

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/25/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11ND123621	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 10NDHNY001														
5. APPLICATION INFORMATION																
LEGAL NAME: After-School Corporation (The) DUNS NUMBER: 047886754	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Jessica Donner TELEPHONE NUMBER: (646) 943-8738 FAX NUMBER: INTERNET E-MAIL ADDRESS: jdonner@tascorp.org															
ADDRESS (give street address, city, state, zip code and county): The After School Corporation 1440 Broadway, 16th Floor New York NY 10018 - 2320 County: New York																
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 134004600	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization Statewide Association															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps National	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Everyday Explorers															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): New York City, NY; Providence, RI; Boston, MA; Newark, NJ	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 07/01/11 END DATE: 12/31/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NY 014"/> b.Program <input type="text" value="NY 014"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 383,242.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 581,286.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 964,528.00</td> </tr> </table>	a. FEDERAL	\$ 383,242.00	b. APPLICANT	\$ 581,286.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 964,528.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 383,242.00															
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g. TOTAL	\$ 964,528.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Jessica Donner	b. TITLE:	c. TELEPHONE NUMBER: (646) 943-8738														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 06/09/11														

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Executive Summary

Everyday Explorers members provide after-school math and science learning experiences to youth attending under-resourced schools in New York City, Boston, Providence and Newark, NJ, pending approval of an expansion request. As STEM specialists, members facilitate hands-on activities, inquiry-based science experiments, research projects, environmental stewardship projects and math enrichment activities and coordinate environmentally-focused service projects.

Rationale and Approach

Compelling Community Need

Description of the Need: Over one million American students who enter 9th grade each year fail to graduate with their peers four years later. Their path to high school failure begins long before they enter high school. In fact, a leading predictor of high school graduation is success in math and science during the middle grades. One factor contributing to these outcomes is a persistent "opportunity gap" where science, technology, engineering and math (STEM) learning is more often available to youth attending high-performing schools and living in affluent and middle-class communities, while students who attend under-resourced schools in poor communities often lack exposure to science-rich environments and opportunities for STEM learning. With under-resourced schools serving a disproportionate number of low-income and minority youth, the STEM achievement gap (the disparity between low-income and minority students' performance in STEM and that of their middle-class and White peers) begins when youth enter kindergarten and continues to widen as students progress into secondary school, ultimately contributing to the alarming drop-out rate among low-income and minority youth. There is an urgent need to engage students in STEM learning during elementary and middle school in order to prepare them to succeed in math and science courses and, ultimately, to graduate from high school, continue their education and succeed in work.

Selection of the Need: In investigating the root causes of our country's high dropout rates, the

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Collaborative for Building After-School Systems (CBASS), a coalition of after-school intermediaries across the nation, identified the gap in STEM learning opportunities as a critical contributing factor. Research shows that informal educational settings, such as after-school programs, have been found to create interest in and motivation for future STEM learning, particularly among groups that are historically under-represented in science fields (National Research Council, 2009). Therefore, CBASS partners have placed a high priority on programming that exposes students to STEM subjects in the after-school hours as a means of bolstering student engagement. This priority promotes interest in and motivation for STEM learning, critical factors in closing the achievement gap and improving high school graduation rates. A growing national dialogue around the need stronger STEM-based learning in grades K-12 influenced the decision to select STEM learning as a focus. In response to troubling signs that students are falling behind in science and math, the White House recently launched Educate to Innovate, a public-private partnership aimed to advance students in math and science achievement. Section of this need aligns with Educate to Innovate by focusing on community partnerships to improve STEM instruction and preparing more students, including underrepresented groups, for continued education and careers in STEM. STEM is also a competitive priority in the federal Race to the Top Fund.

Identification and Documentation of the Need:

Three CBASS members, The After-School Corporation (TASC) in New York City, Boston After School and Beyond (BASB) and Providence After School Alliance (PASA) were selected by CBASS based on their experience in partnering and their demonstrated interest in aligning programming with STEM priorities. Each has consulted with their community partners (e.g., school districts, science advisory boards, after-school program providers) to identify and document the need. They each found persistently low rates of high school graduation and low student achievement on math and science assessments. In New York City the graduation rate for public school students is 61% (New York City Department of Education, 2009). On the National Assessment of Educational Progress (NAEP), more

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than 50% of New York City's 1.1 million public school children performed below proficiency in math and nearly 75% performed below proficiency in science. In Providence, the graduation rate for the class of 2008 was 63% (Rhode Island Kids Count, 2009) and subject-level proficiency, documented by the New England Common Assessment, showed that 60% of 4th graders and 72% of 8th graders performed below proficiency (note: NAEP data is not available for individual districts in Rhode Island). And in Boston, the class of 2008 had an overall graduation rate of 60% (Boston Public Schools, 2009). Of Boston's 56,000 public school students, nearly 60% performed below proficiency in math and over 85% performed below proficiency in science (NAEP).

The connection between math and science achievement in the early grades on high school graduation has been documented through studies, including one that followed students from the 6th grade through high school and found that course failure in the 6th grade was a strong predictor of high school failure: of those students who failed 6th grade math, only 19% ultimately graduated from high school (Balfanz, 2007). This sobering finding, combined with the math and science achievement data demonstrates the need for an increase in STEM engagement in low-income communities with large minority populations.

Documentation of Need in Specific Communities: Across Boston, New York City, and Providence, Blacks and Latinos tend to live in neighborhoods of concentrated poverty and tend to be saddled with low-performing schools. These neighborhoods lack the resources to support child well-being and quality education, and as a result Black and Latino children are over-represented in dropout rates and demonstrate lower math and science proficiency than their more affluent peers. The achievement gap widens as youth progress through elementary school. For example, the average 5th grade math score of Black students is equivalent to the average 3rd grade score of White students (National Science Board, 2008). Black, Latino and urban youth have disproportionately low graduation rates and their achievement in math and science is a predictor of high school success. The alarming drop out statistics

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for minority youth living in low-income neighborhoods, combined with math and science assessment scores signal the urgent need for a national STEM-focused AmeriCorps initiative.

In New York City, the high school graduation rate for Black and Latino students is 51% and 49% (New York City Department of Education, 2009). 77% of Black children performed below proficiency on the 4th grade math test; this figure grew to 87% in the 8th grade. A similar trend of 73% and 84% was measured for Latino students. In science, an alarming 94% of Black students and 93% of Latino students scored below proficiency on the 4th grade test, figures which held steady in the 8th grade (NAEP). A study of male African American and Latino dropouts in New York City found that 63% of dropouts had failed 9th grade science and 67% had failed 9th grade math (New York University, 2009).

The graduation rate for the City of Providence class of 2008 was 65% for Black students and 64% for Latinos (Rhode Island Kids Count, 2009). While slightly higher than the overall graduation rate for the city, these numbers are still well below the national high school graduation average. 61% of Black children performed below proficiency on the 4th math grade test; this figure grew to 73% in the 8th grade. A similar trend of 63% and 74% was measured for Latino students. In science, 87% and 91% of Black and Latino students scored below proficiency in the 4th grade, figures which rose to 98% and 99% in the 8th grade (New England Common Assessment).

In Boston, the graduation rate for Black public school students was 60% and 50% for Latinos (Boston Public Schools, 2009). In math 76% of Black children performed below proficiency on the 4th grade test; this figure grew to 80% in the 8th grade. A similar trend of 75% and 78% was measured for Latino students. Over 90% of Black and Latino students scored below proficiency on the 4th grade science test, figures which held steady in the 8th grade (NAEP).

