

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		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:  24-JAN-11	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID:  11AC124518		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER:  09ACHCA0010003
<b>5. APPLICATION INFORMATION</b>			
LEGAL NAME: Playworks Education Energized  DUNS NUMBER: 799971668 - 3533		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):  NAME: Dana Logsden  TELEPHONE NUMBER: (510) 431-2030  FAX NUMBER: (510) 893-4378  INTERNET E-MAIL ADDRESS: dlogsdn@playworks.org	
ADDRESS (give street address, city, state, zip code and county): 380 Washington St Oakland CA 94607 - 3800 County:			
6. EMPLOYER IDENTIFICATION NUMBER (EIN):  943251867		7. TYPE OF APPLICANT: 7a. Non-Profit  7b. Community-Based Organization	
8. TYPE OF APPLICATION (Check appropriate box).  <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/>  A. AUGMENTATION        B. BUDGET REVISION  C. NO COST EXTENSION    D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: <b>Corporation for National and Community Service</b>	
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:  Playworks California	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):  Alameda, San Francisco, Contra Costa, Santa Clara, San Mateo, and Los Angeles Counties.		11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 08/01/11      END DATE: 07/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="CA 009"/> b.Program <input type="text" value="CA 009"/>	
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. FEDERAL	\$ 756,001.00	<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	
b. APPLICANT	\$ 2,077,508.00		
c. STATE	\$ 0.00		
d. LOCAL	\$ 0.00		
e. OTHER	\$ 0.00		
f. PROGRAM INCOME	\$ 0.00		
g. TOTAL	\$ 2,833,509.00		
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?  <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO			
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:  Dana Logsdn		b. TITLE:	c. TELEPHONE NUMBER:  (510) 431-2030
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED:  05/06/11	

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### Executive Summary

#### EXECUTIVE SUMMARY

Playworks is a national nonprofit that improves the health and well-being of children by increasing opportunities for physical activity and safe, meaningful play at schools during recess, throughout the school day and beyond. In addition, Playworks is the only non-profit in the country maximizing recess to transform school climates. Playworks stops chaos on school playgrounds, shifts behaviors and accelerates learning in the classroom.

### Rationale and Approach

Sports4Kids is a full-time, school-based program currently operating in 170 low-income elementary and middle schools throughout the San Francisco Bay Area, CA; Baltimore, MD; Washington, D.C.; Boston, MA; St Louis, MO; and New Orleans, LA, with plans to expand to four additional cities in the 2009-10 school year, including the Los Angeles area. Enthusiastic, well-trained, full-time AmeriCorps members (referred to as Site Coordinators) provide our play-based, youth development programming that focuses on game supervision, leadership development and conflict-resolution training. Each Site Coordinator delivers five program components: (1) supervision of sports and games during recess and lunch periods; (2) work with classroom teachers to deliver long-abandoned physical fitness units during class time; (3) development of a Junior Coach leadership program for older students; (4) an out-of-school-time program that is adapted to fit the specific needs of the school community and currently provides homework help, healthy snack, and sports and games activities in the after school hours; and (5) interscholastic developmental sports leagues for coed volleyball and girls' basketball.

### Compelling Community Need

According to Healthy People 2010, the U.S. Department of Health and Human Services' comprehensive, nationwide health promotion and disease prevention agenda, increasing physical activity and fitness is a key objective in our nation's efforts to improve health.

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These alarming obesity rates and wide disparities have led both the U.S. Surgeon General and the California Superintendent of Public Instruction to call for more school-based physical activity. Despite these efforts, many American youth are engaged in less physical activity in their schools. Cuts in funding for physical education, recess/lunchtime supervision, and after school fitness programs have significantly limited opportunities for children to engage in physical activity and play on their school yards. State Superintendent of Public Instruction, Jack O'Connell released the following statement in 2007 in response to fitness test scores:

"This annual fitness test serves as an important reminder to all of us that the majority of our students are not in good physical shape. Studies show that students who are physically fit are not only healthier but do better in school. It is up to all of us to provide ample opportunities for our students to get motivated and get moving. The message from these results is clear -- our children and youth need more physical activity in their daily lives."

Physical activity reduces the risk of premature mortality in general, and of coronary heart disease, hypertension, colon cancer, and diabetes mellitus in particular. Regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces anxiety and stress, increases self-esteem, and may improve blood pressure and cholesterol levels. Positive experiences with physical activity at a young age help lay the basis for being regularly active throughout life. (U.S. Department of Health and Human Services, 2008).

Over the next three years, Sports4Kids aims to improve children's fitness in California communities including the Bay Area and Los Angeles. To address this need, Sports4Kids will respond to the lack of opportunities for physical activity during the school day and the need for effective strategies for

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increasing physical activity. The California Center for Public Health Advocacy found that more than half of California's school districts are not in compliance with the currently mandated minutes of P.E. for elementary schools (California School Boards Association, 2006). In 2007, The California Endowment prepared two policy briefs about the failure to provide rigorous physical activity via physical education programs. One of those reports states that students in 77 California schools included in the review received very little physical activity during most PE classes (The California Endowment, Physical Education Matters policy brief, 2007). They also found that the situation is particularly severe in elementary schools and schools in disadvantaged communities.

Many students in California schools also face community and school realities making physical activity difficult. Bullying, teasing and fighting are common on the playground. As indicated in table 1 (below), 49% to 57% of students in the communities we serve in California report that they are sometimes bullied at school. In some cases, students have reported that guns and knives are brought to school by other students. Without a sense of safety at school, children are less likely to engage in play or fitness activities, especially during unsupervised periods like recess. Sports4Kids programming focuses on conflict resolution and youth development strategies to promote respect and inclusion on the playground, two of our core values. We train our members both to reflect these core values in their own language and behaviors as well as to implement games and strategies that are respectful and inclusive for all students. In addition, through our Junior Coach program, we train older students to provide conflict resolution strategies on the playground during recess.

In table 1 (below), we provide local data on physical fitness and school safety for Los Angeles Unified, Oakland Unified, San Francisco Unified, and West Contra Costa County school districts, the four key geographic areas where Sports4Kids will be implemented in 2009-2010. We use the Fitnessgram data to assess local physical fitness among youth (Welk and Blaire, 2008). The standards were established by

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the Cooper Institute for Aerobics Research to represent a level of fitness that offers some degree of protection against diseases that result from sedentary living. Performance is classified into two general areas: "in the healthy fitness zone (HFZ)" and "needs improvement." All four school districts scored lower in the percentage of youth in the Healthy Fitness Zone for all six components than California as a whole (California had 27%) and higher percentages of students needing improvement on the aerobic capacity component (California had 37%).

Table 1: Level of Physical Fitness and School Security in Sports4Kids communities

School District	In Healthy Fitness Zone for all six components(1)	Needs Improvement for aerobic capacity(1)	Sometimes bullied at school(2)	Feel safe at school all of the time(2)
Los Angeles Unified	20%	42%	56%	52%
Oakland Unified	25%	37%	56%	48%
San Francisco Unified	26%	38%	57%	51%
San Jose Unified	0%	40%	49%	57%
West Contra Costa County	23%	45%	55%	44%

(1) California Department of Education, California Physical Fitness Test Results 2006-2007, Dataquest,

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(2)California Healthy Kids Survey, California Department of Education (Safe and Healthy Kids Program Office) and WestEd (Health and Human Development Department).

The Sports4Kids program works to improve children's health by increasing physical activity during the school day. Evidence shows that lack of self-esteem, stress, anxiety and negative body image are closely linked to an unwillingness to participate in physical activity. Sports4Kids has developed a model that overcomes these barriers. We create inclusive, activity-friendly environments that make it easy to choose to be physically active.

Teacher and principal surveys also demonstrate the impact Sports4Kids has on increasing physical activity, enhancing positive youth development, and minimizing conflicts on the playground. In 2008, 99% of California teachers and principals credited Sports4Kids with increasing student participation in physical activity. They also reported that 91% of students are more likely to cooperate with others as a result of having Sports4Kids at their school and 85% are more likely to resolve conflicts on their own.

### Description of Activities and Member Roles

Sports4Kids proposes to implement our program at 53 elementary schools throughout California. In 2009-2010 Sports4Kids plans to expand into southern California with a focus on the Los Angeles area. The program offers 60 full-time service opportunities, including approximately 93,840 hours of direct service and 8,160 hours of member development. At least 53 AmeriCorps members will serve as Site Coordinators, running Sports4Kids' full-day program each at one school for the school year. The seven remaining AmeriCorps members will serve as AmeriCorps Flex Site Coordinators. Flex Site Coordinators are critical to the program by serving as an internal substitute in the event that a Site Coordinator is absent from their site for prolonged illness or to replace a member at a school site if that member leaves prior to the end of the school year. During any time a Flex Site Coordinator is not filling

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in for another member, he or she will serve at other member sites in incremental periods to offer additional support to the member at that site.

