

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: 11ND126029	4. DATE RECEIVED BY FEDERAL AGENCY: 01/25/11	FEDERAL IDENTIFIER: 10NDHCA004														
5. APPLICATION INFORMATION																
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: Ayanna Rutherford TELEPHONE NUMBER: (202) 822-0097 FAX NUMBER: (202) 466-4845 INTERNET E-MAIL ADDRESS: ayanna@sports4kids.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: 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: Sports4Kids National Direct															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Detroit, MI, Portland, OR, Baltimore, MD, Boston, MA, Houston, TX, Little Rock, AR, Denver, CO, Twin Cities, MN, Newark, NJ, New Orleans, LA, San Francisco, CA, Philadelphia, PA, Phoenix, AZ, Chicago, IL, Memphis, TN, Milwaukee, WI, Jack	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="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;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 1,039,999.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 2,846,718.00</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;">\$ 3,886,717.00</td> </tr> </table>	a. FEDERAL	\$ 1,039,999.00	b. APPLICANT	\$ 2,846,718.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 3,886,717.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 3,886,717.00															
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: Ayanna Rutherford	b. TITLE:	c. TELEPHONE NUMBER: (202) 822-0097														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/03/11														

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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

Playworks (formerly Sports4Kids) is a full-time, school-based program currently operating in 170 low-income local elementary schools throughout the San Francisco Bay Area and Los Angeles, CA; Baltimore, MD; Washington, D.C.; Boston, MA; New Orleans, LA; Portland, OR; and Newark, NJ; with plans to expand to six additional cities in the 2010-11 school year. By 2012, we will expand our program to reach twenty-seven cities.

Enthusiastic, well-trained full-time AmeriCorps members provide our play-based, youth development programming that focuses on game facilitation, leadership development and conflict-resolution training through five program components: (1) supervision of new sports and games during recess and lunch periods; (2) work with classroom teachers to deliver long-abandoned physical activity during class time; (3) development of a Junior Coach peer leadership program for older students; (4) an out of school program that in most schools operates afterschool providing sports and games activities; and (5) interscholastic developmental sports leagues for coed volleyball and girls' basketball.

Compelling Community Need

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Obesity poses a serious health threat to the nation. According to the United States Surgeon General and the Centers for Disease Control and Prevention (CDC), we are facing a health crisis with adult and youth obesity rates reaching "tremendous epidemic proportions". Children, ages 6 to 11, who are overweight has more than doubled in the past twenty years, while the number of overweight adolescents has tripled (Centers for Disease Control and Prevention, 2006).

Assessments of youth health indicators in the communities where we plan to implement Playworks programming are particularly troubling. The table below shows overweight and obesity rate data for all of the communities served by Playworks through this National Direct application. As indicated, local data shows that youth in these communities have overweight and obesity rates much higher than the national rate of 29% for this age group. In cities where no local youth data is available, county adult and state youth data also speaks to the problem facing these communities because we know that overweight children are more likely to become overweight or obese as adults (Centers for Disease Control and Prevention, 2008).

Youth and Adult Overweight and Obesity Rates in Playworks Communities (85th% or above for BMI)

City Youth	State Youth	County Adult
Data YRBS(1)	Data NSCH(2)	Data BRFSS(3)
% of	% of	% of
overweight/ obese youth	overweight/ obese youth	overweight/ obese adults

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	(grades 9th-12th)	(ages 10-17)	(ages 18+)
Baltimore	38.4	28.8	69.3
Boston	33.0	30.1	60.9
Detroit	39.7	30.6	66.4
Houston	34.4	32.3	67.1
New Orleans	33.5	35.9	63.9
Philadelphia	33.6	29.6	70.1
San Francisco	21.0	30.5	46.6
Denver	n/a	27.2	55.9
Little Rock	n/a	37.5	59.8
Portland	n/a	24.3	57.6
St. Paul	n/a	23.1	58.5
Minneapolis	n/a	23.1	57.8
Newark	n/a	31.0	63.1

1. Centers for Disease Control and Prevention, 2007 Youth Risk Behavior Survey (YRBS).
2. National Survey of Children's Health (NSCH), 2007.
3. Centers for Disease Control and Prevention, 2008 Behavioral Risk Factor Surveillance System (BRFSS), Metropolitan/ Micropolitan Statistical Areas.

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 effort to improve health. The U.S. Department of Health and Human Services' recommends that young people (ages 6--17) participate in at least 60 minutes of physical

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activity daily (2008 Physical Activity Guidelines for Americans). Children who fail to engage in regular physical activity are at a greater risk for obesity. Despite the recognized value of physical activity, very few of the children we will serve participate in even 20 minutes of daily physical activity, a fraction of the recommended 60 minutes. The table below indicates the percentage of students in the states we will serve who engage in at least 20 minutes of physical activity per day.

Youth engagement in at least 20 min. of physical activity daily (ages 6-17)

State % of youth

AR 30.7

CA 30.0

CO 27.6

LA 34.0

MA 26.6

MD 30.7

MI 33.1

MN 34.8

NJ 29.1

OR 27.9

PA 35.4

TX 28.9

Source: National Survey of Children's Health (NSCH), 2007.

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It is of even greater concern that in too many low-income communities, recess, the greatest opportunity for meeting requirements for daily physical activity is threatened (Robert Wood Johnson Foundation 2007). According to a 2005 U.S. Department of Education report, low-income children receive 33% less time for recess than their middle and upper income peers. Based on the prevalence of overweight and obesity in low-income communities, Playworks targets low-income schools to provide daily opportunities for play and physical activity during the school day.

Contributing to the problem of students engaging in limited physical activity, many students in our schools lack a sense of security at school. As shown in the table below, students in our schools feel unsafe and are at greater risk for fighting than students nationally. We have found that without a sense of safety at school, children are less likely to engage in much needed play or fitness activities, especially during unsupervised periods like recess.

School Safety in Playworks Communities

	City % of youth not attending school because they felt unsafe	% of youth in a physical fight
Baltimore	9.6	42.4
Boston	8.0	33.3
Detroit	11.4	43.1
Houston	11.3	33.3

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New Orleans (2005)	19.8	46.5
Philadelphia	9.8	45.0
San Francisco	7.4	22.8

City level safety data not available for: Little Rock, Denver, Newark

State % of youth
not attending
school because
they felt unsafe

% of youth in
a physical fight

Arkansas	7.4	32.8
Colorado (2005)	4.3	32.2
New Jersey (2005)	4.4	30.7

Source: Centers for Disease Control and Prevention, 2005 & 2007 Youth Risk Behavior Survey (YRBS).

Playworks helps to reverse the childhood obesity epidemic through providing physical activity in a safe, structured, and inclusive environment. Playworks' experience of programming in 170 schools in low-income, diverse urban communities across the country over the last 14 years demonstrates that Playworks can successfully provide a unique, cost-effective solution to the problems of unsafe school yards and limited opportunities for physical activity in low-income schools. Our 2008-2009 principal survey illustrates our impact across the country with 89% of staff in schools we currently serve reporting that more students are physically active during recess, and 87% of staff report that student intensity level during physical activity has increased. Further, 79% of staff report that bullying at recess has decreased.

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Description of Activities and Member Roles

Through this AmeriCorps National Direct application, Playworks requests 141 AmeriCorps member slots to serve at least 127 elementary schools in Baltimore, MD (21); Boston, MA (21); New Orleans, LA (13), Portland, OR (9); Newark, NJ (9); Detroit, MI (8); Denver, CO (8); Houston, TX (14); Twin Cities, MN (8); Philadelphia, PA (8); Little Rock, AK (8), and San Francisco, CA (14); reaching approximately 44,500 students. We are currently in the first year of a competitive grant in California supporting 60 members. To support our continued growth in California, we are requesting 14 additional National Direct member slots to be placed in San Francisco. Members will provide approximately 1565 hours of direct service and will receive approximately 135 hours of training.