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Description of Activities and Member Roles

Activities Planned to Address the Need: The proposed program, Everyday Explorers, seeks to improve high school graduation for minority students living in under-resourced neighborhood by: providing math and science learning experiences; engaging students in school through greater access to after-school programs; and fostering an ethic of service through community-centered service. Leading after-school intermediaries and partners in the national coalition, CBASS--The After-School Corporation (TASC) in New York City, Providence After School Alliance (PASA) and Boston After School and Beyond (BASB)--will collaborate to connect AmeriCorps members trained in facilitating STEM learning opportunities with after-school programs in their cities. During the hours of 3-6 pm, as well as on weekends, summers and school vacation breaks these members will serve as specialists in after-school programs facilitating high-quality science, technology, engineering and math (STEM) learning activities and leading environmentally-focused community service projects. Member activities will support school engagement and prepare students for high school graduation and post-secondary success.

As STEM specialists, members will facilitate hands-on activities (e.g., building robots), inquiry-based science experiments (e.g., using soap bubbles to study volume, surface tension and adhesion), research projects (e.g., designing a mission to Mars), environmental stewardship projects (e.g., restoring a community garden) and math enrichment connected to games, sports and other after-school activities. Members will coordinate field trips to local science organizations or visits from STEM professionals to discuss educational and career pathways. Additionally, they will collaborate with local schools to foster alignment with local and national standards/benchmarks and integration with in-school STEM learning. Members will also coordinate environmentally-focused service projects that foster engagement among students, families, communities and school staff and improve the communities where students live. Service projects may include urban trail development, habitat restoration activities and recycling education campaigns.

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While serving as STEM-specialists will be members' primary responsibility, members will also serve as group leaders or in other direct service positions allowable under Federal AmeriCorps rules. As after-school group leaders, members will facilitate programs and lead small groups of youth in projects (e.g., inquiry-based academics, service-learning, recreational activities, arts). They will help students with their homework and supervise community field trips. At many sites, members will ensure that children have nutritious snacks and proper rest, identify children who may not feel well or who show signs of emotional or developmental problems and discuss these matters with supervisors. Members will serve as role models and help young people realize their full potential, explore their interests, develop their talents, gain independence and build self-esteem. Members will also help youth develop emotionally, physically, socially and intellectually. Members will be leading student activities that support this learning and development, including: group projects/trips; hands-on learning exercises; visits to local museums, science centers and cultural institutions; and visits to/from community members and professionals to learn about educational and career pathways. The participation of members will enable after-school programs to serve 1,800 more youth and introduce a cadre of committed volunteers to support these youth and address community needs.

The after-school setting is an ideal venue for supporting student engagement in learning. After-school programs enable youth to form the close, informal relationships with adults that support school attendance and also provide youth with ample opportunities to learn and practice hands-on, experiential learning in project-based settings, activities which are critical in reaching young people who are at risk of disengaging from school. After-school program participants have been shown to outperform similar non-participants on math tests and state graduation exams, as well as high school credits earned and school attendance rates. Furthermore, the elements of high-quality after-school programming (i.e., a less-formal structure with low youth-to-staff ratios, activities that promote exploration and discovery

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and exposure to role models) make it an ideal environment for inquiry-based informal STEM education.

Current Efforts to Address the Need: In New York City, TASC has contributed to building the capacity of the after-school field to deliver high-quality STEM learning through its Frontiers in Urban Science Exploration (FUSE) initiative. FUSE increases after-school program providers' interest and confidence in the delivery of STEM learning and prepares after-school staff to deliver STEM education through curricular training. Since 2007, FUSE has reached over 900 after-school leaders and frontline staff who have delivered STEM learning to an estimated 14,400 students.

In Providence, PASA has partnered with Brown University to provide STEM learning in the after-school hours. The Middle School Urban Science Explorers (MUSE) program exposes students to computer science and neurobiology-- subjects that students may not have access to in the traditional school curriculum. Delivered by undergraduates from Brown, MUSE employs hands-on learning with an emphasis on experimentation and inquiry-based exercises. PASA recently launched the Bootstrap program, which uses computer programming to teach students about algebra and is also delivered by undergraduates from Brown.

BASB works to provide youth with high-quality STEM learning through the Boston Youth Environmental Network (BYEN). BYEN's 100 member organizations engage 14,000 K-12 students in out-of-school time environmental science learning activities that lead to increased environmental literacy and stewardship behaviors among young urban residents.

Members' Roles: Everyday Explorers will recruit a cadre of 20 half-time members, 75 reduced half-time members and 85 quarter-time members (180 total), in NYC, Providence and Boston. Members will serve in teams of at least 5 at 33 after-school programs that serve minority and low-income youth living in

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disadvantaged communities with a demonstrated need for increased STEM learning opportunities. Members will serve as STEM specialists in after-school programs facilitating learning activities and leading environmentally-focused community service projects. The structure of these activities and the range of member slots will vary between and within partner cities in order to best meet specific community needs. Through the proposed project, the 180 Everyday Explorers members will serve at least 1,800 students via a 10:1 student-to-adult ratio.

Members will also spend 1-3 hours per week (depending on their service commitment) planning and implementing environmental education-related service projects. Members will lead projects with groups, coordinate program-wide service projects and serve as leaders of service clubs. To understand community needs that service projects could address, members will collaborate with students, parents, teachers, after-school staff, community leaders and other stakeholders. They will then recruit at least 700 community volunteers for service projects providing 17,500 hours of service (25 hours per volunteer, on average). These volunteers will work with members and students to plan and implement more than 60 service projects that address local environmental needs. The full host of annual service projects will have the capacity to reach 7,000 people. Projects will be documented by members using activity and community service logs. Additionally, members will engage in service as a team, partnering with other grantees to engage in service on National Service Days.

Compliance with Non-Duplication, Non-Displacement and Non-Supplantation Requirements:

AmeriCorps members will not duplicate services delivered by paid staff in after-school programs nor will they displace or supplant current staff. Agencies operating after-school programs who engage AmeriCorps members will be able to serve more students and enhance the quality of their programming due to the additional resources provided through the AmeriCorps award. For every member serving at a program site, up to 10 additional students can be enrolled. In addition to leading STEM activities for

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students, members will implement environmental service projects that address unmet community needs. Leading STEM activities and service projects on the scale of what will be delivered through Everyday Explorers is not a responsibility of current after-school employees.

Member Training: Member training activities in each city will support and develop members' commitment to, knowledge about and investment in the communities in which they serve. Members will participate in a minimum of 30 hours of training customized to meet the varying needs of the cities and sites, as described in Member Outputs and Outcomes.

Compliance with Prohibited Service Activities: TASC, BASB and PASA will provide members with detailed member agreements outlining prohibited activities. Supervisors will be given a copy of the Federal Rules and all prohibited activities will be reviewed during supervisor and member orientations. Sites or members that do not follow proper procedures will be placed under corrective action and the situation immediately escalated to the executive director of the placement site.

Adding Value to Existing Service Activities: TASC, BASB and PASA each promote service-learning initiatives for all after-school programs. Similar to their other service-learning initiatives, Everyday Explorers will mobilize students and neighborhoods by empowering community members (including youth) to identify the neighborhood problems on which they want to focus and helping them to identify and uncover their talents that can help address the problems. Through Everyday Explorers, these communities will be able to build a stronger service ethic among students and reach students who may have limited experience with service.