Through Sports4Kids, full-time AmeriCorps members will coordinate full-day games, play, and sports programming taught from a framework of youth development. Sports4Kids' games include modified versions of many traditional playground games such as tag, kickball, soccer, and dodgeball. These games are modified to keep students physically active, engaged, and feeling included. For example, instead of being "out" and required to wait for another turn, in many games students instead do a set of jumping jacks and then return to the game. The Sports4Kids Site Coordinator position is ideally suited for AmeriCorps members who teach children to play together, provide positive feedback, and model mutual respect. As a result, members reach students on the sidelines to get them physically active and engaged in the Sports4Kids program. Those students who are not as physically active and test below the California physical fitness test standard make up our high need target population. We are able to engage these students by creating an inclusive school environment where everyone is encouraged to participate.

At each school, enthusiastic, well-trained AmeriCorps members implement five core program components in-school as well as out-of-school. Through these activities, full-time members serve all of the children in each school, with enrollment averaging 350 children per school, both in large and small group settings. School Day Program (typically 8:30am-2:30pm, Monday-Friday): (1) Recess/Lunch Supervision - the AmeriCorps member at each school is a constant presence on the playground introducing basic games and sports during recess and lunchtime to create a structured, safe environment that encourages all children to be physically active. During recess, the member sets up designated play areas for different games, students are taught the rules, and Junior Coaches assist with game monitoring; (2) Class Game Time (CGT) - members teach classroom teachers to deliver inclusive,

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non-competitive games to students by working with each class one at a time. In each CGT session members demonstrate for teachers how to engage their class in a physically active game; (3) Junior Coaches - members provide trainings and activities in leadership development, game supervision and violence prevention/conflict-resolution to a group of 8-12 students who develop their leadership skills by assisting the member in running games at recess. Members meet with their Junior Coaches regularly, monitor their activities during recess, and provide structured trainings to help improve their leadership and conflict resolution skills; (4) Out of School-Time (typically in the after school hours, 2:30-5:30pm, Monday-Thursday): AmeriCorps members provide structured opportunities for sports/games to smaller groups of children (15 to 20 students per school). The program is free and open to all fourth and fifth graders because we have found there to be fewer afterschool opportunities for older elementary school students. The structure generally involves time for, snack, homework time, game time, and enrichment activities; (5) Interscholastic Sports Leagues: Member sites participate in at least two seven-week interscholastic developmental athletic leagues (Girls' Basketball and Coed Volleyball) after school. Member sites play teams from nearby Sports4Kids schools, and members act as coaches, as well as referees. Each team serves approximately twelve students.

In our experience, it is the full-time presence of the Site Coordinator that ensures program success and ultimate impact on students. Sports4Kids AmeriCorps members build positive relationships with individual students through each of the five program components. These multiple opportunities to play together both create strong bonds and teach students Sports4Kids' behavioral expectations so that Site Coordinators are quickly able to manage both small and large groups of students, during and after the school day. We provide extensive member training, development, and supervision, all of which are key to high program quality and consistency across sites. We document strengths and areas for growth for each program site and Area Directors help Site Coordinators meet their programmatic goals.



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A 2007 evaluation by the Harvard Family Research Project indicates that the Sports4Kids program exemplifies best practices. The evaluation concluded the following: (1) Sports4Kids exhibited key elements of program quality crucial to positive youth development settings; and (2) Sports4Kids provided benefits overall to the school. In addition, the Project concluded that in their observations at one elementary school, that all of the quality elements of a positive developmental setting for youth identified by the National Research Council below were present (to varying degrees) in Sports4Kids activities, and all were crucial to the program's success. Elements of Quality: (a) physical and psychological safety; (b) appropriate structure; (c) supportive relationships; (d) opportunities for meaningful youth involvement; (e) positive social norms (f) learning-oriented, with skill-building activities; (g) balance of autonomy and structure; and (h) connections with school, home, and community.

In addition to allowing us to serve more students at more schools in California, AmeriCorps also makes a significant contribution to the quality and profile of Sports4Kids' programs. AmeriCorps members bring an ethic of service and commitment to community change that significantly energizes our organization and our partner schools. By emphasizing civic values and the importance of civic participation, Sports4Kids is able to engage members on a different level than a typical organization. In addition, our recruitment efforts are greatly enhanced by our association with AmeriCorps. Finally, our partnership with AmeriCorps provides a measure of credibility with schools and the private philanthropy sector where our association with AmeriCorps is considered a stamp of approval.

All members are informed of prohibited AmeriCorps service activities during the initial two week intensive AmeriCorps member training. This information is reiterated throughout the year in workshops and as questions or situations arise. Member supervisors (known as Area Directors) are trained in identifying prohibited service activities, and they oversee program implementation and compliance of

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their members as part of their bi-monthly check-ins.

### Measurable Outputs and Outcomes

Youth Health and Well-Being: Output: 18,550 children at over 53 low-income schools will participate in in-school and afterschool sports, game and play programming. Intermediate Outcome: [1] 50% of students will demonstrate an increase in their level of engagement by at least one point. [2] 75% of students from the target sample described in the End Outcome will demonstrate an increase in their level of engagement by at least one point . End Outcome: 50% of 5th grade students testing below California Physical Fitness Test standards at baseline will increase their aerobic capacity by demonstrating a 5% improvement in mile run times. Youth Development: Output: 371 Junior Coaches in 53 schools will be recruited by the end of the school year. End Outcome: 60% of Junior Coaches will improve their leadership skills by 1-point on at least 1 of 4 indicators on the Junior Coach assessment. Volunteer Recruitment Output: AmeriCorps members will recruit 318 volunteers who will volunteer for a total of 2226 hours. Member Development: Output: 60 members will receive at least 136 hours of training. Intermediate Outcome: 80% of members will increase their skills by 15% on the member skills assessment.

### Plan for Self-Assessment and Improvement

Sports4Kids collects data on a variety of process and impact variables, including 1) feedback from Site Coordinators about the program implementation at schools sites; 2) survey data from teachers and principals; 3) feedback from Area Directors who meet regularly with principals; 4) fitness data from the California FitnessGram; and 5) anecdotal data that comes to Sports4Kids via personal accounts of the impact we have on schools, communities, and individuals. We use this data and feedback to guide our trainings, technical assistance and program planning. We strive to continually strengthen our program and enhance the quality of implementation across our school sites . To improve the quality and

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consistency of our programs across diverse school sites, we have developed a comprehensive self-assessment system for monitoring the quality of program implementation.

One key tool for assessing our program quality is the Sports4Kids Performance Measure, a rubric representing our expectations for all five program components. There are two purposes for this Performance Measure: (1) to identify specific areas in need of improvement at each school and (2) to identify trends across schools (both strengths and weaknesses) in program quality. The Performance Measure is completed by the school Site Coordinator and his/her Area Director (supervisor) at the beginning and the end of the year to assess each program component and the degree to which the Site Coordinator is meeting our standards of quality. We have found this tool to be successful for two reasons. First, it clearly communicates what Sports4Kids expects and how a quality program looks and feels; and second, it offers a feedback mechanism for members and their supervisors. This data then offers program staff a guide for designing supplemental training, targeting one-on-one support from experienced staff to individual members and anticipating future challenges. Additionally, our National Training Director establishes trainings as needed for both program and management staff.

### Community Involvement

Sports4Kids grew directly from a community need articulated by a principal in Oakland who described chaos and disruptive behaviors dominating the playground at recess, creating an environment where students were not participating in physical activity and that often spilled over into the classroom. That was the genesis of Sports4Kids which, in twelve years, has grown from serving two schools to serving 170 schools in response to a consistently growing demand.

Our expansion to San Jose, California in 2006-07 models how we determine if our program meets a need in a given community. In 2003, Sports4Kids staff began reaching out to organizations in the region

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such as Partners in School Innovation, Santa Clara County Children's Health and Fitness Coalition, and San Jose State Community Change. In each case, community representatives encouraged Sports4Kids to come to Silicon Valley citing the growing need for organizations focused on the lack of opportunities for physical activity in schools.

Community involvement is also achieved through Advisory Councils in each geographic area we serve. In the Bay Area and Silicon Valley we have three Councils that have input into program expansion, partnership development, and strategic planning. The Councils include representatives from the education, business, health and non-profit sectors ensuring that community needs are voiced directly to our staff. During this three-year program period, we will continue to engage community members in our Local Advisory Councils in their respective areas of expertise. In addition, we will work closely with our primary community partners, our school sites, to encourage their continued active involvement with our program.

In 2009-2010 we plan to expand to the Los Angeles area where the need for our program has been identified by the community. Through our Community Training Program we began working with the Network for a Healthy California (NHC). In the past two years we have worked with Ismael Aguila, the Physical Activity Coordinator for NHC in Los Angeles Region. NHC-LA Region has expressed there is a strong need for programs to support physical activity in schools and have offered to serve as a conduit to building a partnership with LA schools.

