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Executive Summary

The Playworks National Direct AmeriCorps program will have 120 full-time AmeriCorps members who will provide a school-wide evidence-based program designed to utilize play to create school environments with reduced bullying where students feel safe, supported and engaged in low-income schools in Milwaukee, WI; Phoenix, AZ; Twin Cities, MN; Detroit, MI; New York, NY; Newark, NJ; Portland, OR; Houston, TX; Chicago, IL; Denver, CO; Indianapolis, IN; Boston, MA; Baltimore, MD; and Philadelphia, PA. At the end of the 1st program year, the AmeriCorps members will be responsible for positively impacting the entire school climate to reduce bullying and create a safe environment where students will increase overall academic engagement. In addition, the AmeriCorps members will leverage an additional 624 volunteers that will be engaged in assisting with components of the Playworks AmeriCorps program, focusing on community engagement projects and events. This program will focus on the CNCS focus area of Education. The CNCS investment of \$1,497,600 will be matched with \$3,407,219, \$2,898,000 in public funding and \$509,219 in private funding.

Rationale and Approach/Program Design

Playworks is an evidence-based program proven to transform elementary school climates by increasing students' sense of safety and engagement and decreasing bullying. By creating a positive and supportive school environment, the Playworks program enables students to become more academically engaged.

A. PROBLEM/NEED: Bullying presents one of the greatest health risks to children and youth in our country. According to the American Medical Association, 3.7 million youth engage in bullying and more than 3.2 million are victims of "moderate" or "serious" bullying each year. The US Department of Justice estimates that every seven minutes a child is bullied, with approximately 70%-80% of school-age students involved in bullying at some point (Graham, 2011). Bullying has become a national concern, with efforts to create safe and supportive schools taking a top priority with the Department of Education. At the 2011 Bullying Prevention Summit, Secretary Arne Duncan explained that a great school needs to be a safe school and that "every child is entitled to a quality education and no child can get a quality education if they don't first feel safe at school." The Department of Education, in conjunction with the Department of Health and Human Services, have prioritized reducing bullying as a means to improve student outcomes.

Bullying has negative impacts on everyone in the school. Research compiled by stopbullying.gov, concludes that involvement in bullying, as victim or the bully, creates barriers to learning for all

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students and is associated with a host of negative outcomes including increased risk of poor academic performance, truancy, delinquency, physical injury and suicide. In elementary school students, the link between being a victim of bullying and lower academic achievement is substantial (Glew et al, 2005). A UCLA psychologist found that victims of bullying are less likely to participate in school, raise their hand in class, and complete their homework, and overall show higher rates of disinterest in school (Wolpert, 2011). For victims, the fear of continued victimization causes students to distance themselves from social connections, feel unsafe at school, and feel as if they do not belong, leading to disengagement from class (National Education Association). Those who bully are also at risk of getting into fights, being suspended and receiving poor grades (violencepreventionworks.org). For every bullying incident on the playground an average of four other peers witnessed the event creating negative impacts for all students (O'Connell, Pepler, Craig, 1999). A single bullying situation can have wide-ranging impacts on the overall climate of the school leaving victim, offender and witness at risk for poor school success.

Bullying is on a clear upward trend across the United States. The Center for Disease Control (CDC) reports that, between 16% and 30% of youth respond they have been bullied at least once on school property (Texas 16%; New York 17%; Massachusetts 18%; Colorado, Illinois, & Pennsylvania 19%; New Jersey 20%; Maryland 21%, Michigan 25% and Arizona 30%). These numbers show that nationally at least one in five students are being bullied in locations where Playworks plans to have members serve. Even more concerning is that 42% of bully victims do not report their experience to anyone indicating incidents of bullying are even higher than statistics convey. Districts and schools are tracking the problem within their own communities through varied methods with a wide range of results. In some cities, the CDC reported the city-level data showing 20% of students in Detroit, 20% in Newark and 14% in Philadelphia experienced being a victim of bullying behavior. In Milwaukee, an external report found 90% of students reported seeing at least one act of bullying (Melzer-Lange et al, 2005), Portland surveys found 35% of students report being bullied (www.pps.k12.or.us), Minneapolis schools found that 30% of students said they had been made fun of or teased repeatedly at least twice in the last month, and New York City found 26% of students had experienced some form of bullying in their schools (www.aaldef.org). Baltimore City Schools found a rate of 7.5 incidents of bullying per 1,000 students with 87% of these happening on school property. Indianapolis reported that 25% of students are dealing with bullying on a regular basis. Chicago has identified bullying as a top priority for the overall well-being of Chicagoans hoping to reduce the 11% of students reporting being bullied. Denver Public Schools found that only 57% of students report that other students treat each other

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nicely at school and only 35% do not worry about bullying behaviors.

In addition to the district and city-level data, Playworks works with local school communities to understand their experience and their expressed need for help in creating positive school environments in order to reduce bullying behaviors. When developing new partners, Playworks will first ensure schools meet our eligibility standard that a minimum of 50% of students receive free or reduced price lunch. In the 2012-13 school year, Playworks national direct members worked with schools in ten cities where 80% of students qualified for free/reduced lunch. We anticipate that our Playworks national direct AmeriCorps program will serve the same school population in the coming school year. Second, eligible schools will then complete a needs assessment of their overall school environment, safety, and bullying. Third, Playworks program staff will conduct an on-site visit to meet with school administration and directly observe recess. Based on this assessment process, Playworks will then prioritize the highest need schools -- ones that have the fewest resources for creating a safe recess and are at higher risk for unsafe environments. In selecting our AmeriCorps service sites, we will also actively pursue partnerships with SIG and Priority schools.

B. AMERICORPS MEMBERS AS HIGHLY EFFECTIVE MEANS TO SOLVE COMMUNITY PROBLEMS--EVIDENCE BASE AND MEASURABLE COMMUNITY IMPACT:

THEORY OF CHANGE AND LOGIC MODEL: Bullying prevents students from becoming academically engaged in school and has been linked to lower academic achievement and other significant impacts on students. To address this growing community problem, Playworks AmeriCorps members will create school climates where it is socially unpopular to exclude or bully others and where respect and inclusion become the social norm. Three important findings from bullying research show that (1) bullying occurs two to three times more often at school than any other location and tends to thrive where there is the largest amount of students and the least amount of supervision (Smith, 2010) with over 70% of incidents happening on the playground (Glew, et al, 2005), (2) interventions that focus on improving the overall school climate are the most effective strategies to reduce bullying (Masiello & Schroeder, 2014), and (3) caring adults that model positive behavior mitigate negative effects of bullying and allow victims to become or remain engaged in school (Office of Juvenile Justice, 2011). The Playworks AmeriCorps program model provides a school-wide intervention based on a caring adult modeling positive behavior and creating a safe and inclusive environment where students become academically engaged, and consists of six components: recess, class game time, junior coaches, outside of school time, sports leagues, and community engagement.

