

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 conform to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 01/21/11		3. DATE RECEIVED BY STATE:															
2b. APPLICATION ID: 11ND125800		4. DATE RECEIVED BY FEDERAL AGENCY: 01/21/11															
		STATE APPLICATION IDENTIFIER:															
		FEDERAL IDENTIFIER: 10NDHCA005															
5. APPLICATION INFORMATION																	
LEGAL NAME: Cesar Chavez Foundation DUNS NUMBER: 074129685		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Gina Rodriguez TELEPHONE NUMBER: (213) 362-0261 224 FAX NUMBER: (213) 362-0265 INTERNET E-MAIL ADDRESS: ginar@nfwsc.org															
ADDRESS (give street address, city, state, zip code and county): 316 W 2nd St Ste 600 Los Angeles CA 90012 - 3531 County: Los Angeles																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 770379630		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization National Non-Profit (Multi-State)															
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: Cesar Chavez Foundation - Si Se Puede! Learning Centers 11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Communities and affordable housing sites in Arizona, California, New Mexico and Texas.																	
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 08/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="CA 034"/> b.Program <input type="text" value="CA 034"/>															
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;">\$ 317,070.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 461,736.00</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;">\$ 778,806.00</td> </tr> </table>		a. FEDERAL	\$ 317,070.00	b. APPLICANT	\$ 461,736.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 778,806.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 317,070.00																
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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: Gina Rodriguez		b. TITLE: Community Services Director	c. TELEPHONE NUMBER: (213) 362-0261 224														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/03/11															

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Executive Summary

The project will support academic achievement and enrichment activities for disadvantaged children at sites in four states: Arizona, California, New Mexico and Texas where AmeriCorps volunteers will support Si Se Puede! Learning Center activities at affordable housing properties.

Rationale and Approach

COMPELLING COMMUNITY NEED

* The Need(s) to be Addressed

As noted in more detail in "Organizational Capacity," NFWSC's larger mission is to enrich and improve the lives of the target community -- farm worker, Latino, and other working families -- by meeting their essential human, cultural, and community needs. Through numerous programs that serve literally millions of working people each year across four states, NFWSC is dedicated to meeting -- and continually re-assessing -- the many compelling needs its constituents have and face. NFWSC's Si Se Puede Learning Centers -- centers located inside its affordable housing units that lead myriad programs for education and service -- are a keystone to this work, as they provide on-the-ground access to people and families in need of support in all aspects of their lives. As was proven over NFWSC's past 3 years as an AmeriCorps grantee, NFWSC's work is deeply resonate with the goals of AmeriCorps, and the fit is especially strong within the Si Se Puede Learning Centers, where AmeriCorps members served with great impact as the program staff for 12 of the Learning Centers in communities of high need. The documented success of the past 3 years of AmeriCorps collaboration has led to this request for an expansion to 86 Member Service Years to bring this same impact to 21 Si Se Puede Learning Centers through August 2013.

As their name implies, the primary issue area of focus for the Si Se Puede Learning Centers is Education, and their many programs provide both Afterschool Programs and Youth Leadership Development.

Thanks to the collaboration with AmeriCorps, they have done so over the past 3 years to an even higher

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capacity and impact, while also providing the AmeriCorps participants with an extraordinary, hand-on opportunity for leadership and for community and individual development. (Since NFWSC's dedication to the community is resonant with the AmeriCorps vision, it shares a direct interest in nurturing the future leaders that AmeriCorps members represent. It thus does not subcontract any portion of its AmeriCorps Member Service Years, but rather dedicates the highest level NFWSC attention -- including more than 1.0 FTE of Director-level focus -- on each and every AmeriCorps member.)

Why These Needs?

The Learning Centers to be staffed by AmeriCorps members are in NFWSC housing developments, which are, by definition, populated by low-income residents, with recent data showing gross household incomes ranging from \$7,200 - \$17,700 for families of 3. Many of the sites also include significant numbers of new immigrants and very young and single-parent families. The academic resources and educated family support available to these families is very limited. Data from a survey of schools attended by children that live at 10 NFWSC properties indicate that all 10 of the schools failed to make state performance targets.

Information about achievement by Latino students is also relevant, given the 50%+ presence of Latino youth at the proposed sites and the fact that Latino students represent high percentages of K-12 students state-wide in Arizona (53%), California (36%), New Mexico (35%) and Texas (42%). Data for Latino school children document extremely low levels of academic performance, with barely any improvement over the past 25 years. According to the Dropout and Completion Rates compiled by the National Center for Education Statistics, Hispanic/Latino students nationally comprised 41% of all students aged 16 through 24 who dropped out of school in 2006. The Arizona four-year graduation rate for Hispanic/Latino students in 2007 was only 65%, compared with 73% for all students and 81% for Whites. The data also indicate a tragic picture of the status of students identified as Limited English

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Proficient (LEP). For this group, the four-year graduation rate was even lower than that of Latino students in general: a shocking 46%. From grade 2 to grade 8, LEP students consistently fall behind in meeting grade level in reading, writing, and math, with virtually no LEP students scoring above grade level by 8th grade. In NFWSC service areas, Latino students and other students of color also fall behind at a greater rate than their White counterparts, who hold relatively steady; but the greatest drop is among the LEP students. In addition, data can identify, as early as grade 6, a significant percentage of the students who will ultimately not graduate. Risk factors include academic barriers, limited family involvement, classroom materials that lack relevance or value to youth, negative peer influences, and lack of quality extracurricular programs that promote pro-social behaviors and the value of education. Intervening early and getting students "back on track" not only decreases the dropout rate but also has a positive impact on middle school grade and high school test scores, attendance, and overall school climate. The Learning centers are designed as a form of early intervention to help raise the performance, engagement, and, ultimately, graduation rates of the undeserved, largely Latino and LEP students that NFWSC typically serves in large numbers.

How did NFWSC Identify Needs?

NFWSC's research and the direct input of its housing development residents clarified the above needs as priorities for the target communities of working families, including the emphasis on the need for education support and services. NFWSC works to ensure its programs are geared to meet the needs their housing communities

Documentation of the Need

The US Dept. of Education report "After-School Programs: Keeping Children Safe and Smart" documents numerous needs for quality afterschool programming. *More than 28 million schoolchildren have parents who work out of the home, while an estimated 5-7 million "latch-key kids" return to an

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empty home every day. The afterschool hours is when juvenile crime peaks, with a full 10% of juvenile crime committed from 3pm -- 4pm alone. Youth are at nearly twice the risk of being the victim of a violent crime from 2pm -- 6pm. *Students in afterschool programs show better achievement in math, reading, and other subjects. *Students who spent even 1-4 hours a week in afterschool programs were 60% less likely to have dropped out by 12th grade. *Students in afterschool programs behave better in class, handle conflict more effectively, and cooperate more with authority figures. Yet, despite all of the above, a chronic shortage of afterschool programs exists, most acutely in low-income areas where the risks to students who lack positive alternatives is even higher.

*Demonstrated Need by Community

California (with data from "Children Now: California Report Card '09"): *California families with working adults need to earn \$72,300 a year, or 3 times the federal poverty level (FPL), to pay for housing, child care, food, insurance and transportation. Yet approximately 1 in 2 kids lives in a family with an annual household income at or below \$70,000. *About half of the state's students are Latino (49%), followed by white (29%), Asian (12%) and African American (7%) students. ~25% of California's students are English Learners. *California ranks 48th in 4th-grade reading scores and 45th in 8th grade reading scores. *Prop. 49 recognized the benefits of after school programs, including crime reduction, enhanced connections with adults and peers, increased participation in physical activity, and improved academic performance, but many low-income districts still utterly lack these options, with 26% (or 15.1 million) of the state's schoolchildren on their own in the afternoons, with another 17% in the care of their siblings.

Arizona (with data from "Top 10 States for Afterschool Programs"): 22% of the state's schoolchildren are on their own in the afternoons, with another 11% in the care of siblings. The number of children left alone after school has risen 800,000 children since 2004.

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Texas (with data as above): *22% of the state's schoolchildren are on their own in the afternoons, with another 11% in the care of siblings. *"For afterschool programs to meet the huge unmet demand from families, they're going to need more supports from all sectors-from the business and philanthropic communities as well as from the government on all levels," said Tanya McDonald, Executive Director of the Dallas AfterSchool Network.

New Mexico: (with data as above): *Only 17% of New Mexico schoolchildren are on afterschool programs, down from 19% in 2004 and including the percentage in wealthier neighborhoods. *22% of the state's schoolchildren are on their own in the afternoons.

DESCRIPTION OF ACTIVITY & MEMBER ROLES

*The Proposed Activities to Address Needs

NFWSC's Affordable Housing programs address the need for affordable housing among low- and moderate-income households by providing for homeownership opportunities and by building or renovating multi-family apartment properties and single-family homes to make safe, amenity-rich affordable housing available to families and seniors across California, Arizona, New Mexico, and Texas. NFWSC's homes provide genuine relief to people living in substandard and overcrowded conditions, first-time and move-up homebuyers, and seniors seeking suitable places to retire. With onsite amenities, including Community Services, NFWSC provides high-quality living environments that are assets to their neighborhoods and promote the long-term retention and advancement of their residents. To date, NFWSC has developed over 4,300 multi-family rental units and 300 single-family homeownership units. The Community Services integrated into the Affordable Housing programs include Si Se Puede Learning Centers at multi-family properties. The Learning Centers provide comprehensive youth-focused learning programs for the entire family, including literacy programs; family education workshops; K -- 8 afterschool and summer programs focusing on literacy, math, science, technology,

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and character development; and service-learning programs, all run by AmeriCorps members. The Learning Centers reached over 500 schoolchildren and their families with comprehensive programming offered across the 12 sites staffed with AmeriCorps members.