We request more member slots than our total number of schools served to allow some members to serve as flexible members. Our flex members are critical to the program by serving as an internal substitute in the event that a member 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. Any time that a flex member is not needed to fill in for another member at a school site, he or she serves alongside another member at a school site on a rotating basis.

Through Playworks, full-time AmeriCorps members will address the physical, emotional, and cognitive needs of youth by coordinating full day play and physical activity programming taught from a framework of youth development. Members serve as "coaches in residence," working with every student through our in-school programming and providing additional opportunities for a consistent group of students during the critical hours out-of-school. Our full-day model consists of the following program elements: (1) Recess; (2) Class Game Time; (3) Junior Coaches; (4) Out-of-School-Time; and (5)

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Interscholastic Leagues, as described below.

Typical School Day Program: During the school day (typically 8:30am-2:30pm, Monday-Friday), the AmeriCorps member at each school is a constant presence on the playground as classes rotate through for recess and lunch. Member activities include introducing basic games and sports skills during recess and lunchtime to create a structured and safe schoolyard environment, and assisting classroom teachers in delivering physical activities through Class Game Time. Members also coordinate the Junior Coach program for students in older grades with trainings and activities including leadership, game facilitation and conflict-resolution. Through these activities, full-time members serve all of the children in each school, with enrollment at our partner schools averaging 350 children.

Out-of-School-Time Program: Typically operating in the after-school hours, 3:15-5:00pm (Monday-Thursday), AmeriCorps members provide physical activities and sports/games to 15-20 students per session per school. The after-school program is free and members work with teachers to identify students who would benefit most from the program. Fridays are reserved for special events, field trips, staff training, and Junior Coach training. As an alternative, if requested by principals who have identified a significant need for before school structured activities at their schools, Playworks may provide a before-school program that includes sports/games for children of all grades on the playground before school begins.

Sports Leagues: All member sites participate in at least two seven-week interscholastic developmental athletic leagues (Girls' Basketball in winter and Coed Volleyball in spring) during the after-school hours. Member sites play teams from surrounding Playworks schools, and AmeriCorps members act as coaches as well as referees. In addition, Playworks provides optional leagues and other league-based events throughout the year, such as Coed Soccer, Boys' Basketball and Girls' Flag Football. Each team serves

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approximately twelve students. Members are responsible for recruiting teams, coordinating one practice and one game per week and recruiting community volunteers.

We ensure that our program does not violate the non-duplication, non-displacement, non-supplementation requirements by providing a service that is otherwise not available to students in the communities we serve, and by requiring our AmeriCorps members to work with existing school personnel, not in place of them. As part of our agreement with the schools, we require that school personnel assigned to yard duty continue to perform those services. Members are not allowed to be on the recess yard alone, without the presence of the assigned yard monitors. In addition, classroom teachers are required to be present during our Class Game Time, and members are not allowed to be in the classroom if the teacher is not present.

All members are informed of prohibited AmeriCorps service activities during the initial intensive AmeriCorps member orientation training. This information is re-iterated throughout the year in workshops and as situations arise. Member supervisors (known as Program Managers) are trained in identifying prohibited service activities and they oversee program implementation and compliance of their members as part of their bi-monthly check-ins.

Measurable Outputs and Outcomes

The Playworks program will address the Healthy Futures priority area and we will use the standard performance measures. A fully aligned performance measure based on the standard performance measure relevant to our program design is set forth below. This year we implemented the OnCorps database system to facilitate efficient data collection and analysis for reporting on performance measures.

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Improving Youth Physical Activity Output: 40,000 children and youth at 127 low-income schools will be engaged in in-school and after-school physical activities. We will use an engagement tracking tool implemented once during the year to determine the number of students actively engaged in Playworks activities.

Improving Youth Physical Activity Intermediate Outcome: Students will increase their level of physical activity. We will use a physical activity tracking tool twice during the year to measure the level of student physical activity.

Improving Youth Physical Activity End Outcome: Students will maintain a higher level of physical activity into young adulthood reducing the likelihood that they will be overweight or obese.

Plans for Self Assessment and Improvement

To improve the quality and consistency of our programs across diverse school sites, we have developed a comprehensive self-assessment system for monitoring the quality of program implementation at each school site. Designed by a group of our experienced program staff, the Playworks Program Quality Assessment is a detailed rubric representing our expectations for each of our 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 Playworks Program Quality Assessment is completed by the Program Manager (supervisor) at the beginning and the end of the year to assess each program component and the degree to which it is meeting our standards of quality.

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The Program Quality Assessment tool produces trend data that Playworks uses to identify strengths and weaknesses that may be common to multiple sites. 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. Each member's supervisor has periodic check-in meetings with school principals to solicit feedback on the effectiveness of program implementation and to discuss areas that could benefit from collaborative solutions. Regular meetings among Program Managers and groups of AmeriCorps members encourage sharing of common challenges and successful solutions across different school sites.

Community Involvement

The original development of the Playworks program was in direct response to a need identified by school principals who were troubled by the lack of play and physical activity on school playgrounds. Principals described chaos and disruptive behaviors that created an environment where students were not participating in physical activity and that often spilled over into the classrooms, disrupting the learning process. In 1996, Playworks founder, Jill Vialet, launched a play-based program to specifically address this situation.

From its beginnings, the program has evolved and improved with direct input by school staff and families. Each year, Playworks works closely with students, parents, school teachers, and principals throughout the year to tailor and coordinate programming at each school site. In addition, Playworks solicits input at the end of each school year asking stakeholders -- school staff, children and youth and families -- to identify the strengths and challenges of our five core program components. We have also used annual surveys to identify training needs among teachers and other school staff.

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In each community where we expand, we begin by researching local community need and reaching out to organizations in the region to determine if our program meets a need in that community. Examples of partner organizations involved in supporting our national expansion include: the Department of Children, Youth and Families in San Francisco, the After School Institute in Baltimore, and Northeastern University's Center for Sport & Society in Boston which initially housed our first Boston city office. During our expansion to New Orleans, in meeting with organizations like the Louisiana Public Health Institute, Communities in Schools, and Hands On New Orleans, it became clear that Playworks was needed and could make a significant difference in the lives of children in New Orleans. In Newark, the New Charter School Fund conducted outreach on our behalf to local schools in need of our program. In Portland, the Oregon Sports Authority, the Trailblazers, the Forest Park Conservancy, and the Oregon Partnership were all key to bringing Playworks to Portland. As we expand to six new cities for 2010-2011, the following partner organizations have supported our expansion into their communities: Genesys Works and KIPP (Houston), Kaleidoscope Corner and Adams County Safe Schools/Healthy Students Initiative (Denver), Communities in Schools (Detroit), Philadelphia Eagles Youth Initiative, St. Josephs University, and Playground Pals-Bryn Mawr College (Philadelphia), City of Lakes AmeriCorps, Social Ventures Partners, Action for Healthy Kids (Twin Cities), and the University of Arkansas, Clinton School of Public Service (Little Rock).

We encourage increased community involvement in each local community by establishing local Boards of Directors who provide leadership and counsel to the local Executive Director. Local Boards are made up of school administrators, business professionals, education and health policy experts and other community leaders in each of the cities we serve.

Relationship to Other National and Community Service Programs

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Playworks networks nationally 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.

We currently receive the following grants from the Corporation for National and Community Service: a California state competitive grant supporting 60 members, and a District of Columbia state formula grant supporting 10 members. We have included in this proposal a request for 14 member slots to be placed in San Francisco, CA. If we receive funding for these slots as well as funding for our current California grant continuation, we will place our California members in cities outside of San Francisco. We also currently receive a California based multi-state VISTA grant supporting 9 members placed in 9 of our 10 current cities. Our VISTA members are building capacity for our organization by developing volunteer engagement strategies, as well as strategies to increase fundraising from individual donors.