Increased pressure on schools to deliver annual improvement in standardized test scores has created a host of consequences including a concentration of financial resources on classroom staffing and instructional strategies. As a result, schools don't have the resources to support adequate staffing of recess, nor do they have the expertise to develop a productive recess and physical activity strategy.

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AmeriCorps members are especially well-suited to fill this gap. The enthusiasm that AmeriCorps members bring to their service is a precise match with the kind of personality, energy and commitment that is necessary for managing a physical activity program every day. Even with competing demands for their limited financial resources, principals want Sports4Kids at their schools because of the enormous impact we have on their students. Last year, 89% of our California elementary schools requested that Sports4Kids return to their school for another year. Informally, Sports4Kids also gets very positive feedback from parents and families after school and during school events such as "back-to-school" nights and open houses.

### Relationship to other National and Community Service Programs

Sports4Kids collaborates locally with other AmeriCorps programs to deliver coordinated service day activities and to share in lessons learned and training opportunities. Nationally, we have also networked with other service programs to assist in identifying best practices and as a resource for staff recruitment. We work closely with the Jesuit Volunteer Corps, we have shadowed staff from City Year, and we encourage partnering and cooperation with Teach for America volunteers at all the sites where our members and their members work together.

### Potential for Replication

Sports4Kids has developed an effective sought-after program that lends itself to replication as evidenced by the growth from two schools to 170 schools over the last twelve years. In October of 2005, the Robert Wood Johnson Foundation awarded Sports4Kids a \$4.4 million grant over three years to support national expansion of the program outside of California. This grant acknowledged our successful replication of an effective model for increasing children's physical activity and ultimately improving their health and well-being. We began expanding Sports4Kids programs in schools and communities across the country beginning with Baltimore, MD (2005); Washington, D.C. (2006); Boston, MA

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(2006); St. Louis, MO (2008); and New Orleans, LA (2008). The Robert Wood Johnson Foundation recently confirmed its confidence in Sports4Kids' capacity for continued replication by awarding an \$18.7 million grant to support expansion to 20 new cities by 2012. This investment reflects Sports4Kids' success in establishing the program as an effective response to principal demands for support at recess and a real contributor to positive school climate in urban schools serving low-income populations.

Sports4Kids is well-positioned for national expansion for four key reasons. First, we have developed a product that is very much in demand: a cost-effective solution to the problems of unsafe school yards and limited opportunities for play and physical activity in schools. Second, we have created a funding model that incorporates a significant amount of earned revenue, as 35% of current program costs are paid by the schools. Third, we have developed a staffing model that taps the enthusiasm and potential of young adults as AmeriCorps members to promote play and youth development to create healthier school environments. Fourth, our commitment to staff development and our successful trainings offer a strong basis for replication. We know we can teach enthusiastic young people to deliver our program and curriculum.

In addition, Sports4Kids is uniquely positioned as a scalable response to diminished opportunities for play and physical activity. Many of the other programs that exist to redress the unequal distribution of physical activity programming, such as SPARK (Sports, Play and Active Recreation for Kids), focus on training and/or curriculum development. Other youth serving groups, such as the YMCA, Boys and Girls' Clubs and youth sports leagues rely almost exclusively on volunteers during after-school hours. By providing a full-time staff person to coordinate school-based programming, Sports4Kids sets itself apart from these agencies with our daily presence in schools, reaching all members of the school community, and ultimately creating lasting change.

### Organizational Capability

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### Sound Organizational Structure

### Ability to Provide Sound Programmatic and Fiscal Oversight

The development of the Sports4Kids program was in response to a need identified by school principals as further detailed in the Community Involvement section. In 1996, Sports4Kids founder, Jill Vialet, launched Sports4Kids with two schools in Berkeley. Since then we have grown to an organization reaching nearly 75,000 children in 170 schools in Baltimore, Boston, St. Louis, New Orleans, Washington D.C., Silicon Valley, and the San Francisco Bay Area during the 2008-09 school year.

Sports4Kids is a fiscally-sound organization with a proven record of managing large, multifaceted grants with extensive reporting requirements. Currently, in addition to beginning our third year of our second three-year AmeriCorps funding cycle with CaliforniaVolunteers, we are beginning our second year in our first three-year AmeriCorps funding cycle as a National Direct grantee, and our first year as a Missouri and Washington DC state grantee. This experience demonstrates our ability to manage AmeriCorps requirements.

Federal grants awarded to Sports4Kids in recent years include AmeriCorps California funding (\$455,291 in 2005-2006, \$673,939 in 2006-2007, \$498,948 in 2007-2008, \$498,962 in 2008-2009), AmeriCorps National Direct funding (\$441,000 in 2007-2008, \$503,999 in 2008-2009), AmeriCorps Washington DC funding (\$163,800 in 2008-2009), and AmeriCorps Missouri funding (\$113,400 in 2008-2009), United States Department of Agriculture Child and Adult Care Food Program (\$53,692 in 2004-2005, \$56,398 in 2005-2006, \$62,000 in 2006-2007 and 2007-2008, and continuing in 2008-2009), the Carol M. White Physical Education Program (\$583,998 from 2002-2004 and \$375,299 in 2007-2008, and \$346,623 in 2008-2009).

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Sports4Kids' financial systems are sound. The organization operates with effective internal controls supported by the Board, management, and personnel to ensure the reliability of financial reporting, and compliance with GAAP and grant reporting requirements. Examples of these processes include: documented policies and procedures, reviews of financial results and budgets, cash management procedures, timekeeping systems, etc. To further build its capacity as a national organization, Sports4Kids hired a Chief Financial Officer, Phyllis Carter, who brings financial expertise, leadership, and extensive financial management in both private and public firms to Sports4Kids. Ms. Carter will continue to refine the financial controls systems that are already in place and support our expansion effort.

Sports4Kids' most recent audit was completed in November 2008 for the year ending June 30, 2008. The independent audit firm, Berger and Lewis, issued an unqualified opinion and found the financial statements to be prepared in accordance with GAAP and without exception and free from any material weakness, non-compliance, or reportable conditions. In the federal awards portion of the audit, our auditors issued an unqualified opinion that Sports4kids complied, in all material respects with the requirements of OMB Circular A-133 and for all our major federal programs. In addition, the auditors did not identify any deficiencies in internal control over compliance.

### Multi-Site Program Support and Oversight:

The past years have offered a host of learning opportunities for Sports4Kids related to expansion and building a national office. By far the most important lesson is that capacity building is extremely challenging, not only because we are growing an organization to scale, but also because capacity building demands that an organization like ours develop new systems for supporting program delivery. We have



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learned that it is critical to invest time, talent, and resources into developing systematic responses to the demands of operating a national organization while still tailoring our approach to each city's unique needs.

While learning these lessons first hand, Sports4Kids has also connected with and researched other national organizations that operate geographically remote programs. This networking effort has resulted in many new solutions and ideas .

Sports4Kids national office, located in Oakland, California, has become a strong source of support for regional offices by focusing on staff recruitment and training, program management, and evaluation.

Specifically, the functions of the national office include:

- Making contacts in new cities
- Building and delivering staff trainings
- Developing a business plan with sustainable financial models
- Creating a national media/public education campaign about the importance of play, recess and physical activity for children's health and well-being
- Creating consistent evaluation procedures
- Ensuring a consistent organizational culture
- Raising funds from national foundations, partners and government grants

Site support at the local level is extensive as AmeriCorps members receive training and supervision to support their work. Each group of members is supported and supervised by an Area Director, who is a former Site Coordinator and has demonstrated exceptional job performance. Area Director support includes bi-weekly site visits, regular performance evaluations, liaison with school administration/staff, and ongoing mentorship. Though Area Directors are always accessible by cell phone, they are not able to

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be at all sites at all times. Each school principal (or his/her designee) provides immediate supervision/support in the event of an emergency. Site Coordinators also support each other via placement in proximate schools and frequent participation in team-wide activities. In addition, Area Directors consult regularly with school site administrators throughout the year. Each member site is offered two separate on-site trainings for teachers and staff to introduce and extend the Sports4Kids curriculum throughout the school.

The selection process and placement of members is a key step to maintaining a high level of program quality at Sports4Kids school sites. Each year, Sports4Kids staff compile a list of interested schools that includes both existing and new school sites. The list of schools is narrowed to those which meet certain criteria such as serving target populations (i.e. 50% of students receive free/reduced lunch), perceived need, and other considerations. At new sites, program staff visit the school to determine whether or not the school climate is a supportive environment for an AmeriCorps member; if there is evidence of good communication and positive feelings among the staff; and if there is a sufficient level of buy-in to the program. For existing sites that have a member who has chosen not to return, we base our decision to continue working with that site using evidence of on-going need, and whether or not the previous member had a positive experience. After careful consideration, schools are selected based on the number of available slots, and the remaining schools are placed on a waiting list.