NFWSC seeks to expand its existing AmeriCorps collaboration -- currently for 30 Member Service Years (MSYs) slotted to work in 12 Si Se Puede Learning Centers for 1,700 hours per year for each MSY, ending in August 2010 -- to include 86 MSYs in 21 Si Se Puede Learning Centers across four states.

The Current Efforts to Address Needs

Current Efforts: The Si Se Puede Learning Centers offer comprehensive support and services to the children and families living at the NFWSC housing developments. These services include:

an Afterschool Program run Mon-Thur from 3pm -- 6pm and Fri from 3pm -- 4:30pm that includes: 1 hour of daily homework help; 20 minutes daily of snack and exercise time; 20 minutes of free time for continued homework and reading; two 80 minute sessions of curricula including KidzLit (award-winning literacy curriculum, Mon-Wed), KidzMath (Mon-Wed), and Curriculum (including Science, Technology, Culinary Experience, Arts & Crafts, and Leadership Development) designed by NFWSC's Curriculum Coordinator (Thur-Fri); additional homework help for struggling students after 6pm on days chosen by AmeriCorps volunteers; ongoing staff-parent communication to ensure parents know how to support student efforts; and regular Family Events and Parent Meetings, along with a newsletter, to keep parents actively engaged their kids' academic goals.

a Pre-K program offered Mon, Wed, and Fri from 10am -- 12pm and including fine motor skills, gross motor skills, songs, healthful snack, and outdoor time.

a Summer Fun Program, run June -- August, Mon -- Fri, from 10am -- 3pm with 1.5 hour, grade-specific sessions -- including at least 1 hour of curricula each day, including KidzLit, Cooking, Science, Technology, Writing, Leadership Development, and Field Trips; 15 -- 20 minutes daily of reading

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towards prizes offered for the most books read -- and also including non-grade-specific sessions on Fitness, Service Learning Projects, and Journaling.

a Service Learning Project for each Learning Center implemented during the month of March in honor of Cesar E. Chavez, these projects are designed and overseen by AmeriCorps members and have recently included older students giving hours each week to read with preschool youth, and Learning Center students visiting a senior home weekly to read with elderly community members. The Service Learning curriculum ends each year with a celebration held on or around March 31, Chavez's birthday, in which students present their service impact and lessons learned over the month to each other, to parents, and to community members.

an annual Community Book Fair at each Learning Center, open to the wider community to fundraise for additional Learning Center books.

a Martin Luther King, Jr. Day project held on MLK Day at all Learning Center sites and including a day-long service learning project led by AmeriCorps members under a curriculum developed by the NFWSC Curriculum Coordinator. The projects and their results at each site are posted on the AmeriCorps-sponsored website for MLK Day projects.

an AmeriCorps Week project, designed to promote AmeriCorps itself at each Learning Center and for each local community, these projects include AmeriCorps members holding on- and off-site presentations about their term of service and how other can get involved.

Volunteer Programs are focused on recruiting and retaining local community volunteers to provide additional help at the Learning Centers and to train volunteers in tasks, rules, regulations, policies, procedures, and schedules.

a High School Volunteer Program, which recruits local high school students to volunteer at the Learning Centers and which gives them incentives (gift cards to book stores, college tours, a college application fee paid, etc.) based on their hour commitment and educations them with helpful workshops. A Computer Lab open after program hours for resident use and in which 1-hour classes on various

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computer software and uses are taught 3-7 days per week, depending on resident interest and need.

Miscellaneous Community Events, as each AmeriCorps member is required to build relationships with the community by participating in, organizing, and supporting local community events.

Results: Through the 30 MSYs funded for the past 3 years, AmeriCorps Direct members have worked with NFWSC to have a profound impact on their resident communities. The Afterschool program and Teen programs served 215 Learning Center students in 07-08, 503 in 08-09, and is on track to serve even more in 09-10. The Summer Fun Program served over 180 Learning Center students in 08 and over 500 in 09. The Pre-K program served 15 Learning Center children in 07-08, over 40 in 08-09, and is on track to expand again.

The 08-09 Service Learning Project raised over \$4,000 for NFWSC housing sites, resulting in new books and learning materials for Learning Center youth. The 2009 AmeriCorps week presentations, the first in which NFWSC participated, included 12 presentations made by AmeriCorps members to each of the housing sites, 12 made to local educational institutions, and 12 made to NFWSC Property Management Staff.

Partners: As noted above, NFWSC's dedication to the community is resonant with the AmeriCorps vision, and it shares a direct interest in nurturing the future leaders that AmeriCorps members represent. It thus does not subcontract any portion of its AmeriCorps Member Service Years, but rather dedicates the highest level NFWSC attention -- including more than 1.0 FTE of Director-level focus -- on each and every AmeriCorps member. That said, NFWSC increases its impact through leveraged relationships with community partners. For this program, these include: *the NFWSC property management division helps recruit families to the Learning Centers, assists with supervising AmeriCorps members, and financially supports Learning Center family events; each Learning Center, through the AmeriCorps members, establishes active partnerships with the schools of resident kids and makes sure that teachers know that students have resources for help with homework and basic skill

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development; NFWSC works with local universities, community colleges, and high schools to recruit potential AmeriCorps members, community volunteers, and work study students to become Learning Center volunteers or staff; *the Learning Centers work actively with local libraries to allow large-volume book checkouts for the reading curricula, to bring Learning Center students for research sessions in the stacks and to bring librarians to train AmeriCorps and volunteers in developing effective methods to reading to the resident children.

*What will be AmeriCorps member's roles in Activities as distinct from Staff or Volunteer roles?

Members:

The AmeriCorps members are given the title of Resident Activity Leader and serve as the primary direct service staff at the Si Se Puede Learning Centers in which they are stationed. They receive extensive training and support from NFWSC and direct supervision from senior staff both at NFWSC's central offices in each state and at each of the housing sites in which their Learning Centers are located. They are responsible for executing the day-to-day operations of the Learning Centers, including all of the programming detailed above.

Staff:

NFWSC staff members, including the National Director of Community Service, Operations Coordinator, Volunteer Coordinator and the Curriculum Coordinator, oversee the AmeriCorps members and their efforts at each site.

Volunteers:

Numerous volunteers support or work with the AmeriCorps members throughout the housing developments, but those who work at the Learning Centers technically serve under the guidance of the AmeriCorps members, which gives them experience in managing teams.

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*Program Structure, inc. MSYs & Location

Given the profound impact from the extant AmeriCorps and NFWSC collaboration, NFWSC seeks to expand this collaboration to include 86 MSYs, at 1,700 hours per year each, through to August 2013. MSYs will be used across 21 Si Se Puede Learning Centers across 4 states, with all MSYs focused on hands-on, ground-level work through their running of the Si Se Puede Learning Centers. Each of the Learning Centers will reach/involve an average of 25 -- 30 children and their families. The sites in California include 1 in San Francisco, 1 in Gilroy, 1 in Shafter, 3 in Fresno, 1 in Bakersfield, 1 in Hollister, 2 in Parlier, and 1 in Porterville. The sites in Arizona include 1 in Phoenix, 1 in El Mirage, and 1 in Somerton. The sites in New Mexico include 3 in Albuquerque, and the sites in Texas include 1 in San Antonio, 1 in Pharr, 1 in Mercedes, 1 in Temple, and 1 in Edcouch.

Ensuring the program follows requirements

All Learning Center programs are overseen by Director and Vice President-level staff of NFWSC and by the organization's large and effective central governing and oversight infrastructure, which handles millions of dollars in grants with complex legal and process parameters annually. This infrastructure, along with the benefit of NFWSC's 3 successful years of collaboration with the AmeriCorps program, will ensure that the program does not violate the non-duplication, non-displacement, nor the non-supplementation requirements as noted in the guidelines.

Contribution of plan for member development, training, and supervision

As noted in "Member Recruitment & Support," NFWSC has an extensive member development, training, and supervision infrastructure that has proven its merit over 3 years and which continues to improve this as of this writing. Because each AmeriCorps members exit of training with a clear set of goals and objectives for his/her work within each Learning Center and housing development, they are able to self-monitor and be monitored as they make progress towards their and NFWSC's impact goals.

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Training: NFWSC provides training for Members through three distinct activities:

1) Regional Cluster Meetings - Training meetings are convened by geographic region (e.g. northern California, New Mexico) where Members from several sites will come together in a cost effective approach to ensuring that Members receive the knowledge and information needed to be successful in their positions. These day-long meetings are held twice a year and cover a variety of topics in response to needs identified by both the Members and Community Services staff. Prior to the training meetings Members are asked to complete Needs Assessment Surveys in which they identify areas they would like to have addressed in training. Trainings may also address trouble spots, provide Best Practices information, incorporate ongoing information about the Farm Worker movement and the NFWSC organization, provide opportunities for brainstorming together and include topics such as safety, team building and classroom management. They may also include guest speakers on these and a range of other related topics. Prior to the trainings CS administrative staff conduct preview visits to review program operations at each site that also feed into the training agenda as they identify issues of concern.

2) Member Orientation/Training -- Orientation trainings are held twice a year for those members who are not full-time. Full time members participate in an annual Orientation over seven days in a central location.

3) Professional Development -- Through this structured program Community Services staff provides training that helps to shape individual plans for their professional careers following their service year(s). Information is provided and discussions are held through monthly WebEx teleconferencing meetings centered around specific career related topics. Members are encouraged to submit questions and suggestions for topics prior to the meetings so that they can be addressed during the trainings. Whereas the Regional Cluster Meetings address programmatic issues and information on developing the

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Learning Centers, these PD sessions relate more directly to Member needs, e.g. career planning and balancing their personal, school and Member responsibilities.