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RECESS: Recess is the central focus of the Playworks AmeriCorps model as it is the time when bullying and conflict are most likely to occur. Each full-time AmeriCorps member will utilize play at their assigned low-income elementary school to create an inclusive environment where all students feel safe and engaged. Members will maintain a constant presence on the playground during recess, teaching and modeling pro-social skills such as respect, positive language, and problem solving. To reinforce the behaviors and positive culture developed during recess, members will implement additional program components emphasizing respectful social behavior throughout the day. **CLASS GAME TIME:** Members will spend time with individual classes at their assigned school to teach the games offered at recess and introduce the tenets of respect and inclusion, so students become comfortable actively participating in games with their peers. During these individual class sessions, members will serve alongside teachers to increase teacher comfort with providing additional opportunities for positive play throughout the school day. **JUNIOR COACHES:** Members will facilitate a leadership development program with a group of upper elementary students, providing them group trainings and support as they become leaders who model positive behavior and assist with conflict resolution at recess for younger students.

OUTSIDE OF SCHOOL TIME: Outside of school time, members will run additional programming to increase our impact on building a positive school climate within the school community. Members will lead a before-school recess and/or after-school program that reinforces our positive play model. **LEAGUES:** Members will also facilitate non-competitive developmental sports leagues, encouraging participation from students who have not previously felt comfortable playing sports. **COMMUNITY ENGAGEMENT:** Members will implement a community engagement initiative by collaborating with their school administration to organize, develop and facilitate one to two community engagement projects to engage families within the school community. Members will use play at these projects as a catalyst for creating unique opportunities for students, parents, and teachers to build relationships and a sense of belonging within the school community. Finally, members will participate in service projects on national days of service, and may also participate in weekend service projects throughout the larger community to support the spirit of community service and bond with other volunteers and AmeriCorps members in the area.

One AmeriCorps member in each city will serve as a "peer support" member. The peer support member will serve alongside other members on a rotating basis and is critical to program continuity. Having a trained member in each city ready to step into a school setting allows us to have our members visit neighboring programs for peer-learning and sharing best practices without creating a

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gap in services at their assigned school. Peer support members will not supervise other members, but will provide regular peer support at assigned schools and assume full-time duties if another member has an extended illness or exits early.

Appropriate supervision and engagement by caring well-trained adults is crucial to the reduction of bullying and the creation of a positive school climate. Yet, increased pressure on schools to deliver annual improvement in standardized test scores has created a concentration of financial resources on classroom staffing and instructional strategies. As a result, schools lack the capacity and staff to devote adequate resources to the development of a positive school climate. We have found in our very successful ten-year partnership with AmeriCorps that Playworks AmeriCorps members are ideally suited to provide this intervention. As dedicated, enthusiastic individuals who are recruited to serve in the communities where they are from, members are the perfect ambassadors to make an impact in the schools where they serve. Playworks AmeriCorps members will spend each school day focused on creating a positive school climate and reducing bullying, as well as deepening the impact through community engagement. To be physically and emotionally present to hundreds of students on a daily basis for an entire school year can be a daunting task. In the schools we serve, it requires an individual committed to creating change even when challenges seem insurmountable. The passion and spirit that AmeriCorps members bring to their year of service provides them with a unique perspective and resilience for implementing the Playworks AmeriCorps program.

Playworks intends to measure the long-term outcome of increased academic engagement through a modified version of the Social and Character Development Survey (SACD). The survey is validated to measure key indicators of engagement described in Performance Measure ED27 as increased class participation and increased attachment to school. Playworks will implement the teacher-reported survey on a random sample of students at the beginning and end of each school year of the grant cycle. We will use Education Measures ED2 and ED27 to measure outputs and outcomes as detailed in the logic model. Our annual targets are as follows: 49,400 students will complete the program (ED2) and 24,700 students will increase their academic engagement (ED27).

EVIDENCE BASE: Playworks uses an evidence-based approach backed by an experimental study that resulted in several statistically significant findings indicating strong evidence that support causal relationships between Playworks and the intended outcomes.

In May 2013, Mathematica Policy Research in conjunction with Stanford University released the results of a randomized controlled study Impact and Implementation Findings from an Experimental

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Evaluation of Playworks: Effects on School Climate, Academic Learning, Student Social Skills and Behavior (<http://www.mathematica-mpr.com>). The study is currently in review in peer journals JAMA Pediatrics and Journal on Educational Effectiveness (JREE) and publication is expected. Twenty-nine schools from six different cities were randomly assigned to treatment and control groups. Random assignment of schools within matched pairs of similar characteristics helped to ensure that there were no systematic differences between the treatment and control groups' characteristics and that the differences in outcomes between the two groups could be attributed solely to the effect of Playworks. The impacts on students, teachers and schools were determined by comparing the average outcomes in treatment and control schools using regression models that were customized to the unit of analysis. All statistically significant impacts are based on the MHT adjusted p-values. The overall design and methodology (strong internal/external validity) of this study allows the results to be generalized to schools with similar characteristics (urban, diverse, high poverty) implementing the full Playworks program.

Key statistically significant findings from the study support Playworks' Theory of Change and include: (1) Teachers in Playworks schools reported significantly LESS BULLYING and exclusionary behavior, a 43% difference in average rating scores, (2) Playworks teachers average rating of students' FEELINGS OF SAFETY at school was 20% higher than the average rating reported by teachers in control schools and (3) Teachers in Playworks schools reported spending significantly less time to transition from recess to learning activities--34% fewer minutes--showing an INCREASED READINESS TO LEARN.

In addition to the strong evidence provided by the randomized controlled trial, two additional quasi-experimental studies of Playworks also provide evidence that the proposed intervention will lead to outcomes described in the Theory of Change. First, Stanford University completed a quasi-experimental study of Playworks, Playing Fair, in six newly implementing schools all sharing similar characteristics. Qualitative and quantitative data was collected twice to create a pre/post analysis. The study concluded that students felt more included, more connected to the school, had a higher sense of belonging at school and felt more physically and emotionally safe.

Second, Physical Activity and Positive Youth Development: Impact of a School-Based Program (Journal of School Health, 2011), used a quasi-experimental design that analyzed data from 159 low-income schools from 2001-2007. Outcomes were 5th grade student scores (n=13,109) on the California Healthy Kids Survey (CHKS) which is administered state-wide. Scores from students attending schools with Playworks programming were compared to scores from students attending

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schools without Playworks programming. After one year of exposure to Playworks, students showed statistically significant increases in the following four protective factors as compared to students with no exposure to Playworks: problem-solving skills, meaningful participation in school, goals and aspirations, and physical activity. All four protective factors are associated with positive social and academic outcomes.