School administrators review a Memorandum of Understanding (MOU) with Sports4Kids program staff to ensure that there is clarity with regard to the role of the AmeriCorps member. The MOU covers provisions for adequate member support from both school site staff and Sports4Kids. In the MOU we ask the school to identify the funding stream from which they will pay the school fee, in order to ensure financial capacity. In addition to the MOU, each school enters into a contractual relationship with Sports4Kids, committing the funds through either school site or district resources.

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The Sports4Kids program management structure ensures that each site achieves a high degree of compliance with our program requirements. By having Area Directors who supervise a group of eight sites, regularly visit those sites, and meet with the Site Coordinators individually and as a group, Sports4Kids ensures that Site Coordinators are fully implementing the required five components of the Sports4Kids program. In addition, Area Directors consult regularly with school site administrators throughout the year. Each school site is offered two separate on-site trainings for teachers and staff to introduce and extend the Sports4Kids curriculum throughout the school.

By regularly assembling both small and large groups of members for intensive training activities, monthly service projects, and feedback sessions, we ensure that connections develop between our sites and that our mission and vision are communicated in a consistent fashion to the members who serve at those sites. Connections between sites are further reinforced through the implementation of the five Sports4Kids program components, most specifically our interscholastic leagues which bring together both students and Site Coordinators from different sites over multiple weeks. In addition, our Area Directors receive specialized training prior to the start of the member service term, so they begin the year with common language around AmeriCorps service and Sports4Kids' vision. As a result, not only does a Sports4Kids program in San Francisco, CA look remarkably similar to one in Oakland, CA, but the communication and understanding of organizational purpose are consistent as well.

Board of Directors, Administrators, and Staff

Sports4Kids is a tax-exempt 501(c)(3) with a governing Board of Directors. The Board of Directors provides fiscal and administrative oversight, and has rotating committees that focus on specific governance and financial issues. The Board monitors organizational progress through quarterly review of both program and finance dashboards including indicators of service provided and financial health.

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To manage national expansion and strengthen the organization's infrastructure, our Leadership Team consists of the following staff members: Jill Vialet, Founder and President; David Rothenberg, Executive Director; Tracy Williamson, Director of Government Programs; Elizabeth Cushing, Director of Development; Dana Wenter, Director of Evaluation; Sharon Smith-Mauney, Community Training Program Director; Lisa Frydenlund, Director of Human Resources; Phyllis Carter, Chief Financial Officer, and David Gallagher, National Program Director. The Leadership Team guides the organizational expansion across the country to ensure a cohesive rollout and quality implementation of the Sports4Kids program.

Program management responsibility is led by a dynamic team of Sports4Kids staff. As reflected in the budget included with this application, the following positions will directly support the 60 AmeriCorps members: Area Director, Program Director, Program Associate, and Government Programs Associate. The Area Director supervises the AmeriCorps members and serves as the direct liaison between members and participating schools, devoting 50% of his or her time to the AmeriCorps program. The Program Associate is responsible for the administrative requirements associated with the grant, devoting at least 50% of his or her time to the AmeriCorps program. The Program Director trains, supports, and supervises the Area Directors, devoting 50% of his or her time to the AmeriCorps program. In addition, the Government Programs Associate will devote 100% of her time to oversight and support of the AmeriCorps program.

Our AmeriCorps grant will be overseen by the Director of Government Programs, Tracy Williamson, who is beginning her second year with Sports4Kids, and will work closely with five lead program staff members, four of whom have extensive experience managing Sports4Kids' AmeriCorps members. Jackie Hemann is entering her ninth year with Sports4Kids, having spent six years as a Site Coordinator, and

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two years as an Area Director before becoming a Program Director in 2008-2009. Jonathan Blasher is entering his fifth year with Sports4Kids, having spent two years as a Site Coordinator, and two years as an Area Director before becoming a Program Director in 2008-2009. Bill Vanark is entering his fifth year with Sports4Kids, having spent two years as a Site Coordinator, and two years as an Area Director before becoming a Program Director in 2008-2009. Phuoc Nguyen is in his seventh year with Sports4Kids, four years as Site Coordinator, one year as Area Director and is now in his second year as Silicon Valley City Director. Quisqueya Rodriguez began working with Sports4Kids this year in the newly created position of Bay Area City Director. Quisqueya brings ten years of experience in youth development training and program quality management.

Financial responsibility for management of the AmeriCorps grant is lead by Phyllis Carter, Sports4Kids' Chief Financial Officer. Ms. Carter's experience is detailed in the Fiscal Oversight section above. She is assisted by Marco Santos, Accounting Manager with over 15 years of senior accounting experience, and Isabel Maze, the Accounting Associate, who work together to manage the financial aspects of the current AmeriCorps grant.

### Plan for Self-Assessment and Improvement

Due to recent and anticipated growth, Sports4Kids has developed new structures to ensure we have the most effective and efficient management systems in place. These systems include the creation of teams, made up of administrative and program staff, that are responsible for strategy, cross-functional input, 360 degree review of systems, and review and revision of current policies and protocols. Teams include the Leadership Team, Talent Team, and City Directors who regularly meet to share challenges and best practices. Each team has specific tasks to complete, is self-managed with leaders or co-leaders, has regular meetings, and is overseen by the Executive Director.

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We are also committed to ongoing evaluation of our program through internal data collection and the engagement of external evaluation consultants. We use process data to understand how we function as an organization, as a leader in the field, as an AmeriCorps grantee, and as a community-supported non-profit. We review our internal procedures on a regular basis, and have made a number of improvements to our internal systems based on key process data findings from last year. For example, we have enhanced our data collection ability by enhancing our data collection infrastructure and hiring a Data Manager to ensure quality control.

### Plans for Effective Technical Assistance

Sports4Kids has developed its own comprehensive training curriculum for new members. Staff work throughout the year to modify and adapt this training as new trends and needs are identified.

Sports4Kids also contracts with outside providers to deliver more specialized programming that enhances our efforts. For example local providers have delivered trainings on topics relevant to serving recent immigrant families, students with disabilities and students with asthma. Sports4Kids' staff works closely with placement sites to ensure that expectations are high but realistic and that school sites are prepared to support staff. Sports4Kids' staff work with school and district staff to clarify programmatic and fiscal expectations and with teachers and other school staff to provide on-going training to ensure that the Sports4Kids' approach to group management and a body of games and activities is integrated throughout the school community.

### Sound Record of Accomplishment as an Organization

### Volunteer Generation and Support

## Narratives

In addition to the sports leagues, Sports4Kids utilizes volunteers in a wide variety of roles throughout the organization: volunteers serve on the Board of Directors and Local Advisory Councils in each city, assist with database and website development, offer their expertise on organizational growth and legal matters, and assist with special events. This diverse group of volunteers, recruited from the community at large, has a significant impact on our organizational capacity and on the success of Sports4Kids as a whole. We are in the process of further developing our volunteer generation capacity and support, through development of a team of staff with experience that includes development, program management, and league organization.

### Organizational and Community Leadership

Sports4Kids is acknowledged as a local, regional, and national leader in promoting play as a tool of youth development and employing physical activity and play as a means of redressing health disparities. In the San Francisco Bay Area, staff serve on committees, boards and commissions that include the Alameda County Physical Activity Coalition, Bay Area Women's Sports Initiative, West Oakland Education Task Force and Full Circle Fund, an engaged philanthropy organization whose members leverage their time, money, skills and connections to the service of nonprofits, businesses and government agencies.

Organizationally, Sports4Kids has received special Congressional recognition for outstanding service to the community, the Berkeley Foundation Community Award and the Alameda County Office of Education Public Education Service Award. Jill Vialet, President and Founder, has received a number of local and national awards including the prestigious international Ashoka Fellowship that recognizes leading social entrepreneurs who have created innovative solutions to social problems. Most recently, Sports4Kids was named one of three international winners of the Sport for a Better World Competition,

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sponsored by Ashoka Changemakers and Nike.

### Success in Securing Match Resources

Sports4Kids has been extremely successful in securing match resources during our most recent three-year cycle and for previous awards primarily because our financial model includes earned income in the form of school fees providing for approximately 35% of the cost of providing the full-day program. Our second source of match is foundation grants which has been a stable and growing source of funding over the course of the organization's decade-long operations.

### Success in Securing Community Support

#### Collaboration

Sports4Kids has been very effective in developing and sustaining partnerships that contribute to both our quality and breadth. Sports4Kids key partners are schools and school districts. Over the past three years, Sports4Kids has focused on improving relationships at the school district level in each of the communities we operate to ensure program sustainability. School leaders -- principals, parents and administrators -- have actively involved in helping with program design and setting realistic targets for expansion.