Supervision

CS administrative staff provides regular on- and off-site supervision directed at providing support and review of programmatic aspects of Member service. This is contrasted with the role for the Property Managers site supervision, as described above, which relates more to the facility and community life at the apartment complexes. CS supervision focuses on developing and implementing the Learning Center curriculum and developing the infrastructure needed to provide effective Educational and Youth Development services.

Ensuring members comply with rules on prohibited service activities

NFWSC has strict discipline codes, including the removal of any staff or volunteer who violates stated rules. Member training and orientation includes giving them an extensive Training Manual, included in this proposal as part of the submitted Evaluation documentation, and this manual includes on page 12: "The prohibited activities above will be reviewed during the signing of your member contract, orientation and state cluster meetings. As well as ongoing times throughout your term of service, when the National Office staff deems it necessary and appropriate, i.e. during election time, etc." Any violation of any rules will lead to prompt discipline action, and repeated violations lead to immediate dismissal.

The value add of an AmeriCorps grant to existing services

The results of the past 3 years of AmeriCorps Direct Member activities at the Si Se Puede Learning Centers have been profound. As noted above: Through the 30 MSYs funded for the past 3 years, AmeriCorps Direct members have worked with NFWSC to have a profound impact on their resident communities. The Afterschool program and Teen programs served 215 Learning Center students in 07-08, 503 in 08-09, and is on track to serve even more in 09-10. The Summer Fun Program served over 180 Learning Center students in 08 and over 500 in 09. The Pre-K program served 15 Learning Center

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children in 07-08, over 40 in 08-09, and is on track to expand again. The 08-09 MLK Day of Service generated good works like over 70 bags of donated goods to people in need and over 40 hours of volunteer service provided local communities by Learning Center young people under AmeriCorps member leadership. The 08-09 Service Learning Project raised over \$4,000 for NFWSC housing sites, resulting in new books and learning materials for Learning Center youth. The 2009 AmeriCorps week presentations, the first in which NFWSC participated, included 12 presentations made by AmeriCorps members to each of the housing sites, 12 made to local educational institutions, and 12 made to NFWSC Property Management Staff. In addition, the AmeriCorps members themselves reported in both independent and internal evaluations that they had gained enormous value from the program. (See Evaluation documentation submitted.) Without the existing AmeriCorps grant, this level of impact would not have occurred, and the receipt of the grant proposed herein will more than double this impact and will spread it geographically across underserved communities in NFWSC's 4-state region.

MEASURABLE OUTPUTS & OUTCOMES

NFWSC's program will address the Education priority area and will use standard performance measures therein, as noted for now in the Performance Measures section. As a long-term impact, NFWSC seeks to improve the academic performance of the youth residing in its housing developments, including by increasing their literacy level, ensuring 100% grade promotion and 100% high school graduation rates, improving school conduct, achieving 100% fluency in English, and by teaching them the value of civic and academic engagement through service learning. Measurable steps towards this goal and these metrics of that goal include tracking school attendance, tracking literacy and math improvement through KidzLit and KidzMath test scores, overall program quality as evaluated by outside evaluators, etc. As noted in the Evaluation submitted with this proposal and by data above and below, the NFWSC program is achieving outputs and outcomes towards its goal.

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Systems to track outputs and intermediate outcomes

NFWSC will continue to use the systems reported in the Evaluation. The School-Age Care Environment Rating Scale (SACERS) is used to rate each site by six subscales (Space and furnishings, Health and Safety, Activities, Interactions, Program Structure, Staff Development, Special Needs Supplementary Items) and 49 items, each rated from 1 -- 7, with a score of 5 or higher indicating gold standard achievement. In addition, NFWSC administers surveys to parents, staff members, AmeriCorps Direct members, AmeriCorps Vistas, and workstudy students to assess program quality. AmeriCorps members and NFWSC staff also collect students' report cards throughout the year to assess academic progress, school conduct, and school attendance.

Results measured by these system also show the strength of the NFWSC AmeriCorps program, as further elaborated in the Evaluation submitted. All sites showed a rating of 5 for core activities and program structures. 85% of students believe that the Learning Center helps them do a better job on their homework than they can do themselves; 93% said that when they are having trouble with homework, the staff (AmeriCorps members) help figure it out; 89% of children believe that the adults at the Learning Center (including AmeriCorps members) care about them; 81% trust the adults at the Learning Centers; 77% feel that they can tell the adults about their problems if they need to. 52% of Learning Center students improved their grades in mathematics and 42% improved their grades in reading. 43% of students in all sites had better conduct and 29% had better school attendance. 100% advanced their grade level at year's end.

Self-Assessment & Improvement Plan

NFWSC will continue to improve its program throughout implementation by identifying strengths and weaknesses and resolving problems toward more effective operation. NFWSC will continue to use 3rd party observation based on the SACERS standards and will continue to use surveys of all affected

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parties, both noted above. NFWSC also holds annual, 2 -- 3 day Operational Planning for each program division in which a Vice President leads teams through discussions of program Strengths, Weaknesses, Opportunities, and external Threats. All Directors leave this process with plans for dealing with key problems and challenges. Finally, NFWSC has an annual Administrative Team Retreat to ensure the organization's administrative team is in full communication about all NFWSC programs, including the Learning Centers, and that each program is receiving full support. All of these processes are filtered down to AmeriCorps members by the Director of Community Service and the Resident Service Coordinators at each housing development. Ongoing feedback on progress is provided to each AmeriCorps member through 20 and 30-day checklists of their achievements, mid term evaluations each year (both self- and supervisor-administered), and by exit evaluations for continued program improvement.

Community Involvement:

Involvement of Target Communities in Identifying Needs & Activities

Housing residents serve on all program-planning committees in NFWSC's Housing & Economic Development division. Resident Service Coordinators at each site administer surveys and conduct meetings regularly to hear directly about the needs of the target communities, and all of this information is filtered to the Director of Community Services, who then makes sure that community feedback is incorporated into program planning and execution.

Ongoing Engagement of Stakeholders

Housing development residents, especially the families of young people engaged in Learning Center programs, will continue to serve on program planning committees at each housing development, and these meet anywhere from monthly to quarterly, depending on the operation procedures of a given development.

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Relationship to other National and Community Service Programs

NFWSC does not receive funding from other Corporation sources, and its program is unique in its integration with NFWSC vast network of housing developments, something no other organization is duplicating. Currently, NFWSC collaborates with other Corporation-supported programs and with State Commissions through open lines of communication and the sharing of best practices and lessons learned.

State Commission Consultation

NFWSC's Director of Community Service has consulted directly with the State Commission for Arizona and New Mexico and requests for consultations have been formally filed with both California and Texas.

Replication Potential:

This proposal is for the replication and expansion of the past 3 years of NFWSC's AmeriCorps program. By using AmeriCorps members as hands-on staff within Learning Centers, NFWSC has made the program modular and easy to replicate. As long as there is a housing development yet to have a fully staffed Learning Center, there is room for replication.

Organizational Capability

*A Brief History of NFWSC

Founded in 1966 by César Chávez and Dolores Huerta with the involvement of Senator Robert F. Kennedy and visionary automobile labor leader Walther Reuther, the National Farm Workers Service Center (NFWSC) was initially conceived to serve the social service and health needs of farm workers across the United States. Chávez knew that building healthy communities for farm workers meant much more than simply addressing the basic labor issues facing unrepresented workers. It meant ensuring a decent quality of life, all facets of it, for workers and for their families. Today, NFWSC's mission is to enrich and improve the lives of farm worker, Latino, and other working families by meeting their

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essential human, cultural, and community needs.

NFWSC derives its name from the organization's first operations, a chain of store front, volunteer-run "service centers" across the country that promoted self-sufficiency by helping farm workers and their families with everything from housing and immigration forms to fixing their vehicles. Since those grassroots days, NFWSC has grown into a coordinated, multi-state operation that serves the myriad needs of the working poor and Latinos across Arizona, California, New Mexico, Texas, and Washington. NFWSC serves literally millions of people each year, and it has made historic impact in program areas including *affordable housing and safe neighborhoods for working families; *cutting-edge communication networks for outreach and education, including through Radio Campesina, a six-station broadcast network that reaches over 5,000,000 working people annually with educational programming; and *direct education and community services, including improving education for children and youth through the comprehensive service-learning programs run by NFWSC via its Si Se Puede Learning Centers, which are centers located inside its affordable housing units that lead myriad programs for education and service and which are staffed by AmeriCorps members. Each of NFWSC's program areas has achieved distinction in its field through innovative program design, high standards of quality, and broad impact -- as well as through understanding of, and fidelity to, the significance of Chávez and the farm workers movement in the communities it serves.

*Experienced in Proposed Areas, Accomplishments, & Oversight

Previous sections throughout this proposal include detailed descriptions of NFWSC's relevant experience and history of achievement in both related services and in the AmeriCorps program directly over the past three years. In addition, it is worth noting that NFWSC received VISTA slots from a collaborating agency prior to its AmeriCorps Direct grant. The Corporation recognized NFWSC for its management of the program and VISTA members, and NFWSC was then granted the first AmeriCorps

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VISTA multi-state program grant, covering 14 slots. This allowed NFWSC to develop an effective recruitment strategy, resulting in full use of its slots, and to fine tune its Learning Center program model. After 18 months managing this program, NFWSC was asked to apply for the AmeriCorps National Direct grant. With its AmeriCorps program infrastructure in place, NFWSC was awarded this grant, and the strong results were reported earlier throughout this proposal. Additional, relevant accomplishments include *developing a national volunteer program that implements recruitment strategies across the US; *creating a national volunteer training program that provides orientation, program management, operations, risk management, parent involvement, community building, and emergency disaster training; and *creating a national Si Se Puede Learning Center program, including an operational manual, program review committee, operational systems, reporting and accountability systems, internal and external evaluation, and a year-round calendar of standing events.