Measurable Outputs and Outcomes

Everyday Explorers will focus on the Education priority area and will employ standard performance

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measures. Outputs and outcomes will measure how this involvement and support in the community affects a child's engagement in school as measured by school attendance. Attendance will be gauged by a standardized set of aligned performance measures from the Education priority area. The proposed output and intermediate outcome are the number of students who start and who complete the program, respectively. Each member will work with 10 students for an anticipated output of 1,800 students. This will be measured through program rosters and attendance data. The anticipated end outcome of Everyday Explorers is that 65% of students participating in the AmeriCorps member-staffed after-school program will improve their school day attendance. An external evaluator will assess this end outcome with school district attendance data for participating students.

Plan for Self-Assessment and Improvement

Under the guidance of the CBASS Director, supervisory staff from TASC, BASB and PASA will use existing tools to monitor the progress of the program in their cities and focus their support activities. To ensure continuous program improvement, city-based AmeriCorps Directors will conduct: 1) site visits (3 per site), 2) pre- and post-surveys to learn how members have improved their knowledge/skills; 3) Team Leader meetings (Nov., Feb., May); 4) surveys of after-school staff to assess whether students working with members show improvements in behaviors that lead to better school engagement, attendance and achievement; 5) activity and community service logs; and 6) volunteer time management logs. During site visits AmeriCorps Directors will track site activities and progress, resolve problems and gather feedback from members, school staff, after-school staff, volunteers and other partners. This feedback will inform assessment of best practices and identify areas for improvement. Additionally, each CBO site will complete a program quality self-assessment tool annually in order to identify areas of strength and weakness and develop an improvement plan.

Community Involvement

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TASC, BASB and PASA have consulted with partners in their communities (e.g., school districts, principals, science advisory boards, after-school program providers) to inform the design of the proposed program and ensure all relevant parties are involved in identifying needs and planning activities. Participating CBOs will work closely with schools to recruit and hire staff; create linkages between after-school and school day programs; design and implement programming; build productive relationships with principals, teachers and parents; prepare reports; and create a safe, child-centered culture. In addition to responding to community needs for STEM learning opportunities, Everyday Explorers will engage families, students and staff in planning and delivery of environmental service projects. The knowledge of these individuals regarding the needs and resources of the community is essential to designing projects.

Relationship to National and Community Service Programs

Everyday Explorers members will collaborate with members from other AmeriCorps grantees, such as City Year, Harlem Children's Zone and the Massachusetts Promise Fellowship. Communication with these partners will prevent duplication of effort and foster partnership, especially on National Days of Service. TASC has also applied to the NY State Commission for 267 members (106.2 MSY) to serve as Community Works members and would participate in joint activities with Everyday Explorers members. In Providence, members will be joining a citywide system that includes training and meetings with City Year members, and in Boston the AmeriCorps network includes Citizen Schools and City Year's Green Team.

Each of the intermediaries consulted with its State Commission regarding this proposal: TASC and BASB have submitted National Direct Consultation Forms to their respective states and Bernie Boudreau, Executive Director of the RI State Commission, has expressed his support to PASA.

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Potential for Replication

The CBASS network includes intermediary organizations in 8 communities, representing more than 600,000 youth and long-standing partnerships with more than 600 CBOs. In addition to TASC, PASA and BASB, CBASS partners include The After-School Institute (Baltimore), After School Matters (Chicago), Baltimore's Safe and Sound Campaign, Bay Area Partnership for Children and Youth, The DC Children and Youth Investment Trust Corporation and Prime Time Palm Beach County. The mutual interest of the CBASS partners in developing STEM learning opportunities makes this model ideal for replication across the partner cities and beyond, an activity that CBASS is well-positioned to support. Additionally, TASC's AmeriCorps model has been successfully replicated by New Jersey After 3, a statewide intermediary that serves 14,000 students at over 100 school-based after-school programs.

Organizational Capability

Sound Organizational Structure

Ability to Provide Sound Programmatic and Fiscal Oversight

Organization History: In 2006, leaders from after-school intermediary organizations across the country formed the Collaborative for Building After-School Systems (CBASS), a partnership dedicated to increasing the availability of quality after-school programming by building citywide after-school systems. Since then, CBASS membership has grown to include non-profit organizations working in 8 jurisdictions. In collaboration with service providers, public and private funders and policymakers, CBASS is dedicated to making after-school an integral part of the system of essential services that support children and youth. TASC serves as the fiscal agent for CBASS and TASC's AmeriCorps administration processes will be used for Everyday Explorers. Founded in 1998, TASC was the first non-profit organization in the nation that set out to build a citywide, K-12 after-school system. TASC created a model for daily, sustainable after-school programs, operated by community organizations and scaled to serve large numbers of students for 3 hours each day. An independent evaluation found that TASC-model programs, which offer kids rich experiences in sports, arts, service-learning and academic

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enrichment, improve kids' school engagement, motivation and achievement.

Prior Experience: TASC has a strong track record overseeing State Commission-funded AmeriCorps programs including Community Works, Teach After 3 and TASC PLUS. Since 2000, TASC has placed more than 2,400 members who have performed more than 1.4 million hours of service in approximately 250 after-school programs, completing more than 430 community service projects. Over 1,700 members have earned education awards (not including those currently enrolled). TASC AmeriCorps members have served more than 24,000 children in after-school programs across New York State and generated more than 55,000 volunteers. TASC's AmeriCorps programs have consistently exceeded or met performance measures with 100% enrollment and retention rates that average 80%.

Capacity to Manage Federal Grants: As the fiscal agent for CBASS, TASC is well-qualified to manage this federal grant and provide on-site monitoring of the financial and other systems required to administer an AmeriCorps grant. PASA and BASB will be responsible for programmatic and fiscal reporting to TASC. Since its inception TASC has managed more than \$200 million in government contracts from Federal, State and City agencies -- including monitoring progress against deliverables, managing direct and indirect expenses, program and fiscal reports and A-133 audits. TASC has developed efficient monitoring and reporting systems required to administer its existing AmeriCorps grants. TASC's organizational structure, staffing profile and core functions are designed to accommodate collaborative projects and initiatives. TASC operates under the leadership of a President and Chief Operating Officer. The COO has direct oversight of the Programs and Finance divisions. The Vice Presidents of Finance and Programs supervise 34 staff that monitor sites for program, administrative and fiscal contract compliance and support the work of more than 65 CBO operators. In addition to the two AmeriCorps grants it currently manages, TASC has managed 19 multi-year grants from the US Department of Education's (USDOE) 21st CCLC program, totaling nearly \$15 million. One program, now concluded,

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was cited by the USDOE as one of the most successful and best managed 21st CCLC Programs in the country. TASC has managed a \$1.4 million US Department of Labor Workforce Investment Act In-School Youth grant for 6 years.

Support and Oversight of Sites: The CBASS Director will serve as the AmeriCorps National Program Director, providing oversight, technical assistance and coordination among the three cities. Staff from TASC, PASA and BASB will monitor the community partners. The AmeriCorps Director in each city will provide general support and serve as the primary agent for quality assessment improvement, technical assistance and program evaluation through regular site visits, phone conversations and report management. TASC, PASA and BASB will manage the payroll process centrally by placing members on their own payroll systems and their staffs will be responsible for management of legal and administrative compliance issues, program evaluation, coordination of training and technical assistance and submission of narrative and financial reports. Complete duplicate member files will be maintained centrally and the local AmeriCorps Director will verify that the proper documentation is housed at the site or at the main CBO office.