Sports4Kids collaborates with other local community organizations in relation to program planning and delivery. Partnerships with organizations such as the Bay Area Nutrition and Physical Activity Collaborative have helped us refine our Bay Area program. We also rely upon collaboration with community organizations to provide our sports leagues. In delivering our basketball and volleyball leagues in Oakland, Sports4Kids collaborates with organizations such as the Oakland YWCA, St. Leo's



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Church, the Rainbow and Eastlake YMCAs, the Cesar Chavez Education Center, and the East Oakland Youth Development Center.

### Local Financial and In-Kind Contributions

Since its founding in 1996, Sports4Kids has developed relationships with many local foundations, corporations, and individuals. For example in the 2007-2008 program year, Sports4Kids secured 30 foundation grants totaling \$740,000 to support California programming, including grants from Bank of America Charitable Foundation, The California Endowment, Lucile Packard Foundation for Children's Health, The Health Trust, Evelyn and Walter Haas Jr. Fund, San Francisco Foundation, and the Wayne and Gladys Valley Foundation. Similarly, as our program impact has grown to reach more schools and more children, so has our individual donor community. Our 2007-2008 individual donations exceeded \$950,000 from 427 donors.

Non-financial support of Sports4Kids has grown and diversified. Currently, a significant amount of Sports4Kids' non-financial support includes free space for our leagues, staff trainings and leased office space in each of the communities where we operate. Additionally, we have received donated softball and baseball equipment from local organizations. Sports4Kids Board and Local Advisory Council members contribute free legal advice, technical assistance in the areas of effective staff recruiting, network contacts and capacity building, which includes identifying potential schools and increasing our individual fundraising database.

### Wide Range of Community Stakeholders

Sports4Kids has designed its programs with an eye towards effectively addressing the needs and

## Narratives

concerns of a wide range of stakeholders. Primary among the Sports4Kids stakeholders are the children and entire staff at the schools where our programs operate as well as the families of the children we serve and the community members who volunteer with our programs. Sports4Kids stakeholders also include our own staff -- both AmeriCorps members and staff -- who invest time, energy and care into ensuring that Sports4Kids stays true to its mission. Lastly, stakeholders include the various organizations, institutions and individuals who invest other resources -- financial and in-kind -- that allow us to do the work of bringing play and physical activity back into the lives of children.

### Special Circumstances

Our focus is to serve schools with student populations with at least 50% eligible for free and reduced lunch, and the communities in which we serve are considered "resource poor" due the higher than average percentages of families who live below the poverty level. Although the national average is 10.2%, the percentages of families living below poverty in our communities are much higher, such as Oakland, CA (18.1%) (U.S. Census Bureau, 2005-2007 American Community Survey).

### Cost Effectiveness and Budget Adequacy

#### Cost Effectiveness

#### Corporation Cost per Member Service Year (MSY)

Sports4Kids is dedicated to continuing to improve its efficiency in program delivery. With this proposal, our cost per MSY request is \$12,600. As the program will provide daily programming for approximately 18,550 children, program funding represents a very cost-effective \$0.75/child/day (of which we request \$0.23/child/day from AmeriCorps).

#### Diverse Non-Federal Support

## Narratives

The Sports4Kids model proposed has an annual program budget of approximately \$2,509,404 of which we request \$756,000 from California Volunteers to support 60 MSYs. Of the total program budget, Sports4Kids proposes over \$1.7 million in matching funds to successfully support the AmeriCorps program and to incorporate Sports4Kids priorities such as extensive training and supervision. This matching amount far exceeds the minimum amount required. These matching funds would come from three sources: private foundations, school fees, and local government grants. Sports4Kids has already secured foundation support for the 2009-2010 school year to be used as matching for the AmeriCorps program from the Robert Wood Johnson Foundation, Wayne & Gladys Valley Foundation, Metta Fund, WLS Spencer Foundation, and Lucile Packard Foundation for Children's Health. In addition we have a longstanding relationship with the City of Oakland's Fund for Children and Youth that we expect to continue next year providing \$135,000 in matching funds. Finally, we have funds available for the cash match from the 2009-2010 school fees (\$1,245,500).

Sports4Kids has successfully met the match requirements in each prior year with AmeriCorps. Our contractual relationship with the schools and our successful track record of fundraising give us confidence that we'll be able to continue meeting this requirement.

### Decreased Reliance on Federal Support

This proposal increases the reach and impact of our program by 50% over the 2008-2009 contract (increasing member slots from 40 to 60). Despite this significant increase, the proportion of federal funds remains the same enabling Sports4Kids to reach thousands of more children and enabling AmeriCorps to maximize the reach of its dollars. This is possible because of a financial model that relies on private philanthropy and school fees to support expansion.

### Budget Adequacy

## Narratives

Based on prior experience, Sports4Kids is confident that the budget presented is adequate and will fully fund the proposed program. It is extrapolated from previous budgets and takes into account the lessons we have learned through expansion over the past three years. As the numbers demonstrate, Sports4Kids puts most of its resources toward personnel and the training they need in order to deliver a high quality program in the schools.

### Evaluation Summary or Plan

#### PROGRAM EVALUATION PLAN

Sports4Kids recently received an \$18.7 million investment from the Robert Wood Johnson Foundation to support expansion of our programs nationally. As we begin implementing programs with support of this grant, we are fortunate to have RWJF as a resource for our evaluation needs as well. Based on conversations with RWJF about evaluation, Sports4Kids is now ready to launch an evaluation of our program with the support of outside evaluators. Our evaluation of the California AmeriCorps program will be guided by our evaluation questions, methods, and protocol laid out by the RWJF evaluation.

Our goal is to capture the impact of Sports4Kids' AmeriCorps members on children's health and well-being. Our theory of change is that by increasing physical activity at school, we can impact several aspects of children's health and well-being including physical health, social/emotional skills, and focus in the classroom. We are also interested in how our program has an impact on school climate, given the role that climate plays in the school experience of individual children.

The evaluation design is currently under discussion with staff and selected members of our partnership. The evaluation design will be created by our evaluation contractors and will incorporate many of the RWJF evaluation methods and tools to track physical activity, changes in school climate, and social emotional health in our program sites. By utilizing resources developed for the RWJF evaluation, we tap into the expertise of several informed and nationally-recognized researchers in the fields of physical activity, school climate, and youth development.

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The study design is an evaluation of schools receiving Sports4Kids, versus data from a control group of schools. We have selected this design so that we can compare school characteristics and impact data in intervention sites and control sites. Because Sports4Kids is implemented in many schools that have already had Sports4Kids (those schools that we retain in a given city), we will focus much of our impact evaluation on new schools recruited into CaliforniaVolunteers programs. In this way we will be able to draw conclusions about the impact Sports4Kids AmeriCorps members have at their schools in the first year of program implementation.

The timeline (see more detail below) calls for spending January-June 2010 focused on selecting an outside evaluation firm, finalizing the study design, selecting measurement tools, drafting measurement protocols, and identifying sources for selecting the control group. We will work with select CLASP members to identify a reputable evaluation contractor with extensive experience in conducting evaluations on programs that impact physical activity and youth development.

We have developed the following anticipated evaluation questions to include both intermediate and long-term outcomes. These questions will be finalized with the input of select CLASP members, and the contracted evaluator:

1. How does children's physical fitness change?
2. How do children's physical activity levels change?
3. How do fights and other discipline issues on the playground change?
4. How do children's social/emotional skills change?
5. How does children's focus in the classroom change?
6. How does the overall school climate change?

Potential assessment measures include:

- Multi-point data gathering from individual children using Fitnessgram data and survey results from

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the California Healthy Kids Survey;

- Assessment of social/emotional skills using validated survey and observation tools focused on cooperation, conflict resolution, and teamwork;
- School-site tracking of discipline referrals from the playground to the school office; and
- Multi-point surveys of principals and teachers to capture school climate change.

### Evaluation Timeline

- March 2010-April 2010 -- Prepare study design and finalize research questions with evaluation contractor, CLASP members, and Sports4Kids staff
- May-August 2010 --Finalize assessment methods and tools, draft measurement protocols, gather baseline data
- Year 1 (2009-10) -- Start AmeriCorps grant, finalize planning for evaluation
- Year 2 (2010-11) -- Conduct data collection
- Year 3 (2011-12) -- Report on evaluation findings in the fall of 2011

We recognize that conducting large-scale evaluations is not Sports4Kids' expertise. We are, therefore, planning to contract with an outside evaluation firm that brings expertise specifically in our content area to conduct the evaluation. The cost of this evaluation will potentially be covered by multiple sources of funding, such as revenue from RWJF and other foundation grants and research organizations.

Sports4Kids is excited about the many opportunities to measure and document our impact in schools and communities. The CaliforniaVolunteers evaluation provides an additional evaluation component to understand the significant benefits of our collaboration with AmeriCorps.

