities with AmeriCorps members and volunteers will have a positive effect on student engagement by decreasing unexcused absences and tardy occurrences by 10 percent annually. Programs will collect unexcused attendance data from school partners.

Result: Intermediate Outcome

Prev. Yrs. Data

Result: Output

23 AmeriCorps members will help recruit and coordinate 4,130 volunteers serving 16,520 hours on episodic days of service on MLK Day and other holidays. The youth in the programs will be encouraged to volunteer on these episodic days of service. It is expected that 27,850 community members will be served during activities such as fire prevention awareness campaigns, community clean-up efforts, food and toy drives, etc.

Indicator: Volunteers on episodic days of service

Target: The number of volunteers during episodic days of service including youth from the after-school and Saturday Academy programs

Target Value: 4130

Instruments: Volunteer sign-ins and service hour logs

PM Statement: 23 AmeriCorps members will help recruit and coordinate 4,130 volunteers serving 16,520 hours on episodic days of service on MLK Day and other holidays. The youth in the programs will be encouraged to volunteer on these episodic days of service. It is expected that 27,850 community members will be served during activities such as fire prevention awareness campaigns, community clean-up efforts, food and toy drives, etc. Volunteer sign-ins and service logs will be maintained to track the number of volunteers and volunteer hours.

Prev. Yrs. Data

Summer Programs

Service Category: Mentoring

Measure Category: Not Applicable

Strategy to Achieve Results

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

72 MT and 6 HT AmeriCorps members will recruit, train and serve with volunteers as mentors, counselors and facilitators during HOPE Youth Corps in Anchorage, Atlanta, Denver, Seattle, Los Angeles, Philadelphia, and/or Seattle. Members will rotate between HOPE Youth Corps sites and Camp HOPE for Kids located outside of Philadelphia. Our summer programs will focus on character development and environmental stewardship. Member service will occur during 5 - 7 week summer sessions.

At Camp HOPE for Kids, the on-sight low ropes course will be utilized to conduct daily teambuilding

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

and character building activities as a unique part of our summer program's character curriculum.

During HOPE Youth Corps and throughout the summer in Seattle and the Gulf Coast, members will utilize the Strong Character curriculum which takes a 3-part approach: help youth critically examine personal and social values; practice strong character; and provide cultural relevant material and learning environment. And overarching all of this will be the character development that occurs on a 1 on 1 basis between mentors and mentees.

At Camp HOPE for Kids, members will also provide the Environmental Education curriculum to youth in an outdoor environment. Members will implement the curriculum after being trained by a lead EE teacher. In addition, several EE experts will be brought out to present to the youth. The primary aim of our curriculum is to find a balance between content 'lecture' and experiential leaning so campers can learn why it's important to be good stewards of the environment. Note: Our summer program in Seattle representing 95 youth of the total number of 810, will not implement the EE curriculum. These programs will focus and report solely on the character curriculum.

Results

Result: Intermediate Outcome

Mentoring activities with AmeriCorps members and volunteers will help 65% of program participants increase their knowledge related to critical examination about personal and social values.

Indicator: Increase youth's knowledge related to critical examination about personal and social

Target: The percentage of youth who increase their knowledge related to critical examination about personal and social values

Target Value: 65%

Instruments: -Character education pre and post surveys measuring knowledge about Critical Examination of Personal and Social Values
-Mentor observational social values pre and post survey

PM Statement: Mentoring activities with AmeriCorps members and volunteers will help 65% of program participants increase their knowledge related to critical examination about personal and social values. Knowledge level changes will be measured by character education pre and post surveys regarding critical examination of personal and social values. Mentors will also complete observational social values pre and post surveys about the youth.

Prev. Yrs. Data

Result: Intermediate Outcome
values

Result: Output

78 AmeriCorps members will coordinate and work alongside volunteers for group mentoring activities for 810 youth.

Indicator: participants

Target: Number of youth program participants

Target Value: 810

Instruments: Program attendance rosters for youth

PM Statement: 78 AmeriCorps members will coordinate and work alongside volunteers for group mentoring activities for 810 youth. Program attendance rosters will be used to count participants.

Prev. Yrs. Data

Result: Intermediate Outcome

Environmental Education activities facilitated by AmeriCorps members and volunteers will help 65% of youth completing the environmental awareness lesson to demonstrate increased knowledge about environmental stewardship including protecting water resources, air and energy conservation, ecosystems, waste and recycling.

Indicator: Increase in knowledge about environmental stewardship

Target: The percentage of youth who increase their knowledge about environmental stewardship including protecting water resources, air and energy conservation, ecosystems, waste and recycling.

Target Value: 65%

Instruments: Pre and post knowledge surveys

PM Statement: Environmental Education activities facilitated by AmeriCorps members and volunteers will help 65% of program participants increase their knowledge about environmental stewardship including protecting water resources, air and energy conservation, ecosystems, waste and recycling. Pre and post knowledge surveys will measure these outcomes. 715 of the 810 summer program youth will participate in the environmental education activities.

Prev. Yrs. Data

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Subapplicants

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

Required Documents

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