All evaluations included schools implementing the full Playworks program model with the exception of the newly developed Community Engagement Initiative which is proposed here as a new initiative for the AmeriCorps program and was developed after the time of the evaluation.

C. MEMBER TRAINING: The term of service for Playworks AmeriCorps members will kick off with an intensive pre-service training for a minimum of one week. Pre-service training will begin with a day of orientation, including an introduction to AmeriCorps, discussions about what it means to serve, a review of the member contract and handbook, information regarding stipends /benefits /grievance procedures, and learning about prohibited activities. This first day of orientation will conclude with an AmeriCorps swearing-in ceremony. The remaining week of pre-service training (Tuesday through Friday, 8.5 hrs. per day) will focus on skill development in the areas of group management, age-appropriate games, inclusive play, conflict resolution among students, communication with diverse populations, CPR/First Aid, as well as Playworks curriculum. Playworks curriculum trainings include topics such as creating an active recess environment; designing, implementing and evaluating class game time and junior coach lesson plans; how to identify, train and support junior coaches; and inclusion through games.

Member trainings continue throughout the rest of the service year. In the four weeks following pre-service, members will participate in trainings three afternoons per week (2.5 hours each) focusing on the development of professional skills including timekeeping, data collection and entry, loan forbearance, community engagement, and volunteer recruitment. From October to June, trainings once a month (2.5 hours each) will include topics such as bullying prevention, cultural competency, peace promotion, and service project and event planning. Members will also attend "Life after AmeriCorps" and "Education Award" trainings, as well as an AmeriCorps graduation ceremony. Our program staff will ensure all members and volunteers are trained on and adhere to the prohibited activities. For our members, the prohibited activities are included in pre-service training and the signed member contract, and are a continuous follow up topic during service site visits. For volunteers, the prohibited activities are included in orientation training.

Playworks strives to create a member experience that provides over 135 hours of training, including

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professional development, as well as opportunities for reflection and community building to promote a lifelong ethic of service. Members also participate in two "Service and Motivation" workshops that utilize interactive activities to focus on their service experience and their inspirations. This thoughtful way of sharing often taps into what inspires each individual and allows them to brainstorm ways to reach, motivate and inspire others in the community to engage in service.

D. MEMBER SUPERVISION: AmeriCorps members are directly supervised by a Playworks Program Manager. The role of the Program Manager is to train, support, and guide the member through their term of service, and serve as the direct liaison between members and their service site. Supervisors are responsible for planning and facilitating numerous trainings, as well as reflection and community building opportunities for members. Program Managers approve timesheets, conduct regular performance evaluations, and provide ongoing mentorship as well as bi-weekly site visits. Site visits provide the opportunity to observe the member's skills and give feedback, and time to discuss what is working well and any challenges that exist at the site.

In addition to the site visits, supervisors plan monthly one-on-one meetings with members to identify and document goals and objectives for the coming months. In total, members receive five "goals and objectives" reviews and two formal performance evaluations during the year. The assessment includes scoring and documenting the members' growth and skills in specific areas essential to a successful service year. This comprehensive approach to member support encourages members to learn from their hands on experience while also applying new skills.

Program Managers typically have at least two years of Playworks experience at a school site or equivalent experience in youth development, strong communication and organizational skills, a proven ability to lead, and the ability to thrive working both independently and within team settings. Program Managers participate in required trainings designed by the national office, including AmeriCorps program management (including prohibited activities and timekeeping), AmeriCorps policies and expectations, communication skills, training facilitation, and supervision skills.

Although the Playworks Program Manager serves as the member supervisor, the school principal will also be a direct contact on site for the member throughout the day. The principal will work with the Playworks Program Manager and member to support the development of the program at their school site. The principal will introduce the member to staff, discuss program progress with the member and Program Manager, observe the program to give feedback, and support the member with any issues that may arise.

To ensure a strong foundation for our AmeriCorps program, the Program Director and Program

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Associate will also share a role in program management. The Program Director will be responsible for the overall program implementation, member recruitment, grant compliance and reporting. The Program Associate will manage administrative duties related to the grant, including member hours tracking, additional timesheet approval, onboarding and exiting paperwork, and data collection. Similar to the Program Manager, the Program Director and Program Associate are also required to attend specific webinar trainings provided by our national office throughout the year on topics such as AmeriCorps program policies and procedures, prohibited service activities, service project planning, member timekeeping and program evaluation expectations. In total, our national office provides over 18 training modules to program staff to ensure they are prepared to manage the AmeriCorps program.

E. COMMITMENT TO AMERICORPS IDENTIFICATION: Playworks strives to develop a strong AmeriCorps identity and pride among members. To identify Playworks' partnership with AmeriCorps, the AmeriCorps logo is proudly displayed on our website as a national partner. Members learn about AmeriCorps beginning at their interview and continuing throughout the year during reflection activities and trainings, where they practice explaining what AmeriCorps is to fellow members. To make our members identifiable to the community, each member is provided an AmeriCorps gear pack containing Playworks AmeriCorps shirts, sweatshirts and pin and are required to wear the AmeriCorps logo at all times while serving. At our service sites, the AmeriCorps logo is displayed on the member's bulletin board which contains program highlights and service event information.

Organizational Capability

A. ORGANIZATIONAL BACKGROUND AND STAFFING: Playworks is a \$31 million organization with a 17-year track record of successfully implementing programs. Over the last ten years, Playworks has effectively managed an AmeriCorps program through National Direct and state commission grants. Last year we completed our second three-year AmeriCorps funding cycle with National Direct. We are also currently in the second year of our fourth three-year funding cycle with the California commission, in our second year of our second three-year funding cycle with the Washington DC commission, in our third year of a three-year funding cycle with the Pennsylvania commission, and in our first year of three year funding cycles with the Utah and the North Carolina commissions.

In addition to this national direct submission, Playworks' has applied for Competitive state grants for projects included in this national direct request in Louisiana, Indiana, Colorado, Maryland, Pennsylvania, and Massachusetts for the 2014-2017 grant cycle. Playworks also consulted with all state commissions where we propose to place national direct members. We submitted the standard consultation form (or a state commission variation of the form) except in Texas, Maryland, and

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Indiana where we completed the required online survey.

Organizationally, Playworks has a multi-tiered management structure in place to provide strong support to the Playworks AmeriCorps program. A National Board of Directors provides fiscal oversight and support to our national leadership. National leadership and key department directors include: Jill Vialet, Founder and CEO; Elizabeth Cushing, President and Chief Operating Officer; David Gallagher, Chief Program Officer; David Carroll, Chief Financial Officer, Tracy Williamson Director of Government Programs, Jennette Claassen, Director of Evaluation, and three Regional Executive Officers who directly supervise the Executive Directors in each city office. Playworks National has several departments that are trained to provide guidance to all Playworks offices with AmeriCorps grants. The departments of Government Programs, Human Resources, Evaluation, Finance, and National Program support the management of our grants through facilitating trainings, meetings, audits and bi-annual reporting with program staff.

Each Playworks city office is led by an Executive Director who is responsible for overall program oversight, fiscal management, day to day operations, and leadership and supervision of staff. Executive Directors come to Playworks with a minimum of five years experience in leadership and management from both the profit and non-profit sectors. Our Executive Directors are each supported by a local Board of Directors who provide leadership and counsel, monitor program operations and fiscal reports, and represent the needs and interests of the community. A team of experienced program staff in each city are trained to manage the nine members who will serve in their cities, including: one Program Director, two Program Managers, and one Program Associate. The Program Directors will be responsible for general program management, and will oversee member recruitment, trainings and workshops, and directly supervise and support the Program Managers. The Program Managers will directly supervise the AmeriCorps members and the relationship with their placement sites. Program Managers will supervise, train, support and guide the member through their term of service ensuring AmeriCorps compliance through bi-weekly site visits, written objectives, and bi-annual reviews. The Program Associates will be responsible for the paperwork and administrative requirements associated with the grant, including but not limited to timesheets, member service activities, member enrollment and exit, and sign-in sheets.

B. COMPLIANCE AND ACCOUNTABILITY: Playworks is dedicated to ensuring compliance with all AmeriCorps rules and regulations. To ensure compliance at a city level, Playworks' national team will train staff in each city on compliance, including prohibited activities. Program Managers in each city will then train members and service site administrators to ensure compliance at each member service

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site. To safeguard against risk at each site, Program Managers will conduct bi-weekly site visits to assess program quality, as well as school site and member compliance. If an instance of risk is identified, Program Managers will address the issue with members and the service site staff directly, following up with documentation and additional training. To manage compliance across all service sites in each city, Program Directors will hold regular program team meetings throughout the year to discuss on-going service activities, AmeriCorps member support and development, and any challenges to be addressed. If any compliance issues are detected, Program Directors will be required to document, report, and re-train all parties involved as necessary.

Our AmeriCorps program in each city will also be monitored across Playworks national organizational structure. In the national office, AmeriCorps Program Managers (ACPMs) support grant implementation and compliance. Two ACPMs will be assigned to manage national direct grant implementation across our cities, each supporting a cluster of Playworks offices. Support will include monthly meetings with program staff in each city dedicated to the specifics of our AmeriCorps program, including member hours, member activities, volunteer recruitment, and ongoing projects. AmeriCorps Program Managers will also conduct a timesheet audit and two member file audits during the year; at the beginning to make sure onboarding paperwork is complete and accurate, and after the members complete their term to ensure a proper exit. In addition, ACPMs will conduct a compliance review twice a year with the city staff that requires the Executive Director to meet with the program staff to review and certify that specific items are in compliance, including a sample of member timesheets. If instances of risk are found, the Executive Director and program team will design and submit a plan to address the issue to the ACPM. Upon approval, the program staff have a designated amount of time to resolve the issue, and a follow up meeting will be held to ensure the city has resumed compliance.

Playworks' National Program, Finance, and Human Resources departments are trained in AmeriCorps requirements and support compliance. Our National Program Department conducts site visits at select sites throughout the year to observe our AmeriCorps program, give feedback for improvement, and safeguard against instances of risk. The Finance Director is responsible for all AmeriCorps grant financial reporting and attends CNCS trainings as needed. Our Human Resources department works closely with the national AmeriCorps Program Managers to stay up to date on AmeriCorps rules and regulations as they pertain to member service hours, benefits, stipends, onboarding and exiting. The Human Resources team also guides program staff with member management, including member improvement plans and disciplinary actions.

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C. PAST PERFORMANCE FOR CURRENT AND FORMER GRANTEES

PERFORMANCE MEASURES: We had a very successful year collecting and reporting on our data in 2012-13, our last national direct grant year, with our performance measure results far exceeding our targets. For performance measure ED27, we collected 2,119 matched teacher-report surveys with 71% showing increased student engagement in school. Using a strong sample frame, we extrapolated the results to the larger student population served (38,749) for a total of 27,511 students with increased school engagement. On performance measure ED2 we also exceeded our output target for the number of students who completed the program due to larger than expected school size. We are pleased at the high level of success shown in our 2012-13 performance measures and believe that this measure captures the impact of our AmeriCorps program. In the first two years of our last national direct grant cycle we implemented different performance measures, each year working to improve our ability to show program impact through our performance measures.

We began our three-year funding cycle in the Healthy Futures focus area where we exceeded our measure H5 output target for number of students engaged but did not reach our target for number of 5th grade students improving their score on the PACER. Low 5th grade enrollment factored into not reaching the target. However, of those who completed the PACER, 73.1% successfully improved. During 2010-11 we decided that although our program continued to improve children's fitness, our greatest impact was on school climate and academic engagement. As a result, we requested to switch our focus area from Healthy Futures to Education.

In 2011-12 we chose performance measures ED1, ED2, and ED7, but due to challenges obtaining identification of high need students and receiving accurate disciplinary data from schools we did not meet targets. Despite the data collection challenges, the students tracked showed tremendous improvements. Of the 306 students with at least one office referral during the beginning of school, 219 (72%) reduced the number of office referrals they received at the end of the year. Although we were able to show significant impact reducing office referrals for students we tracked, we changed our performance measure to ED27 where we have since been very successful in collecting data and meeting our targets.

COMPLIANCE: No compliance issues or areas of weakness/risk were identified during 2012-13 for our national direct grant.

ENROLLMENT & RETENTION: In 2012-2013 (our last full year of program operation), our enrollment rate was 101.2%, and our retention rate was 90.1%. Eight members were exited without an award: two due to performance issues, two for personal reasons, and four for long term career

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opportunities. We will strive to improve our retention rate by continuing to target recruitment efforts on community resources and engaging applicants specifically looking to complete a year of service. These efforts will include informing members during their interviews about the importance of completing the full program year. We will also focus on increased member support, reflection, and enhanced trainings to help members connect more closely with their school communities.

D. CONTINUOUS IMPROVEMENT: Playworks has multiple levels of internal and external program monitoring and evaluation. Members complete observations and assessments, and school staff complete an annual survey regarding program impact on students and school climate. Our national program quality team conducts site visits to AmeriCorps programs to assess program quality, member strengths and challenges, and the health of school partnerships. All levels of staff have access to data in a web-based dashboard which is used for review and program improvement. Playworks uses data from both the annual survey and site visits to identify regional and national trends. Based on these trends we modify program components, strengthen and supplement trainings, and shift data collection efforts to ensure strong program quality in all schools.

Cost Effectiveness and Budget Adequacy

A. COST EFFECTIVENESS: For the proposed request of \$12,800 per MSY, Playworks will provide daily programming for approximately 49,400 children resulting in a significantly cost-effective program of \$0.54/child/day (of which we request \$0.17/child/day from AmeriCorps). This investment, less than one dollar per day per child, will provide meaningful school-wide impact by reducing bullying and exclusionary behavior and improving attention in class. While many programs serving elementary schools focus exclusively on small, designated groups of students through classroom teaching, individual tutoring and/or mentorship, Playworks' AmeriCorps program will provide a unique model that serves the entire school population in both large and small group settings. This comprehensive approach transforms the school environment allowing all students the opportunity to benefit from the Playworks program, thus achieving a very cost effective program.

All 49,400 students at Playworks AmeriCorps schools will also benefit from reclaimed teaching time. Data from the randomized controlled study conducted by Mathematica Policy Research shows classroom teachers at Playworks schools saved an average of 10.5 hours a year transitioning from recess to learning activities. Teachers at Playworks' schools reported that they spend 9.37 fewer hours a year addressing behavioral and disciplinary issues throughout the day, allowing for additional teaching time provided to students -adding to the overall programs' cost efficiency.

In addition to education-focused outcomes, the Playworks program model also impacts student

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health. Playworks' randomized controlled trial found that students are engaged in more vigorous physical activity as a result of the Playworks program, providing an added benefit for students without additional cost.

This investment will be further leveraged through our volunteer recruitment efforts, resulting in additional cost-benefit. Based on the 2012 estimated value of volunteer time of \$22.14 per hour (as calculated by the Independent Sector http://www.independentsector.org/volunteer_time), the estimated value of our 624 volunteers supporting our AmeriCorps program will be equivalent to over \$41,446, based on a three-hour per volunteer average, for a total of 1,872 volunteer hours. Engaging volunteers in service will provide members with additional community support to create safe school climates cost effectively.

To raise the additional funds necessary to operate our program, Playworks will secure financial investment from our partner schools, in addition to foundation and individual support. To date, we have identified \$2,808,000 in non-CNCS resources through our school fees.

B. BUDGET ADEQUACY: Nationally, Playworks has successfully raised the funds to support programming each year we have partnered with AmeriCorps. Playworks' strategy is to create a diversified funding portfolio. Of the total program budget of \$4,809,612 we propose \$3,312,012 in non-CNCS funding to successfully implement our AmeriCorps program. Our largest source of non-CNCS funding is the school fee. Schools will pay an average fee of \$27,000 for our AmeriCorps program totaling \$2,808,000. Once we identify a school partner, the principal and/or administrator of the school will sign a Memorandum of Understanding, documenting the source of the school fee and confirming the principal understands our AmeriCorps program and commits to the cost.

For the 2014-15 program year, in addition to school fees, we have funding for our match secured from the Robert Wood Johnson Foundation (RWJF) (\$200,000) and the Einhorn Family Charitable Trust (\$275,000). We have additional corporate sponsorship funding for next year pending with our corporate partners Mattel and New Balance (\$100,000 each). Our fundraising efforts for next year continue, and we will pursue additional corporate, individual and foundation support to fund any remaining match amount.

Playworks is confident that the proposed budget presented is sufficient to fund the proposed program. The budget is based on our prior six years of experience managing National Direct funding as well as several current state AmeriCorps grants. The submitted budget has been carefully reviewed by our National Finance Director and will be sufficient to allow us to meet our desired program elements, outputs, and outcomes for our AmeriCorps program.

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Evaluation Summary or Plan

Evaluation Results:

In May 2013, Mathematica Policy Research in conjunction with Stanford University released the results of a randomized controlled study Impact and Implementation Findings from an Experimental Evaluation of Playworks: Effects on School Climate, Academic Learning, Student Social Skills and Behavior (<http://www.mathematica-mpr.com>). Key statistically significant findings from the study support the Playworks Theory of Change and include: (1) Teachers in Playworks schools reported significantly less bullying and exclusionary behavior, a 43% difference in average rating scores, (2) Playworks teachers average rating of students' Feeling of safety at school was 20% higher than the average rating reported by teachers in control schools and (3) Teachers in Playwork schools reported spending significant less time to transition from recess to learning activities--34% fewer minutes-- showing an increased readiness to learn and (4) students are engaged in more vigorous physical activity as determined by accelerometer data . A full report with a complete description of the study methodology and analysis was submitted as instructed via email as part of this application, and results were detailed in the Evidence Base section of the narrative.

Evaluation Plan:

To build on the Playworks randomized control trial evaluation results, Playworks is pursuing several additional research questions to learn more about the impact of our program. We will be finalizing our evaluation plan over the next year. There are multiple areas of interest that we are pursuing including (1) further investigation of our impact on attendance and chronic absenteeism, (2) looking at how Playworks Junior Coach Program impacts youth development both during programming and in subsequent years, and (3) better understanding the impact on school referrals and discipline procedures at schools.

In addition to building on the randomized control trial results, we are exploring other questions related to: (1) modification of program services to serve wider populations, (2) impact on AmeriCorps members both during service as well as after service ends, (3) partnering with other service providers to bring more comprehensive school services, and (4) determining strategies that allow the deepest level of sustainability within the school.

Our top priority is to investigate the association Playworks has with increased attendance and reduced

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chronic absenteeism. We are in the beginning stages of a proposal developed in conjunction with Stanford University John Gardner Center for Youth and Their Communities and funded through the Robert Wood Johnson Foundation.

Evaluation Design:

The proposed study would examine absenteeism, including chronic absenteeism, among a set of schools implementing Playworks over time. Using data from districts implementing Playworks for a long duration, the study will concentrate on the following research questions: (1) Do students at Playworks schools miss fewer days, on average, compared to students at similar schools that do not have Playworks? (2) Are there different effects of Playworks on school attendance for different subgroups of students, such as ethnic groups, genders, grade levels, or prior chronic absence status? and (3) Is there a difference in the effect of Playworks on absence for students in schools that have had the program for longer time?

Data Collection Procedures

These analyses would rely on individual-level administrative data from participating school districts. Two types of comparisons would be completed: (1) comparing Playworks schools to other schools within the same districts and (2) comparing over time student absenteeism within Playworks schools as they implement Playworks.

Using individual-level data, we will construct individual growth models that track improvements over time in student-level absenteeism at different levels, up to and including chronic absenteeism. These models will allow us to measure differences in both baseline absenteeism as well as changes in absenteeism over time that is attributable to Playworks. We will also be able to control for student background characteristics and prior absenteeism in these analyses. Although it will not be possible to show causal impacts with this analysis, we will be able to show patterns of relationship between Playworks implementation and student absenteeism.

Evaluation Results

The results of this proposed evaluation would allow Playworks to understand the impact our program has on attendance and chronic absenteeism within our schools. Increased attendance is a long-term outcome identified by Playworks on our Theory of Change. Positive results would allow Playworks to

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validate our TOC with our own data and leverage additional funding opportunities.

Researchers:

John Gardner Center for Youth and Their Communities at Stanford University is fully qualified to conduct the proposed research. Since 2000, the Gardner Center has helped create knowledge in communities that drive change and improve the lives of youth. They are a center devoted to rigorous research rooted in principles of community and youth development. The Gardner Center supported the randomized controlled trial conducted by Mathematica Policy Research and is familiar with Playworks programming. In addition, the Gardner Center has completed similar studies on chronic absenteeism in the California bay area and is strongly positioned to gather, analyze and report of the data.

Cost: \$50,000. Funded through the Robert Wood Johnson Foundation

Amendment Justification

N/A

Clarification Summary

a. Please respond to the following items in the Clarification Summary field of the narrative:

1) The Corporation's review of your 990 data indicates you may be struggling with raising enough funds to provide additional resources. Please provide additional information on how you are raising the additional revenue you need to operate the program.

Response:

We believe a review of our Form 990 may suggest that we had a deficit in 2012-13 due to a large three-year grant received in 2011-12 and the manner in which net assets are reported on Form 990. However, we did not run a deficit in 2012-13 in terms of unrestricted net assets and actually ran a surplus.

Playworks is not struggling to raise funds to provide additional resources, which can be seen in Part X of our Form 990 as described below.

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Explanation of Form 990

Below is an explanation for the appearance of a deficit shown on the summary page of our 2012-13 Form 990.

Playworks ended 2012-13 with an increase in unrestricted net assets, meaning that earned income and fundraising revenues (including unrestricted revenues and restricted revenues released from restriction) were greater than operating costs for the year. Part I of Playworks' Form 990 for 2012-13 indicates a deficit in total net assets (line 19); however, this includes both unrestricted and restricted net assets. Part X (line 27) shows that unrestricted net assets increased while restricted net assets decreased for the year.

Playworks received a three-year, \$8.5 million grant from the Robert Wood Johnson Foundation in 2011-12. Accounting standards required Playworks to recognize the entire grant as restricted revenue in 2011-12, even though the grant supported Playworks' program during the period 2012-13 through 2014-15. This grant represents the majority of the \$10 million in restricted net assets at the end of 2011-12, and much of this grant was released from restriction to support expenses in 2012-13. However, since the grant was previously recognized in 2011-12, release of this grant translates into decrease in total net assets on Part I of the 990 in 2012-13.

Plans for Raising Additional Revenue

Our original application provides details on how we will raise the matching funds for this grant, which includes school fees, foundation grants and corporate sponsorships.

To raise additional revenue needed to operate the program, we have robust fundraising strategies that have been proven effective over our seventeen year history and include foundation, corporate, and individual fundraising and are tailored to national funders and regional funding ecosystems.

We are currently in the middle of a multi-year growth capital campaign that to date has raised \$21.6 million to fund Playworks growth. We have also recently developed a number of new corporate partners and other sponsors, including General Mills, Disney, Indiana University Health, Hearst

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Foundation, and the Denver Broncos.

In addition, Playworks regional teams are specifically focused on building a strong individual donor base. This strategy includes a variety of efforts including in-person outreach to prospective donors, site visits at schools, social media campaigns and cultivation of donors by Executive Directors. Initial results of this strategy have been very promising with significant numbers of new donors joining the community this year.

Playworks is currently on track to finish 2013-14 with sufficient fundraising support so that, together with earned income and other revenue sources, we will break even or have a small surplus in unrestricted net assets.

2) Please explain why the proposed staffing level is needed for the number of members and the types of activities.

Response:

The Playworks staffing model proposed in the application is based on years of experience refining a very strong program design, successful program implementation, evidence-based impact, and inspiring member service opportunities in cities across the country. We believe our strong staffing model is important for our success.

In this application, we proposed placing AmeriCorps members in 13 different cities, with 9 members serving in each city. For each city we have included the equivalent of one full time Program Manager to directly supervise the 9 AmeriCorps members. This level of supervision is needed to ensure members develop the skills required to successfully implement the program through intensive training, feedback, site visits, goal setting and reviews. It also allows for community building and reflection activities to support members through a meaningful and inspiring year of service. Program Managers also work to develop strong school partnerships in the locations where members serve to ensure the best possible program implementation and positive experience for our members. In each city, one Program Director will dedicate 40% of his or her time to oversee the AmeriCorps program. This oversight includes direct supervision of the Program Managers, developing strong recruitment practices to identify potential members who are the best fit for our program, and creation and delivery

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of high quality engaging trainings to ensure strong member skill development. This level of member and program management ensures strong program implementation and allows members to cultivate a deep connection with the schools and students they serve and to develop strong professional skills to take with them after their year ends.

In addition to our highly successful program implementation, we have received positive feedback from other programs and state commissions for successful grant management and compliance. To ensure high-quality grant management and implementation, each region will also have a Program Associate dedicating 60% of his or her time to administration of the AmeriCorps grant. These activities will include oversight of member onboarding, background checks, timekeeping, enrollments and exits, data collection, member-motivation and appreciation activities, and support for volunteer recruitment and training. In addition to our city-specific staffing structure, we will have the equivalent of 1.4 AmeriCorps Program Managers located in our national office dedicated to grant oversight, management, and reporting. As detailed in our application, we have found that regular training, monthly meetings and support with each of our cities from our national office will ensure a high level of grant compliance, consistent data collection and progress reporting, and clear communication between program and finance staff with regard to financial reporting. We have often received requests to share our systems for grant management with other programs as best practices for ensuring compliance, and we believe the proposed structure for grant management will ensure strong grant administration and compliance with this grant.

3) How will the program ensure that existing services are not being duplicated and that school staff will not be displaced by AmeriCorps members?

Response:

Our program ensures that existing services are not duplicated and that school staff are not displaced by AmeriCorps members by providing a service that is otherwise not available to students in the communities we serve, and by having our AmeriCorps members work with existing school personnel, not in place of them. As part of our Memorandum of Understanding with the schools we serve, we require that school personnel assigned to playground duty to continue to perform those services. Our members work alongside required recess supervisors to implement our program, and are not allowed to be on the playground at recess alone, without the presence of the assigned recess supervisors. In

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addition, classroom teachers are required to be present during our class game time sessions, and members are not allowed to be with a classroom if the teacher is not present.

4) Bullying prevention is identified as a main program intervention. However, the bullying prevention training for members is not provided during member pre-service training. Please explain why this component of training is not provided during pre-service training.

Response:

It is the Playworks model as a whole that has been proven to reduce bullying. The specific "bullying prevention" training is only one piece of the overall curriculum on which we train our members that leads to a reduction in bullying. Our model addresses bullying systemically, throughout our program curriculum. Our core values of inclusion, respect, healthy play and healthy community are integrated throughout our trainings and curriculum. All of our trainings focus on creating an inclusive environment with behavioral norms and language that lead to a reduction in bullying.

During pre-service we focus our programmatic trainings on developing member skills needed to implement the Playworks model when they begin in their schools the following week. All of those trainings set the foundation for bullying prevention. For example, our "group management" training includes pro-active strategies for engaging students and deterring conflict. Members are also taught "inclusion through games," "inclusive play," and "communication with diverse populations," at pre-service where they learn to create a respectful and inclusive environment using positive language from the minute they start serving students at their designated schools. Finally, trainings such as, "conflict resolution" prepare members to manage conflicts with techniques they can pass on to students so students can begin managing conflicts among themselves as well. These training activities specifically include bullying scenarios that members address through role play as preparation for managing these situations in their schools.

Our goal is to ensure that members gain a fundamental understanding of the overall program and know how to create a welcoming and inclusive environment at their schools from day one. This allows them to set the tone for positive inclusive play among students for the whole school year. Once this foundation for success is established, we continue with our intensive training curriculum for members throughout the school year, including a training focused on "bullying prevention." We have

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found that laying the foundation for creating a positive, inclusive environment for all students from the first day of school is key to the success of our program and once that is established we are able to build on that foundation to address the topic of bullying prevention safely, explicitly, and more in-depth.

5) Please provide further evidence to demonstrate that the program interventions will lead to increased academic engagement, as defined in ED27. I identify the specific student behavior(s) and/or attitudes(s) listed in ED27 where the program will have a positive and significant change. In addition, please explain how the program plans to track the other student behaviors and attitudes to ensure that no other elements have worsened, as outlined in the Performance Measures Instructions.

Response:

Playworks intends to increase the academic engagement of students as defined ED27, and we will specifically track improved perspective on school climate, increased attachment to school, increased interest in school, and increased teacher-reported participation in class. Research from the U.S. Department of Education's Office of Safe and Healthy Students demonstrates that schools with strong school climates allow students to become more engaged in their classes and schools, therefore, boosting student achievement and closing the achievement gaps. The Playworks intervention follows a theory of change that indicates transforming a recess has impacts on the larger school climate, allowing for students to increase their academic engagement. Playworks intervention is an evidence-based approach that shifts the overall school climate. In a random controlled trial evaluation, Playworks was proven to impact students' feelings of safety at their schools--a key indicator of a positive school climate. In 2012-13 Playworks tracked the influence our intervention had on academic engagement as described in ED27 (improved perspective on school climate, increased attachment to school, increased interest in school and increased teacher-reported participation in class) in our national direct schools through a pre/post survey. The results were overwhelmingly positive in demonstrating the intervention created a shift in student attitudes. Pre/post surveys showed that 71% of students had an increase in their overall scores.

Playworks plans to add an additional question on the SACD post survey asking teachers about the other attitudes and behaviors listed in ED27 to ensure they did not worsen.

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6) Based on a review of your cost effectiveness section, it has been determined that your funding request did not make a compelling case for the proposed cost per MSY. Please consider decreasing your overall cost per MSY by revising the CNCS share of the proposed program budget or explaining why the proposed program is cost effective in terms other than what exists in the original application.

Response:

In preparing our original application, we carefully considered our proposed cost per MSY, and while we believe our program is very cost effective, we reduced it from the level where we were most recently funded through a national direct grant to our current proposal of \$12,800 per MSY. We believe that at this level our program is highly cost effective.

One method for measuring the cost effectiveness of a school climate intervention, which has broad impacts for all students, is to analyze the value of reclaimed instructional time that was formerly lost to results of a negative school climate.

The Robert Wood Johnson Foundation hired APA Consulting to determine the cost effectiveness of Playworks' program by comparing the costs of instructional time and the minutes of instructional time recovered through Playworks operating in schools. Specifically every instructional minute a teacher reclaims for learning because Playworks was operating is of value to the students in that classroom. The value of the reclaimed instructional minutes was provided by the consultants for nine of our proposed cities where data was available at the time of the analysis.

Using this analysis, we project that the schools where AmeriCorps members will serve will experience a savings of \$6.47m in reclaimed instructional minutes across every classroom. This savings compared with the budget of \$4.81m results in a 135% return on investment for this funding request.

This return is in addition to the other significant impacts the Playworks program has improving school climates and increasing academic engagement for students in the schools we serve.

7) Grant Start Date and Member Enrollment Period: Please review your desired grant award start date and member enrollment period start date in the Applicant Info section of your application. Please make any corrections necessary. It is not permitted for an applicant to re-submit with an earlier start

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date than previously submitted.

In the Clarification narrative field, please enter a statement confirming the desired grant award start and member enrollment period start. In the Clarification narrative field, please also confirm your desired grant award start date and member enrollment period start date.

Response:

Our desired grant award start date and member enrollment period start date is 8/1/14.

b. Sampling Clarification--Please respond to the following items in the Clarification Summary field of the narrative:

1) Specify the number of students participating in the program and provide a justification for sampling vs. measuring the whole beneficiary group. Provide the 1) Number of teachers 2) Number of classrooms (if different) 3) Number of eligible students in the population (e.g., Receiving the minimum acceptable to maximum dosage of the intervention).

Response:

In each school year of the grant, 49,400 students in 104 schools will participate in the Playworks program. Playworks utilizes a school-wide strategy to create safe and inclusive environments where students become academically engaged. Due to the large number of students participating, Playworks plans to utilize a sampling methodology to understand our impact on all students served. Our data is gathered by asking teachers to complete surveys about individual students in their class. It is not feasible to ask every teacher to complete surveys about each student in their class two times during the school year. This will impede on the amount of time teachers have for preparation and class time and reduce response rates. In addition, the personnel costs required to manage 49,400 surveys is prohibitive for our organization as we have to utilize paper surveys which require printing, collating and scanning results. Instead, using a strong sample frame, Playworks will will ask a sample of teachers to complete surveys for a random selection of students.

1. Number of teachers: 520

2. Number of classrooms: 520 (same as number of teachers)

3. Number of eligible students: 49,400

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2) Describe the population level characteristics (gender, race, age, free or reduced price lunch status)? How will you compare the sample to the population in order to test for bias?

Response:

Playworks collects information on the total percent of students eligible for free or reduced lunch, race and grade in school. This information is collected through published administrative data or from the school directly.

While Playworks knows this information about the larger population, we do not collect this information on each individual student surveyed and, therefore, do not know if the mean characteristics of our sample match the larger population characteristics.

However, in order to reduce sampling bias, Playworks utilizes a rigorous sampling plan that randomly selects teachers as well as students within each classroom, creating a stratified random sample across grade levels. The sampling plan reduces sample bias and can ensure extrapolation to the larger population. The full sampling plan can be found in sections b.3 and b.4.

3) Is Playworks selecting students from ALL teachers or are teachers also randomly sampled? If teachers are also sampled, what process is used to pull this sample? Are all teachers included in the sample? If so, are all of the teachers classes included or are classes sampled as well?

Response:

Playworks is selecting one teacher from each grade level (1st-5th grade) to complete surveys. Teachers are selected based on their last name. The teacher within each grade-level whose last name is closest to the letter A is selected to participate. The participating teacher will complete a survey on a random selection of students from their primary class. In elementary school, the teacher generally only has one class but, in cases where a teacher might have more than one class, they will be instructed to include students from their primary class only.

4) It appears that the sampling will occur through a random selection process. Please describe this process.

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Response:

Teachers are randomly selected to participate (see question b.3 above). Teachers are instructed to select a random sample of their students based on the size of their classes. Using the class roster, teachers identify 7 students based on the following process:

- For classes with 20 students or less, teachers select every third student until a total of 7 students are selected.
- For a class with 21-30 students, teachers select every fourth student until a total of 7 students are selected.
- For a class with 31 or more students, teachers select every fifth student until 7 students are selected.

This process allows us to cover the entire class in the sample frame and acquire the needed sample size.

5) Specify the minimum sample size for the selected confidence level (95%) and the process for generating this sample size.

Response:

The minimum sample size needed for a population of 49,400 with a 95% confidence level is 2,290. This number was generated using www.surveysystem.com which utilizes the standard formula for developing sample size sufficient to justify extrapolation to the larger population. The Sample Size Calculator is a public service of Creative Research Systems survey software. By entering the population size and the desired confidence level, the calculator determines the minimum sample size needed. The minimum sample size was verified by using www.raosoft.com which also has a public sample size calculator.

6) How will Playworks deal with low response rates or attrition?

Response:

Playworks implemented this survey using the same process (random sampling with teacher completion) in 2012-13, the last year of our most recent National Direct grant cycle. During this

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process we experienced a high response rate from teachers and a willingness to complete the survey on individual students. Program Managers discussed data collection needs with the principal prior to starting the school year, and members were instrumental in assisting with messaging to teachers about the importance of survey completion. In school year 2012-13, attrition of students was a little over 10%. We have built a 10% attrition rate into the targets for the current grant application.

c. Please make the following changes in the Performance Measures screens in eGrants:

1) You explained previous challenges with obtaining identification of high needs students. How do you plan to collect the appropriate data to ensure that students counted in ED2 satisfy the requirements, as described in the 2014 CNCS Performance Measures Instructions? Also, please identify how much time is required in order to complete the activity.

Response:

Challenges with obtaining identification of high needs students in the past was due to data collection activities related to a previous performance measure and a methodology we no longer use. Those challenges will not impact our data collection for the performance measure proposed in this application.

The following information has been added in the Performance Measures screen in eGrants and we have modified our target in accordance with this data collection process.

Students counted in ED2 will meet the requirements of a being enrolled in an elementary school with a majority of economically disadvantaged students. Playworks AmeriCorps members will serve students in schools where at least 50% of the student population is eligible for free and or reduced lunch. Playworks will get the percentage of students eligible for free and reduced lunch from administrative records published by the school district. If the percentages are not available publicly in the appropriate timeframe, Playworks will contact the school directly.

Students counted in ED2 will have completed the program, which is defined as enrollment in school for at least five months as determined by completion of both the fall and spring survey. Due to the large number of students served, Playworks will utilize the survey completion rate (pre and post) as a

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proxy for total students enrolled for five months. The total number of students will be determined by extrapolating the percent who complete the program to the total school population.

2) Though optional, you are encouraged to also track ED1, the number of students that enroll in the program.

Response:

We have added the performance measure ED1 in the Performance Measure section in eGrants.

d. Strategic Engagement Slots Clarification:

1) What percentage of your slots will be targeted to recruiting members with disabilities? What is your program's plan, if any, for outreach and recruitment of members of the disability community?

Response:

We do not have a designated percentage of slots targeted for recruiting members with disabilities. Our recruitment plan includes reaching out to diverse groups and encouraging applications from people who are from the communities we serve and who have the skills and desire to impact their community through our program. We openly welcome people of all abilities to apply to serve as an AmeriCorps member through Playworks.

Playworks is not requesting Strategic Engagement slots with this application.

e. Healthcare Clarification Items--Please respond to the following items in the Clarification Summary field of the narrative:

1) Please provide the name of the health insurance provider you are proposing to use to insure your AmeriCorps members.

Response:

The insurance provider we are using to insure our AmeriCorps members is Blue Shield.

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2) How did you select the provider? (for example, direct marketing ,through the Health Insurance Marketplace or other means)

Response:

We used a broker to assist us in choosing health care providers.

3) Does your proposed budget for member healthcare provide for Minimum Essential Coverage (MEC) coverage, as defined by the Affordable Care Act (ACA), for your full-time members?

Reponse:

Yes, our proposed budget for member healthcare provides for Minimum Essential Coverage as defined by the Affordable Care Act for our full-time members.

4) If not, what adjustment to your budget is necessary in order for you to provide Minimum Essential Coverage (MEC)?

Reponse:

Not applicable.

5) If you do not have enough information to answer question (4), please explain why not and/or what prevented you from being able to obtain the necessary information.

Response:

Not applicable.

f. MSY With No Program Funds Attached Clarification (No Cost MSYs):

Response:

Playworks is not requesting No Cost MSYs with this application.

UPDATE May 7, 2014: Playworks is requesting 3 No Cost MSYs. The Budget and Operating Sites sections have been updated accordingly. The number of MSYs listed in the Performance Measures

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section has been updated to allow for eGrants submission, but targets have not been changed.

UPDATE May 15, 2014: The number of MSYs and match amounts have been updated in the Executive Summary, and the number of MSYs and target values have been updated in the Performance Measures.

Continuation Changes

N/A

Grant Characteristics