Site Selection Process: TASC, PASA and BASB will solicit applications from CBOs seeking AmeriCorps members to serve as STEM specialists in their after-school programs. The application process will require that prospective sites submit a narrative that addresses the criteria in AmeriCorps Regulations 45 CFR § 2522.475, including program quality (e.g., staffing patterns that reflect adequate supply and variety of relationships for students, availability of training for staff), innovation (e.g., implementation of a sequenced curriculum, engagement with community partners), sustainability (e.g., existence of multiple funding sources), quality of leadership (e.g., educational attainment and career history of key leaders) and community involvement (e.g., demonstrated commitment to community service, history of successful service projects and partnerships). Applicants must also specifically address their community

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service priorities, member recruitment strategies, member contract compliance tracking methods and administrative compliance processes. Fiscal administration will be centralized at TASC, PASA and BASB, including payroll processes for members. The past performance of returning AmeriCorps applicants will be measured by an end-of-year assessment that grades each site on member attendance, community service, administrative processes and overall performance.

Priority will be given to programs that serve high percentages of low-income minority youth and that have demonstrated strong histories of past performance. The site selection process addresses considerations found in AmeriCorps Regulations 45 CFR § 2522.450, including: program model priorities (e.g., programs operated by community organizations to solve local problems); program activities (e.g., programs that serve or involve children and youth, including mentoring of disadvantaged youth; programs that address educational needs, including those that carry out literacy and tutoring activities generally); and programs supporting distressed communities (e.g., communities identifiable as having high concentrations of low-income people).

Site Monitoring Processes: Once a site is selected to host Everyday Explorers members, TASC, PASA or BASB will develop a grant agreement identifying the programmatic and reporting requirements, required staffing and funding allocations. A range of qualitative and quantitative programmatic and fiscal data, quarterly narrative and financial reports and grantee self-assessments will be collected. Contact with each site will be made through phone calls and regular site visits that inform end of year appraisals. Sites will submit weekly updates on enrollment and attendance data and an end-of-year narrative.

Connection-Building Processes: Members will serve in teams and will have ample opportunity to partner with members at other sites. In each city, there are at least 7 opportunities for members to come

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together as an entire corps: state kickoff, trainings and national days of service (National Youth Service Day, Make a Difference Day and Martin Luther King Jr. Day). The AmeriCorps staff will distribute contact information for each site at the start of the program year to encourage sites to share best practices, network and collaborate on service projects. A member newsletter will facilitate the sharing of best practices and celebrate members' and former members' accomplishments.

Board of Directors, Administrators and Staff

As the fiscal agent for CBASS, TASC's Board of Directors and senior management are responsible for its oversight. Board and staff members are committed to excellence and accountability in all of the organization's work and there are a number of systems and tools in place to help fulfill that commitment. TASC's Board of Directors consists of 19 leaders from a variety of industries. The Board and its standing Committees (Personnel, Audit, Finance and Development) have established policies and practices that reflect high ethical standards, continuous improvement and strong internal controls. TASC has built a balanced, diverse and seasoned team of 65 staff, 7 divisions and 40 volunteers. Executive and management staff have substantial experience in designing, developing and managing major federal grants, including AmeriCorps funds.

Lucy N. Friedman, Ph.D., is the founding president of TASC. Dr. Friedman was the founder of Victim Services (now Safe Horizons), which under her leadership became the leading victim assistance and advocacy organization in the country. She has served on several advisory commissions and boards, including the National Academy of Sciences, the Permanent Judicial Commission for Justice for Children, Prep for Prep, and Bryn Mawr College.

Jessica Donner, CBASS Director, will oversee and support Everyday Explorers implementation. She has led CBASS's activities since 2007, including delivery of technical assistance, development and testing of

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policy and practice recommendations and dissemination of findings. She has managed statewide and national service-learning initiatives at the Massachusetts Department of Education, including a Learn and Serve America program, and the National Service-Learning Partnership at AED.

Deborah McGinn, Vice President of Finance leads TASC's fiscal and contract management team. She has more than 35 years of finance, contract and management experience in government and nonprofit finance and currently oversees a \$17 million budget (FY10) funded through a mix of public and private sources, including financial reporting on \$12.7 million in grant awards. TASC's finance team has a strong knowledge of after-school site fiscal management, reviewing and approving site budgets, expenditure reports and releasing payments to sites in compliance with guidelines of multiple funding sources. They will work closely with management and program staff in both management of contracts and delivery of services.

Jessica Simonson, TASC AmeriCorps Program Director, has been administering TASC AmeriCorps programs for 9.5 years. She ensures programmatic and fiscal compliance on the part of TASC and member placement sites. Jessica will oversee Everyday Explorer members in NYC.

Michelle Kettler, TASC AmeriCorps Program Coordinator is a former AmeriCorps member. She began as a Team Leader at the after-school program at IS 227 and was promoted to Program Director. As Program Coordinator for TASC, she conducts site visits to ensure compliance with funding requirements and oversees member event planning and registration.

Yvonne Garcia, TASC Payroll Coordinator, has worked in TASC's Finance Division for 7 years and currently processes payroll for 65 TASC employees and 268 TASC AmeriCorps members.

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Joe Colon, TASC Contracts Analyst, has over 12 years of experience in finance, 10 of them in the nonprofit sector. As Contracts Analyst he ensures that public sector spending is in compliance with funder restrictions, as well as prepares public sector billing and reviews expense report submissions.

Hillary Salmons, PASA Executive Director has over 20 years of experience in the nonprofit youth-serving field. She has directed PASA since its inception in 2004 and is responsible for overall strategic and fiscal direction of the organization.

Alejandro Molina is the Director of Middle School Initiatives for PASA and supervises a team of 20 staff members and a network of after-school programs serving 2,000 youth. He will oversee Everyday Explorer members in Providence.

Cristina Costa-Rado, Operations Coordinator for PASA, has over 5 years of experience coordinating logistical supports for nonprofit organizations. At PASA, she is responsible for payroll for over 30 full- and part-time after-school staff.

Chris Smith, BASB Executive Director, leads the organization's strategic priorities while overseeing fiscal operations. For over ten years, Chris has led key policy, measurement and programmatic initiatives in both government and nonprofit organizations to advance employment, enrichment and learning opportunities for young people.

Helen Christou, Boston Youth Environmental Network Coordinator at BASB will oversee Everyday Explores in Boston. With 10 years experience, she is also responsible for building connections among private and public sector organizations in the environmental, youth development, workforce development and job training fields.

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Kevin Barry, BASB Finance Director, is responsible for the organization's \$3.4 million budget, regranting of over \$2 million and the payroll of 8 employees. He brings over 20 years of experience in finance and administration in the nonprofit and private sectors.

Plan for Self-Assessment or Improvement

As its fiscal agent, CBASS relies on TASC's self-assessment processes for continuous improvement. TASC's Executive Team is responsible for setting strategy and ensuring that the organization's fiscal and human resources are allocated responsibly and in support of its mission and goals. Its Leadership Team, responsible for ensuring that the strategy is implemented effectively, is comprised of 15 individuals who possess a breadth and depth of executive, programmatic and administrative experience in the non-profit, education and youth development sectors. One-third of the Leadership Team has been with TASC for more than 5 years. This consistency of leadership and institutional history is balanced by members who have been with TASC for between 1 and 5 years who bring fresh perspectives.

These leadership bodies meet regularly to share information about internal and external developments and how they may affect TASC's strategy. All members of the Leadership Team, Directors and Managers are also required to submit monthly status reports with updates on key programmatic metrics, highlights and concerns. TASC has a formal annual employee appraisal process which is overseen by the Director of Human Resources and Administration. TASC's Employee Handbook outlines procedures for addressing concerns and resolving conflicts. There is a very clear process for reporting and, if necessary, escalating concerns. This includes access to a phone and web-based hotline through which concerns may be reported anonymously. Finally, TASC offers staff ongoing internal and external professional development on a variety of topics including management, fiscal and programmatic issues.

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Plans for Effective Technical Assistance

The CBASS Director will facilitate technical assistance (TA) delivery by fostering a learning community via conference calls and webinars designed to disseminate effective strategies and promising practices among the three Everyday Explorer communities. TASC will provide TA to the Everyday Explorers sites in New York City as well as both PASA and BASB. This TA will include two visits by the TASC AmeriCorps Director to Providence and Boston. PASA and BASB will, in turn, provide TA to sites in their cities.

TASC is recognized as a national leader in its multilayered approach to the provision of TA and professional development to after-school program staff -- a group that is characterized by its wide range of educational and professional backgrounds and varying training needs. TASC has provided TA to over 325 public schools and 150 CBOs across the country. TASC's TA systems support and ensure ongoing internal assessment and improvement at sites, including site visits, quarterly narrative and financial reports and weekly attendance tracking. In FY 2009, TASC Program staff made 343 site visits to programs in which they observed programs, reported on highlights and concerns and helped programs develop corrective action plans.

PASA and BASB also have considerable expertise in training and TA for after-school sites. PASA has worked over the past 5 years to create a quality improvement and professional development system for after school providers in Providence and across the state. The PASA-developed Rhode Island Program Quality Assessment (RIPQA) system supports more than 150 after school organizations.

Over the past three years, BASB has partnered with the Boston Public Schools to devise and implement a quality assessment and improvement plan for over 40 school-linked after-school programs at the elementary and middle school levels. Additionally, BASB has trained 40 community-based

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environmental education professionals from 18 organizations to more closely align their program offerings to the in-school science curriculum and has trained over 100 summer supervisors to integrate youth development and environmental education training for high school students working in park stewardship programs.

Each Everyday Explorers site will benefit from a variety of TA and training opportunities spanning AmeriCorps members, team leaders, supervisors, volunteers and Executive Directors. TASC has identified methods to determine how well the specific objectives and goals of its AmeriCorps programs are being met. These methods, as described in Plan for Self-Assessment and Improvement, will be adopted by PASA and BASB.

Sound Record of Accomplishment as an Organization

Volunteer Generation and Support: In 2008-09, TASC's existing AmeriCorps grants generated 35,228 hours of volunteer service. In summer 2009, TASC engaged a Volunteer Manager who assessed TASC's organizational needs and recruited an additional 20 volunteers who contributed over 650 hours of service. TASC currently partners with the High Water Women Foundation (HWW), an organization focused on volunteerism, philanthropy and mentoring opportunities for women in the financial sector. HWW volunteers have developed and delivered a mentoring program for high school students and are also delivering a financial literacy course to middle and high school students. In 2005, TASC helped found ReServe, a nonprofit organization that connects older adults and baby boomers with stipended jobs. ReServe has identified intergenerational service in afterschool programs as a priority service model and TASC has placed 20 ReServists in after-school programs, including 5 current Teach After 3 AmeriCorps members. PASA relies on a strong network of college student volunteers from 3 local colleges and universities. These students provide frontline support to the site coordinators at middle schools by checking students in, handing out snack, responding to student needs and providing tutoring

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and mentoring. Boston's after-school system incorporates hundreds of volunteers from numerous colleges and universities, including Harvard University, Boston University, Northeastern University, Wheelock College, Emerson College and Antioch College.

Organizational and Community Leadership: TASC has transformed the way after-school is delivered and funded in New York City, New York State and across the country. In New York City, TASC's initiatives have increased the availability of comprehensive after-school services and have helped more than 300,000 young people discover and develop their potential. Public funds for after-school grew from \$23 million in 1998 (the year TASC was founded) to nearly \$300 million in 2008 and the number of students served grew from 10,000 to 140,000. In New York State, the Advantage After-School program was created using the TASC model to provide services for 30,000 children annually. TASC's community-based partners have strong ties to their communities and many of these agencies are led by community leaders, who serve on their community boards or as local religious leaders.

PASA has had similar success in Providence. Prior to PASA's inception in 2004, approximately 400 middle school youth were engaged in any kind of after school activities. Today, 2,000 middle school students or 40% of the total middle school population are engaged in high quality after-school learning opportunities each year. PASA has developed a system of over 70 community partners, schools and city departments that are working together to more effectively serve young people. In addition, PASA has created a quality improvement system for after school programs that has been adopted by the 21st CCLC program and is being used by more than 150 organizations across the state.

BASB, a merger of the Boston 2:00-to-6:00 After-School Initiative (the first city department dedicated to after-school in the country) and the Boston After-School for All Partnership (the largest public-private partnership in the city's history), has raised more than \$30 million for Boston's after-school

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programs. Since 1999, participation in after-school programs among 6-14 year-olds increased from 27% to 52%, with nearly every elementary and middle school housing an after-school program. BASB's comprehensive database of programs shows that 649 organizations that offer more than 1,500 after-school and summer programs.

Success in Securing Match Resources: Over the past 9 years, TASC has exceeded the Corporation's match requirement to support AmeriCorps programs. The sources of past grantee matching funds include: city funds (City Council grants, school contributions), state funds (Advantage Afterschool), federal funds (21st CCLC, Federal work study) and private funds from foundations, corporations and individuals. (Note: PASA and BASB are not current AmeriCorps grantees.) TASC's success as an intermediary is built on its commitment to leveraging resources to enhance service delivery. TASC's founding challenge grant of \$125 million from the Open Society Institute (OSI) required it to match OSI funds 3:1. TASC met and exceeded this match requirement within 7 years and today has matched the OSI grant by more than 4.5:1. TASC has not used all of the grant funds because it has worked so diligently to identify additional resources to support its work, while remaining attentive to the core values of scalability and added value. TASC's funding base is diverse, including funding from public sources at the city, state and federal levels as well as multi-year commitments from private sources.

Success in Securing Community Support

Collaboration: TASC collaborates locally with more than 150 organizations that operate quality after-school programs across NYC. Community collaborators range from local community-based and faith-based organizations (Good Shepherd Services) to national organizations (BELL), as well as major universities (Hunter College School of Education) and government agencies (NYC DYCD). TASC also partners with more than 40 cultural and educational organizations to provide training to site staff. In July 2009, New York was one of 5 states selected to receive a Supporting Student Success (S3) grant

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administered by the National Conference of State Legislatures to support the development of statewide policies to integrate Expanded Learning Opportunities -- including after-school, summer learning and extended day and/or year programs -- into the state's education system. TASC is the grant recipient and will collaborate with the New York After-School Network to coordinate the initiative.

PASA collaborates with more than 70 partners across the city of Providence and the state of Rhode Island that range from small CBOs that run after-school programs to city agencies, to higher education institutions. In addition, PASA partners with the statewide after-school network, the Rhode Island After School Plus Alliance and the 21st CCLC office at the Department of Education, to coordinate a quality improvement and professional development system that is currently serving 150 organizations and close to 1,000 workers statewide.

BASB, a public-private partnership, collaborates with several City of Boston agencies, including the Boston Public Schools, as well as hundreds of community organizations through its school-based, environmental, sports and teen initiatives.

Local Financial and In-Kind Contributions: TASC has raised more than \$148 million in local and state public funds and this figure continues to grow each year. TASC has extensive experience in supporting large-scale high impact programs and managing multiple public funding streams. Since 1998 TASC has leveraged more than \$300 million in public funds to support after-school programs. TASC has managed 64 public contracts, totaling more than \$200 million. TASC has also collaborated with more than 150 CBOs to deliver these public funds to more than 300 after-school program providers with the goal of providing comprehensive after-school programming.

TASC, PASA and BASB's grant support of after-school programs is predicated on CBOs and schools

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identifying additional local financial resources that could be used to support the programs. A key to leveraging resources has been adherence to a cost model and attention to economies of scale. When awarding grants funds to an organization, consideration of other resources are available to the program ensures that efficiency is maximized. For TASC's past AmeriCorps programs, increasing the match requirement each year not only ensured that TASC resources would go further, but also helped CBOs to build their capacity to tap into additional resources. TASC, PASA and BASB receive in-kind donations from a variety of sources to support AmeriCorps and other programs, including event/office space, educational materials and event tickets.

Wide Range of Community Stakeholders: TASC receives non-financial support in from a number of diversified sources, including volunteers, parents, school staff and CBOs. Over time TASC has developed strategies, primarily through advisory and advocacy groups, to formalize and increase the non-financial contributions of these stakeholders. Parents and families work with TASC to advocate for more and higher quality after-school programs through letter-writing and yearly meetings with elected officials. TASC convenes the following affinity groups to advise its work: after-school researchers; principals; executive directors of CBOs running after-school programs, frontline staff from after-school programs; after-school trainers and site directors; and school and CBO representatives from TASC's Expanded Learning Time pilot. TASC also partners with more than 60 corporations, training and technical assistance agencies, cultural institutions and colleges and universities.

PASA relies on a network of partners to provide non-financial support. For example, PASA worked closely with the school department to reorganize the existing busing to accommodate the after school participants, thereby providing transportation home for every student without increasing the cost of transportation. In addition, PASA regularly convenes groups of after-school providers, school staff, city agency staff, researchers and policymakers to provide guidance, inform decisions and help craft PASA's

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strategic direction.

BASB supports activities that help to unify the strategic agendas of the city, local philanthropy and program providers. In addition to convening city leadership (including the Mayor's office and public schools superintendent), CBO leaders and institutions of higher education on its Board of Directors, BASB convenes field leaders for each of its initiatives and is launching a new Partnership Council to ensure continuous communication among the philanthropic, government, school, program provider, business and higher education sectors.

TASC, PASA and BASB require that CBO partners demonstrate how their after-school programs address community needs and how they propose to work with schools and communities to meet those needs. For example, TASC's partner programs have a full-time, year-round site coordinator who: works for the CBO in the school building to recruit and hire staff; creates linkages between the after-school and school-day programs; designs and implements programming; builds productive relationships with principals, teachers and parents; prepares reports; and creates a safe, child-centered culture/environment.

Special Circumstances: Members will serve in resource-poor neighborhoods in New York City, Providence and Boston, particularly those high poverty rates among minority groups. Project activities will work to address unmet educational needs of public school students who are primarily low-income. Eligibility for free and reduced-price lunch, an indicator of family poverty, is determined by federal guidelines for family income and size. In New York City, 71% of students enrolled in public school qualify for this program (NYC Department of Education, 2009), in Providence 84% are eligible (Providence Schools, 2009) and in Boston 74% are eligible (Boston Public Schools, 2009).

Cost Effectiveness and Budget Adequacy

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Corporation Cost per Member Service Year (MSY): In spite of a high cost of living and the recession, Everyday Explorers has a Corporation cost per MSY of \$12,891, below the maximum of \$13,000.

Diverse Non-Federal Support: TASC, PASA and BASB encourage program sustainability by requiring their partner CBOs to provide matching funds in order to access their resources and opportunities. All 3 organizations will provide technical assistance and support in identifying and accessing matching funds. CBOs operating programs with AmeriCorps members are responsible for providing 65% of member living allowances and fringe and 100% of program supplies at the sites. TASC, PASA and BASB will assist CBOs in leveraging these funds from city, state, federal and private sources.

TASC, PASA, BASB and the partner CBOs have a broad range of funding models. While the precise allocation of funds will vary depending upon the sites selected to host members, the overall grantee match contribution is anticipated to reflect the following distribution of fund sources: 53% state funds (Advantage Afterschool), 29% private funds from foundations and corporations, 15% federal funds (21st CCLC, Federal work study) and 3% local funds (City agencies).

Decreased Reliance on Federal Support: The budget for Everyday Explorers proposes a 60% grantee share, more than the required 24%. Since its first AmeriCorps award in 2000, TASC has assumed a match percentage substantially exceeding the requirement to decrease reliance on federal support.

Budget Adequacy:

Everyday Explorers outcomes focus on providing quality STEM learning and service activities to students and communities. The budget provides sufficient resources to provide a quality AmeriCorps experience for 180 members who will serve 33 after-school sites. As fiscal agent to CBASS, TASC is requesting \$787,095 from the Corporation to support 61.06 MSYs (180 members) with a grantee match

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of 60% (\$1,186,071 of the overall budget of \$1,973,166). This grantee match is significantly higher than the required 24%.

The budget supports qualified, experienced staff (CBASS 0.1 FTE, TASC 1.8 FTE, BASB 0.5 FTE and PASA 0.54 FTE) that will provide direct program oversight and support, program administration and fiscal management. Sufficient funds (\$87,358) have been allocated to support program quality (i.e., travel to site visits, technical assistance and CNCS meetings; member training; staff training; external evaluation). Members are central to the delivery of desired program outputs and outcomes, thus member training has been allocated at \$68,300 and living allowances total more than \$1 million, sufficient to bear the high cost of living and offer competitive compensation to attract highly qualified and motivated members. Corporation funds allocated to indirect costs (\$39,333) will ensure efficient and effective program administration.

The support provided by AmeriCorps staff combined with activities that enhance program quality and reasonable living allowances will ensure that Everyday Explorers addresses unmet community needs and the proposed performance measures.

Evaluation Summary or Plan

Summary of Evaluation Efforts to Date: In 2007-08 TASC was the recipient of 3 AmeriCorps grants that were evaluated as part of the statewide evaluation mandated by the New York State Commission. Per application instructions, copies of these evaluations were submitted to the Corporation via email on 12/18/09. The overall findings demonstrated that TASC's AmeriCorps sites had positive attitudes toward volunteers, that volunteers were respected at the sites, that sites depended on the volunteers, that volunteers contributed positively to the quality of services provided by the sites and that they were satisfied with their volunteering experiences. Numerical data reported by the evaluation (i.e., number of continuous and episodic volunteers and volunteer hours) do not reflect TASC's internal records.

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Feedback from sites and members attribute this discrepancy to the reluctance of volunteers to provide detailed personal information as required by the evaluation measurement tools.

Independent Evaluation Plan: For Everyday Explorers, an external evaluator will conduct evaluation activities to investigate student outcomes aligned with Performance Measure 6: Number of youth who have improved their school attendance over the course of the AmeriCorps program involvement with the student. The anticipated end outcome of the Everyday Explorers program is that 65% of students participating in the AmeriCorps staffed after-school programs will improve their school day attendance. This end outcome will be assessed by the external evaluator who will access school district attendance data for students receiving direct services from Everyday Explorers members.

Amendment Justification

N/A

Clarification Summary

BUDGET CLARIFICATION ITEMS

a) Cost Allocation Plan -- TASC has submitted a continuation request for the New York State Commission-funded Community Works project. Staffing percentages across the two projects is as follows.

* Note: Everyday Explorers = EE; Community Works = CW

Staff Member

EE Director - 13% EE; 0% CW

NYC AmeriCorps Program Director - 55% EE; 45% CW

NYC Payroll Coordinator - 10% EE (grantee share); 27% CW (grantee share)

Contracts Analyst - 10% EE (grantee share); 6% CW (grantee share)

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Site Supervisors - 7% EE (grantee share); 0% CW

AmeriCorps Program Specialist - 5% (EE); 95% CW

b) The budget has been revised to reflect \$382,241.00 in CNCS funds for 29.96 MSY (89.0 member positions).

PROGRAMMATIC CLARIFICATION ITEMS

a) Certifications and Assurances -- We confirm that Everyday Explorers AmeriCorps members do not displace paid staff positions, including those that would be funded by the city government of New York to run after-school programs.

b) Value Added by AmeriCorps Members -- The Everyday Explorers program allows after-school programs to enroll an additional 10 student beneficiaries for each AmeriCorps member. In the 2011-12 school year, Everyday Explorers will reach an additional 890 youth attending under-resourced schools with after-school math and science learning experiences.

PERFORMANCE MEASURE CLARIFICATION ITEMS

*Note: The following text explains the changes that have been made to in the Performance Measures screens. Given that a call is forthcoming with Lois Nembhard, Deputy Director of AmeriCorps State and National, who is overseeing the National Performance Measures Pilot, we anticipate that it may be necessary for us to make additional revisions to the performance measures.

We have selected the following performance measures: ED 1 (number of students who start in an AmeriCorps Education program), ED 2 (number of students who complete the school year in the AmeriCorps Education program) and ED 5 (number of students with improved academic performance).

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Performance measure targets have been revised to reflect 29.96 MSY and 89 member positions.

Justification for Selection of ED 5: In consultation with our Program Officer, the performance measure was revised to ED 5 (academic improvement) to more accurately assess the intended outcomes of the Everyday Explorers program. Research has shown that informal science experiences in after-school create a cycle of engagement and motivation for future STEM learning, including a positive impact on individuals from groups that are historically under-represented in STEM fields (Maltese and Tai, 2006, 2010; Wai, et al., 2010; Fadigan & Hammrich, 2004). In informal settings, students who have not found classroom STEM learning to be engaging can discover the spark that sets them on the path of engagement. Research has shown that members of under-represented groups often view science as an activity undertaken by "others" and immersion in environments where they explicitly participate as scientists can build engagement by counteracting this internalized notion (Bonney, 2004; Lindeman-Matthies, 2005). It is our assertion that engagement is a critical precursor to improvement in academic performance.

Revision of Instrument for ED 5: The instrument used for collection of data related to ED 5 has been revised to reflect an tool developed in partnership with the Noyce Foundation and Dr. Gil Noam of Harvard's Program in Education, Afterschool and Resiliency. We will use this instrument to measure the change in academic performance as evidenced by academic engagement.

Barriers to Data Collection: It was suggested that we share the barriers to collection of data for ED 6 (number of students with improved attendance). Specifically, the acquisition of student-level data from the school systems requires payment of a fee and staff time for processing and analysis. The process (which usually takes several months) begins with a request to the Institutional Review Board (IRB) of the local Department of Education (DOE) describing the nature and purpose of the request. If IRB

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approval is granted, there are two possible routes to accessing the data: 1) requesting the data from individual school principals, who are not required to release the data even with IRB approval from DOE headquarters; or 2) hiring an external consultant to access data directly from DOE headquarters. For a student sample of approximately 500 students, the fee for this consultant is estimated to be \$4,000. In addition, regardless of how it is acquired, the data has to be analyzed, which costs an additional \$1,000. We've learned that this process can be by-passed in Providence, but would apply to Boston and New York, creating an uncovered expense of approximately \$10,000.

Applicability of ED 5A: We believe the most relevant performance measure is the proposed ED 5A (number of students in grades K-12, including service learning, who demonstrated improved academic engagement). We are interested in learning more about the instruments that will be recommended/approved for collection of metrics related to ED 5A, once approved, and believe that the instrument we propose using would align well with ED 5A.

Continuation Changes

*CONTINUATION CHANGES

INTRODUCTION

The After-School Corporation is requesting a continuation of the Everyday Explorers project in New York City, Boston and Providence, and an expansion of the project to Newark, NJ.

ENROLLMENT

TASC has an exceptional track record overseeing New York State Commission-funded AmeriCorps programs including Community Works, Teach After 3 and TASC PLUS, an EAP program. Since 2000, TASC has placed more than 2,700 members in over 260 after-school programs. TASC's AmeriCorps programs have consistently exceeded or met performance measures with 100% enrollment. We are on

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track for 100% enrollment of the 88 members for the 2010-11 National Direct Everyday Explorers program in New York, Boston and Providence.

RETENTION

TASC has averaged an 80% retention rate across prior AmeriCorps programs. During the 2009-2010 program year, 86% of TASC's Teach After 3 AmeriCorps members successfully completed their terms of service and earned an education award. Retention rates for the 2010-11 Everyday Explorers program will be calculated upon completion of the Education Awards.

CONTINUATION & EXPANSION OVERVIEW

For 2011-12, TASC is requesting continuation for 29.99 MSY (88 members) in NYC, Boston and Providence and an expansion of 4.7 MSY (18 quarter-time members) to bring the project to Newark, NJ in partnership with New Jersey After 3 (NJA3). Accomplishments this year (including recruitment, training, involvement in national days of service and implementation of an array of STEM curricula across the cities) position us for continued success in the three existing cities and an expansion to Newark.

EXPANSION DETAILS

There is both a significant need within Newark and a strong intermediary partner who is well-positioned to deliver the program. Member roles, program activities, outcomes and performance measures in Newark will be consistent with the current locations. The following sections present information about Newark and NJA3 which parallels our initial application.

Need

Newark youth and their families are confronted by a wide spectrum of challenges in their everyday lives

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that impede their ability to successfully navigate school and gain access to college and careers.

Currently, 4.1% of Newark students drop out of high school, compared to the state average of 1.7% (NJ DOE, 2009). In Newark, 46% of 4th graders performed below proficiency in math and 24% performed below proficiency in science on the National Assessment of Educational Progress (NAEP). In Newark, the high school dropout rate for Black public school students in 2009 was 5.0% and 2.7% for Latinos. Over half (57%) of Black children performed below proficiency on the 4th grade NAEP math test; this figure grew to 70% in the 8th grade. A similar trend of 35% and 48% was measured for Latino students. Approximately 28% of Black students and 20% of Latino students scored below proficiency on the 4th grade NAEP science test; these figures jumped to 46% and 31% respectively on the 8th grade test.

Current Efforts to Address the Need

NJA3's network of after-school programs offers comprehensive activities to students, including academics, arts, health & fitness, career skills and civic engagement. NJA3 programs work to engage students in grades kindergarten through 8th grade in high-quality STEM lessons and hands-on activities. Examples of STEM-related activities developed by NJA3 programs include: 1) the Monarch Butterfly Project, in which students learn about butterfly metamorphosis and migration; feed, handle and release butterflies; and engage in the study of related issues such as pollution, deforestation and extinction; 2) Environmental Club, in which students learn about human effects on the environment and engage in projects, such as making recycled paper and creating a terrarium; and 3) Robotics Club, in which students design, build and program their own robots to explore engineering, physics and computer programming. Each of these activity examples have been recognized as a 'Promising Practice' in the annual competition across NJA3's network to identify high-quality, innovative practices in after-school.

Plans for Member Recruitment

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NJA3 will utilize online recruitment tools (e.g., Idealist, AmeriCorps online recruitment system) and existing relationships with local colleges (e.g., NJIT, Rutgers, Seton Hall) to recruit members with specialized skills and interest in math and science.