*for Multi-Site Program -- Site Support & Oversight

NFWSC already operates a multi-site and multi-state program and has done so since the inception of the Community Services Division, and it has always stayed within the boundaries of the AmeriCorps regulations 45 CFR § 2522.475 and 45 CFR § 2522.450. To ensure continued adherence to the AmeriCorps regulations, NFWSC does not subcontract any of its AmeriCorps MSYs. NFWSC operates its Learning Centers, and thus the AmeriCorps activities, entirely within its own sites, aspects of which are run by NFWSC's Development, Property Management, and Community Services divisions. The infrastructure was developed to support all services by streamlining the on-site supervision and programmatic operations and systems. Every property has an NFWSC Property Manager to supervise all aspects of the property and on-site programs.

*What are your current or previous programmatic and funding relationships with the sites?

NFWSC owns and runs all sites, which are all driven by NFWSC to become revenue-positive as soon as

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possible after development. Revenue-positive sites then fund the core operations of their own Learning Centers and other community service and supportive programs for residents.

*Monitoring Site Compliance

As noted in other ways above, all Learning Centers operate on the same structure and standards, and every site must conform with standardized NFWSC metrics. In addition to the other compliance controls noted above, NFWSC utilizes a web-based program called "City Span" to monitor member hours and duties, child hours of participation, and other points of data. Resident Service Coordinators visit each Learning Center weekly to complete a site checklist that also ensures basic compliance. All fiscal requirements are managed by the Director of Community Services and the CFO, as elaborated below.

*Fiscal Oversight & Monitoring of Fiscal & Programmatic Requirements

The Finance Department of NFWSC oversees all financial operations, including contracting and grants oversight and reporting, for an organization with nearly \$90,000,000 in assets and over \$16,000,000 operating budget. NFWSC's administration ensures compliance to fiscal and programmatic requirements of millions of dollars in grants annually with corporate and private foundations and with city, county, state, and federal government agencies. The Finance Department reports directly to the Board of Directors and to the President and Executive Vice Presidents of NFWSC. The department consists of: the CFO, a Comptroller, one Senior Staff Accountant, two General Ledger Staff Accountants, one Payroll Accountant, two Accounts Payable Clerks, one Accounts Receivable, and one Administrative Assistant & Filing Clerk.

*Common Elements to Ensure Site Connections

All NFWSC Community Services located in NFWSC housing developments, including the Si Se Puede

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Learning Centers that are central to this request, are operationally and programmatically the same across all sites and states. NFWSC sets rigorous training and execution standards for all its programs to ensure that best practices are being implemented in all regions and that NFWSC's dedication to program quality is consistent in all communities. This same dedication to consistency ensures that the AmeriCorps program is maintained and followed properly at all NFWSC sites, and the central Community Services division, including the Director of Community Services, supports this consistency.

*Board & Key Program and Fiscal Positions

The NFWSC Board of Directors provides policy and financial oversight of the organization. In addition to the Community Services staff noted above, key oversight staff include Paul Chavez, President; Cliff Timmerman, Chief Financial Officer (see below); Michael Nowakowski, Vice President of Communications responsible for Radio Campesina and supported by a COO and two Directors; Sonia Rodriguez, Vice President of Education responsible for the Caser E. Chavez Educational Institute and its numerous programs and supported by two Directors; and Manuel H. Bernal, Vice President of Housing and Economic Development, responsible for developing and managing all affordable housing units and related services and supported by three Directors.

*Program Staff

Americorps National Direct members will serve as part-time members and leaders of the program at Si Se Puede Learning Centers. In addition: *Gina Rodriguez, National Director of Community Services: Gina has 25 years of experience in community based agencies specializing in youth development, community development, and staff leadership training and development. She is a graduate from the University of La Verne with a Bachelors of Arts in Child Development and a graduate candidate to receive an MBA with an emphasis in not for profit management. *Christina Gloria-Ledeit, Volunteer Coordinator: Cristina has 12 years of experience working with non-profit organizations focusing on

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youth development and anti-violence programs. She is a graduate from the University of Houston with a Bachelor's degree in Psychology. *Marquita Goodman, Operations Coordinator: Marquita served 2 years as an AmeriCorps VISTA Resident Service Coordinator and 1 year as an AmeriCorps VISTA Leader. She has completed her third year with NFWSC, with experience in program coordination, evaluation, and supervision. She is a graduate from the University of Southern California with a Bachelor's degree in Psychology. *Antonia Mejia, Curriculum Coordinator: Antonia served 2 years as a Senior Resident Service Coordinator and 1 year as a Resident Service Coordinator in NFWSC sites. She has five years of experience in program coordination, staff supervision, and curriculum development. She is a graduate from California State Bakersfield with a Bachelors degree in Psychology. Antonia is also a graduate candidate to receive her master's in Marriage and Family Therapy. *an AmeriCorps Administrator, yet to be hired, would manage the AmeriCorps required paperwork and would support the existing program staff as NFWSC expanded the AmeriCorps MSY into new sites. A college degree will be required, and the position will first be open to current AmeriCorps members that are finishing their service.

*Plan for Self-Assessment & Improvement

NFWSC uses the same ongoing, internal assessment and improvement processes for all its programs, and it holds all its programs to a high standard of achievement, self-sufficiency, and responsiveness. As it will for the proposed program, NFWSC holds annual, 2 -- 3 day Operational Planning for each program division in NFWSC. In each Operation Planning session, a Vice President leads teams through discussions of program Strengths, Weaknesses, Opportunities, and external Threats. All Directors leave this process with plans for dealing with key problems and challenges within their division.

*Plan for Effective Technical Assistance

As noted above, the Director of Community Services organizes and structures trainings for all AmeriCorps members throughout the year, and the past years of NFWSC AmeriCorps operations

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indicates that no special technical or financial assistance is needed beyond the capacities of NFWSC's core administrative division. All site needs are coordinated through the same, proven central administration.

*Volunteer Generation and Support:

Volunteerism has always been apart of the movement. Both the United Farm Workers (UFW) and NFWSC, both organizations founded by Chavez, have been developed and supported by volunteers since the early sixties. Cesar E. Chavez originally organized volunteers to help support the work of the UFW union. NFWSC recruited and utilized volunteers in the 70s and 80s to help manage and operate Radio Campesina. The tradition of volunteerism was re-established with the Community Services Division in 2005, and the layered volunteer recruitment and retention plans detailed in earlier proposal sections have resulted in a successful volunteer pipeline at the national, regional, state, and local levels resulting in nearly 1 million volunteer hours annually.

*Community Leadership by Organization

In addition to the overall NFWSC impact described in the company's history, above, the organization's leadership is demonstrated in the positions of leadership held by its staff. Manuel H, Bernal, Vice President of NFWSC Housing and Economic Development Fund, serves on the Federal Home Loan Board of trustees. Gina Rodriguez, National Director of Community Services, serves on the Board of Executive Directors for the YWCA of the Pasadena-Foothill Valley and serves as its Program Committee Chair Person. Gloria Munoz, Real Estate Development Director, serves on the Phoenix, AZ Housing Commission. Michael Nowakowski, Vice President of Communications, serve as city councilman for the City of Phoenix, AZ.

*Current Grantees: Matching Resources

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NFWSC is committed to matching all of its awards with both in-kind services and cash. NFWSC utilizes a percentage of its property management fees at each housing site to help support internal community services, including the Learning Centers, and this supplies a consistent, if fluctuating in value, source of support. In addition, NFWSC's history of achievement has made it a viable partner for granting organizations, and it has been increasing its granting relationships in recent years. NFWSC's current match for the AmeriCorps grant -- and the rate of increase of that match over the first 3 years of the program -- puts it on track for a 52%+ match of all program costs in approximately 5 years, given consistent capacity.

*Local Collaborations

*Elementary and middle schools: AmeriCorps members meet with school personnel and all teachers of Learning Center students, so that they can be informed to meet student needs with homework, academic best practices, and behavior support. *High Schools: NFWSC and its AmeriCorps members recruit high school students to volunteer and to complete their community service hours of requirement.

*Universities and Community Colleges: NFWSC recruits college students to become AmeriCorps members and work-study students within the Learning Centers or other programs. *Community

Agencies: NFWSC has a wide variety of partnerships that include literacy services for Spanish speaking families, partnering with local food banks to help support its families; etc.

*Local Financial or In-Kind Contributions

Over the 3 years of its AmeriCorps program, local support has increased along with awareness of the program. Parents in each Learning Center are also required to help support its efforts and can do so through volunteering 10+ hours per month, providing snacks twice per month, or giving at least \$10.00 per month. This program has both kept a baseline of local support consistent and has motivated parents to stay fully involved in the program. NFWSC also uses community vendors and businesses that provide

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in kind-donations for special events, including Kohl's, Target, Walmart, and Home Depot.

*Community Stakeholder Support

NFWSC's Board of Directors, who represent Community Stakeholders from across the four states served are a consistent source of voluntary support, both in-kind and financial. In addition, all site residents contribute a minimum of hours or money to their site-specific services, including the Learning Centers, as above.

Cost Effectiveness and Budget Adequacy

*Corporation Cost per MSY

NFWSC is requesting 65 FT MSYs and 21 Ed Award Only MSYs, for a total of 86 MSYs. The Corporation's share of budgeted costs is \$1,180,021, for a Cost per MSY of \$14,048.