State Commission Consultations

In the late fall of 2009, we reached out to the following state commissions about their consultation process: Arkansas, Colorado, Louisiana, Maryland, Massachusetts, Minnesota, Michigan, New Jersey, Oregon, Pennsylvania, and Texas. Most states directed us to the consultation form from the Association of State Commissions website. Some states had modified the form to include information about local state events, while one state had an online form about the proposed national direct program. We completed and submitted the consultation forms to each of these states. All states confirmed that they received the requested consultation information. Only one state requested additional information on our program, which we provided. We contacted the rest of the state commissions and none have requested additional information. The final state that we consulted with was California. We had originally

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requested that California expand our state grant by 16 additional member slots, but we were notified late January that it was not approved. At that time, we completed and submitted the consultation form requested by the California commission since we are including 14 expansion slots for California in this National Direct application.

Potential for Replication

Playworks has developed an effective and sought-after program that lends itself to replication as evidenced by the growth from two schools in Berkeley to 170 schools across the country over the last fourteen years. In October of 2005, the Robert Wood Johnson Foundation awarded Playworks 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 Playworks programs in schools and communities across the country including Baltimore, MD (2005); Washington, D.C. (2006); Boston, MA (2006); New Orleans, LA (2008); Portland, OR (2009) and Newark, NJ (2009). In 2008, the Robert Wood Johnson Foundation confirmed its confidence in Playworks' capacity for continued replication by awarding an \$18.7 million grant to support expansion to 27 cities by 2012.

Playworks 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, our funding model incorporates a significant amount of earned revenue as nearly 35% of current program costs are paid by schools. Third, we have developed a staffing model that taps the enthusiasm of young adults as AmeriCorps members to promote play and youth development to create safer and healthier school environments. Fourth, our commitment to staff development and our success in training new members

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offers a strong basis for replication.

Organizational Capability

Sound Organizational Structure

Ability to Provide Sound Programmatic and Fiscal Oversight

Founded in 1996, Playworks is a vibrant, fiscally-sound organization with a proven record of managing large, multifaceted grants with extensive reporting requirements. Currently, we are in the first year of our third three-year AmeriCorps funding cycle with the California state commission, our third year of our first three-year AmeriCorps funding cycle as a National Direct grantee, and our first year of a new three-year AmeriCorps funding cycle with the Washington DC commission, demonstrating our ability to manage AmeriCorps programmatic and fiscal requirements. In addition, after a successful first grant with the Robert Wood Johnson Foundation, we received a second larger grant for continued expansion. This grant, \$18.7 million over four years, will fund our national expansion, with a target of 27 cities by 2012.

Federal grants awarded to Playworks in recent years include AmeriCorps California funding (\$673,939 in 2006-2007, \$498,948 in 2007-2008, \$498,962 in 2008-2009, \$748,444 in 2009-2010), AmeriCorps National Direct funding (\$441,000 in 2007-2008, \$503,998 in 2008-2009, \$503,998 in 2009-2010), AmeriCorps Missouri funding (\$113,400 in 2008-2009), AmeriCorps District of Columbia funding (\$163,800 in 2008-2009, \$126,000 in 2009-2010), 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, 2007-2008, \$56,065 in 2008-2009), the Carol M. White Physical Education Program (\$583,998 from 2002-2004, \$375,299 in 2007-2008, \$346,623 in 2008-2009, \$363,705 in 2009-2010).

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Playworks' 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.

Playworks' most recent audit was completed in November 2009 for the year ending June 30, 2009. 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 Playworks 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

Playworks' expansion efforts have offered a host of learning opportunities related both to expanding in new cities and building a national office. We have 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 in a new city to that city's unique needs. Playworks 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 coming from organizations like City Year and Experience Corps and a network of social entrepreneurs.

Playworks national office, located in Oakland, California, has become a strong source of support for

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regional offices by focusing on staff recruitment and training, program management, AmeriCorps compliance, and evaluation. Our goal is to ensure consistent roll-out of the program and Playworks' unique brand of play in every community we serve. Specifically, the functions of the national office include making contacts in expansion cities, building and delivering trainings, developing a business plan including sustainable financial models, establishing consistent AmeriCorps policies and procedures, and creating data collection and evaluation protocols.

At the local level, each member is supported and supervised by a Program Manager. Program Manager support includes bi-weekly site visits, regular performance evaluations, liaison with school administration/staff, and ongoing mentorship. Though Program Managers are always accessible by cell phone, they are not able to be at all sites at all times. Each school principal (or designee) provides immediate supervision/support in the event of an emergency. Members also support each other via placement in proximate schools and frequent participation in team-wide activities. In addition, Program Managers consult regularly with school site administrators throughout the year and meet with each administrator formally three times a year. Each member site is offered two separate on-site trainings for teachers and staff to introduce and extend the Playworks curriculum throughout the school.

Regarding school site selection each year, Playworks staff compiles 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 visits the school to determine whether or not the school climate would be a supportive environment for the Playworks program; 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 had a member who has chosen not to return, we base our

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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 sites are selected and remaining schools are placed on a waiting list.

School administrators review a Memorandum of Understanding (MOU) with Playworks program staff to ensure that there is clarity in regards to the role of the AmeriCorps member. The MOU also covers provisions for adequate member support from both school site staff as well as Playworks. 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 Playworks, committing the funds through either school site or district resources.

The Playworks program management structure ensures that each site achieves a high degree of compliance with our program requirements. By having Program Managers who supervise a group of sites, regularly visit those sites, and meet with the members individually and as a group, Playworks ensures that members are fully implementing the Playworks program at each site.

By regularly assembling 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 our interscholastic leagues which bring together both students and members from different sites over multiple weeks.

Board of Directors, Administrators, and Staff

Playworks is a tax-exempt 501(c)(3) with a national governing Board of Directors. The Board of

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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. To manage national expansion and strengthen the organization's infrastructure, a Leadership Team is now in place that consists of the following staff members: Jill Vialet, Founder and President; David Rothenberg, Executive Director; Elizabeth Cushing, Deputy Director for Strategy and Development; Tracy Williamson, Director of Government Programs; Dana Wenter, Director of Evaluation; Sharon Smith-Mauney, Training Director; Owen Brown, Interim Chief Financial Officer, David Gallagher, National Program Director, and Eunice Dunham, Expansion Director. The Leadership Team guides the organizational expansion across the country to ensure a cohesive rollout and quality implementation of the Playworks program.

Program management responsibility is led by a dynamic team of Playworks staff. As reflected in the budget included with this application, the following positions will directly support the 141 AmeriCorps members: Program Manager, Program Associate, Program Director and City Executive Director. The Program Managers (PMs) directly supervise the AmeriCorps members and their relationship with their placement sites. The PM serves as the direct liaison between members and participating schools, devoting 50% of his or her time to the AmeriCorps program. PMs generally have at least two years of experience working at a school site, and many have an even longer history with the organization. They were promoted to the Program Manager position because of their exceptional performance and their ability to lead and motivate others.

The Program Director (PD) will also devote at least 50% of his or her time to the AmeriCorps program. The PD is responsible for program management and oversight of all member activities, including recruitment and training, as well as supervision and support of the Program Managers. PDs are all very

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experienced Playworks staff who were promoted from Program Manager to Program Director based on their ability to oversee program implementation across their city program. Our five PDs have from 4 to 8 years of experience working with Playworks and two of them began as AmeriCorps members. The Program Associate (PA) is responsible for the paperwork and administrative requirements associated with the grant, devoting at least 50% of his or her time to the AmeriCorps program. The Program Associates at Playworks come from a variety of backgrounds, including prior service as AmeriCorps members with Playworks or service at other organizations through VISTA and AmeriCorps. PAs were selected for their organizational skills and commitment to service, and have been with Playworks for up to 3 years. The work of PAs to ensure AmeriCorps grant compliance in each city is overseen by the AmeriCorps Program Manager who is in her fourth year with Playworks and will devote at least 75% of her time to this National Direct grant. The City Executive Director (CED) will devote at least 10% of his or her time to the AmeriCorps program and are responsible for overall program quality, leadership and management of the program staff, and sustainability and growth of programming. All CEDs come to Playworks with a minimum of 5 years experience in leadership and management from both the profit and non-profit sectors.

Each Playworks city is also supported by a local Board of Directors that provides leadership and counsel to the local Executive Director. The role of the local Board is to monitor program operations and fiscal reports, provide guidance for local expansion, represent the needs and interests of the community, work with staff to raise funds from individuals and corporations, and evaluate the City Executive Director.

Financial responsibility for management of the AmeriCorps grant is led by our finance team. Owen Brown, Interim CFO, serves on both the Playworks Audit and Finance committees and has more than 20 years experience as a CFO, CEO and COO, including serving as Playwork's Interim CFO in 2007. He has experience in both nonprofit and for-profit organizations, with both large companies like Hewlett

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Packard, and smaller organizations as well. He leads the finance team which includes Marco Santos, Finance Manager; Deepika Yeldandi, Accounting Manager; and Isabel Maze, the Accounting Associate. The team works together to manage the financial aspects of our current AmeriCorps grants.

Plan for Self-Assessment or Improvement

Due to recent and anticipated growth, Playworks 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 (incorporating feedback from all directions; including supervisors, direct reports, and peers), and review and revision of current policies and protocols. Teams include the Leadership Team, City Executive Directors, and Program 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 National Program Director and the National Executive Director. We are also committed to ongoing evaluation of our program through internal data collection and the engagement of external evaluation consultants. Additionally we created a Director of Program Quality position to oversee our program quality, ensure consistent high quality trainings, and maintain best practices across the organization.

Plans for Effective Technical Assistance

Playworks has developed its own comprehensive training curriculum for new members during the year of service. Staff work throughout the year to modify and adapt this training as new trends and needs are identified. Playworks also contracts with outside providers to deliver more specialized programming that enhances our efforts. For example, in the past local providers have delivered trainings on topics

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relevant to serving recent immigrant families, students with disabilities, and students with asthma. Playworks' staff works closely with placement sites to ensure that expectations are high but realistic and that school sites are prepared to support staff. Playworks' 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 Playworks' 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

In addition to supporting our program, Playworks volunteers perform a wide variety of services throughout the organization. Volunteers serve on the National Board of Directors and Local Boards of Directors 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 Playworks as a whole. We are in the process of further developing our volunteer generation capacity and support through our recent AmeriCorps VISTA award. Our VISTA members develop and implement a volunteer program to provide an opportunity for more community members to participate in our school programs and to support our organization at all levels. Our national volunteer Board of Directors is critical to building our organizational capacity. In addition to quarterly meetings, board members serve on working committees focused on program quality and growth, fundraising, policy, marketing and public relations.

Organizational and Community Leadership

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Playworks 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. Staff serve on committees, boards and commissions in their local communities, including the Shape Up Coalition in San Francisco, the Boston Youth Sports Network, and the Baltimore After School Network of the After School Institute. The Executive Director of Playworks Baltimore sits on the Health Advisory Council of Port Discovery Children's Museum and on the board of the Martin Luther King, Jr. Early Head Start Program administered by the Johns Hopkins Hospital. In New Orleans, Playworks is a member of the New Orleans Kids Partnership (NOKP), a collaboration of over 30 youth-focused non profits working as a voluntary collaboration among those who serve and support children in the greater New Orleans area.

Organizationally, Playworks 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. Playworks was also named one of the international winners of the Sport for a Better World Competition, sponsored by Ashoka Changemakers and Nike.

In addition, Jill Vialet, Playworks' president and founder, recently participated in two exciting collaborations related to play, physical activity and children's health: 1) A small group of experts on play and physical activity collaborating on a national model to increase student physical activity in schools, and 2) The Clinton Global Initiative, an annual convening of international social entrepreneurs working together to improve children's health through physical activity. Playworks was recognized at this recent

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event for our partnership with the Robert Wood Johnson Foundation to expand our unique program model nationwide. Finally, on October 21, 2009, Playworks' staff were invited by First Lady Michelle Obama's office to demonstrate its play and physical activity curriculum on the White House lawn for interested stakeholders and 150 students.

Success in Securing Match Resources

Playworks has historically been very successful at raising matching funds, and has done so for numerous government and foundation grants. We already have a significant level of match funding committed for 2010-2011. Our largest source of match comes from the fee paid by each school that Playworks serves. Schools in our existing cities will contribute \$25,000 and schools in our expansion cities will contribute \$23,500 for the year for a total of over \$3.1 million. In addition, Playworks was recently awarded a grant from the Robert Wood Johnson Foundation of \$18.7 million for national expansion, of which over \$571,000 will support our AmeriCorps program for the 2010-2011 school year.

Success in Securing Community Support

Collaboration

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

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collaboration with community organizations to provide our sports leagues. For example, in delivering our basketball and volleyball leagues, Playworks collaborates with local recreation centers and YMCAs to offer youth sports leagues. We could not provide leagues at the scale that we do without these critical partnerships.

Playworks collaborates actively with other local community organizations in relation to both program planning and delivery. For example, partnerships with organizations such as the Bay Area Nutrition and Physical Activity Collaborative have helped us refine our Bay Area program, while expansion in other regions has been predicated on strong partnerships with local organizations such as the Center for the Study of Sports in Society's Urban Youth Sports Program in Boston. Playworks Baltimore has come to know a multitude of providers through networking and training opportunities provided by TASI (the After School Institute). Through this and other networking, we have partnered with organizations like Baltimore Tennis Patrons, and the Chesapeake Center for Youth Development. Likewise, in Portland, we partner with SUN (Schools Uniting Neighborhoods) in our after school program, and with Portland Parks and Recreation for sharing free gym space.

Local Financial and In-Kind Contributions

Through our national expansion, Playworks has successfully translated the local support we have received in the Bay Area to the new communities we are serving. Support from individuals and private foundations in the Bay Area remains strong, with our 1000-person base of individual donors and continuing support for our San Francisco program coming from foundations such as the Evelyn & Walter Haas Jr. Fund, and the Metta Fund. We have also received support from many local foundations in our expansion cities, such as the Open Society Institute in Baltimore, the Boston Foundation in Boston, Nike Back Your Block in New Orleans, the Turrell Foundation in Newark, and the Deacon

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Charitable Foundation in Portland.

Non-financial support of Playworks has grown and diversified. Currently, a significant amount of Playworks' non-financial support includes free and discounted space for our leagues (gym rentals), staff trainings and leased office space in each of the communities where we operate. As our focus has shifted toward issues related to replication and national expansion, the nature of our in-kind support has undergone parallel shifts. Playworks National and local city Board members contribute free legal advice and technical assistance in the areas of effective staff recruiting, database development, IT systems and consultation expertise related to going to scale.

Wide Range of Community Stakeholders

Playworks has designed its programs with an eye towards effectively addressing the needs and concerns of a wide range of stakeholders. Primary among the Playworks 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. Playworks stakeholders also include our own AmeriCorps members and staff -- who invest time, energy and care into ensuring that Playworks 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 (the actual eligibility in the schools we serve is significantly higher, over 75% on average), and the

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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 9.7%, the percentages of families living below poverty in most of our target communities are much higher, as shown in the table below.

City, State % families living below the poverty level

Baltimore, MD 15.4

Boston, MA 14.4

Denver, CO 13.5

Detroit, MI 30.3

Houston, TX 16.3

Little Rock, AR 14.2

Minneapolis, MN (Twin Cities) 14.1

Newark, NJ 22.8

New Orleans, LA 14.9

Philadelphia, PA 18.8

Portland, OR 9.9

St. Paul, MN (Twin Cities) 13.6

Cost Effectiveness and Budget Adequacy

Cost Effectiveness

Corporation Cost Per Member Service Year (MSY)

Playworks is dedicated to continuing to improve its efficiency in program delivery. With this National Direct proposal, our cost per MSY request is \$13,000. We request the maximum MSY to support a

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strong program for members and the community. We pay our members the maximum living allowance, and we provide a full day of service at each school site throughout the school year. To do so effectively requires significant training and support of members and a dedicated partnership with our school sites. As the program will provide daily programming for approximately 44,500 children, program funding represents a very cost-effective \$0.73/child/day (of which we request \$0.23/child/day from AmeriCorps).

Diverse Non-Federal Support

The Playworks model proposed has an annual program budget of nearly \$5.9 million, of which we request approximately \$1.8 million from AmeriCorps to support 141 MSYs. Of the total program budget, Playworks proposes over \$4 million in matching funds to successfully support the AmeriCorps program and to incorporate Playworks priorities such as extensive training and supervision. This matching amount far exceeds the minimum amount required. Recently Playworks was awarded an \$18.7 million grant from the Robert Wood Johnson Foundation as an investment in Playworks' national expansion plan. In an effort to further diversify our funding sources, Playworks is leveraging this significant investment to explore national corporate sponsorships (as Teach for America and City Year have successfully done). In a further effort to diversify funding, we are currently working with our Local Boards of Directors to expand the Playworks individual donor base. As described above, we have funds for the cash match for 2010-11 from school fees (over \$3.1 million), and the Robert Wood Johnson Foundation (\$571,216). In addition, the Robert Wood Johnson Foundation will provide \$100,000 as an in-kind donation for funding our external evaluation. Finally, we will raise foundation, corporate and individual donations for the remaining match amount of \$275,297.

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Budget Adequacy

Based on prior experience, Playworks is confident that the budget presented is adequate and will fully fund the proposed program. It is extrapolated from previous budgets in current and expansion cities and takes into account new positions we feel are necessary to ensure continued success of our program in existing cities as well as in new expansion cities.

Evaluation Summary or Plan

Playworks will take part in a 20-month evaluation funded by the Robert Wood Johnson Foundation.

The purpose of this study is to learn about our impact on school climate and student health and wellness (these impacts are provided in a list below). The evaluation design is a place-based, cluster-randomized experiment and schools will be randomly assigned to one of two arms: Playworks program sites in 2010, or wait list control group. The study sample will include enough National Direct schools to result in an appropriate statistical power to detect any relevant outcomes. Data collection will take place during the school year 2010-11 and will be conducted by a nationally recognized outside evaluation contractor.

Data collection will include:

- staff, student and parent interviews
- recess and classroom observations
- administrative data such as suspensions and referrals, attendance and tardiness
- valid measurements of youth physical and social-emotional health, such as BMI or youth development assessments, will be identified by the contractor

Five core topics will be assessed in the study: school climate, conflict resolution, learning and

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achievement, recess, physical activity and health, and youth development. Examples of potential constructs for each key topic are provided below.

School Climate

- How school staff incorporate Playworks messaging
- How school staff interact with students
- Parental involvement and views
- Principals', teachers', and others' views of physical activity at school

Conflict Resolution

- Students' use of conflict resolution strategies
- Discipline incidents during and after recess
- Suspensions and expulsions

Learning and Achievement

- Recaptured classroom time
- Students' focus and attention in class
- Achievement
- Attendance

Recess

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- Recess organization
- Opportunities for fair play
- Inclusion
- Bullying

Physical Activity and Health

- Level of physical activity during school day
- Physical fitness
- Adoption of obesity prevention behaviors

Youth Development

- Student connectedness to school
- Student self-efficacy
- Student leadership through junior coach program
- Student adoption of inclusion message

Amendment Justification

n/a

Clarification Summary

CLARIFICATION ITEMS

Our responses to the clarification items are listed by item below.

Budget Clarification Items:

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1. Please revise your budget to the amounts reflected above (\$1,040,000, for 80 Member Service Years (MSYs) and 80 member positions).

Response: This change was made in the budget submitted in eGrants.

2. Section 1.A. Personnel Expenses: The budget identifies 3 Program Directors, but the application narrative identifies 5 Program Directors. Please adjust the narrative and budget as appropriate.

Response: Two Program Directors will support the revised number of 80 member positions. This change has also been made in the budget submitted in eGrants.

3. Section 1.C. Staff Travel: the various line items in the staff travel section list 21, 24 or 43 staff members. Please explain why the different numbers of staff are needed for the different types of training.

Response: The three different areas of Staff Travel show a different number of staff traveling because the purpose of the travel differs and not all staff travel in each category, as further explained below. These numbers have been revised in accordance with the revised number of 80 member positions. These changes have also been made in the budget submitted in eGrants.

a. Travel for Supervision of Members

Program Managers, who directly supervise members, are reimbursed for mileage required to supervise members on site. Other staff are not included in this line item. Sixteen Program Managers will supervise members on site.

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b. Staff Travel to Pre-Service Training for Members

Depending on the city size and location, some cities will conduct pre-service training for members locally while others will travel to provide a joint pre-service training with another Playworks city. It is anticipated that 18 city staff (including Program Managers, Program Directors, Program Associates, and City Executive Directors) will travel to pre-service training.

c. Staff Travel to Summer Training

All city staff will travel to summer training. This includes a total of 38 Program Managers, Program Directors, Program Associates, and City Executive Directors.

4. Section 1.C. Member Travel: please explain why pre-service training costs are budgeted for only 63 out of the 141 members.

Response: Depending on the city size and location, some cities will conduct pre-service training for members locally while others will travel to provide a joint pre-service training with another Playworks city. It is anticipated that 47 members will travel to pre-service training.

5. Section 1.C. Staff and Member Travel: please explain why meals are a reasonable and necessary cost for staff and members.

Response: Playworks pays for meals for members and staff who travel on official business. We require members and staff to travel to the trainings identified in the budget and cover meals during mandatory travel as a reasonable and necessary expense for those staff and members. We pay for meals based on actual costs up to a daily maximum rate of \$40.

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6. Section 1.C. Staff and Member Travel: in both the staff and member travel sections, the line items for lodging and meals must be revised to specify the number of nights of lodging, the cost per night per person, the number of meals per person, and the cost per meal.

Response: This revision has been made in the budget submitted in eGrants.

7. Section 1.G. Staff and Members Training - the line item for off-site workshops and team building activities throughout the program year must be itemized so that it is clear what specific costs are included in this line item. Currently, the line item lists "space rental and supplies" as examples of the cost, and then budgets \$50 for each supervisory staff and member. Space rental costs should be listed separately from supply costs. Revise this line item, separating it into separate line items as necessary.

Response: This revision has been made in the budget submitted in eGrants. We removed the Off-Site Workshops and Team Building Activities line item from Staff Training section since these costs were captured in the Member Training section. In the Member Training section we changed the Off-Site Workshops and Team Building Activities line item so that it reflects the cost of space rental for facilities on a per day basis for events such as Life After AmeriCorps training and member retreats.

8. Section 1.H. Evaluation:

(a) Please provide a concise description of what is included in the external evaluation cost.

Response: During the 2010-2011 program year, Playworks will take part in a randomized control trial to understand our program's efficacy. This study will be conducted by outside consultants and will compare Playworks schools with wait-listed control schools on school climate issues, student social-

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emotional health, and student physical activity levels.

(b) Please verify that any consultants included in the external evaluation costs do not exceed the maximum daily rate of \$617/day.

Response: We will ensure that any consultants included in the external evaluation will not exceed the maximum daily rate.

9. Section 1.I. Other Program Operating Costs: Please verify that the "facility rental" cost line item included in this section does not duplicate either of the "space rental" costs included in the off-site workshops and team building activities for staff and members included in section 1.G. of the budget.

Response: The "facility rental" in the Other Program Operating Costs section is for Pre-Service training and regular on-going afternoon trainings conducted during the year for members. We added language to this item to reflect the purpose of the rental. This rental cost does not include costs for the off-site team building activities for members listed in section 1.G. of the budget.

10. Section 3: Match and Source of Funds: please identify each match source as either "cash" or "in-kind".

Response: This change was made on the budget submitted in eGrants.

Programmatic Clarification Items:

1. The narrative includes data about the rates of obesity and the amount of time youth currently spend

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in physical activity in each city. However, it does not specify how much time participants will spend in physical activity in the Playworks program, so it is not evident how the program will impact the obesity problem. Please specify how much time participants will spend in physical activity each day.

Response: Students receive a minimum of 35 minutes of physical activity and up to 1.5 hours of physical activity per day with Playworks, depending on which of our additional programs they participate in, as further described below.

At a minimum, all students attending the school (an average of 350 students per school) receive 30 minutes of Playworks structured recess physical activity per day. Plus, all students get at least another 30 minute class game time period every week or every other week equaling an average of approximately 5 additional minutes per day, for a total of 35 minutes minimum.

In addition, some students get up to 40 minutes of CGT every week, depending on their school size. Students attending the after school program receive an additional 30 minutes of physical activity per day. Students serving as Junior Coaches receive up to 20 minutes of additional physical activity per week, and league participants get an additional 1-2 hours of physical activity per week during the season.

2. The narrative states Playworks does not violate the non-duplication, non-displacement and non-supplementation requirements because it provides a service that is not otherwise available to students in the communities it serves. Explain how you determine and ensure that the service you provide is not otherwise available in these communities, and how you monitor for this during the program year.

Response: We ensure that the service we provide is not otherwise available to our placement sites through our ongoing communication with school principals. Principals have verified that they have no

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other source to provide the service we provide in their community. Schools pay a fee to have our program because the service we provide is not otherwise available to their students. Our member is on site each day and in regular contact with principals. Members' supervisors are also in regular contact with principals to discuss member and program performance and school needs. Through these means, we are able to monitor that the service we provide is not otherwise available in the community.

3. Please remove the 14 "floating" member positions and the 14 San Francisco positions from the narrative and the budget. These positions are not approved in this grant.

Response: These positions have been eliminated from the budget submitted in eGrants. We will not place our 80 National Direct member positions in San Francisco or in "floating" member positions.

4. The narrative states each school signs an MOU and that Program Managers regularly visit their sites and meet with members. However, the narrative does not explain how sites are monitored for compliance with fiscal and programmatic requirements. Please explain the role of the AmeriCorps program manager, the 3 program directors, and the 24 program managers in conducting monitoring visits and overseeing the member service sites. Also please explain how you determine which sites to monitor during the year, how frequently sites are monitoring, and the types of tools are used for monitoring.

Response: Our placement sites do not have responsibility for fiscal management of our AmeriCorps grant. Playworks manages all fiscal aspects of the grant. We pay all expenses directly, including member living allowance and all other program costs. Placement sites are not responsible for any aspect of financial management of the grant.

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Playworks also manages programmatic requirements directly, as we manage the grant from our National and local offices, and oversee members directly. We conduct programmatic monitoring visits at all school sites, and all sites are monitored regularly and with the same process every year. Program Managers conduct bi-weekly site visits to evaluate and ensure adherence to the Playworks program at each site. Program Managers formally meet with Principals 2-3 times during the school year and informally during their regular visits to the school. During the formal visits with principals, Program Managers review the expectations of the program, the member's role and responsibility and get feedback from the Principal on the member's performance. Program Directors supervise Program Managers in our larger cities. They set program standards and ensure that Program Managers are monitoring implementation at their assigned school sites.

In addition to implementing tools to set individual member goals and objectives and assessing member performance through evaluations, we have developed a comprehensive self-assessment tool for monitoring programmatic compliance at each school site. The Playworks Program Quality Assessment is a detailed rubric representing our expectations for each of our five program components. There are two purposes for this monitoring tool: (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 Playworks Program Quality Assessment is completed by the Program Manager (supervisor) at the beginning and the end of the year to assess each program component and the degree to which it is meeting our standards of quality. 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.

Our National headquarters manages all fiscal aspects of grant compliance directly. City offices are not responsible for fiscal grant management, but city offices are responsible for ensuring programmatic

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compliance in their cities. The National office monitors each city office to ensure programmatic compliance with the AmeriCorps grant. The Program Associate in each city office oversees compliance with the AmeriCorps grant for their city. The AmeriCorps Program Manager monitors city compliance through training city staff on AmeriCorps programmatic compliance, conducting weekly check-ins with Program Associates, visiting new city offices in their first year, and visiting more experienced cities when additional support or training is needed, reviewing sample member timesheets, and providing oversight of member issues as they arise. The Human Resources Department in our National office receives all original member file documentation and conducts a file audit upon receipt to ensure that all member files are complete. The Data Manager in our National office oversees all data collection for grant reporting, and provides training and oversight to city staff to ensure complete data is collected in each city. In addition, we will use a City Monitoring Tool each quarter which will require City Executive Directors to conduct an internal review and confirm city compliance with requirements such as member timekeeping, complete member file documentation, data collection, and other elements of programmatic compliance.

5. Please explain how you will provide members with structured opportunities to reflect on their service.

Response: Members are provided with opportunities throughout the service year to reflect on their term of service. From the beginning of pre-service training and throughout the service year, members are encouraged to journal and reflect about their experiences. At the end of the first week serving at their respective schools, members come together with their supervisors and other staff to discuss their first few days. Members reflect on the successes they experienced, the challenges they faced, and how the experience compares to their expectations.

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During the year, members attend two Member Motivation trainings where members learn about motivation (autonomy, belonging, and competence) and discuss their motivation for serving. Members also discuss learning and leadership styles, and how they influence the way that they have been serving their community. Second year members attend a training on the "roller coaster of service." During this training, they look back at their first service year and chart on a timeline where they experienced different levels of excitement, frustration, contentment and burn out during the year. This training assists their supervisors in better understanding member needs and how to best support them throughout the service year.

At least once a month, members meet with their supervisors and other members of their pods to share their thoughts from the past month. They also regularly reflect on their performance and set personal and service goals with their supervisors at least five times during the year.

Toward the end of the year, members attend the Life After AmeriCorps training which includes time for members to reflect over their year of service, assess the skills and experience they have gained, and think about where they want to apply that experience in the future. In addition, during the final end of year reflection and feedback session, members are encouraged to be open and thoughtful in a discussion where they are asked to reflect on the entire year and provide feedback on the positive and challenging aspects of their year of service.

6. The cost/MSY has increased from \$12,600 to \$13,000 with this application. Please explain why an increase in the cost/MSY is needed.

Response: We pay the highest living allowance, which has increased by \$800 per member. The \$400 increase per MSY will cover only one half of that increase. We also cover 70% of the costs as match, so

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the increase still leaves us with the vast majority of the costs to raise as match.

7. Criminal History Check Requirement: Criminal history checks are required for all grant funded staff and AmeriCorps members. A detailed description of the requirements can be found at: <http://www.nationalservicerresources.org/criminal-history>. Please verify that your criminal history checks will be conducted on all grant funded staff and members.

Response: The required AmeriCorps criminal history checks will be conducted on all grant funded staff and members. This process is required by Playworks background check policy.

8. Thank you for opting in to Healthy Futures Priority Area. You will have to complete an MSY chart indicating the proportion of AmeriCorps members' time they expect to be devoted to that Priority Area. The total of MSYs in all Priority Areas (including Other) should be equal to your total budgeted MSYs. If they are not equal, then please provide an explanation in the clarification section of the application narrative. Please note that the MSY by Priority Area Chart screens in eGrants will be available starting April 29th.

Response: This change was made in the Performance Measure section of eGrants. Playworks members will serve in the Healthy Futures priority area 92% of their time. Eight percent of their time will be spent in the Other category performing monthly service projects, National Days of Service, and in professional development trainings.

9. Thank you for opting in to the National Performance Measures Pilot. Even if you entered performance measures when you submitted your application, you will need to re-enter your performance measures using the new National Performance Measures drop-down boxes that become

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available in eGrants on April 29, 2010.

Response: Our performance measures were added into the Performance Measure section of eGrants.

2011-12 CLARIFICATION ITEMS:

Budget Clarification Items:

1. Please revise the budget to equal the funding and MSY amount listed above. (\$1,040,000, for 80 Member Service Years (MSYs) and 80 member positions)

Response: This change was made in the budget submitted in eGrants.

2. Section I.A: Personnel Expenses - Please provide an explanation for the inconsistency between number of sites and the proposed staffing level. The program proposes to operate in 21 sites; however, it is budgeting for 33 Program Managers, 19 Program Associates, 7 Program Directors, and 19 City Executive Directors. Please ensure that the program staff is adequate based on the level of funding under consideration.

Response: The budget has been updated to reflect a program funded for 80 MSY at \$13,000 per member. Under our updated budget Playworks is proposing a program based on 11 city sites.

3. Section I.B: Personnel Fringe Benefits - Please correct the fringe benefit calculation, to reflect the total amount of personnel expenses.

Response: This change was made in the budget submitted in eGrants.

4. Section I.C: Staff Travel - Please provide an explanation of why staff from all host sites travel to the pre-service conference.

Response: The only staff budgeted to travel to pre-service is in cities where the members are scheduled to travel. All staff is budgeted to travel to the summer conference in Oakland, CA.

5. Section I.C: Member Travel - Please provide an explanation of why not all members participate in the pre-service training: only 93 or potential 274 members, as listed in the budget. Please ensure that all

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members (based on the recommended number of slots) participate in all available pre- and in-service trainings.

Response: All members participate in pre-service training. Depending on the city size and location, some cities will conduct pre-service training for members locally while others will travel to provide a joint pre-service training with another Playworks city which is why only some members are listed under travel. It is anticipated that 40 members will travel to pre-service training.

6. Section I.H: Evaluation - Please provide the daily rate for the consultants conducting the evaluation.

Response: Two different organizations are working together on the evaluation. Multiple people within each organization are providing time over the course of the year. Each staff person has different hourly rates. Their rates also vary based on the number of hours worked on the project in a given day. We are working with them to ensure that they do not exceed the maximum daily rate for the AmeriCorps evaluation.

Programmatic Clarification Items:

1. The program provides a satisfactory explanation for opting into the National Performance Measures in the Education focus area. However, the program does not provide explanation on how this change in desired outputs and outcomes relates to the compelling community need that the program identified and is addressing with the assistance of this grant: to reverse the childhood obesity epidemic through providing physical activity in a safe structured, and inclusive environment. Therefore, the need (decreasing childhood obesity) does not match with the intended outcome of the performance measure and focus area (decreasing the number of student referrals and suspensions). Please provide a justification for the inconsistency of the described intent of the program and the desired outcomes.

Response: Playworks is a full-time, play based school improvement program that transforms school climate with the goal of helping to improve academic outcomes. The Playworks approach provides students and teachers with sustainable support that enhances teaching and learning. Playworks

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currently is in 250 underperforming, low-income urban local elementary schools throughout the nation.

The underlying element of Playworks is play during recess and throughout the school day. The Playworks model is based on features identified by the National Research Council, including: (a) physical and psychological safety; (b) supportive relationships; (c) opportunities for meaningful youth involvement; (d) positive social norms; and (e) learning oriented, with skill building activities. According to a clinical report in Pediatrics (January, 2007) play is essential to healthy child development because it contributes to the cognitive, physical, social, and emotional well-being of children and youth. Research also indicates that play is an essential and invaluable tool for improving school climate, which also significantly impacts the academic environment. Further, a recent Gallup Survey of Principals on School Recess (February, 2010) found that principals unequivocally see recess as an asset to learning. More than 8 in 10 principals reported that recess has a positive impact on student achievement, with two-thirds reporting that students listen better after recess and are more focused in class. In addition, 96% of surveyed principals feel that recess has a positive impact on social development.

Since 1996, Playworks has achieved measurable results in the critical reform areas of school climate and culture, including the reduction of negative behaviors (fighting, bullying and suspensions) and the enhancement of positive personal and social competencies (self-discipline, judgment, communication skills, and cooperation). Informal internal and external evaluations and case studies of Playworks document the following examples of the types of changes schools sustain as a result of our program: Students feel physically and emotionally safer as evidenced by fewer students asking to stay in during recess; and there is a reduction in the number of physical and verbal fights and less reports of bullying (John W. Gardner Center for Youth, 2010; Harvard Family Research Project, 2007). Students also demonstrate increased problem-solving and conflict resolution skills as evidenced by increased use of Rock Paper Scissor, and there are fewer requests from adults to intervene in conflicts (John W. Gardner

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Center for Youth, 2010; Harvard Family Research Project, 2007).

a. Problem/Compelling Community Need

Getting a high school diploma is the single most effective strategy to preventing adult poverty (Children's Defense Fund, 2010). Yet, far too many students in the nation aren't graduating from high school and low-income and minority students fare the worst. The school dropout and graduation rates for the communities where we will implement Playworks programming are particularly troubling. The table below shows that in all of these communities the dropout rates are higher than state rates and graduation rates are lower. In 10 of our target communities the dropout rate is at least twice the state rate, and in Chicago, Portland, Newark, Milwaukee and Brooklyn, the dropout rate is over three times the state rate. In addition, the graduation rates in these communities are on average 23% lower than state rates. What this tells us is that too many students are leaving school without the knowledge and skills needed to get jobs to avoid poverty, and the problem is particularly pressing in urban school districts.

(Due to character limitations the rest of Playworks' clarification was submitted by email to our Program Officer)

Continuation Changes

Applicant Info and Application Info:

The "Areas affected by the program" section in the Application Info Section in eGrants is updated.

Changes to Rationale and Approach Narrative Section:

During the 2011-12 program year we are requesting 194 additional member slots, bringing our total request from 80 members to 274 members. This expansion would allow us to place 274 members in 212 schools to support our current cities and in the following cities: Phoenix, AZ, Chicago, IL, Memphis, TN, Milwaukee, WI, Jackson, MS, Oklahoma City, OK, Cincinnati, OH, Salt Lake City, UT, Durham, NC, Las Vegas, NV, Brooklyn, NY, Tacoma, WA and Tampa, FL.

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Budget Revisions:

Our budget reflects an increase of 194 members from 80 to 274 as well as the staff to support this increase.

Rationale for Performance Measure Change:

We have been reviewing Playworks' impact and have found that although Playworks' program continues to improve children's fitness our greatest impact is on school climate and engagement. A Harvard study conducted during the 2006-07 school year found that, as a result of Playworks' programming, principals and teachers reported fewer playground fights and conflicts. During the Harvard study researchers observed that overall students showed improved teamwork and cooperation skills both on the playground and in the classroom and students settled down and focused on their schoolwork quickly after participation in Playworks' programs. After reviewing the Harvard results, we resolved to further explore the effects of Playworks on school climate.

Last year, we asked Stanford to conduct a year-long study of Playworks' program implementation in the Bay Area using mixed research methods--including focus groups, interviews, observations, and student and teacher surveys. According to the Stanford study, "Every principal interviewed in the spring reported that there was significantly less physical conflict at recess since Playworks arrived. One principal described "constant fights" in the year before Playworks and reported an 80% reduction in suspensions after Playworks was implemented. Another principal said that the number of serious behavioral incidents was less than 10% of what it had previously been. All of the principals reported fewer students being sent to the office during recess and fewer conflicts requiring intervention from an administrator." The Stanford study also found that teachers, school administrators and students report that, as a result of Playworks, students are happier and feel safer at school, are more respectful to one

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another, have better inter-personal skills and are involved in less conflict.

Our annual Teacher Principal Survey results corroborate this finding that Playworks has a great impact on school climate. In 2009-10 86% of school staff report a decrease in incidents of bullying, 88% reported a decrease in the number of disciplinary referrals, and 88% report a decrease in the amount of class time spent resolving conflicts from recess. Based on these findings, our data department has begun looking into collecting office referral data. Our preliminary research suggests that office referrals are an excellent indicator of Playworks' impact, and we would like to explore the possibility of changing our primary Performance Measure to ED1, 2 and 7.

Community Need:

Office Referrals and Dropout Rates:

Keeping kids in school is a national problem. Students of color are being disproportionately affected with the highest school dropout rates. The 2007-2008 dropout rates in states we propose to partner with for the 2011-2012 school year was highest for African American (7.0%), American Indian (6.3) and Latino (5.8%) students compared to White (2.7%) and Asian (2.1%) students (National Center for Education Statistics, U.S. Department of Education, June 2010).

Referrals and suspensions are both seen as steps on the disciplinary continuum that lead to a child potentially dropping out of school. Students who have been suspended are three times more likely to drop out of school by the 10th grade than students who have never been suspended (Goertz, M.E., Pollack, J.M & Rock, D.A., 1996). Each day countless students in our schools are spending large amounts of time away from the classroom because of fights, bullying or other disruptive behaviors that lead to disciplinary referrals or suspensions. . Each time a suspension occurs, a student's chances of completing high school diminishes because missing class time often contributes to falling behind academically (Annie E. Casey Foundation, 2010). And, in many cases, suspensions are preceded by

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countless disciplinary office referrals which translates to even more time out of the classroom

In particular, researchers have identified behavior issues as one of the early warning signs that a student is getting off track (Annie E. Casey Foundation, 2010). Early behavior problems, along with failure to develop positive peer relationships, are associated with the later development of social adjustment problems including school dropout and delinquency, violence and criminal activities in adulthood (Gabel & Shindledecker, 1991; Kupersmidt, Coie & Dodge, 1990). Therefore, persistent teasing on the school yard, conflicts with other students or acting out in class in elementary school can begin a chain of events that may end with a student dropping out of school later on (National High School Center at the American Institutes of Research, 2007).

Disciplinary Problems and Recess:

A key component to our program is recess which is an important part of the school day for students and one of the primary times when teasing and conflicts often take place at school. A recent Gallup Survey of Principals on School Recess (February 2010) found that principals unequivocally see recess as an asset to learning. More than 8 in 10 principals reported that recess has a positive impact on student achievement, with two-thirds reporting that students listen better after recess and are more focused in class. But recess is not without its share of challenges. The Gallup survey also revealed that most discipline issues occur outside of the classroom, with nearly nine out of 10 principals saying the incidents take place at recess or lunch. Most principals, teachers and school nurses agree that recess time can be the toughest part of the day and recesses are often the flash point for playground fights, discipline referrals and injuries. One teacher told us, "Before Playworks, recess and after recess was a hectic time for classroom teachers and students. Many days we'd have heated recess disagreements between students that they would bring back into the classroom. We'd then need to take class time resolving the problem -- some at a level where students would be sent to the office for administrative

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intervention."

Understanding these concerns, principals are known to cut recess and low-income children are the most affected. A 2005 U.S. Department of Education report suggests that low-income children receive 33% less time for recess than their middle and upper income peers. According to one California school district superintendent, "Bullies often run the school, creating chaos at recess...But bullies can only operate in chaos. When we removed the chaos from the playground, performance and test scores rose significantly."

In school environments where bullying is relentless and students feel unsafe, students are unlikely to perform at their full potential. According to Assistant Secretary for Civil Rights, Russlynn Ali, "Students cannot learn if they feel threatened or harassed...We want to keep students safe and learning..." The White House is even taking steps to address safety. When asked about the impact of bullying, President Obama said "We have an obligation to ensure that our schools are safe for all of our kids. Every single young person deserves the opportunity to learn and grow and achieve their potential, without having to worry about the constant threat of harassment"

Due to the multiple challenges that recess presents, schools across the country are looking for help. Playworks' programming impacts all students at the school by introducing play, teaching and promoting conflict resolution skills, and creating a safer, healthier environment for learning and physical activity. In addition, Playworks focuses on creating an environment that eliminates opportunities for students to engage in disciplinary actions. While the more organized play yard impacts all students, the AmeriCorps member targets their efforts on students with historically high incidents of disciplinary problems and those identified by the school as at-risk for behavior problems. The AmeriCorps member works to engage these students in games, sports, and play as a means for reducing the behaviors that result in

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office referrals.

Performance Measures

SAA Characteristics

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

Priority Areas

- | | | | |
|--|-------------------------------------|---|--------------------------|
| <input checked="" type="checkbox"/> Education | | <input type="checkbox"/> Healthy Futures | |
| <i>Selected for National Measure</i> | <input checked="" 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 219.2

Service Categories

Other Human Needs

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

274 AmeriCorps members acting as 'coaches-in-residence' will work with at least 5,300 children in 212 low-income elementary schools with in-school and out-of-school sports, game, and play programming with the purpose of reducing the amount of office disciplinary referrals each student receives. We will measure this group by obtaining from the school a list of students who are at risk for disciplinary problems. While Playworks intends to measure a reduction in office referrals, our research with current schools showed that the majority of schools we serve do not have a formal system for collecting, documenting, and reporting office referrals. However, in discussions with principals we found that each school is aware of the students who are at risk for disciplinary problems. Principals expressed that many factors play into a student being at risk including age, classroom placement, academic achievement, and home situation. As a result, Playworks will utilize the school's knowledge of their student population for the current school year and ask the school to identify students who they feel are at risk. Playworks will not put a specific number on the target group, but rather, we will allow the schools to make this distinction based on their expertise. Playworks estimates that schools will identify 25 students at risk for office referrals at each school.

Result: Output

Result.

5,300 students in 212 schools low-income schools will be provided in-school and out-of-school sports, game, and play programming with the purpose of reducing the amount of office disciplinary referrals each student receives.

Indicator: (PRIORITY) ED2: Number of students who complete an AC ED program.

Target : 5,300 children engaged at 212 schools.

Target Value: 5300

Instruments: Playworks will provide schools a list of the target students, with identification numbers, identified at the beginning of the school year as at risk for office referrals. Schools will confirm their enrollment at the end of the school year to ensure completion in the Playworks programming.

PM Statement: n/a

Result: Intermediate Outcome

Result.

As a result of exposure to the Playworks program, students will reduce the number of office disciplinary referrals they receive at the end of the school year compared to the beginning of the school year. Office referrals are defined as any action that stems from a student breaking a school rule, and, as a result, the student is sent to the office.

Indicator: ED7: Students with fewer disciplinary referrals or suspensions.

30% of 5,300 (1,590) students

National Performance Measures

Result.

Target :

Target Value: 1590

Instruments: Schools will be required to keep daily logs of office referrals which include date, time, and location of referral as well as some form of student identification. Schools with an office disciplinary system in place will generate the report for Playworks on a monthly basis. Schools without a system in place will be asked to utilize a daily log provided to them by Playworks.

PM Statement: Students exposed to Playworks program will reduce the incident of office disciplinary referrals. 30% of 5,300 (1,590) students will reduce the number of office disciplinary referrals they receive at the end of the school year compared to the beginning of the school year.

Result: Output

Result.

Indicator: ED1: Students who start in an AC ED program.

Target : 5,300 students in 212 schools low-income schools will be provided in-school and out-of-school sports, game, and play programming with the purpose of reducing the amount of office disciplinary referrals each student receives.

Target Value: 5300

Instruments: School will provide a list of the students, with identification numbers, enrolled in the school that are at risk of disciplinary referrals.

PM Statement: n/a

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Subapplicants

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

Required Documents

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