### Amendment Justification

NA

### Clarification Summary

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Clarification Response FY 11

Playworks' clarification responses are set forth below.

### BUDGET CLARIFICATION ITEMS:

1. This application is currently under consideration for a continuation grant in the amount of \$756,001, 60 Member Service Years (MSYs) and 60 member positions.

Response: We have updated the following sections of our budget to reflect 60 member positions serving in 53 schools, rather than the 65 member positions serving in 58 schools previously requested:

Section 1-E: Supplies - Program Supply costs were reduced to \$26,500 grantee share and AmeriCorps Gear Packs were reduced to \$4,500 grantee share.

Section 1-G: Member Training - First Aid/CPR costs were reduced to \$3,000 grantee share.

Section 1-I: Other Program Operating Costs - Fingerprinting/Background check costs were reduced to \$4,500 grantee share; TB tests were reduced to \$1,200 grantee share. Gymnasium rental for youth dev't sports leagues was reduced to \$37,100 grantee share.

Section 2-A: Living Allowance -- Full-time living allowance costs were adjusted from \$582,010 CNCS share and \$990,990 grantee share to \$537,240 CNCS share and \$914,760 grantee share.

Section 2-B: Member Support Costs -- FICA was adjusted from \$44,524 CNCS share and \$75,811 grantee share to \$41,099 CNCS share and \$69,979 grantee share. Worker's compensation was adjusted

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from \$7,275 CNCS share and \$12,387 grantee share to \$6,716 CNCS share and \$11,434 grantee share. Health Care was adjusted from \$91,005 CNCS share and \$154,955 grantee share to \$84,005 CNCS share and \$143,035 grantee share.

2. Section 1-G: Staff Training - please provide calculations of \$444/staff for training purposes.

Response: Upon further review, we determined that travel costs to attend program staff trainings were included in program staff training costs. We have now separated out these travel costs and moved them to the Section 1-C: Staff Travel. We have also provided more detailed calculations to spell out the costs in the budget narrative.

3. Section 1-G: Member Training - please provide calculations of \$255/member for pre-service training and calculation for off-site workshops of \$125/member.

Response: In our budget, we have provided more detailed calculations to spell out the member training costs for both pre-service and ongoing off-site training workshops.

4. Source of Funds: Please provide an update on the organization's success in identifying foundation and corporate/individual support of match.

Response: We have updated our budget to include \$50,000 secured from the Robert Wood Johnson Foundation and a \$250,000 foundation grant pending from the S.D. Bechtel, Jr. Foundation. We have included \$150,000 in projected foundation grants based on grant requests submitted to private foundations that have funded us previously (e.g. Kaiser Permanente). We project to receive the remaining \$302,508 from additional foundation grants as well as corporate and individual donors.



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### PERFORMANCE MEASUREMENT CLARIFICATION ITEMS:

The Member Development and Volunteer Recruitment Performance Measures have been deleted from eGrants.

#### 1. Increased Youth and Physical Fitness Measure

o The output has two targets: 1,500 5th graders and 24,000 students. Please remove the 24,000 students for an aligned measure.

o The intermediate outcome only targets 5th grader achievements.

Response: References to the output target of 24,000 students have been removed from the targets description, instruments and performance measure statement in eGrants.

#### 2. Youth Development Measure

o Please provide more information regarding the efficacy of the Junior Coach Assessment tool in measuring AmeriCorps service impact. The instrument is not described in the Performance Measure strategy section.

Response: The Junior Coach Assessment tool utilizes questions from the Self-Management subscale of the School Social Behavior Scale (SSBS). The SSBS is used to assess social and antisocial behavior of at-risk youth. The tool is designed for teachers and other school personnel of students in grades K-12 and can be used to examine social competence in children. The members observe the Junior Coaches at entry into the program and rank them on a series of questions using a 5-point scale. After completion of the program, members rank the Junior Coaches on the same questions. The questions focus on leadership skills, self-regulation, and conflict resolution skills which are key competencies emphasized

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in the Junior Coach program.

### Clarification Response FY 10

Playworks' clarification responses are set forth below.

### Budget Clarification Items

1. Section I: Other Operating Costs - criminal history checks are budgeted for members, but staff is not included. Please confirm staff completes criminal history checks.

Response: To confirm, yes, all grant-funded staff complete criminal history checks. We anticipate that all grant-funded new staff will have their criminal history checks completed prior to the 2010 Program Year, so we have not budgeted for criminal history checks for grant-funded staff.

### Performance Measurements

The Performance Measure changes were made as instructed. We maintained "Other" as our Priority Area to be consistent with our original continuation application.

### Program Start and End Dates:

Playworks' program year will begin on August 1, 2010 and end on July 31, 2011.

### Clarification Response FY 09

Sports4Kids' clarification responses are set forth below.

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### Program Start and End Dates

Sports4Kids program year will begin on August 1, 2009 and end on July 31, 2010.

### Budget Items

Sports4Kids' response to the budget item clarifications requested is set forth below.

#### 1. Program must break out gear pack costs.

Our AmeriCorps member gear packs include the following items to identify members with Sports4Kids and to show the AmeriCorps identity.

2 short sleeve t-shirts, approximately \$10 each = \$20

1 long sleeve t-shirt, approximately \$15 each = \$15

1 sweatshirt, approximately \$25 each = \$25

AmeriCorps buttons/pins, lanyards, whistles, clipboards, other supplies = \$15

Total = \$75

#### 2. Evaluation costs must be itemized.

The \$100,000 in evaluation costs will be funded by the Robert Wood Johnson Foundation. A breakdown of the costs is outlined below.

The Robert Wood Johnson Foundation will pay \$85,000 directly to the John Gardner Center for Youth

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Development to conduct two portions of the evaluation as follows:

- a. A process evaluation about how the Sports4Kids program is adopted, implemented, and sustained in intervention sites (schools);
- b. An impact evaluation about changes in school climate, youth development, physical activity, and peer engagement.

The Robert Wood Johnson Foundation will fund an additional \$15,000 for a second contractor to be selected by Sports4Kids to focus on a third portion of the evaluation as follows:

- c. An impact evaluation focused on physical activity levels and health outcomes related to physical activity.

For additional information, please see the Evaluation Plan included with the Application Narrative.

3. Please clarify gym rental costs.

Gym rentals are used for league games. Each school participates in 2 leagues per year. The total cost of \$15,900 is obtained by multiplying the number of schools/teams (53) times the number of leagues played by each school (2) times \$150 per league (the per league cost is broken down below).

Per league cost: Each school plays one game per week for at least 6 weeks. Each game lasts about one hour, and the rental cost for that hour is estimated at \$50 (split between two schools at \$25 each). Thus, for each league the cost is  $\$25 \times 6 \text{ games} = \$150$ .

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4. Please itemize amount and types of non-CNCS funds.

School Fees: \$1,245,500

Foundation Grants Total: \$372,904

Wayne & Gladys Valley Foundation \$40,000

WLS Spencer Foundation \$25,000

Lucile Packard Foundation for Children's Health \$40,000

Metta Fund \$40,000

Robert Wood Johnson Foundation \$227,904

Oakland Fund for Children and Youth Grant: \$135,000

5. Section A - Provide a brief position description for the Government Programs Associate position.

The Government Programs Associate position is responsible for coordination and management of the CaliforniaVolunteers grant. The position assists with training the Program Associate position, and provides ongoing support and oversight for grant compliance to the Sports4Kids California city offices, including oversight of AmeriCorps member timekeeping, member enrollment/exit, data collection, and progress reporting. The title may be changed in the future to more directly describe the position.

6. Section H - Confirm the costs budgeted for evaluation are not for an independent consultant.

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The budgeted evaluation costs detailed in #2 above, will be used for subcontractors that will conduct the required external AmeriCorps evaluation. The funds will not be used for an individual consultant to Sports4Kids.

7. Section I -- Please justify the costs budgeted for facility rental for member development.

The space rented for member development is used to provide our pre-service orientation and intensive training as well as ongoing member trainings during the school year. Since we get all of our AmeriCorps members in the region together for trainings, and because our trainings are active and hands-on, we require a large space to conduct our training sessions. We also require multiple rooms for break-out groups. Examples of the type of space we rent for trainings include school gymnasiums, rooms at local universities, and other local community space. The cost for this type of space is approximately \$40 per hour, and we rent this type of space for at least 135 hours beginning with pre-service orientation and continuing throughout the year.