*Diverse Non-Fed Support & Non-Corporation Resources Commitment

On average, each proposed Learning Center site will receive \$480,000 annually from property revenues. The additional resources necessary to leverage the AmeriCorps National Direct grant will be supplied by the NFWSC general fund, fueled by NFWSC general fundraising and grants efforts and by the revenue from other NFWSC programs, including Radio Campesina. No other Federal support will be a part of the Learning Center budgets. See the budget for details on funds, 100% of which are secured or conservatively projected from NFWSC's revenue and asset streams.

*Current Grantees: Decreased Reliance on Federal Support

Since the inception of its AmeriCorps program 3 years ago, NFWSC has always operated with a cost share of 40 - 50%, well over the requirements for first term grantees. For this re-compete, NFWSC will operate at a 38% share of costs while expanding its program across its whole portfolio, resulting in an expansion of the positive impact that was demonstrated in the program's first 3 years.

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*Budget Adequacy

NFWSC's extensive experience in managing and executing federal and other grants and contracts, its financial department is adroit at adequately and accurately creating program and project budgets. For this proposal specifically, NFWSC's operational planning, programmatic infrastructure, financial analysis, and its pre-determined formulas of site costs, it was able to develop a very detailed budget based on established work and program design and costs. The budget has also been designed to exceed the match requirements.

*Type of Member Positions to Support Program Activities

Based on the 25 MSYs, and 43 member positions, we are under consideration for, we will divide the 25 MSYs into: 14 Full-Time (FT) members with living allowance and 2 FT members without living allowance, 10 Half-Time members with living allowance, and 8 Minimum-Time (MT) members with living allowance and 8 MT members without living allowance, for a total of 42 members.

Evaluation Summary or Plan

As in previous years, NFWSC will contract with an outside evaluator to design and execute a thorough program evaluation. Previous evaluations were conducted by Dr. Joelle K. Green, with results are submitted as part of this proposal, and NFWSC is already working with Dr. Green to deepen the evaluation metrics into the future. Dr. Green is the Director of Community Assessment and Program Evaluation for the Southern California Housing Development Corporation in Rancho Cucamonga. She is a member of the American Evaluation Association and the author of many published research articles related to educational and developmental achievement by young children.

Amendment Justification

N/A

Clarification Summary

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Clarification Changes as of May 2011

1. Budget - Please revise your budget to equal the funding and MSY amount listed in the Grant Clarification Letter, i.e. \$317,070; 24.390 Member Service Years (MSYs) and 42 member positions.

The budget has been amended to reflect these changes.

2. Travel - Please itemize costs for travel to CNCS Sponsored Meetings.

These items have been itemized in the budget section.

3. Administrative/Indirect Costs Please provide dollar amounts in the Source of Funds section.

These dollar amounts have been provided.

4. Criminal History Checks - This will confirm that criminal history checks will be conducted on all members, employees or other individuals who receive a salary, education award, living allowance, stipend or similar payment from the grant, regardless of whether these costs are coming from federal or non-federal share. Criminal history background checks will include a search of statewide criminal history repositories and the National Sex Offender Public Website for all members and employees as described above. An FBI fingerprint check will also be completed for members, employees or other individuals with recurring access to vulnerable populations, in this case students at the Si Se Puede! Learning Centers.

5. Executive Summary - Please revise the Executive Summary by removing the number of proposed

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AmeriCorps members.

The Executive Summary has been so revised.

6. Performance Measures - Please review all your performance measures and determine if any changes are needed to reflect the funding and MSY amount specified above. If any changes are needed, please make the changes in the performance measures in eGrants.

The performance measures have been revised as reflected below.

7. Performance Measures - Applicants selecting ED2 are also required to select ED1 - Number of students who start in an AmeriCorps education program. Please realign the measure according to instructions provided in the NOFO Background Document.

The measure has been realigned to include ED1.

8. Please remove the applicant developed performance measures that are not the National Performance Measures. Specifically, Output: The NFWSC and AmeriCorps collaboration will significantly increase in impact and efficiency for the benefit of children throughout underserved areas across a four state region; Intermediate Outcome: The students reached by the Learning Centers will improve their school performance; and End Outcome: Both AmeriCorps members and Learning Center students will learn the value of service in their lives.

The application includes only National Performance Measures.

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Previous Clarification Summary

1. Please revise your budget to equal the funding and MSY amount listed above.

The budget and budget narrative have been revised in eGrants to reflect a grant in the amount of \$325,000 at \$13,000 per MSY for 25 Member Service Years (MSYs) and 43 member positions.

2. Budget Sections to Revise:

A. Personnel:

- Site supervision is not accounted for on the budget and not sufficiently explained in the application narrative. Please adjust the budget and application narrative accordingly.

The following information has been added to the narrative to account for site supervision.

Please note that site supervision is provided by the Property Manager, an NFWSC employee who is trained in overall property management. Site supervision was not included in the budget as there is no charge to the program. Property Manager salaries are paid for out of property management operations which are funded through property management fees. However, we have added these to the budget as in-kind contributions made to the program by NFWSC.

The role of Property Managers as site supervisors for the AmeriCorps program is to: 1) conduct introductory orientations for Members to the property; 2) facilitate their initial and ongoing residence in

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the on-site apartments for eligible Members; 3) Oversee Member daily openings and closing of the Learning Centers; 4) review overall work plans with Community Services administrators; 5) manage the on-time completion and submission of time sheets; 5) provide on-site general support to ensure a successful placement; 6) maintain daily and ongoing communication with Members about community (apartment) life; and 7) maintain regular communication with Community Services administrators about any program site issues.

Community Services administrators have primary responsibility for programmatic issues, e.g. related training and guidance; while Property Managers, as site supervisors, work primarily to ensure that site issues are addressed.

B. Please provide a brief description regarding the role of each staff person listed on the budget narrative.

The budget narrative lists the following staff persons:

Community Services (CS) Director -- The role of this position is to provide overall program administration, including implementation, planning and reporting, as well as to oversee all fiscal operations with support from the Business Office. This position leads the CS team in managing all aspects of the AmeriCorps program, including training, day-to-day operations, coordination with Property Management, developing partnerships and resources and communication with other NFWSC departments.

Volunteer Services Coordinator -- This position is primarily responsible for Member recruitment and

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training; however the position also provides overall support for all program functions, as needed.

C. Travel:

-Travel to CNCS sponsored events is listed in I; please move this line item to section C.

This budget item is included in Section I under Other Program Operating Costs. We are unable to identify a Section C.

- None of the training/supervision trips for staff were sufficiently explained in the application narrative. Provide an explanation in the application narrative to reflect what is listed on the budget narrative.

The following has been added to the application narrative.

Travel for training and supervision is for the following:

Training: NFWSC provides training for Members through three distinct activities:

1) Regional Cluster Meetings - Training meetings are convened by geographic region (e.g. northern California, New Mexico) where Members from several sites will come together in a cost effective approach to ensuring that Members receive the knowledge and information needed to be successful in their positions. These day-long meetings are held twice a year and cover a variety of topics in response to needs identified by both the Members and Community Services staff. Prior to the training meetings Members are asked to complete Needs Assessment Surveys in which they identify areas they would like to have addressed in training. Trainings may also address trouble spots, provide Best Practices

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information, incorporate ongoing information about the Farm Worker movement and the NFWSC organization, provide opportunities for brainstorming together and include topics such as safety, team building and classroom management. They may also include guest speakers on these and a range of other related topics. Prior to the trainings CS administrative staff conduct preview visits to review program operations at each site that also feed into the training agenda as they identify issues of concern.

2) Member Orientation/Training -- Orientation trainings are held twice a year for those members who are not full-time. Full time members participate in an annual Orientation over seven days in a central location.

3) Professional Development -- Through this structured program Community Services staff provides training that helps to shape individual plans for their professional careers following their service year(s). Information is provided and discussions are held through monthly WebEx teleconferencing meetings centered around specific career related topics. Members are encouraged to submit questions and suggestions for topics prior to the meetings so that they can be addressed during the trainings. Whereas the Regional Cluster Meetings address programmatic issues and information on developing the Learning Centers, these PD sessions relate more directly to Member needs, e.g. career planning and balancing their personal, school and Member responsibilities.

Supervision

CS administrative staff provides regular on- and off-site supervision directed at providing support and review of programmatic aspects of Member service. This is contrasted with the role for the Property Managers site supervision, as described above, which relates more to the facility and community life at

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the apartment complexes. CS supervision focuses on developing and implementing the Learning Center curriculum and developing the infrastructure needed to provide effective Educational and Youth Development services.

-All member travel costs require significant clarification. It is not clear the number of members used to calculate these expenses. Please revise line item with brief justification and calculation.

Please see the revised budget narrative in eGrants.

E. Supplies

- Please be aware that if the SSPLC Office costs in Section E are from a third party, you must secure in-kind donation forms that clearly describe the donation of space and other contributions, the value and how the value was determined.

This requirement is duly noted and in-kind donation forms that clearly describe the donations will be secured and maintained in our records.

-Revise calculation for line item because members will serve in 21 locations, not the 8 or 9, as these line items use to calculate the expenses.

This adjustment has been made. Given the reduced award amount we will need to scale back our plans and only be able to served 12 sites.

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-Member gear is calculated by 149 members, but there is a request for only 86 members. Please revise calculation for the correct number of members.

The budget has been revised to include Member gear for 43 persons. The 25 MSYs will be divided to include 43 full- and part-time positions and Member gear will be provided for each one.

G. Training

- Staff training for professional development was not addressed in the application narrative. Please justify why this expense is included in the budget.

Staff participates in quarterly professional development one-on-ones with their direct supervisor for performance review and professional development planning. In addition Community Services staff participate in a Program Development retreat twice a year to review existing action plan items and develop new items for action.

In addition, the Director of Community Services participates in a departmental operational planning session annually. Finally the CS budget includes funding for each staff person to attend at least one professional conference related to their position each year.

- Please move line item Lodging for Departure Ceremonies for members to Section C. Travel

This item is listed under Section I. Member Travel; we are unable to identify a Section C.

- Member training materials for orientation is multiplied by 149 members but program request is for 86

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members. Please adjust budget accordingly.

The budget has been revised to include training materials for 43 persons, i.e. 25 MSYs divided into full- and part-time positions to be filled by 43 persons.

Evaluation

- Please explain what the objectives of this evaluation will be.

Evaluation activities will provide performance feedback and information on program impact in three areas:

1. Member performance -- Information on what and how well the Members are learning will be reviewed and analyzed to provide guidance on program improvements that will support Member performance;
2. Member Training -- Members will complete evaluations of staff training and professional development activities as a way of providing feedback on how best to improve on specific topics and training activities. Some of the activities that will include individual Member-provided evaluations include the Member Orientation and Regional Cluster Meetings. This approach will provide important guidance to CS administrative staff for addressing the Members' specific training needs.
3. Member Evaluations -- Ongoing performance reviews and exit interviews by CS administrative staff will provide assessments and enable feedback that will support individual Member effectiveness so that they can successfully complete their term of service.

I. Other Program Operating Costs:

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-Please add background checks for grant budgeted staff.

This budget item has been addressed. Please note that all staff that are in contact with students at the sites are screened with thorough background checks that include Megan's Law (in California - law related to sex offender registry) and an FBI clearance. All staff complete both a preliminary background check and the FBI background check.

-Member background checks are calculated by 149, program is only requesting 86 members. Adjust budget accordingly.

This budget item has been revised for 43 persons for the reason given above.

-Move travel to CNCS sponsored events to C. Travel.

We are unable to identify a Section C.

- Housing for members is listed as match. Please clarify how member will receive housing.

Housing at the sites is offered to full-time members at no cost, i.e. no deposits, move-in costs or monthly rent. When possible we make every effort to pair members to share a two- or three-bedroom apartment, as a cost saving measure. However, no Member is required to live at the site. Part time Members do not qualify for the free housing.

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II. Member Support Costs:

-FT Members not receiving a living stipend do not have health care budgeted. Please adjust accordingly.

All full-time Members are receiving living stipends.

- Recognition and awards for members should be moved to Section I.

This adjustment has been made.

- Please explain how the program can have 21 full-time members who do not receive a living allowance service with 65 who will receive the living allowance.

Only eight members will not receive a living allowance in the revised budget.

- Please revise the FICA calculation for members. It is incorrectly calculated at .062 not .0765, as it should be to cover both social security and Medicare.

This adjustment has been made.

Programmatic Clarification Items:

1. Please make the following changes in the eGrants narrative field labeled Clarification Summary.

NFWSC respectfully requests reconsideration of the amount of the award. The preliminary award of \$325,000 is a reduced amount that will negatively impact current program operations. It is even less

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than the program was awarded in response to its initial application in August 2007. NFWSC requests an award in the amount of \$500,000.

NFWSC's initial award was for \$378,000 and 30 MSYs. NFWSC believes that it has effectively implemented the program and utilized grant funds efficiently during the initial three year grant period and that it has earned the confidence and support of the Corporation. NFWSC has made every effort to be good stewards of the federal funds awarded during the initial three year period and has effectively established a valuable program that serves over 500 at risk children each year. In addition, we have provided important community service experience for over 100 AmeriCorps Members, filling all of the allocated slots and providing significant training and other resources (e.g. housing) to support Member success.

Now that the program has been established and we have proven ourselves the emphasis should be on program expansion vs. reduction or even maintenance. NFWSC is ready to grow the program and serve more sites, more children and more Members. NFWSC has effectively mastered all of the program requirements and created the infrastructure and processes (e.g. recruitment, training, supervision, etc.) needed to effectively execute and grow the program.

The program has been operating 12 Learning Centers in four states and would like very much to expand to serve more sites, especially in California and Texas. A larger award in the amount of five hundred thousand dollars (\$500,000) annually would support this important expansion. The current preliminary reduced award would require that we reduce program services and could even mean the closure of some existing Learning Centers.

-Member activities listed are extensive, please clarify if each member does all of the activities described

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or if members are assigned to specific roles to support center operations.

Members are assigned to one of two primary roles. The majority of Members focus on provision of assistance to the students in the Learning Centers by providing homework assistance, technology lab help and instruction, curriculum development, planning and executing family events, overall management of the Learning Centers, and other duties according to their individual interest, e.g. enrichment classes such as guitar lessons.

Other Members may take on more specialized roles focusing more on program development. Member leaders in each state provide support for recruitment activities, especially in regard to local community volunteers. They also help to plan and organize family and other special events. They also have primary responsibility for organizing activities around AmeriCorps week, Martin Luther King Day and Cesar Chavez service learning events. In addition, they provide valuable mentoring for other Members.

-Please explain who completes SACERS and how often.

SACERS is NFWSC's own individual evaluation tool for the Si Se Puede Learning Center program. The tool provides important information in evaluating the individual sites and centers, as well as Member interactions with the students, families and each other.

Members are trained to use the tool and work with designated staff person in completing the related forms. Individual Members are selected for this activity; thus the exact individuals who complete SACERS varies with each new AmeriCorps group. However, every Member who completes the tool receives training to ensure they know how to use it.

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SACERS is completed twice a year: once for the regular program during the school year and once for the summer program.

-Program operations in California do not yet have the support of California Volunteers. Please explain the consultation process with California Volunteers.

National Office has advised that we do not need to respond to this and that California Volunteers does neutrally support the program.

- Please clarify the type of members positions needed to support program activities, since full-time members cannot complete a term of service in 10 weeks and it is highly unlikely the full-time students can complete a full-time term of service in 6 months.

NFWSC developed a creative approach to working with Member schedules that involves breaking MSYs into smaller (less than full time) parts. We found that college students in particular had difficulties committing to a full year of service as full-time Members because their schedules changed from semester to semester.

By breaking the Member slots into smaller portions we were able to accommodate and recruit more Members. This approach has resulted in our ability to utilize all of the allocated slots and a lower drop rate. In addition, we have been able to utilize Members for our summer program in this way, adjusting for the lack of Summer Associates, through the VISTA program. At the same time more Members are completing their terms of service and qualifying for their Education award.

Although this has been found to be very effective, we still maintain regular full-time slots for Members

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who wish to approach their service in that way. In addition, Members who take less than full-time slots are allowed to re-enroll for the part-time slots and this has been the case on several occasions.

- The supervisory structure as explained raises several questions that require clarification for supervision:

a. What is the level of interaction between members and the property manager/site supervisors?

Members and Property Managers/Site Supervisors interact daily. Given that they are at the same sites they see each other every day and can share information and problem solve together on an informal basis as the need arises. They also meet regularly to review any site-related issues and trouble shoot on a routine basis.

b. Is this position housed at the learning center?

Site supervisors are not housed in the learning Center, per se; however the Learning Center is at the site. Again, this means that Site Supervisors and Members are in close daily contact.

c. Is any staff person at the Learning Center and if so, what is their interaction or role with regard to the AmeriCorps members?

Community Services Staff members are not permanently located at the Learning Centers. However, Members receive daily support from Property Managers/ Site Supervisors who are at the sites. They also have weekly communication and/or visits from Community Services staff and receive further support from other members of the Housing and Economic Development (HED) staff whose offices are

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typically in the same community. For example, it is not unusual for HED staff to invite Members to their homes for holidays and other social events when Members might otherwise feel homesick and lonely.

d. How are site supervisors trained to support AmeriCorps members?

Site Supervisors (Property Managers) receive structured training from Community Services administrative staff four times a year and any time there is a new group of Members placed at a site. Trainings outline their responsibilities as Site Supervisors and discuss ways in which they can be supportive. CS staff also meet with Site Supervisors at least monthly to share information, ensure that Site Supervisors are fulfilling their responsibilities and conduct ongoing trouble shooting. Although NFWSC has a very low turnover rate with Property Managers, any time a new Manager is assigned to a site, CS staff provides the Site Supervisor training.

e. What is the role of each of the NFWSC staff in member oversight and how do they interact with one another?

NFWSC staff are all knowledgeable of and updated on the AmeriCorps program so that they have a basic understanding of it and can provide support as needed. Community Services staff provides general oversight related to programmatic issues as outlined in the descriptions of each staff member's role above, e.g. recruiting, training, etc. And Property Management / Site Supervisors provide member oversight related to the facility and program logistics. All CS staff provide some level of oversight for Members on a routine basis. Because the CS staff is small, communication is close and frequent, i.e. daily. CS staff coordinate carefully to ensure that at least one staff member is at each site regularly.

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f. Please explain how often on-site monitoring occurs and the management structure of the program as it is administered by NFWSC. Describe how the coordinators fit into the management structure and assist with on-site monitoring.

On-site monitoring by the CS Director and/or the Property Management Director takes place at least one to two times each month.

The Community Services Division and staff have direct oversight of the AmeriCorps and Si Se Puede Learning Center programs. Property Management provides the on-site supervision. Both CS and Property Management are part of NFWSC's Housing and Economic Development (HED) office. As such they participate in departmental meetings together on a monthly basis where they discuss and coordinate program activities. In addition, the Community Services Director and the Director of Property Management are housed in the same location (Los Angeles office). They meet weekly to discuss program operations and can also have informal contacts on a daily basis since their offices are located in the same facility.

In addition, the Director of Property Management visits the sites on a regular basis as part of their normal responsibilities. At that time they can discuss any program issues with Property Managers or note issues on their own for discussion with the CS Director.

2. 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:

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<http://www.nationalservicerresources.org/criminal-history>. Please verify that criminal background checks will be conducted on all grant funded staff and members.

Criminal background checks, including FBI clearance checks, are routinely conducted for all staff members.

3. Performance Measurement:

Thank you for opting in to Education Priority Area. For each Priority Area you select, 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.

The MSY chart for the Education Priority Area has been completed.

Continuation Changes

As noted in numerous places above, NFWSC mainly seeks to expand its AmeriCorps collaboration. Other changes include shortening the minimum commitment to 6 months; adding pre-school children as a focus to reflect literacy preparation services; the deletion of the job activity of organizing training sessions to strengthen parenting skills, since the focus on education has become an all-encompassing goal; and the ongoing, subtle shifts in programming and infrastructure that NFWSC makes on an ongoing basis to ensure program effectiveness, but these are detailed in relevant places throughout the proposal. Some shifts in training plans may also include moving the location of central training to the NFWSC's historic site in La Paz, California. Given the profound impact noted above from the extant AmeriCorps and NFWSC collaboration, NFWSC seeks to expand its existing AmeriCorps collaboration

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to include 86 MSYs, at 1,700 hours per year each, through to August 2013. These MSYs will be used across 21 Si Se Puede Learning Centers across four states, with all MSYs focused on hands-on, ground-level work in the communities through their running of the Si Se Puede Learning Centers, as above. Each of the Si Se Puede Learning Centers will actively involve an average of 25 -- 30 children and their families. The sites in California include 1 in San Francisco, 1 in Gilroy, 1 in Shafter, 2 in Fresno, 1 in Bakersfield, 1 in Hollister, 2 in Parlier, and 1 in Porterville. The sites in Arizona include 1 in Phoenix, 1 in El Mirage, and 1 in Somerton. The sites in New Mexico include 3 in Albuquerque, and the sites in Texas include 1 in San Antonio, 1 in Pharr, 1 in Mercedes, 1 in Temple, and 1 in Edcouch.

YEAR TWO

RATIONAL & APPROACH/ PROGRAM DESIGN

National Farm Workers Service Center, Inc. (NFWSC) is requesting expanded funding and an additional 13 member positions (total of 37.24) to continue the successful program model it has developed with a previous 3-year grant to replicate it through a program expansion that will add 5 new sites and a new program partner. Through an MOU with Farmworker Housing Development Corporation (FHDC), NFWSC will replicate the program at a site in Woodburn, Oregon as well as add the program to more NFWSC sites in California, New Mexico and Texas. This plan is based on our successful work in developing a program model in several geographically dispersed sites with our previous AmeriCorps grant, our desire to address a pressing need at more sites and our readiness to demonstrate the model is replicable in partnership with an external organization.

PROJECT PARTNER - FHDC is an affordable housing developer based in Woodburn, Oregon. Its mission and work are very similar to those of NFWSC in that their affordable housing properties serve

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100% low-income resident populations (average annual income under \$16,000). Residents are largely Latino and virtually all are farmworker families. FHDC was founded by Mr. Cipriano Ferrel, a community organizer who worked closely with César Chávez, NFWSC's founder, in developing a volunteer-based farmworker movement.

Although FHDC has established some services for resident families at its properties, it would like to develop standardized education-focused programming so a comprehensive program can be developed and replicated at all of its family properties. Through this partnership a Si Se Puede! Learning Center will be developed at FHDC's Nuevo Amanecer property in Woodburn, Oregon, that will serve as the pilot for later replication at their other affordable housing properties. It will also serve as a pilot for NFWSC in developing learning centers with outside partners.

Nuevo Amanecer (Spanish for "new awakening") is a 90-unit property financed with State of Oregon tax credits which target low-income households. The property is 100% occupied serving about 500 individuals and has a wait list of over 200. Approximately 50% of the resident population is children ages 1-14.

The characteristics of resident children at Nuevo Amanecer align perfectly with those served by the Si Se Puede! Learning Center program. They attend neighborhood Title I schools that qualify for state and federal funding to aid low-income, at-risk students. A high percentage of students at the elementary and junior schools qualify for the free/reduced lunch program, 98% and 77%, respectively. These schools fit with SSP program elements in that they are underperforming schools given that neither school met Adequate Yearly Progress (AYP) in 2009-10.

PARTNERSHIP LOGISTICS --Roberto Jimenez, Executive Director, and Laura Isiordia, Community

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Leadership Director, will be liaisons with NFWSC to implement the AmeriCorps program at FHDC. NFWSC will assign four of the new member positions to FHDC to develop the Si Se Puede! Learning Center at Nuevo Amanecer. NFWSC will continue to act as the applicant and complete all contractual and reporting responsibilities with the Corporation for National and Community Services. We will also handle all national level recruitment, enrollment, ongoing supervision, benefits (stipends, health insurance, etc.) and training for AmeriCorps members.

FHDC will pursue local recruitment (see below), provide NFWSC with all needed reporting documentation, provide program space and equipment, including technology equipment, provide free housing for non-local full-time members, cooperate with NFWSC to facilitate all member training and supervision, and collaborate with NFWSC to train site-based staff, e.g. property managers, to complete program oversight functions. Since FHDC has previously operated an education program at the site, much of the needed program infrastructure is already in place.

Of its 4 assigned member positions, FHDC will use 2 as full-time positions (recruited nationally by NFWSC) and 2 that can be divided into part-time positions for local recruitment by FHDC. NFWSC has developed and successfully implemented this model as a way to involve local community volunteers in the program. By breaking positions into as small as minimum time positions we find that local residents are better able to adapt their schedules (sometimes as students) to access the volunteering experience. In this way a broader, more diverse range of (often low-income) individuals can be volunteers.

NFWSC EXPANSION - During Year 2 NFWSC would also like to expand the AmeriCorps program to 4 additional NFWSC properties in Albuquerque, New Mexico, Ed Couch and Temple, Texas and Porterville, California. And 5 new member positions will support the Si Se Puede! Learning Center program at existing sites in these 3 states and Arizona.

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This expansion is based on our success with the program model at 15 other NFWSC properties and the identified need among residents at the expansion sites. In particular, Sandia Vista in Albuquerque previously had a SSP Center Program that was closed due to lack of staff and has been eager to reinstate the program.

NFWSC will complete all program related functions at these new sites, just as it has for the sites already in the program: recruitment; training that includes an initial week-long orientation and training; ongoing supervision through WebEx meetings, teleconferences, bi-annual state-wide meetings and site visits by program staff; coordinating stipend payments and other benefits; coordination with and training of site-based (property management) staff; and free housing for full-time members.

RECRUITMENT AND RETENTION -- During the last grant year NFWSC filled 77 member slots, including full-time, half-time and minimum time slots. Our retention rate was an impressive 87%. Those who did leave reported the reasons as personal or financial issues and not dissatisfaction with the program. Twelve members (highest number to date) re-enrolled for a 2nd or 3rd year of service. AS of September 1, 2010 we are already on target to fill all of the allocated slots - including the non-stipended positions.

NFWSC has mastered the recruitment process through aggressive and innovative practices and by devoting significant time and resources to the effort. Although our current allocation is only for 24.5 member slots we have been able to leverage these positions into more opportunities for members (especially local volunteers) by breaking 8 full-time slots and 10 half-time slots into quarter time and minimum time slots. Through this creative approach, we have had greater success with both retention and recruitment, including filling non-stipended positions, which previously had been very challenging.

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We have become known for work in this area and have provided consultation to new grantees referred to us by CNS.

EVALUATION -- For the expansion project we will pursue 3 levels of evaluation:

- 1) Continued work with a professional external evaluator, Dr. Joelle Greene, to measure outcomes in student academic achievement and behavior, as well as in AmeriCorps member development. All of the new sites, including the learning center in Oregon, will be included in Dr. Greene's structured evaluation that looks at: enrollment data, student academic achievement and social skills and member development.
- 2) Continued work in evaluating impact according to the AmeriCorps national performance measures for all NFWSC sites, including the expansion sites. The partnership site in Oregon will not be included in this area of evaluation for this first pilot year.
- 3) An evaluation component to assess the effectiveness of the partnership and the ability to replicate the SSP Learning Center model with an external program partner. In assessing the partnership work, NFWSC will evaluate: a) timely completion of project milestones; b) recruitment and retention at the partnership sites; c) effectiveness of coordination of project activities between the partners; and d) overall assessment by project partners. This evaluation will be conducted on an ongoing basis as well as through facilitated evaluation discussions at the mid-project point and during the 11th project month. Participants in the facilitated discussions will include: NFWSC's Community Services Director and Volunteer Coordinator as well as FHDC's Executive Director, Director of Community Leadership and Property Management staff. A final report with recommendations will be completed for reference in

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developing additional partnerships and external sites, if appropriate.

BUDGET

The proposed budget includes changes to support 12.74 additional members, including full-, half- and minimum time at five additional program sites. Increased member related costs include living allowances, benefits, training and travel costs, background checks, member gear, etc. No additional administrative support is requested. The minimum time slots requested allow us to recruit locally at community colleges and at the housing development program sites themselves. Working creatively we have found a way to engage low income students and residents in volunteering and want to expand upon this.

These additional members are absolutely vital to addressing the strong need for educational support in the communities we serve. The program has developed a very positive reputation and is in demand. We want to take advantage of this interest and momentum by resident families to engage them in supporting their children's academic success.

STATE COMMISSION CONSULTATIONS -- We have contacted each of the State Commissions where we operate the program, including the Oregon Volunteers office, to inform them of our activities and assure them of our interest in partnering with them, as well as to offer our assistance.

SUMMARY -- The proposed continuation and expansion project completely align with CNS objectives and Department of Education reform efforts to "focus investment. . . on programs that improve

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academic outcomes for children . . ." Also, in furthering CNS goals, NFWSC will implement programming through an approach that is evidence based in assessing impact for solving community problems.

This expansion plan is critical to the work we would like to do in serving more families with a program model that has proven to be effective. The recent cut backs in our slots (from 30 to 24.5) and funding have severely impacted the program and constrained our efforts to address the need. Given our successful track record, we are more than ready to manage the increased number of member slots and budget, as well as to continue assisting other programs by responding to requests for technical assistance, especially with new grantees.

NFWSC continues to believe strongly that education is the surest way out of the cycle of poverty in which the families we serve have been trapped for far too long. The Si Se Puede! Learning Centers are already documenting measureable progress in moving children from a mentality of failure and hopelessness to one of self confidence and a "can do" (Si Se Puede!) approach to life-long success. This proposed project seeks to not only continue, but replicate and expand those successes as a foundation for even greater impact.

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 24.39

Service Categories

- Afterschool Programs
- Leadership Development

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

The Si Se Puede Learning Center is a structured after school program that serves school-age children between the grades K-5th. The program operates 5 days per week, Monday through Friday from 3:00 to 6:00 p.m., from September 2010 through May 2011; which constitutes a total of 15 hours per week of enrichment learning per student. The main program focus is on academic enrichment activities that include: homework assistance, literacy, and math. The goal of the Si Se Puede Learning Center is to improve the academic performance of each participating student, therefore, all students participating in the Si Se Puede Learning Center is required to officially enroll into the program.

The program and curriculum are cohesively structured so that they can be replicated operationally throughout every learning center, designed to effectively evaluate and measure student's performance.

Five key strategies/systems have been developed and implemented in order to meet the overall objectives of increasing students' academic performance:

- 1.) Continue to implement a structured enrollment process for all Si Se Puede Learning Center participants. All students that would like to enroll into the Si Se Puede Learning Center must have parents complete a registration form, parent/child agreement form, and attend a parent orientation and 3 parent meetings per the academic year.
- 2.) Utilize KidzLit and KidzMath, a nationally accredited curriculum designed for after school programs that focuses on literacy and math. This curriculum will be utilized throughout every Si Se Puede Learning Center Program throughout the southwest.
- 3.) Focusing on grades and measurements before and after each month related to the month's particular theme and assessing what each individual student has learned. All Si Se Puede Learning Center participants will go through 3 performance measurement evaluations: 1.) Pre-test, this is to establish student baseline results. 2.) Mid-term measurement, this is to evaluate students' progress in order to identify and/or strategize possible academic successes or issues. 3.) Post-test, this will compile and determine the overall performance of each student's academic progress.
- 4.) Administer a case management file system that would track and manage child's program performance which would include a file on each child that would consist of completed registration forms, copies of performance measurements, quarterly report cards, and some of the child's work. In addition to the file system, an on-line

National Performance Measures

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

attendance and time system, 'City Span', will be utilized to record and track students attendance data and hours of service they receive while attending the Si Se Puede Learning Center.

All data will be calculated, maintained and tracked easily to help us correlate and determine student status with student performance.

5.) Americorps members will be trained efficiently to administer the performance measurements, the curriculum, tracking data, and to provide homework assistance. A training curriculum and agenda have been developed so that members will feel adequate and prepared to work with students.

It is our goal to administer these strategies so that the students will have a chance to successfully complete the program with an increase academic performance.

Result: Output

Result.

It is the goal of the Si Se Puede Learning Center that 70% of the participating students will complete the program.

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

Target : School-age children between grades Kindergarten through fifth.

Target Value: 420

Instruments: The Si Se Puede Learning Center will utilize the "City Span" on line tool to monitor enrollment status, attendance, and hours of instruction.

PM Statement: It is a goal of the Si Se Puede Learning Center to have 420 children, or 70 %, of enrolled between grades K through 5 complete the afterschool academic enrichment program.

Result: Intermediate Outcome

Result.

Students enrolled in the Si Se Puede Learning Center will demonstrate an improvement in academic performance in reading and math.

Indicator: (PRIORITY) ED5: Students w/ improved academic performance.

Target : School-age children between grades Kindergarten through fifth.

Target Value: 275

Instruments: The Si Se Puede Learning Center will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as a pre- and post test in literacy. DIBELS is a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. It is a research based method for recognizing and empirically validating skills related to reading outcomes and provides valid indicators of early literacy development as well as being predictive of later reading proficiency. For math we will use the MBSP: Monitoring Basic Skills Progress: Basic Math Kit for children in grades 1 through 5. MBSP is a researched-based standardized set of measurement and evaluation procedures which provide a method to focus intensively on the math progress of individual students who have identified learning problems and to evaluate formatively and improve those student's programs. To assess progress in math by kindergarten children we will use a research-based tool selected in collaboration with our external evaluator, Dr. Joelle Green.

National Performance Measures

Result.

PM Statement: The Si Se Puede Learning Center school-age students from grades Kindergarten through fifth will be measured for academic performance through Pre- and post- test evaluation. The evaluations will be able to determine a baseline in order to evaluate progress and trouble shoot academic issues so that progress and improvement can be made throughout the course of the program.

Priority Area: Education

Strategy to Achieve Results

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

The Si Se Puede Learning Center is a structured after school program that serves school-age children between the grades K-5th. The program operates 5 days per week, Monday through Friday from 3:00 ' 6:00 p.m., from September 2010 through May 2011; which constitutes a total of 15 hours per week of enrichment learning per student. The main program focus is on academic enrichment activities that include: homework assistance, literacy, and math. The goal of the Si Se Puede Learning Center is to improve the academic performance of each participating student, therefore, all students participating in the Si Se Puede Learning Center is required to officially enroll into the program.

The program and curriculum is cohesively structured so that it can be replicated operationally throughout every learning center, which is designed to effectively evaluate and measure student's performance.

Five key strategies/systems have been developed and implemented in order to meet the overall objectives of increasing students' academic performance:

- 1.) Continue to implement a structured enrollment process for all Si Se Puede Learning Center participants. All students that would like to enroll into the Si Se Puede Learning Center must have parents complete a registration form, parent/child agreement form, and attend a parent orientation and 3 parent meetings per the academic year.
- 2.) Utilize KidzLit and KidzMath, a nationally accredited curriculum designed for after school programs that focuses on literacy and math. This curriculum will be utilized throughout every Si Se Puede Learning Center Program throughout the southwest.
- 3.) Focusing on grades and measurements before and after each month related to the month's particular theme and assessing what each individual student has learned. All Si Se Puede Learning Center participants will go through 3 performance measurement evaluations: 1.) Pre-test, this is to establish student baseline results. 2.)

National Performance Measures

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

Mid-term measurement, this is to evaluate students' progress in order to identify and/or strategize possible academic successes or issues. 3.) Post-test, this will compile and determine the overall performance of each student's academic progress.

4.) Administer a case management file system that would track and manage child's program performance which would include a file on each child that would consist of completed registration forms, copies of performance measurements, quarterly report cards, and some of the child's work. In addition to the file system, an on-line attendance and time system, 'City Span', will be utilized to record and track students attendance data and hours of service they receive while attending the Si Se Puede Learning Center.

All data will be calculated, maintained and tracked easily to help us correlate and determine student status with student performance.

5.) Americorps members will be trained efficiently to administer the performance measurements, the curriculum, tracking data, and to provide homework assistance. A training curriculum and agenda have been developed so that members will feel adequate and prepared to work with students.

It is our goal to administer these strategies so that the students will have a chance to successfully complete the program with an increase academic performance.

Result: Output

Result.

Up to 35 students at 16 sites, or 560 students will start the Si Se Puede! Learning Center program.

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

Target : School-age children from Kindergarten through fifth grade.

Target Value: 560

Instruments: Enrollment forms

PM Statement: Up to 560 school-age children K through 5 will start the Si Se Puede! Learning Center program.

Result: Intermediate Outcome

Result.

70% of students who start the Si Se Puede! Learning Center will improve their academic performance.

Indicator: (PRIORITY) ED5: Students w/ improved academic performance.

Target : Children who start the Si Se Puede! Learning Center program in grades K through 5.

Target Value: 392

Instruments: Academic improvement will be measured using a standardized pre- and post-test instrument. For literacy the children will be measured using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) measuring tool. DIBELS is a research based procedure for assessing the acquisition of early literacy skills from kindergarten through sixth grade. It measures and empirically validates skills related to reading outcomes. Each measure has been thoroughly researched and

National Performance Measures

Result.

demonstrated to be a reliable and valid indicator of early literacy development and predictive of later reading proficiency. For math we will use the MBSP: Monitoring Basic Skills Progress: Basic Math Kit for children in grades 1 through 5. MBSP is a researched-based standardized set of measurement and evaluation procedures which provide a method to focus intensively on the math progress of individual students who have identified learning problems and to evaluate formatively and improve those student's programs. To assess progress in math by kindergarden children we will use a research-based tool selected in collaboration with our external evaluator, Dr. Joelle Green.

PM Statement: 70% of children who start the Si Se Puede! Learning Center program in grades K through 5 will improve their academic performance in literacy and math.

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