

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 12-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC122990	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHOH0010002														
5. APPLICATION INFORMATION																
LEGAL NAME: The Ohio State University DUNS NUMBER: 832127323	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Cynthia Buettner TELEPHONE NUMBER: (614) 247-7854 FAX NUMBER: (614) 688-3019 INTERNET E-MAIL ADDRESS: buettner.16@osu.edu															
ADDRESS (give street address, city, state, zip code and county): Office Of Grants And Contracts 1960 Kenny Rd Columbus OH 43210 - 1016 County:																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 316025986	7. TYPE OF APPLICANT: 7a. Higher Education Organization - State Controlled 7b. 4-year college															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: OSU Kid Corps															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): City of Columbus in Franklin County, Ohio.	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 08/31/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="OH 015"/> b.Program <input type="text" value="OH 015"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 197,707.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 120,944.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 318,651.00</td> </tr> </table>	a. FEDERAL	\$ 197,707.00	b. APPLICANT	\$ 120,944.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 318,651.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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g. TOTAL	\$ 318,651.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Jan Arnold	b. TITLE: Program Manager	c. TELEPHONE NUMBER: (614) 292-5138														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/29/11														

Narratives

Executive Summary

OSU Kid Corps is designed to help at risk preschoolers enter school prepared to succeed. The program focuses specifically on enhancing preschoolers' cognitive development for pre-literacy competence and on providing experiences that foster the positive interactions with other children that are needed for the development of pro-social skills and the ability to control one's own behavior. The program is also designed to support families' involvement in their children's educational experiences.

Rationale and Approach

COMPELLING COMMUNITY NEEDS:

According to the 2007-2008 Ohio Department of Education School Report Card, only 64.2% of fourth grade students in the Columbus Public School System reached proficient level for the state academic standard associated with reading. In comparison, the state's average was 81.1%. Further, students in high poverty areas in Columbus exhibit even greater deficits in critical reading skills. For example, in the 2007-2008 academic year, reading proficiency was reached by only 40.4% of 4th grade students in the Weinland Park area, where 98.8% of the students come from economically disadvantaged families. At the same time, 99% of the 4th graders at the Barrington Road Elementary in the economically advantaged Upper Arlington School District scored in the proficient range in reading. The two schools are located only 4.6 miles apart and lie on the opposite sides of The Ohio State University campus.

The challenges facing children from economically disadvantaged areas extend beyond academic readiness deficits to those skills needed for positive relationships with peers and others in their community. The Ohio Department of Education School Report Card reports the rate of student disciplinary actions at Weinland Park Elementary School during the 2007-2008 school year as 25.1 per 100 children, compared with 0.9 per 100 at Barrington Road Elementary in Upper Arlington, where the percentage of economically disadvantaged students is considerably lower.

Narratives

In addition to deficits in school readiness skills, economically disadvantaged children in the US are also at greater risk of being overweight and experiencing the health risks associated with reduced physical activity and poor nutrition. The Osteopathic Heritage Foundation's Healthy & Fit: A Community Action plan for Franklin County Children and Families estimates that over the past three decades, the rate of obesity has more than doubled in pre-school children. In addition, according to the 2002 Franklin County Health Assessment, children in Columbus, Ohio are at an even greater risk in that 30% of Columbus children are overweight, compared to the 16% national average. Inner city and poor children are disproportionately affected. More than 40% of children who live in the 100-200% poverty range are overweight.

Numerous research studies on early childhood development have established that the pre-school years are crucial to the formation of the school readiness skills needed to achieve academic success and to engage positively with peers. Research has also shown that children who attend a high quality pre-school program have a much greater chance of developing those skills. The positive outcomes of a structured early childhood educational experience are even more profound for low income children. In fact, the Nobel Prize winning economist James Heckman contends that there is no better return on social investment than the return on investing in quality experiences for children during early childhood.

Yet providing high quality early childhood experiences for low income children is a challenge for the state of Ohio and the Columbus community. Statistics from the Annie E. Casey foundation illustrate that in 2007 there were 162,000 children under the age of 5 in the state of Ohio living in poverty (22%). Additionally, according to the National Institute for Early Education Research (NIEER) "State of Pre-school" report, of the children living in poverty, only 32,908 (20%) participated in Head Start programs. The "State of Pre-school" report also reports that in 2007, only 15% of 3 year olds and 21% of four year

Narratives

olds were in a state funded pre-kindergarten, Head Start or special education program.

Unfortunately, even placement in a Head Start Center does not insure that economically disadvantaged children will receive the levels of service needed to fully prepare them for the increasingly demanding academic experience. Elements of high-quality early childhood education such as low teacher/child ratios, literacy and exploration activities, and highly trained teachers are often in short supply in publicly funded centers.

OSU Kid Corps is designed to increase the quality of disadvantaged children's early educational experiences by bringing additional resources to pre-school classrooms and home-based childcare settings. Kid Corps does this by providing young adults trained in early childhood development and supplemental materials to enhance the learning environment and to support healthy lifestyles.

DESCRIPTION OF ACTIVITIES AND MEMBER ROLES:

OSU Kid Corps serves approximately 180 preschool children (and their families) enrolled in early childhood centers that provide services for children who are considered at-risk for achievement in school (Head Start programs) and in the homes of home-based child care providers. The program focuses on enhancing the physical, cognitive, behavioral, and social-emotional development of the children along with providing respectful support to families and educational support to childcare providers.