### Continuation Changes

YEAR 3 CONTINUATION CHANGES (2011-12)

Proposed Expansion:

We're requesting 5 additional MSYs, bringing our total request from 60 to 65 members. This expansion would allow us to place 65 members in 58 schools, serving approximately 24,600 elementary students. These 5 additional members would make it possible to serve approximately 1,600 additional students in San Francisco, Silicon Valley & Los Angeles. As described in our narrative, there is a strong need for our program in these 3 areas. With our expansion we expect 280 additional 5th grade students who don't meet California Physical Fitness Standards at baseline to meet them by end-of-year testing & 76 additional Jr. Coaches to demonstrate improved conflict resolution skills. With the exception of adding

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supervisors to oversee program implementation, we will continue to support these 5 slots as we've supported the 60 slots allocated this program year.

Performance Measures:

We updated our performance measures (PMs) to reflect our 10-11 contract-approved PMs & adjusted our targets to reflect our request for expansion. Based on preliminary data, we've additionally increased our Youth Development & Increased Youth Physical Fitness PM targets.

Member Development PM: Our 10-11 contract-approved output target states, "Of 60 members, all first-year members will participate in at least 136 training hours, & all second-year members will participate in at least 96 training hours." The output target submitted in our 11-12 request now states, "Of 65 members, all first-year members will participate in at least 136 training hours, & all second-year members will participate in at least 96 training hours." Our 10-11 contract-approved end outcome target states, "80% [48] of members will increase skills by 15%." The end outcome target in our 11-12 request now states, "80% [52] of members will increase skills by 15%."

Increased Youth Physical PM: Our 10-11 contract-approved output target states, "[1] 700 5th grade students who test below CA Physical Fitness Test standards for mile run will receive at least 80 hrs of in school programming. [2] 17,500 students in at least 58 low-income schools served not included in the high need target group." Our output target in our 11-12 request now states, "[1] 1500 5th grade students who test below CA Physical Fitness Test standards for mile run will receive at least 80 hrs of in school programming. [2] 24000 students in at least 58 low-income schools served not included in the high need target group." Our 10-11 contract-approved intermediate outcome target states, "35% [245] of an estimated 700 5th grade students who test below California Physical Fitness Test standards for mile run at baseline will meet Physical Fitness Test for mile run at end point data collection." Our intermediate

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outcome in our 11-12 request now states, "35% [525] of an estimated 1500 5th grade students who test below California Physical Fitness Test standards for mile run at baseline will meet Physical Fitness Test for mile run at end point data collection." Our 10-11 contract-approved output instruments states: "[2] Baseline mile run logs cross referenced with school schedules and attendance verification to collect data on number of high need target population beneficiaries who receive a minimum of 80 hours of in-school programming, provided by member. Completed by member. Frequency two times per year." Our output instruments now states: "[2] Recess & Class Game Time Attendance Log to collect data on number of high need beneficiaries who receive a minimum of 80 hours of in-school programming. Completed by teacher. Frequency: twice per year for 1-week increments."

Youth Development PM: Our 10-11 contract-approved output target states, "750 Junior Coaches will be recruited." Our output target in our 11-12 request now states, "850 Junior Coaches will be recruited." Our 10-11 contract-approved end outcome target states, "75% (562) of 750 Junior Coaches who receive 5 one-hour trainings will improve their conflict resolution skills by 1-point on at least 1 of 4 indicators on the Jr. Coach assessment." Our end outcome target in our 11-12 request now states, "75% (638) of 850 Junior Coaches who receive 5 one-hour trainings will improve their conflict resolution skills by 1-point on at least 1 of 4 indicators on the Jr. Coach assessment."

Budget:

We made the following changes to the budget:

Personnel: In our 10-11 request we budgeted for 3 Program Directors (PDs) at \$0 CNCS share & \$75,000 grantee share; in our 11-12 request we're budgeting for 4 PDs at \$0 CNCS share & \$100,000 grantee share. We made this change to ensure sufficient supervision for additional members & their



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supervisors. In 10-11 we budgeted for 13 Program Managers (PMs) at \$0 CNCS share & \$260,000 grantee share; in 11-12 we're budgeting for 13 PMs at \$0 CNCS share & \$292,500 grantee share. We made this change to reflect the current wages of our PMs. In 10-11 we budgeted for 4 Program Associates (PAs) at \$23,000 CNCS share & \$54,000 grantee share; in 11-12 we're budgeting for 4 PAs at \$22,000 CNCS share & \$62,000 grantee share. We made this change after reviewing staff allocation & finding that allocating 60% of the PAs' time is more accurate than the 55% estimated in 10-11. In 10-11 we budgeted for 1 California AC Program Manager (CAACPM) at \$12,700 CNCS share & \$29,300 grantee share; in 11-12 we're budgeting for 1 CAACPM at \$15,000 CNCS & \$31,500 grantee share. We made this change based on the CAACPM's current wages. In 10-11 we budgeted for 4 City Executive Directors (CEDs) at \$0 CNCS share & \$48,000 grantee share. In 11-12 we removed the line item for CEDs. We made this change because the CED's role has shifted to focus almost exclusively on development rather than program oversight now that each city has a PD.

Personnel Fringe Benefits: In 10-11 we budgeted for Worker's Comp, Health Care, FICA at \$20,052 CNCS share & \$74,188 grantee share; in 11-12 we're budgeting for Worker's Comp, Health Care, FICA at \$16,259 CNCS share & \$83,111 grantee share. This corresponds to the increase in total personnel expenses.

Staff Travel: Since our Los Angeles (LA) team will remain on site for pre-service member/staff training in 11-12 we've removed all associated staff travel costs from the budget.

Member Travel: Since our LA team will remain on site for pre-service member training in 11-12, we've removed all associated member travel costs from the budget.

Supplies: In 10-11 we budgeted for Program Supplies at \$0 CNCS Share & \$26,500 grantee share; in 11-

## Narratives

12 we're budgeting for Program Supplies at \$0 CNCS share & \$29,000 grantee share. This change reflects additional supplies for 5 additional schools. In 10-11 we budgeted for AC gear packs at \$0 CNCS share & \$4,500 grantee share; in 11-12 we're budgeting for gear packs at \$0 CNCS share & \$4,875 grantee share. This change reflects the gear packs needed for 5 more members.

Staff training: In 10-11 we budgeted for 24 staff to attend staff trainings at \$0 CNCS share & \$10,656 grantee share; in 11-12 we're budgeting for 21 staff to attend trainings at \$0 CNCS share & \$9,324 grantee share. This change reflects that we will provide training for 1 more PD but will no longer include staff training for 4 CEDs in our budget.

Member Training (All changes reflect 5 additional members): In 10-11 we budgeted for 1st Aid/CPR training at \$0 CNCS share & \$3000 grantee share; in 11-12 we're budgeting for 1st Aid/CPR training at \$0 CNCS share & \$3,250 grantee share. In 10-11 we budgeted for pre-service member workshops & team-building at \$0 CNCS & \$15,300 grantee share; in 11-12 we're budgeting for pre-service member workshops & team-building at \$0 CNCS & \$16,575 grantee share. In 10-11 we budgeted for off-site trainings at \$0 CNCS share & \$7,500 grantee share; in 11-12 we're budgeting for off-site trainings at \$0 CNCS share & \$8,125 grantee share.

Evaluation: In 10-11 we budgeted for evaluation costs at \$0 CNCS share & \$35,000 grantee share. There are no eval. costs expected in 11-12; thus, we've removed this line item.

Other Operating Costs: In 10-11 we budgeted for Fingerprinting at \$0 CNCS share & \$4,500 grantee share; in 11-12 we're budgeting for Fingerprinting at \$0 CNCS share & \$4,875 grantee share. This change reflects 5 additional members. In 10-11 we budgeted for TB tests at \$0 CNCS share & \$1,200 grantee share; in 11-12 we're budgeting for TB tests at \$0 CNCS Share & \$1300 grantee share. This

## Narratives

change reflects 5 additional members. In 10-11 we budgeted for Gymnasium rental for sports leagues for \$0 CNCS share & \$42,400 grantee share; in 11-12 we're budgeting for Gymnasium rental at \$0 CNCS share & \$40,600 grantee share. This change reflects a decrease in the average rate of gym rentals in the past year.

Living Allowance: In 10-11 we budgeted for 60 Full Time living allowances (\$23,600 each) & at \$601,000 CNCS share & \$814,200 grantee share total; in 11-12 we're budgeting for 65 Full Time living allowances (\$24,200 each) at \$582,010 CNCS share & \$990,990 grantee share. This change reflects 5 additional members as well as a higher living allowance rate.

Member Support Costs: In 10-11 we budgeted for FICA at \$27,080 CNCS share & \$81,244 grantee share; in 11-12 we're budgeting for FICA at \$44,524 CNCS share & \$75,811 grantee share. This change reflects 5 additional members & a higher living allowance rate. In 10-11 we budgeted for Worker's Comp at \$2,660 CNCS share & \$15,040 grantee share; in 11-12 we're budgeting for Worker's Comp at \$7,275 CNCS share & \$12,388 grantee share. This change reflects 5 additional members as well as a higher living allowance rate. In 10-11 we budgeted Health Care at \$30,930 CNCS share & \$123,630 grantee share; in 11-12 we're budgeting Health Care at \$91,005 CNCS share & \$154,955 grantee share. This change reflects 5 additional members as well as an update to include Health Care costs for June when most of our members are still serving.