Plans for Effective Technical Assistance

NJA3 provides year-long training and professional development opportunities to after-school supervisors and educators (including certified teachers and AmeriCorps members) in order to maximize program quality and contribute to the development of Newark's educators. These sessions include the monthly Site Coordinator Leadership Institute, regional trainings for part-time educators, content-specific trainings, the annual Promising Practices Conference and summer reflection sessions. In addition to training, NJA3 provides frequent on-site technical assistance, monitors program data to ensure quality delivery and participates in stakeholder meetings and events. Regularly scheduled meetings with after-school staff and educators ensure program alignment with school-day learning and assist sites in developing programming, assessing impact and troubleshooting challenges.

Volunteer Generation and Support

NJA3 currently operates a formula-funded New Jersey State Commission program, Afterschool Service Learning Initiative (ASLI), in which members plan and implement fun and meaningful service learning activities in after-school programs. ASLI members will engage over 5,000 students in service learning activities during the 2010-2011 program year as well as parents and non-after-school program staff. The NJA3 Volunteer Engagement Coordinator (VEC) also recruits and engages volunteers -- including community members, parents, corporate employees and university students. Within Everyday Explores, NJA3 will work with current AmeriCorps members and the VEC to recruit additional volunteers from professional organizations and local colleges and universities.

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Organizational and Community Leadership

Founded in 2004, NJA3 is the nation's first statewide public/private partnership created to fund after-school programs. NJA3 builds a safe, supportive environment in which kids are inspired to explore, learn, and grow, providing working parents with much needed support. In this role, NJA3 has become an influential contributor to reshaping the landscape of youth and family services throughout the state. NJA3 has served as a key partner in the New Jersey High School Graduation Campaign, has been recognized as a 'Promise Place' for its efforts to promote high school graduation by America's Promise Alliance, and has led state advocacy efforts for expanded learning time as a critical strategy for keeping kids in school. In September of 2010, NJA3 brought together national and state leaders -- including government officials, researchers, philanthropists, educators, school officials, nonprofit leaders and more -- to discuss expanded learning opportunities in New Jersey. As a statewide agency that partners with community-based organizations, NJA3 is at the forefront of both state and local district discussions on how to leverage expanded learning time to improve student achievement and reform broken educational systems.

Collaboration and Wide Range of Community Stakeholders

NJA3 partners with community-based organizations and public schools to deliver after-school programming. One advantage of working with community organizations is their local knowledge, cultural sensitivities and their ability to address specific community needs. While NJA3 employs a specific program model with consistent standards, it does not endorse a one-size-fits-all approach; there is purposeful flexibility built into the NJA3 model to promote innovation. Programs in each community adapt the NJA3 model to best meet the needs of their youth, families and school. Close, collaborative partnerships with public schools ensure consistency with school day learning and provide easier access to key resources such as classrooms, materials, teacher input, security and transportation. In Newark, NJA3 is partnering with the Newark Public Schools, New York University, Victoria Foundation,

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Vacamas Programs for Youth, Boys & Girls Club of Newark and other nonprofit and philanthropic organizations to bring programming to students. NJA3 also partners with a variety of content and service providers to bring additional resources into all of its after-school programs (e.g., AmeriCorps, New Jersey State Library, Rutgers Cooperative Extension and Reading is Fundamental).

Staff

Mark Valli is the founding President & CEO of NJA3. He is Chair of the New Jersey Center for Nonprofit Corporations and a member of several boards, including the New Jersey Afterschool Network and the New Jersey Council of Education Equity and Diversity. Previously he served as Vice President of New Jersey Community Development Corporation and spent six years with the New Jersey Commission on National & Community Service. He holds a Masters in Public Administration from Rutgers University and an undergraduate degree from Swarthmore College.

Mary Sabrina Nelson, NJA3 AmeriCorps Program Manager, will oversee Everyday Explorers in Newark. She currently manages AmeriCorps members, including recruiting for program, researching and selecting service learning curricula; organizing and facilitating orientation, meetings and trainings; and planning volunteer service opportunities. She conducts site visits; monitors activities and reports on progress toward stated goals and objectives; and completes progress reports for the NJ State Commission. Prior to joining NJA3, she worked with the New Jersey Commission on National and Community Service for 7 years. While at the Commission, she served as an AmeriCorps Program Officer, an AmeriCorps Program Manager, the AmeriCorps Disabilities Officer and Special Events Coordinator. She holds a Masters in Organizational Leadership from Rider University and a bachelor's degree in Communications and Public Relations from Rutgers University.

Deborah Kerekgyarto, NJA3 Director of Finance, Administration & Technology, oversees financial

Narratives

management including budget development and control; financial analysis and reporting; and administration of payroll and personnel functions. She has extensive financial experience in nonprofit and governmental fiscal management, including prior work for the American Repertory Ballet/Princeton Ballet School and the City of Perth Amboy. She has a B.S. in Accounting from Marymount College of Fordham University.

Special Circumstances

In Newark, 71% of students enrolled in public school qualify for free or reduced-price lunch (NJ DOE, 2009).

STATE COMMISSIONS

Each of the current Everyday Explorers partners has been in communication with its respective state commission about programming in the 2010-11 school year and the commissions in New York, Rhode Island or Massachusetts have been contacted regarding this continuation request. The New Jersey State Commission has been informed of NJA3's intent to apply as part of the multi-state Everyday Explorers program with TASC serving as the lead applicant.

PERFORMANCE MEASURES

In consultation with our Program Officer, the performance measures have been updated to more accurately assess the accomplishments of the Everyday Explorers program and to more closely align with the standardized performance measures set forth by the Corporation.

BUDGET

The budget has been revised to reflect our request to expand the program to Newark, NJ. It reflects a reduced per MSY cost of \$12,779.

Performance Measures

SAA Characteristics

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

Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 29.26

Service Categories

Afterschool Programs Primary Secondary

Number of students in grades K-12 who demonstrated improved academic engagement

Service Category: Afterschool Programs

Measure Category: Not Applicable

Strategy to Achieve Results

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

To increase students' academic engagement in math and science and foster school success, including improved attendance and math/science achievement that leads to high school completion, Everyday Explorers will serve public school students in an education program offering science, technology, engineering and mathematics (STEM) learning activities and environmentally-focused community service projects during the after-school hours.

Results

Result: Output

ED 1: Number of students who start in an AmeriCorps education program.

Indicator: serving students

Target: Number of students who start the school year in the Everyday Explorers after-school program.

Target Value: 880

Instruments: program enrollment rosters, daily attendance logs.

PM Statement: 880 students will start in an AmeriCorps education program.

Prev. Yrs. Data

Result: Output

Result: Output

ED2: Number of students who complete participation in an AmeriCorps education program.

Indicator: serving students

Target: Number of students who complete the school year in the Everyday Explorers after-school program.

Target Value: 90%

Instruments: program enrollment rosters, daily attendance logs.

PM Statement: 792 students (90%) will complete participation in an AmeriCorps education program.

Prev. Yrs. Data

Result: Intermediate Outcome

Number of students who participate in the AmeriCorps education program that demonstrate an

increased engagement in STEM activities and improved attitudes toward math and science learning.

Indicator: Increase in academic engagement

Target: Number of students who participate in the AmeriCorps education program that demonstrate an increased engagement in STEM activities and improved attitudes toward math and science learning.

Target Value: 50%

Instruments: individual student surveys completed by members and pre/post engagement instrument.

PM Statement: 400 students (50%) will increase engagement with and improved attitudes toward math and science.

Prev. Yrs. Data

Subapplicants

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

Required Documents

Document Name

Status

Evaluation

Not Applicable

Federally Approved Indirect Cost Agreement

Not Applicable

Labor Union Concurrence

Not Applicable