OSU Kid Corps is housed in The College of Education and Human Ecology, which encompasses the university's departments of Educational Teaching and Learning (Ed T&L), School of Educational Policy and Leadership (Ed P&L), Physical Activity and Educational Services (PAES), Human Development and Family Science (HDFS), Human Nutrition, and Consumer Sciences, all of which have a strong record of

Narratives

outreach into the community. OSU Kid Corps' activities facilitate the families' and the community childcare centers' access to knowledge and other resources available through the college and the university and the promotion of evidence-based models of literacy, positive behavioral supports, and physical/nutritional health.

The service activities of OSU Kid Corps fall into four main areas:

- Direct interaction between trained OSU student Corps members and center-based preschoolers in small ratios. The small groups' activities are designed to develop pre-literacy skills and to foster the positive interactions with peers and adults that are needed for the development of pro-social skills and the ability to control one's own behavior. Corps members are trained in and use evidence-based models for developing pre-literacy and behavioral skills.
- Support of parents' involvement in their children's education through contact between student Corps members and parents. Corps members are equipped to provide parents with materials for research-based activities and resources for increasing children's literacy, social skills, and physical health.
- Provision of research-based activities and resources to teachers, homecare providers, and other workers in early childhood centers in collaboration with faculty and staff in the College of Education and Human Ecology.
- Outreach activities conducted by OSU student Corps members that are designed to extend research-based models and skills to home-based childcare providers.

The program year operates as follows:

Following an extensive orientation and pre-service training, the 90 minimum time OSU Kid Corps members are organized into mentoring teams that work with preschool children in Head Start Centers in a 1 to 2 ratio for two hours and fifteen minutes twice a week. For example, a typical classroom of 18

Narratives

preschoolers is assigned a team of 8 Corps Members. The teams are coordinated and supported by one additional Corps Member serving in the role of Team Coordinator. Teams are assigned one classroom and work with that group of children for the duration of the program year. Each team is responsible for activities and sessions based on the ideas and interests of the preschool children in their group and that model the principles of the evidence-based practices we have identified. The low ratios allow the development of close relationships between OSU Kid Corps members and the children as well as provide opportunities to enhance peer relationships and positive social skills in the children's group. By working in a 1 to 2 ratio with the children, each team can focus on the children's interests and can create long-term projects based on those interests. The program model also allows the preschool children to play a role in establishing their own behavior expectations and learning environment, developing their skills as citizens in their micro-community.

Each team spends part of the time they are with their children (30 minutes) engaging in a "Reading Time," where the members of OSU Kid Corps can engage the children in reading stories, books and other mediums of literacy. Dialogic reading is the reading method utilized and is a widely researched and validated shared reading and emergent literacy method. The purpose of this is to give the children an opportunity to learn in small groups and on an individual basis the elements of literacy such as reading comprehension, phonological awareness, alphabetic principles and concepts about print. Each team will also spend part of their time in "Circle Time" (30 minutes), which is an opportunity to be part of a community of peers where they can sing songs, tell stories, share information and discuss issues pertaining to the entire group. This part of the session facilitates children's learning and development of their social-emotional skills. Finally, there is an "Activity Time" (30 minutes) which is an opportunity for the children's interests to be expanded upon and for the Corps members to do extended literacy instruction. For example, if a child is interested in basketball, then a Kid Corps team would plan basketball activities. These activities would be designed to give the child an opportunity to play and

Narratives

learn more about basketball, but more importantly have a language and literacy component integrated. A common game that has been played by Corps Member teams in the past has been "letter basketball" where a child must say a letter, sound out a word or identify rhyming sounds prior to shooting the ball.

Corps members spend an additional 45 minutes on each of the two session days in planning. Corps members also spend an additional five hours per week in individually scheduled service, either helping in their assigned classrooms or contributing to other early childhood projects in the community.

Throughout the year, Corps members also have contact with the parents through scheduled meetings focused on an exchange of information that connects classroom life with home life. Corps members pass on materials that support parents in working on educational activities at home and/or to make connections for interested parents with outreach activities at the university.

Summer:

The OSU Kid Corps Summer Enrichment Camp allows the OSU student Corps members to work with Columbus City (CCS) high school students who are interested in pursuing a teaching career. Kid Corps members serve as mentors and team leaders to 12-20 high school students. Together the OSU and CPS students extend fun learning and reading experiences throughout the summer to entering at risk kindergarteners and elementary school students in CCS. In the summer program, we focus specifically on enhancing children's reading and social skills through a variety of activities including games, drama, art, and storytelling. The program is also designed to provide healthy living activities for children enrolled in the program. The young adult students involved in the program gain professional development experience as well as a better understanding in the importance of community involvement.

Organizational Capability

SOUND ORGANIZATIONAL STRUCTURE:

Narratives

The College of Education and Human Ecology is the 2nd largest college and one of the strongest academic units at The Ohio State University. The college is a respected leader in teaching, research, and hands on approaches to working with the community. As an academic unit, EHE has been a leader in its emphasis and execution of outreach and engagement activities with the community. The college is at the forefront of outreach through leadership in service-learning; creation of and the development of the Center for Learning Excellence, which provides technical assistance to schools and community agencies across the state; and the newest project, the A. Sophie Rogers Lab School at the Schoenbaum Family Center. More information about EHE and its history of outreach and engagement can be found at <http://ehe.osu.edu/>.

ABILITY TO PROVIDE SOUND PROGRAMMATIC AND FISCAL OVERSIGHT:

A team of administrative personnel experienced in developing and directing community-based projects will provide leadership and management for the project. Dr. Cynthia Buettner, Program Director and faculty member in the College of Education and Human Ecology, currently provides academic and management oversight for the OSU Kid Corps program. Dr. Buettner has extensive experience both within the university and the non-profit community in research and program development and administration. In addition to the college administrative role that she plays with the Kid Corps program, she manages the additional director level responsibilities associated with administering an AmeriCorps program including compliance with AmeriCorps standards and providing support and supervision to the Program Manager, Aaron Robertson.

Mr. Robertson is currently the Program Manager for the OSU Kid Corps program. He holds a Master's degree in early childhood development, and before joining the OSU staff in 2004 as a program manager, worked as a supportive services and adoption caseworker for Children's Services where he had extensive contact with families and community agencies. Mr. Robertson is responsible for managing all aspects of

Narratives

the OSU Kid Corps program. Responsibilities include: recruiting, training, managing, and evaluating OSU Kid Corps' 90 corps members; creating master schedule and planning programmatic master calendar, coordinating program activities, create and maintain partnerships with partner early childhood centers and community service programs, developing and providing orientation, pre-service, and ongoing training for Corps members; monitoring and maintaining program budgets; planning and implementing OSU Kid Corps Summer Enrichment Camp, planning and implementing special events such as the Be a Buckeye for a Day Celebration, developing and maintaining positive working relationships with Ohio State faculty and staff, the early childhood development programs that host the program, parents of the preschool children, home-based care providers, and other community and funding partners.

The program also employs Jan Arnold, a Program Coordinator who is responsible for assisting the Program Manger in providing educational support to corps member teams and to provide administrative support to the OSU Kid Corps program. Responsibilities include: helping teams create session plans, working with program partners to align Kid Corps activities with site curriculum models, monitoring team sessions for appropriateness and effectiveness and proving support to Corps members involved in training home care providers. The program coordinator will also assist the Program Manger in providing ongoing training on best practices in early childhood development and education and will assist in administering the Kid Corps summer program. Additionally, the program coordinator will be responsible for helping with program special events; maintaining positive working relationships with OSU students, Ohio State faculty and staff, the early childhood development programs that host the program, home-based care providers, and other community and funding partners.

Kid Corps also employs an office associate (.5 fte), Greg Greer, who is responsible for managing the office and general records for the program and provides clerical support for the Program Manager.

Narratives

OSU Kid Corps staff has and will continue to have regular face to face meetings with each of its Corps members. The Program Manager makes site visits to meet with center directors, observe sessions and sit in on team meetings following Kid Corps sessions where pertinent information is discussed.

Additionally, the Program Manager meets with Kid Corps members as needed in the Kid Corps office, via email or through telephone conversation. The Program Coordinator is responsible for observing each teams sessions at minimum one time per week where feedback on session planning and discussion of best practices in the classroom are discussed. Ongoing trainings are provided based on the observations of both the Program Manager and Program Coordinator.

We also employ a work-study student in the role of Volunteer Coordinator. This student participates in the general training provided to all Corps members along with volunteer coordinator training opportunities in the Columbus community.

As this project is supported by federal funds, The Ohio State University Research Foundation which manages more than \$500,000 million grant dollars annually, provides overall financial oversight of the program. Additionally, experienced fiscal staff within College of Education and Human Ecology provides daily direction and support of fiscal activities. The fiscal staff of the college manage millions of dollars of state, federal, and private dollars in compliance with university, state, and federal requirements. The established systems and auditors both within and without the university provide a comprehensive system of monitoring of fiscal activities.

BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF:

Monitoring of programmatic requirements is a primary responsibility of the Program Manager with the Program Director providing monitoring at the administrative level. The Program Manager conducts

Narratives

regular face to face interviews with partnering centers supplemented by phone and email contact, schedules regular observations of Corps member activities to provide coaching feedback, and meets weekly with the Team coordinators to identify issues and formulate strategies. Format for discussions with all our partners and our program members are "what's going well, what's not going well, and what steps do we need to improve both." We also conduct an annual survey (anonymous) of key stakeholders (a sampling of Corps members, our center partners, community partners, parents, etc.) to assess how well we are meeting our stakeholders' expectations.

Our training for Corps members and partnering center teachers has been outlined under services and member support and our experience in early childhood and in offering programs to the community will ensure the quality of the training. We also hold an orientation to the program for each of our partner sites that involves Center Directors and classroom teachers. During this orientation we cover the theoretical, philosophical, and practical elements of the program, expectations and responsibilities of the centers as it pertains to our compliance with federal work-study and AmeriCorps requirements. We also describe the technical services available to them through the program as well as through other College of Education and Human Ecology outreach opportunities. Our close and frequent contact with the centers and community partners allows us to identify emerging needs and to respond with existing resources or, as needed develop new ones, drawing on the experience and expertise of the administrative team, EHE, and other units across the university.

PLAN FOR SELF ASSESSMENT OR IMPROVEMENT:

As an academic institution with an expertise in early childhood development, our intention is to seek a research evaluation grant to support an extensive evaluation of the model, as we are eager to determine impact of the program and areas for improvement. In the interim, we will contract with an outside evaluator to provide feedback on the program in 2009-2010. We also are committed to our own

Narratives

systematic monitoring of the performance measures listed in this application in addition to other measures we track internally. As experienced program developers we anticipate identifying and negotiating issues and/or weaknesses and strengths in our efforts to continue to improve the Kid Corps program. Both the Program Director and Program Manager are in regular contact with the advisory council, program partners, Corps members, parents, and volunteers.

PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE:

Because OSU Kid Corps is housed in the College of Education and Human Ecology at The Ohio State University, we are afforded the benefits that go along with being part of such an organization. We have access to technical assistance in all areas from early childhood education to technology assistance.

SOUND RECORD OF ACCOMPLISHMENTS AS AN ORGANIZATION:

As noted, the Kid Corps program has been successfully operating for four years. And as highlighted in different sections of this application, EHE also have extensive experience working with community agencies, community organizations, and Ohio citizens through other outreach programs and through our role in meeting the land grant university's mission of extending knowledge throughout the larger community. The College of Education and Human Ecologies' focus on the nutritional, financial, educational and socio-emotional welfare of children and their families makes us a strong and logical choice for operating and ensuring the success of such a program.

VOLUNTEER GENERATION AND SUPPORT:

As has been stated earlier, OSU Kid Corps has had no problem in recruiting and managing volunteers for the OSU Kid Corps program. Volunteers are generated using volunteer pages, newsletters, emails, and word of mouth throughout the universities many colleges and schools, student organizations and volunteer networks.

Narratives

ORGANIZATIONAL CAPACITY AND LEADERSHIP:

As noted earlier in this application, The College of Education and Human Ecology has been a successful AmeriCorps site for more than four years. The key OSU personnel currently working on the Kid Corps program will continue to play key roles in the OSU Kid Corps program. The recent success OSU Kid Corps, however, is only one in a long list of successful experiences in the areas of early childhood development and community outreach. Some key accomplishments: --In August, 2007, we opened the A. Sophie Rogers Lab School at the Schoenbaum Family Center, a state-of-the-art childhood center designed to advance research regarding children's social, emotional, and cognitive development as well as to serve families in an economically disadvantaged neighborhood. The Center is located next to the new Weinland Park Elementary School and represents a significant collaboration between The Ohio State University College of Education and Human Ecology, Columbus Public Schools, Weinland Park residents and the city of Columbus.

--Center for Learning Excellence (CLEX): Former Dean, David Andrews, started the Center for Learning Excellence at The Ohio State University. The responsibility of the center is to maintain state initiatives in education and to ensure the success of children in the state of Ohio.

-- The Literacy Collaborative provides many opportunities for reading and writing across the curriculum. Teachers provide direct interaction that is research based that allows students to maintain fluency, comprehension and vocabulary development.

--The Metro School makes dreams of college a reality through academic discipline, personal relevance and building relationships. The School is designed for students to personalize and create extraordinary learning experiences where math, science and technology are key.

-- The Ohio Collaborative is a research center committed to improving schools and the lives of the children and families being served by them. It is the goal of the Ohio Collaborative to ensure that policy issues pertaining to major state entities such as the Ohio Department of Education are accurate. The

Narratives

program also provides information to Ohio schools districts, especially those from lower socio-economic areas. The Director of the Ohio Collaborative is also Project Director for the Kid Corps program.

-- Reading Recovery is a professional development initiative that utilizes university faculty and school district staff to train highly qualified teachers. First Grade students having the greatest difficulty learning to read and write are the programs primary focus.

SUCCESS IN SECURING MATCH RESOURCES:

The OSU Kid Corps program has garnered strong commitments and collaboration not only within the College of Education and Human Ecology, but in the entire university as and surrounding community as well. In addition to the university providing extensive support from the OSU work study office, each year of OSU Kid Corps, OSU's Employee Health Services has completed physical examinations necessary to fulfill licensing requirements in working with young children. Additionally, the program has engaged in partnership with the Columbus City Schools (CCS) in reference to the Summer Enrichment Camp.

Included in this partnership is the use of schools, custodial services and stipends to pay the high school student participants, all of which are provided by CCS. We also have received donations from community foundations to support particular aspects of the program (e.g., summer program activities). Lastly, due to budgetary regulations set forth by AmeriCorps, OSU is unable to recover all of its federally negotiated Facilities and Administrative (F&A) costs and this is considered an in-kind donation by the university. This donation is made possible by the university's commitment to the OSU Kid Corps program.

COLLABORATION:

Our biggest partnerships are, by nature of the program, with the community based childcare centers in the low income neighborhoods. These centers are the hosts for our program on a daily basis. Our summer day camp program involves a partnership with the Columbus City Schools (CCS) who has been

Narratives

a partner of the Kid Corps program in engaging children in the Summer Enrichment Camp for the past three summers. They are providing site support for the camps. We also work with Action for Children in Columbus to identify home providers who are interested in participating in our program.

WIDE RANGE OF COMMUNITY STAKEHOLDERS:

The OSU Kid Corps program has a surplus of community partners and stakeholders. One of the strengths of the program is its support and collaboration with its partners such as: the College of Education and Human Ecology who houses the OSU Kid Corps program; the Ohio State University Research Foundation (OSURF) who manages the grant fiscally; OSU's Student Financial Aid Office which provides compensation for student employees (Corps Members); Employee Health Services has provided medical examination requirements; Child Development Council of Franklin County Head Start whose centers and children we serve and provide programmatic services to; Action for Children who provides homecare provider homes; Columbus Public Schools in partnership with the Summer Enrichment Camp and the many community service agencies in which our members volunteer. As you can see, OSU Kid Corps reaches across university boundaries and into the local community.

Cost Effectiveness and Budget Adequacy

COST EFFECTIVENESS:

DIVERSE NON-FEDERAL SUPPORT:

As an academic unit of OSU, we have the advantage of the university and college development efforts to help secure additional financial support from the community. Initially, the College of Education and Human Ecology will provide the necessary match through both in-kind and cash resource commitments to the program. The Columbus Public Schools also provide a cost match to the program in association with the OSU Kid Corps Summer Enrichment Camp. We have also made initial approaches to several of our corporate and private donors who are interested in supporting outreach to children and low-income populations and these initial discussions were well-received. We are confident in our ability to build

Narratives

support among non-federal sources.

BUDGET ADEQUACY:

Budget Narrative--

The personnel costs for the proposed project represent salaries for staff and faculty who directly support the development and implementation of this initiative. All Kid Corps staff members are employees of The Ohio State University. Therefore, salaries and benefit rates are set by position and qualification pay bands used across the university system. Personnel expenses for the project include the salary for a full-time Program Manager who is responsible for managing all aspects of the OSU Kid Corps program (Aaron Robertson - \$50,233) including managing and maintaining relationships with university and community partners, recruitment and supervision of Kid Corps members and staff, and managing the reporting and regulatory requirements established by Ohio Community Service Council and Corporation for National and Community Service. Also included is the salary of a full time Program Coordinator who is responsible for assisting the Program Manager in providing supervision, planning and training support, and embedded coaching to corps member teams (Jan Arnold - \$35,654). Both the program manager and program coordinator work exclusively with OSU Kid Corps and have no other responsibilities. In addition, Dr. Cynthia Buettner, a faculty member in Human Development and Family Science devotes .15 of her effort providing connection to related research and teaching components in the university as well as providing academic and grants management oversight for the OSU Kid Corps program (Program Director -- \$11,393). Finally, the program employs a Classified Staff Office Associate whose primary responsibility is managing the office and the programmatic, financial, and personnel records for the program. The Office Associate also provides clerical support for the Program Manager, Program Coordinator, and Program Director. Only .5 of the Office Associate's salary is requested from the Corporation (Greg Greer - \$15,068).

Narratives

The total personnel expenses include fringe benefits for each position at the university rates associated with the type of position. Funding is requested from the Corporation for the salary and benefits for .15 of the Program Director, 1.0 of the Program Manager, 1.0 of the Program Coordinator and .5 of the Office Associate.

Staff Travel:

Travel costs are listed for mileage incurred by the Program Manager and Program Coordinator in traveling to partner sites estimated at 1900 miles in a year for both the Program Manger and Program Coordinator (3800 x federal rate of \$.585/mile; total \$2,223) and mileage by staff to required AmeriCorps events and meetings. Funding is requested from the Corporation for the Program Manager and Program Coordinator's mileage and the required Corporation for National Service Meeting (\$1,000). The remaining staff travel expenses will be provided by OSU.

Member Travel:

Travel costs are listed for mileage incurred by members traveling to AmeriCorps events/meetings. These travel expenses will be provided by the Corporation.

Supplies:

Supplies for the Advisory Council Meetings, General Office Supplies, Program Session Supplies, Service Day Supplies, Member Service Gear, Postage and Materials for Summer program Sessions will be purchased from the Corporation share (\$17,160).

Staff Training:

A registration cost for the Forging New Links Conference is requested from the Corporation (\$200).

Narratives

Member Training:

The costs associated with providing orientation, pre-service training and the advanced quarterly training sessions for Corps members (materials and meetings) is being requested from the corporation (\$4,230).

Other Program Operating Costs:

A considerable portion of these costs are those associated with meeting health and safety requirements for work with children. We have budgeted \$4,590 to pay for criminal background checks for Corps members. We are requesting funding for this item from the Corporation. Listed evaluation costs for the year are those specifically associated with providing the program with an outside evaluation. Dr. David Julian of the Center for Learning Excellence has agreed to conduct the evaluation of the program. Funding for the \$5,000 listed under this category is requested from the Corporation. Other evaluation activities will be the responsibility of the Project Director and are therefore covered in that personnel budget item. In addition, members are required to have a physical on record, the \$8,010 needed for these will be provided by the University. The OSU Kid Corps Summer Enrichment Camp requires a total of \$20,000 for services such as high school student wages, custodial services and facilities. Funding for the Summer Enrichment Camp is provided by the Columbus Public Schools. Other operating costs include photocopying, recruitment and advertising expenses (\$1,800) will be requested from the Corporation.

Administration:

OSU's federally negotiated indirect cost rate is 50%. .0105% (\$1,995) of the total budget is requested from the corporation for the Ohio Community Service Council's administrative costs. The remaining amount of the Corporations 5% limit (\$7,999) is requested for OSU administrative costs. The unrecovered Facilities and Administrative costs are designated towards meeting the required program

Narratives

match.

Evaluation Summary or Plan

Our evaluation plan consists of pre-post literacy assessments (PALS) on all children participating in Kid Corps. We will also conduct a stakeholder survey to assess satisfaction with the program among participants and community partners. In previous program years, the OSU Kid Corps program utilized an assessment called the ELSA. The goal for 2007-2008 was that 75% of the children assessed would increase a minimum of 2 points in their raw score on 2 of the 4 domains of the ELSA. Following the 2007-2008 program year, the OSU Kid Corps program showed a 2 point increase on 2 of the 4 domains of the ELSA in 94% of the children scored.

As an academic institution with an expertise in early childhood development, our intention is to seek a research evaluation grant to support an extensive evaluation of the model, as we are eager to determine impact of the program and areas for improvement. In the interim, we will contract with an outside evaluator to provide feedback on the program in 2009-2010. We also are committed to our own systematic monitoring of the performance measures listed in this application in addition to other measures we track internally. As experienced program developers we anticipate identifying and negotiating issues and/or weaknesses and strengths in our efforts to continue to improve the Kid Corps program. Both the Program Director and Program Manager are in regular contact with the advisory council, program partners, Corps members, parents, and volunteers.

Amendment Justification

NA

Clarification Summary

OCSC Clarification Request; April, 2011

Budget Clarification Items:

Narratives

1. As outlined in our IDC Rate agreement with DHHS, vacation/sick term payments are included as part of our fringe benefits rate.
2. Itemized cost calculations for travel-related expenses to CNCS sponsored meetings is: \$337 airfare + \$213 (71 per day for meals and incidentals x 3 days) + 450 (hotel at \$150 x 3 days).
3. Off-campus classroom space is based on a flat rate the school gave us to implement our six week summer program.
4. OSU members are hired on as student employees of OSU under work study and therefore are covered under workers' compensation.

Programmatic Clarification Items:

1. Grant award start date is July 1, 2011. Member enrollment period start date is September 1, 2011.
2. All members serve with preschool service sites for 6 hours per week. In addition to the service in preschools, they choose another community agency to volunteer 5 hours of their time. The addition of the high school service location is an option for the additional 5 hours of community service hours.

Performance Measure Clarification Items:

Narratives

1. We adjusted our output number to measure the number of children receiving literacy services. The number of unduplicated children receiving literacy services is 245.
2. Reading Interest checklists are administered as a pre-test (before literacy services) and then midyear (after some literacy services have been administered). This is our intermediate data to make sure we are on track with our literacy treatment. The PALS test is our pre/post test that is administered before service and then at the end of the year, post -service.

OCSC Clarification Request; November, 2009

Programmatic Clarification Items:

1. The narratives from our previous (original) grant have been re-entered into each section.
2. In the Continuation Changes narrative, we have indicated that there will be no significant changes at this time. In addition, we have indicated that we will utilize the Standardized Performance Measures during the 2010-2011 program year.

Budget Clarification Items:

1. Employees of the program are employees of the Ohio State University and are subject to the fringe benefit rates of the university based on the position classification. Benefit rates are part of the rate agreement approved for use on grants, contracts, and other agreements with the federal government. Benefit rates for Administrative and Professional positions and Classified Civil Service positions are currently above 35%. The fringe benefit rates of the university include:

Narratives

STRS - 0.0%;

PERS - 14.0%;

Medicare - 1.2%;

Medical Plans - 15.7%;

Group Life - 0.2%;

Disability - 0.3%;

Unemployment Compensation - 0.0%;

Workers Compensation - 0.8%;

Vision - 0.2%;

Dental - 1.5%;

Student Insurance - 0.0%;

Employee Tuition - 1.4%;

Dependent Fee Authorization - 0.0%;

Add: Vac/Sick Termination Payments - 0.0%.

2. The CNCS meeting has been moved from "Other Program Operating Costs" to "Staff Travel" in budget section 1.

3. The indirect cost rate plan has been sent to Lisa Tope via email.

4. We have changed the match amount in the "Source of Match Funds" to reflect the \$116,844 in the budget. The additional \$28,010 is from Columbus City Schools for operation of the Summer Enrichment Camp (\$20,000) and from Employee Health Services for corps member health screenings (\$8,010).

Narratives

CNCS Clarification Request; Entered May 4, 2010

Budget Clarification Items:

1. Supplies: Program Session Supplies - The OSU Kid Corps program believes strongly in the notion that children learn best when they are engaged in activities that are interesting and exciting. In an effort to engage children in interesting and exciting learning activities, we need to provide unique materials and supplies. Many of these supplies are not readily available in our partner pre-school classrooms, meaning we need to bring our own. Typically, the OSU Kid Corps program uses local teacher supply stores, Star Beacon for example, to make these purchases. Some examples of needed supplies are as follows: finger paints, various types of paper and writing mediums, wiki sticks, contact paper, poster and display boards, buttons, magnets, and many more open ended materials. It is important to note that OSU Kid Corps purchased materials are brought into the center and taken with us when we leave. It is imperative that OSU Kid Corps have the ability to purchase and use unique and fun materials to carry out the programmatic goals and mission.

2. Supplies: Computer Replacements -- The OSU Kid Corps program last purchased computers at its inception in September, 2005. The current computers in the OSU Kid Corps office are outdated and are in need of replacement. While OSU Kid Corps has access to very talented information technology professionals at OSU who can help fix and provide "band-aid" repairs, new computers and technologies are vital to fulfilling programmatic requirements.

3. Other: Off Campus Classroom Line Item Clarification - Each summer, the OSU Kid Corps program hosts a 6 week "Summer Enrichment Camp" designed to engage children entering Kindergarten through the 6rd grade in a fun and social atmosphere that promotes reading and literacy activities. Previously, and what was stated in the original budget narrative, the program engaged children for 8 weeks.

Narratives

However, given current school schedules and budget restrictions from Columbus City Schools, we have found it most beneficial to shorten the summer program from 8 to 6 weeks. The goal is to involve kids in social and educational activities through the summer as opposed to their staying at home watching television and video games. Typically, the program engages between 60 and 70 children daily from the local Columbus community. In order to maximize our efforts, we engage Columbus City Schools in partnership and are able to utilize classrooms in one of their elementary schools. By utilizing CCS elementary schools, we are able to engage children from the local community who have the ability to walk or ride their bikes, as well as have parents drop off and pick up their children.

4. Administration: Most Current Indirect Cost Rate Agreement - The most current Federally Negotiated Indirect Cost Rate Agreement has been sent to the Ohio Community Service Council via email on April 30, 2010.

5. Travel: Staff and Member Mileage Rate -- The mileage rate has been modified in the e-grants budget from \$.55/mile to \$.50 per mile.

6. Criminal History Checks -- The OSU Kid Corps program has and will continue to collect criminal history checks for staff members as well as corps members. Due to the nature of the program, and requirements by the Ohio Department of Job and Family Services, both BCI&I checks and FBI criminal history checks are completed. The budget in e-grants has been amended to include staff as well as corps members. Criminal history reports are obtained through The Ohio State University Police Department. In addition to criminal history reports, the OSU Kid Corps program also checks each corps member and staff member in the NSOPR, national sex offender registry.

7. TB/Health Physicals -- Because the OSU Kid Corps program serves on a regular basis in pre-school

Narratives

centers, we are required to obtain and keep on record the paperwork requirements prescribed by the Ohio Department of Job and Family Services for pre-school staff and regular volunteers. One of these requirements is that each corps member serving in a pre-school obtain a completed ODJFS Medical Form. This medical form requires TB testing and a physical from a physician or nurse practitioner. The OSU Employee Health Services are kind enough to complete this requirement for our corps members. Any members who do not have this form completed and submitted are excluded from entering our partner pre-schools.

8. Workers Compensation/Coverage - OSU Kid Corps members are work study recipients at The Ohio State University and thus eligible for workers compensation benefits. A certificate for appropriate verification was emailed to the Ohio Community Service Council on April 30, 2010.

Program Clarification Items:

1. Criminal History Check Requirement: The OSU Kid Corps program has and will continue to collect criminal history checks for staff members as well as corps members. Because of the nature of the program, and requirements by the Ohio Department of Job and Family Services, both BCI&I checks and FBI criminal history checks are performed. Criminal history reports are obtained through The Ohio State University Police Department. In addition to criminal history reports, the OSU Kid Corps program also checks each corps member and staff member in the NSOPR, national sex offender registry.

2. Performance Measurement: The performance measurement screens have been updated as appropriate in e-grants.

CNCS Clarification Request #2 -- Entered May 12, 2010

Narratives

Budget Clarification Items:

- 1.) More detail was provided in the off campus classroom line item by including a breakdown of services from Columbus City Schools. The breakdown includes custodian service (\$2,600); classroom and gym at school facilities (\$8,800) and administrative Costs (\$600).
- 2.) The budget was amended to include corps members as well as 4 staff members.
- 3.) Additional information and clarifications were made to the budget narrative, thus bringing it up to date and current.

Performance Measurement:

- 1.) The OSU Kid Corps program elected to not utilize the national performance measures, but rather utilize previous performance measures. The performance measures have been updated and current. Please see the performance measures sections to view the most up to date and current performance measures for OSU Kid Corps.

Continuation Changes

2010-2011 (Year 3 continuation)

New Site Locations:

Our preschool sites have stayed the same since the 2009-2010 program year. However, we did add an additional community service site in order to give our members the option to work in a high school setting. The name of the high school is The Academic Acceleration Academy and our members are providing service as classroom aides and tutors.

New Program Staff:

Narratives

~Jan Arnold took on a new role as Program Manager and manages all program operations.

~Kelly Paull as Program Coordinator provides supervision, planning, training support, and coaching to corps member teams.

~Jennifer Finn as Program Assistant manages the office and the programmatic, financial, and personnel records.

Budget:

The total requested cost from CNCS has decreased from the 2010-2011 to the 2011-2012 program year.

In 2010-2011 we requested \$197,907 and in 2011-2012 we requested 197,787. This is a decrease of \$120.00 for the 2011-2012 program year.

Background Checks:

There are five positions listed under personnel expenses in the budget, however, the Quarter Off Duty and Project Director positions are held by the same person, Cynthia Buettner. Because two staff positions are occupied by the same person we only budget for four staff background checks. Staff background checks are budgeted for Cynthia Buetter (Project Director and Quarter Off Duty Support), Jan Arnold (Program Manager), Kelly Paull (Program Coordinator), and Jennifer Finn (Program Assistant).

Enrollment:

During the 2009-2010 program year, we enrolled 87 of 90 (96%) potential AmeriCorps slots. This is an increase of 3 percentage points from the 2008-2009 program year when we enrolled 84 of 90 (93%) AmeriCorps slots. Given retention rates in previous program years, we placed an emphasis on commitment to service and probability of completion during the recruitment process. This practice did

Narratives

in fact improve our retention rates from previous years. A downside of this focus resulted in our not engaging all 90 potential corps members.

To increase enrollment for the 2010-2011 program year we have recruited members through professors, advisors, university staff, posting fliers, and speaking to multiple undergraduate classes. We are offering our members an experience in teaching and lesson planning which appeals to many majors across campus.

With the additional recruiting methods we plan to reach our goal of 100% enrollment for the 2010-2011 program year.

Retention:

Our retention rate for 2009-2010 was 81.6%. This is an increase from 2008-2009 when our retention rate was 70%. In order to continue to improve our retention rates each year, we have made an effort to recruit members from the university who are looking for an experience working in the community and teaching. We have also stressed the importance of the commitment to this program during the interview and application process. Another strategy we are using to strengthen member commitment is to provide team building activities, on site training, and ongoing support for the members during their term of service.

30 Day Enrollment and Exit:

In order to comply with the 30 day enrollment and exit of members, OSU Kid Corps will hold program staff accountable for enrolling and exiting members in a timely manner. The program manager, program coordinator and program assistant will be trained to use our new checklist system to keep track of member enrollment and exits from the program. By using the checklist system all staff will have access to the start and end date of each member and will know the 30 day mark to have the update made in

Narratives

eGrants.

2009-2010 (Year 2 continuation)

Accomplishments and Outcomes:

The impact of the OSU Kid Corps program during the 2008-2009 program year has been evidenced by its ability to meet and exceed performance measures outlined by the program. Performance Measures are as follows:

--Children's Reading/Literacy Skills: Before Corps Members enter the classrooms, we administer the Phonological Awareness Literacy Screening (PALS) to each of the children for which legal guardians have provided permission. In the 2008-2009 program year, 92% of the children showed a 2 point increase on 2 of the 4 domains of the PALS, which exceeded the goal that 75% of the children assessed would increase a minimum of 2 points in their raw score on 2 of the 4 domains of the PALS.

--Volunteer Involvement: During the 2008-2009 program year, the goal for the OSU Kid Corps program was to engage 100 volunteers. This goal was surpassed by engaging 124 volunteers at its service projects and special events designed to support children and community efforts in educating children. A total of 388 hours were contributed by the volunteers.

--Corps Member Development: Member training is designed to equip Corps Members to be effective teachers and to enhance the program impact while in the classroom. This is accomplished through hands on training sessions and coaching prior to service in the classroom. After initial trainings are complete, Corps Members are given the Member Skills Assessment, an OSU created assessment that is designed to test Corps Member knowledge and readiness for work with the children. Last year (2008-

Narratives

2009), the program exceeded the goal of 90% of the Corps Members scoring at least 80% on the Member Skills Assessment with 91.4% of its members scoring at least 80% or better. The average score was 89%.

--Nutrition Education Information: It is our goal to ensure that children and families are receiving nutritional information designed to enhance healthy eating choices. Last year (2008-2009), we exceeded our goal of reaching 95% of the parents by providing these information packets to 100% of the children and families enrolled in the OSU Kid Corps program.

An exceptional accomplishment to note includes OSU Kid Corps addition to the President's Higher Education Community Service Honor Roll, a program of the Corporation for National and Community Service.

Enrollment:

During the 2008-2009 program year, we enrolled 84 of 90 (93%) potential AmeriCorps slots. Given retention rates in previous program years, we placed an emphasis on commitment to service and probability of completion during the recruitment process. This practice did in fact improve our retention rates from previous years. A downside of this focus resulted in our not engaging all 90 potential corps members. It is important to note however that to date in the 2009-2010 program year, we have already engaged 87 of 90 (96.6%) of our potential corps member slots. We anticipate reaching the 100% goal shortly.

Retention:

Our retention rate in 2008-2009 was 70%, which is below our retention goal. Student Corps Members are unique in that they are minimum time Corps members that are asked to balance their educational

Narratives

goals, work study requirements and other activities pertaining to their status as students as well as Corps Members. Therefore, we face some retention pressures that are outside programming factors. For example, students have left the Kid Corps program because they lost work study funds and had to seek other sources of income, have scheduling conflicts because of academic requirements, or in some cases, the student had to leave the university. We continue to work on retention practices that minimize these occurrences. One of our strategies is to focus our recruitment efforts on students in majors most closely aligned with the program's focus. Although OSU Kid Corps program values diversity in its academic majors, we believe that focusing on recruiting members who have an interest in pursuing a career in service, education or social issues will tie the experience to future goals and therefore, will increase the likelihood that students complete the year of service.

In order to retain corps members, it is also imperative that OSU Kid Corps engage students that place service to their community as a priority in a student work study experience. As a strategy to address this issue, we are increasing our emphasis on service experience and commitments in the Kid Corps application. Additional emphasis will be placed on information that outlines the potential conflicts students face when serving as a Kid Corps member. Our plan is to use past corps members in recruitment with the idea that those who have experienced the program can provide an accurate portrayal of what the program entails.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 19.26

Service Categories

School Readiness/Head Start/Early Childhood Education Primary Secondary

Childrens Language and Literacy Skills

Service Category: School Readiness/Head Start/Early Childhood Education

Measure Category: Needs and Service Activities

Strategy to Achieve Results

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

Corps member teams will conduct dialogic reading and other literacy focused activities in the partner pre-school classrooms and will distribute supporting materials to parents and caregivers.

Results

Result: Output

Corps members will provide literacy enhancing activities to pre-school classrooms and centers throughout the school year.

Indicator: student beneficiaries

Target: Each year, OSU Kid Corps will serve a total of 14 pre-school classrooms in 8 partner pre-school centers during the school year program. If classrooms rosters are at maximum capacity, the program will engage nearly 245 children.

Target Value: 245

Instruments: The OSU Kid Corps program will use logs and tally sheets in an effort to verify the number of classrooms and centers being served.

PM Statement: 14 classrooms in 8 partner pre-school centers will receive services from OSU Kid Corps teams performing dialogic reading and other language and literacy activities throughout the school year program.

Prev. Yrs. Data

Result: Intermediate Outcome

The children OSU Kid Corps engages throughout the program year will show an increased interest in reading. We believe this increased interest in reading is an indicator of increased literacy skills at the end of the program year. Reading Interest checklists are administered as a pre-test (before literacy services) and then midyear (after some literacy services have been administered). This is our intermediate data to make sure we are on track with our literacy treatment.

Indicator: Percentage of pre-schoolers who demonstrate an increased interest in reading from

Target: 25% of the children demonstrating an increased interest in reading from the baseline to the intermediate collection as indicated by scoring 3 or above on the Reading Interest Checklist.

Target Value: 61

Instruments: We will be utilizing the OSU Kid Corps developed Reading Interest Checklist.

PM Statement: By engaging the children in literacy focused activities, we believe that children will demonstrate, at minimum, a 25% increase in their reading interest as measured by the Reading Interest Checklist.

Prev. Yrs. Data

Result: Intermediate Outcome

the baseline data to the intermediate collection period.

Result: End Outcome

Pre-schoolers who participate in OSU Kid Corps sessions will demonstrate increased language and literacy skills.

Indicator: Improved scores on the Phonological Awareness Literacy Screening (PALS).

Target: 80% of the children increasing their score by 2 points on 2 of the 4 domains of the PALS assessment from pre to post assessment.

Target Value: 80%

Instruments: Phonological Awareness Literacy Screening (PALS).

PM Statement: Children that participate in the OSU Kid Corps program will demonstrate increased literacy skills as evidenced by 80% of the children increasing their score by 2 points on 2 of the 4 domains of the PALS assessment.

Prev. Yrs. Data

Required Documents

Document Name

Status

Evaluation

Sent

Labor Union Concurrence

Not Applicable