Enrollment:

In 09-10 we enrolled 100% of our slots. As of 12/6/10 we've enrolled 100% of our 10-11 slots.

Retention:

In 09-10 we had a retention rate of 85.2%. As of 12/6/10 we have a 95% retention rate. We're

## Narratives

implementing several strategies to improve our retention. In 09-10 several members had issues with attendance that led to their exit. To address this we emphasized the importance of attendance & punctuality & began providing members with a member handbook that sets forth expectations during orientation. In addition, we're piloting a new professional development program called "Playball." Playball establishes an ongoing dialogue between members & their supervisors & continuously revisits expectations, clarifying them if needed, to promote good performance & to set members up for success.

Insubordinate behavior has impacted retention in 10-11. To deter insubordinate & unprofessional behavior, we've developed a new "Playful Professionalism" training.

Compliance with 30 Day Enrollment/Exit:

In 09-10 we enrolled 35 members at 31 days because we mistakenly excluded the start date when counting 30 days. We exited or attempted to exit all members within 30 days. We re-opened 2 exits to make a correction at 31 & 33 days respectively. We attempted to exit a third member within 30 days. However, we were unable to exit her because she had completed her term of service in slightly less than the minimum 9 months. We resolved the issue & exited her at 38 days. As of 12/6/10 we've enrolled & exited all members within 30 days.

YEAR 2 CONTINUATION CHANGES (2010-11)

Applicant Info: We updated our website address. Our website is now [www.playworks.org](http://www.playworks.org).

Narrative:

This year we changed our name from Sports4Kids to Playworks Education Energized, and we currently do business as Playworks. Our legal applicant name has been changed to Playworks Education Energized in eGrants. To avoid confusion in this continuation application, we have left our Program

## Narratives

Name as Sports4Kids in eGrants.

As stated in our application, we are piloting alternatives to our out-of-school program to better meet community needs. Next year, we may provide out-of-school time programming that will include more opportunities for play and skills-acquisition for our Junior Coaches and youth development league participants during out-of-school time as we work to better tailor our program to meet individual school needs.

We are also in the process of further developing our volunteer generation capacity and support, through our recent AmeriCorps VISTA award. We have placed one VISTA member in each of our four cities. Our VISTA members will develop and implement a volunteer program to provide an opportunity for more community members to participate in our school programs and to improve our procedures for training and supporting community volunteers. Our VISTA members will play an integral role in increasing the number of volunteers engaged with our program as well as in evaluating and refining our volunteer coordination process.

Enrollment:

In 09-10 and 08-09 we enrolled 100% of our slots.

Retention:

In 09-10, we have a 95.2% retention rate thus far and plan to refill one slot with two half time members in January. In 08-09, we had a 90.5% retention rate. We exited one of 40 members for performance and professionalism issues, and we exited three members because they were not a good match for our program. This year we have taken steps to improve our enrollment and retention rates. One example of our increased recruitment efforts was our focus on college recruitment which included targeting larger

## Narratives

universities in California. We also created a second Recruitment Associate position in our national office focused on staff and member recruitment and retention. Our increased recruitment efforts resulted in an increase in the overall number of applicants for our California AmeriCorps member slots to 775 this year, which created a more competitive pool of candidates. During our interview process, we also gave candidates a document explaining the commitment required to be a Playworks AmeriCorps member, including information on the living allowance and a break-down of service hours expected per week. Interviewers let candidates know that we expect them to commit to a year of service. We anticipate that this effort will continue to positively impact our retention rates this year.

### Compliance with 30 Day Enrollment/Exit:

In 08-09, we enrolled and exited all members within 30 days with one exception. One member was enrolled one workday after the 30 day enrollment period because we inadvertently enrolled the wrong person and had to have his enrollment re-opened by the Trust to delete him from WBRS. In the meantime, our 40 slots were filled and we could not enroll our 40th person until the person who was incorrectly enrolled had been removed. In 09-10, it was our understanding that we had enrolled all members within 30 days. However, we were recently informed that 35 members were enrolled at 31 days. We previously counted 30 days from the start date to determine the 30 day deadline. But, it appears that the start date needs to be included in the 30 day window. Now that we understand the process, we'll ensure to train our staff to include the start date, when calculating the 30 days in which to enroll and exit members. In addition, we have been unable to enroll one member in eGrants due to an eGrants technical problem. In 09-10, we have exited all members within 30 days.

### Performance Measures:

We updated the Performance Measure fields with our 2009-2010 contract approved performance measures. Based on preliminary data for 09-10, we slightly adjusted a few of our targets. In addition,

## **Narratives**

we included our updated intermediate outcome for "Increased Youth Physical Fitness" even though we will not report on it.

## 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

Other Human Needs          Primary       Secondary

### Increased Youth Physical Fitness

**Service Category:** Other Human Needs

**Measure Category:** Needs and Service Activities

### Strategy to Achieve Results

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

Students will participate in sports, games and physical activities.

### Results

**Result: Intermediate Outcome**

Students will improve their aerobic capacity.

Indicator: The percent of 5th grade students in all AmeriCorps schools who improve their mile-

Target: 525 [35%] of an estimated 1,500 5th grade students who test below California Physical Fitness

Test standards for mile run at baseline will meet Physical Fitness Test for mile run at end point data collection.

Target Value: 525

Instruments: A mile-run test administered two times per year in all AmeriCorps schools to collect data on California Physical Fitness Mile run test to collect data on 5th grade students who meet the California Physical Fitness test at end-point. Completed by AmeriCorps member. Frequency two times per year.

PM Statement: 525 [35%] of an estimated 1,500 5th grade students who test below California Physical Fitness Test standards for mile run at baseline and receive at least 80 hours of Sports4Kids in-school programming will meet California Physical Fitness Test for mile run by end-of-year testing.

Prev. Yrs. Data



**Result: Intermediate Outcome**

run time.

**Result: Output**

Students will participate in in-school and after-school sports, games and physical activities.

Indicator: The number of students participating in the Sports4Kids program.

Target: [1] 1500 5th grade students who test below CA Physical Fitness Test standards for mile run will receive at least 80 hrs of in school programming.

Target Value: 1500

Instruments: [1] Baseline mile run log to collect data on number of high need beneficiaries identified. Completed by AmeriCorps member. Frequency one time per year. [2] Recess & Class Game Time Attendance Log to collect data on number of high need beneficiaries who receive a minimum of 80 hours of in-school programming. Completed by teacher. Frequency: twice per year for 1-week increments.

PM Statement: 1,500 5th graders who test below California Physical Fitness Test standards for mile run at baseline will be identified as high need beneficiaries of the Sports4Kids program.

Prev. Yrs. Data

**Result: End Outcome**

Students will maintain an active and healthy lifestyle into adulthood.

Indicator:

Target: N/A

Instruments: N/A

PM Statement: N/A

Prev. Yrs. Data

**Youth Development**

**Service Category:** Other Human Needs

**Measure Category:** Needs and Service Activities

**Strategy to Achieve Results**

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

60 AmeriCorps members at 53 low-income elementary schools will actively supervise school playgrounds and recruit, train and supervise youth leadership teams of eight to twelve fourth and fifth grade 'Junior Coaches' to help mediate playground activity and to create a culture of safety and inclusion. They will be active during recess and lunch periods, assisting with equipment checkout, leading sports and games and resolving conflicts.

**Results**

**Result: Output**

Junior Coaches will be recruited to help mediate playground activity.

Indicator: The number of Junior Coaches recruited.

Target: 850 Junior Coaches will be recruited.

Target Value: 850

Instruments: Junior Coach rosters to collect data on the number of Junior Coaches recruited.

**Result: Output**

PM Statement: 850 Junior Coaches will be recruited to help mediate playground activity.

Prev. Yrs. Data

**Result: End Outcome**

Junior Coaches will increase their leadership skills, including conflict resolution skills.

Indicator: The percent of Junior Coaches who demonstrate competencies in leadership skills,

Target: 638 [75%] of 850 Junior Coaches who receive five one-hour trainings will improve their conflict resolution skills by 1-point on at least 1 of 4 indicators on the Jr. Coach assessment.

Target Value: 638

Instruments: Junior Coach skills assessments to collect data on competencies in leadership skills at the beginning and end of the school year. Completed by AmeriCorps members. Frequency 2x per year.

PM Statement: 638 [75%] of 850 Junior Coaches will increase their leadership skills, including conflict resolution skills, by 1-point on at least 1 of 4 indicators on the Junior Coach assessment.

Prev. Yrs. Data

**Result: End Outcome**

including conflict resolution skills.

## Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable