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Executive Summary

The California Children and Families Foundation (CCAFF) and Prevent Child Abuse California (PCACA) propose to continue First 5 Service Corps with 127 AmeriCorps members who will provide school readiness services to economically disadvantaged children ages 2 to 5 years in 15 California counties of Alameda, Calaveras, Colusa, Fresno, Glenn, Madera, Mendocino, Nevada, Orange, San Bernardino, San Mateo, Santa Cruz, Tehama, Tuolumne, and Ventura. At the end of the first program year, 1920 children will demonstrate gains in school readiness in social emotional development; 1245 children will demonstrate gains in school readiness in literacy skills; and 1000 children will demonstrate gains in numeracy skills. AmeriCorps members will leverage an additional 635 volunteers to support school readiness services. This program will focus on the CNCS focus area of Education. The CNCS investment of \$1,137,383 will be matched with \$1,633,409 in public and private funding.

Rationale and Approach/Program Design

B1. PROGRAM DESIGN: PROBLEM/NEED: Children who enter school behind are typically doomed to stay behind in school, employment, and earning capacity; they are more likely to drop out of school, become teen parents, and enter the juvenile justice system (Brookings Institute, 2012; National School Readiness Indicators Initiative, 2005). Their lack of prosperity impacts everyone, including the children they bring into disadvantaged homes to repeat the cycle. Children from low-socioeconomic status, ethnic and language minority backgrounds are at particularly high risk for academic failure (National Assessment of Educational Progress, 2003). Pre-kindergarten, the average cognitive scores for children living above the poverty line is 60% higher than those of our poorest children (Child Trends, 2010). The situation worsens over time: by third grade, 80% of low-income children, more than 80% of black and Latino children, and 93% of English language learners are not reading at grade level (Child Trends, 2014). Substantial research indicates that high quality early childhood education is critical for economically disadvantaged children and those from ethnic and language minority backgrounds. It acts as the great equalizer with their more ready peers by helping them develop the pre-literacy, early math, and social emotional (like paying attention) skills they need to succeed later (RAND, 2007; earlyedgecalifornia.org, 2014).

California is home to over 3 million children age 5 and under, 25% who live in low-income (under 200% poverty level) working families (kidsdata.org, 2013). Yet, publicly funded early childhood education programs can only serve about half of eligible 3 and 4 year olds (RAND, 2009). Since 2008,

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California cut over \$1 billion from child care and preschool resulting in a loss of 30,000 preschool slots for children who need it most (earlyedgecalifornia.org, 2014)

First 5 Service Corps (F5SC) will provide a high quality early childhood education experience to economically disadvantaged children as well those from diverse ethnic and language backgrounds, most of whom would otherwise have NO early childhood education experience available. In addition to early childhood education, parent engagement is vital in helping children acquire competencies for academic achievement (National Center for Children in Poverty, 2013). F5SC will engage parents in their child's education, improving the child's school readiness and family literacy behaviors linked to school success.

F5SC will serve 15 California counties where community need is prevalent and severe. One third of the F5SC counties' child population is age 5 and under, 30% of children live in low-income working families; and 30% to 46% of children 3 to 5 years old are not enrolled in preschool or kindergarten. In 24 of 50 F5SC school districts the percent of children eligible to receive free and reduced meals exceeds the state rate of 58%; 19 communities exceed 70% and three as high as 91%. F5SC counties' racial/ethnic child population is: 50% Hispanic/Latino, 27% White, 12% Asian, and 5% African American. F5SC school districts report 87% of English language learners speak Spanish, 5% Vietnamese, 2% Hmong, 6% Other (kidsdata.org, 2014). F5SC members are a linguistic/cultural match with 55% Hispanic/Latino, 29% White, 8% Asian, and 8% African American.

The dire need is reflected in later academic achievement. In 10 F5SC counties the percentage of students scoring proficient or higher on the English Language Arts California Standards Test (CST) did not meet the state's low rate of 45%. Of those scoring proficient one-third were economically disadvantaged. 32% of students scored proficient on the Algebra 1 CST; one-quarter were economically disadvantaged. In 10 counties, high school dropout rates meet or exceed the state rate of 13%, with rates approaching 34% in some counties (kidsdata.org, 2013).

Appropriate beneficiaries will be selected to receive program services. Children will be screened for family income and access to other early childhood education programs to ensure that they meet the criteria of disadvantaged and have no other program available to them.

B2. THEORY OF CHANGE AND LOGIC MODEL

NEED: Research indicates a child's early development of social emotional/literacy/numeracy skills are critical for school success. Economically disadvantaged children are most at-risk for academic failure as they lack access to linguistic/cultural quality early childhood education programs. Low-income parents lack resources to play critical roles in their child's school success.

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INTERVENTION: AmeriCorps members provide economically disadvantaged children 35 hours of social emotional/literacy/numeracy school readiness activities based on a child's need. Using Teaching Strategies GOLD, its aligned activities and curricula, members instruct children for at least 8 weeks in 10 proven school readiness objectives. Members provide parents 5 one-hour Raising A Reader (RAR) family literacy workshops in 8 weeks and literature for at-home use.

OUTCOME: Children demonstrate gains in social emotional, literacy, and numeracy skills and are better prepared to succeed in school. Their parents report improved family literacy habits and are more engaged in their child's education.

F5SC's proposed intervention is Response to Intervention (RTI) a "framework supporting differentiating instructional interventions for students based on their individual need.", (US Department of Education, 2008) and adopted in 2011 by California Department of Education. RTI's benefit "in early childhood is the ability to provide key social emotional and early literacy experiences for children who lack these experiences" (Greenwood, et al, 2011). In alignment with RTI, members implement F5SC's four core components: 1) Teaching Strategies GOLD's (GOLD) evidenced based assessment tool, administered to each child at the onset of service to identify needs and re-administered often to monitor progress/make adjustments; 2) individualized Early Education Plan for each child based on need and research-based curriculum (Creative Curriculum, HighScope and Reading Corps' SEEDS of Early Learning) and activities that align with their school districts' K-6 curriculum; 3) services provided in classroom, small groups, and one-on-one; and 4) parents engaged in their child's development through RAR workshops, parent/child interaction modeled by members, and family literacy materials.

F5SC's intervention will result in proposed outcomes because: 1) extensive studies support that show children who receive early education are ready to succeed in elementary school (Shonkoff & Phillips, 2000; Zill & Resnick, 2006); 2) it is validated by the long-standing positive effect early intervention programs have on a child's cognitive development (National Scientific Council on Developing Child, 2007); 3) member to child ratio is 1:4 allowing for small group instruction known to be effective (Coleman, Roth, and West, 2009); 4) activities come from GOLD augmented with curricula specific to the community served; and 5) it is based on RTI's framework, RAR, and F5SC's 2012/14 AmeriCorps cycle Independent Evaluation studies.

135 members (77/1700 & 58/900 hours), serving as School Readiness Instructors at 21 F5SC sites, assess 2650 economically disadvantaged children, within 5 hours of service onset, using GOLD's research-based predictors of school success. GOLD enhances the member's ability to provide more

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effective and targeted child interactions and generates activities that form the child's Early Education Plan. In working with each child, members continuously assess his/her strengths/needs/interests. The plan provides at least 35 hours during 8 weeks of early education activities in 10 proven school readiness objectives that promote phonological awareness, letter naming, rhyming, spatial and shape concepts, and self-regulation. Members deliver activities in classroom (18-25 children), small group (2-5 children), and/or one-on-one settings. Dosage is extended based on need. Activities last 15 minutes with repeat rotation between classroom/small groups during multiple hour sessions. Classroom activities, or "circle time," instruct children on school readiness themes (sequencing, letters, read aloud, music/movement, and number of the day). Small group activities (arts/crafts, counting numbers, matching letters, and nursery rhymes) reinforce lessons provided during "circle time" and further develop a child's skills through intentional exploration. One-on-one activities (numeracy games, reading together, and identifying expressions) target a child's unmet developmental milestones.

F5SC's intervention will be enhanced by a parent engagement component in response to F5SC's 2012/14 Evaluation citing "meaningful parental engagement and at-home literature are effective to achieve improved school readiness." Strong research findings support a parent's key role in the important area of early literacy (Annie Casey, Kids Count 2010). F5SC will use RAR evidence-based model that promotes improved literacy activities at home. It builds on F5SC's practice of members modeling positive parent-child interaction during parents' classroom participation. RAR fits F5SC's intervention because it focuses on the role parents play in language/literacy development, is designed to enhance existing early childhood programs, and is applicable across a variety of settings (Walker, et al Child Trends 2014).

F5SC's members deliver family literacy activities to 800 parents via 5 one-hour/8 week workshops teaching parents the importance of/techniques for book sharing with their child. Parents receive weekly a red bag with culturally/linguistically appropriate books/DVDs. At home they read to their child for 20 minutes/3 times per week to develop literacy routines. Members track/monitor parents' continuity in literacy behaviors and connect them to libraries/school readiness resources. F5SC is supported by 810 ongoing and one-time parent and community volunteers who contribute 2544 hours in outreach, preparing school readiness activities, National Service Days, and training parents on child development topics.

To better understand a member's typical day: 8:00-8:30am supervisor check-in/lesson preparation; 8:30-11:30am classroom/small group/one-on-one activities with children/parents; 11:30am -

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12:00pm RAR workshops; 12:00--12:30pm lunch time not counted as hours; 12:30--3:30pm classroom/small group/one-on-one activities; 3:30 -4:00 pm RAR workshops; 4:00--4:30pm document observations, develop Early Education Plans, prepare for next day and meet for supervision. A 900 hour member's day has one less session.

NATIONAL PERFORMANCE MEASURES & APPLICANT DETERMINED OUTCOMES (ADO):

ED20: 2650 economically disadvantaged children will start in a CNCS supported early childhood education program. ED21: 2120 economically disadvantaged children will complete a CNCS-supported early childhood education program. ED23: 1245 children will demonstrate gains in school readiness in terms of social emotional development. ED24: 1325 children will demonstrate gains in school readiness in literacy skills. ED25: 1037 children will demonstrate gains in numeracy skills.

ADO: 1484 of 2120 economically disadvantaged children who complete 35 hours of school readiness education will meet age appropriate school readiness milestones in one or more areas that they had not initially met. ADO for PARENTS: 480 parents will receive 5 hours of RAR literacy training. 336 of 480 parents who complete 5 hours of family literacy workshops demonstrate improved family literacy behaviors. 530 volunteers will contribute 2544 hours to support school readiness.

B3. EVIDENCE BASE: Extensive evidence from numerous studies confirms that F5SC's desired Theory of Change outcomes will be met placing it in CNCS' "Moderate evidence" tier. Specifically, F5SC's Theory of Change emanates from two well-designed matched comparison group studies and one comparative study included herein: A) F5SC's Independent Quasi-experimental Evaluation of the 2012/14 AmeriCorps cycle; B) Raising A Reader's (RAR) 2014 W.K. Kellogg Foundation Experimental Study; and C) Teaching Strategies GOLD 2012 Growth Norms Technical Summary.

A. F5SC's Quasi-experimental Evaluation of the 2012/14 AmeriCorps cycle was conducted by Davis Consultant Network (DCN), using programs in Orange and Santa Cruz Counties. Pre/post analysis of GOLD Assessment scores showed increases in skills for literacy, numeracy, and social emotional significant at 99%. A quasi-experimental analysis of Orange County services compared the GOLD Assessment scores for a group of 206 children who had received services with a control group of 145 who had not received services and found "accounting for the contribution of age, language, gender and maternal education, children who participated demonstrated better literacy, numeracy and social emotional skills than like-children that had not participated." The findings of the quasi-experimental study are statistically significant at 99%. (First 5 Service Corps Project Evaluation, 2014).

B. F5SC will adhere to RAR's Five Workshop Model studied by W.K. Kellogg Foundation in 2014 for which a randomized controlled trial compared 228 families participating in RAR and a control group

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of 124 who had no RAR exposure. Utilizing rigorous pre/post skills assessment, the study found strong evidence significant at 90% of RAR's impact on receptive vocabulary, expressive grammar, and memory for sentences (Child Trends, 2014).

C. F5SC utilizes Teaching Strategies GOLD assessment to measure children's gains. The 2012 Growth Norms Technical Summary found that GOLD is a "valid and reliable measure of child growth and development." The "nationally representative" kindergarten norm sample of 4155 children validated that teachers can use GOLD results to compare a child's scores with those of a large national sample of children and individualize activities that improve a child's success in kindergarten (Growth Norms Technical Summary, Teaching Strategies GOLD, 2012).

B4. NOTICE PRIORITY: F5SC aligns with the National Service Funding Priority of Education. The program's interventions improve school readiness for economically disadvantaged young children. In particular, F5SC will improve the literacy, math and social emotional skills of children ages 2-5 throughout California. Early learning is the foundation of all later academic achievement. Economically disadvantaged children who access a high quality early learning experience do better in school and in life. Members improve educational outcomes by instructing children and families on the importance of letter recognition, phonological awareness, spatial concepts, number concepts, self-regulation, and a host of other necessary skills.

B5. MEMBER TRAINING: PCACA is committed to providing every member a powerful service experience. Per F5SC's 2012-14 AmeriCorps cycle evaluation, 74% of members rate F5SC trainings "Excellent" or "Good" F5SC will provide 210 hours training per member, preparing them for effective service. Members attend AmeriCorps Orientation, Core Training, Ongoing Training and National Service Days. ORIENTATION: Conducted by PCACA in Northern and Southern California (40 hrs/5 days) and F5SC service sites (40 hours/5 days): history of National Service; member benefits; code of conduct; policies/procedures, including prohibited/unawarded activities; member contract; performance measures, timekeeping and orientation to the site and community. CORE TRAINING: Online and conducted by PCACA (54hrs/9 days): child development, family engagement, mandated child abuse reporting, administering assessments, data collection, social emotional and cognitive development, Leadership, Active Citizens, and Life After AmeriCorps. ONGOING TRAINING: PCACA Webinars and Site conducted (min 52 hrs/Ongoing): training from site, 1 hour per week of supervision, monthly member webinars, one-on-one coaching and consultation with the supervisor. Monthly webinars provide program updates and training and reviews requirements, including prohibited activities. NATIONAL SERVICE DAYS: (24 hrs/4 days): Make a Difference Day, Martin

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Luther King Day, Cesar Chavez Day, and AmeriCorps Week.

Members and volunteers are trained on prohibited/unawarded activities during Orientation, webinars, site visits, and weekly supervision. Monitoring of prohibited/ unawarded activities occurs during monthly webinars, site visits, and calls. PCACA ensures training quality by distributing training evaluations, collecting members' and supervisors' feedback via surveys, and through annual independent evaluation, making training adjustments as needed.

B6. MEMBER SUPERVISION: F5SC is often one of our members' first professional experiences; we ensure members receive support and guidance. Supervisors are qualified Early Childhood Educators (ECE) with a minimum of 4 years experience and 2 years supervision. The supervisor to member ratio is 1:4. Supervisors are required to: 1) provide at least one hour per week individual supervision per member to answer questions and oversee the quality of service; 2) have an open door policy to provide support; 3) provide shadowing experiences with returning members and staff; and 4) complete member performance evaluations three times per term.

Supervisors are thoroughly trained in AmeriCorps and program regulations, priorities, and expectations by: 1) 100% F5SC Project Manager available daily via email and telephone; 2) annual supervisors conference to review program manual, AmeriCorps regulations, recruitment/ retention best practices, training, and performance measures; 3) monthly supervisor technical assistance calls on data collection, evaluation, and supervision strategies; 4) annual site visits; and 5) training on prohibited/unawarded activities. PCACA monitors the quality of supervision through monthly member webinar calls, annual site visits, availability of Project Manager to members, and reviewing members' timesheet for recording of weekly supervision.

B7. MEMBER EXPERIENCE: F5SC builds the field of early childhood educators committed to service. F5SC helps members succeed in future careers by: 1) updates to training curricula to keep current; 2) mentoring from ECE experienced supervisors; 3) training certificates; 4) Life After AmeriCorps; 5) collaboration with community partners for future employment. Per F5SC's 2012/14 AmeriCorps cycle evaluation, 89% of prior members said the opportunity for personal growth was "Excellent" or "Good" and 95% of members reported a feeling of accomplishment from "Excellent" or "Good." Opportunities for reflection include: National Service Days, member webinars, "Member of the Month" on PCACA's members' website. Members reflect on service during trainings, supervision, and in twice yearly written success stories.

PCACA administers 4 AmeriCorps programs, a Statewide VISTA project and has relationships with other National Service entities including NCCC (Sacramento Campus), Jumpstart for Young

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Children, and AmeriCorps ALUMS. F5SC members have opportunities to build esprit de corps, service ethic and citizenship with members from other programs through joint trainings and service projects. This is enhanced by Active Citizens, Leadership, and History of National Service trainings and members' attendance at First 5 Commission and community meetings.

For 2014/2015, 93% of the members are California residents; many were service community residents. Recruitment focuses on applicants who match the linguistic, social, and cultural backgrounds of the beneficiaries. Service sites promote service listings through community bulletin boards, local listservs, presentations at local schools, and outreach at local events.

B8. COMMITMENT TO AMERICORPS IDENTIFICATION: F5SC is committed to branding national service and is in compliance with AmeriCorps Grant Provisions, "IV.B. Affiliation with the AmeriCorps National Service Network." F5SC public materials (manuals, websites, materials, etc) include AmeriCorps name and logo. Members are required to wear gear with AmeriCorps logo during service. Partner MOUs state F5SC is an AmeriCorps program and members are the resource provided. F5SC's AmeriCorps website links service sites to the Media Kit materials at www.nationalservice.gov. PCACA approves partner publicity releases. Service site adherence is monitored through monthly calls and site visits. F5SC's pro bono public relations firm produced "AmeriCorps is Working," a Silver National Telly Awards winner.

Organizational Capability

C1. ORGANIZATIONAL CAPABILITY: ORGANIZATIONAL BACKGROUND AND STAFFING: CCAFF and PCACA have extensive experience successfully operating AmeriCorps programs. Over a decade ago we partnered, based on our respective strengths and shared vision, to implement F5SC to engage AmeriCorps members in improving school readiness for economically disadvantaged children. The partnership provides strong management, accountability, and ongoing improvement to ensure a high quality program in full compliance.

Established in 2001, CCAFF is the only statewide non-profit focused on all early childhood development areas of health, family support and early education. CCAFF's mission is to promote, support, and improve the health and early development of children ages 0-5 through technical assistance to First 5 commissions in all 58 California counties. CCAFF is uniquely positioned to advance programs that integrate early childhood systems through partnerships with governmental, non-profit, foundations and business allies. Technical efforts focus on promoting and implementing evidence-based programs in California's diverse counties. First 5 commissions were established by Proposition 10 in 1998, which levied a 50-cent/pack tax on tobacco products to improve early

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learning, health, and family strengthening, for children ages 0-5. 20% of the revenues go to First 5 California; the remainder (approximately \$400 million annually) goes to the 58 county commissions based on birthrate.

CCAFF's Board is composed of 15 county commission executive directors. State Statute requires First 5 commissions to identify the needs of young children and their families, adopt a strategic plan to meet the needs, and measure outcomes of its efforts. Commissions meet rigorous auditing standards by the State Controller's Office. CCAFF and its sister organization, the First 5 Association of California are subject to consolidated audited financial statements. In the last 6 years, CCAFF was awarded \$5.6 million in AmeriCorps grants. CCAFF and its partner organization have managed nearly \$10 million over the past 5 years from the David and Lucile Packard Foundation, The California Endowment, First 5 California, and CaliforniaVolunteers.

Established in 1999 as a 501(c)(3), PCACA is the state chapter of Prevent Child Abuse America and the only statewide nonprofit with the mission to prevent child abuse and neglect. PCACA implements evidence-based programs, coordinates family strengthening efforts, and provides training and technical assistance. It is one of five organizations of the Child Abuse Prevention Center (The Center), dedicated to protecting children and building healthy families. The Center coordinates with over 300 agencies, has launched 20+ family support programs, administers 15+ collaboratives, and annually trains 400 AmeriCorps members and staff. The Center has more than three decades experience planning, implementing, and evaluating programs. Since 1994 national service has been critical to The Center's mission.

PCACA administers 2 of The Center's 4 competitively funded AmeriCorps programs. The Center's federal grants management capacity is demonstrated by AmeriCorps awards of more than \$19 million for the past 12 years. The programs/funding years are: Birth & Beyond (2002), Child Welfare System Improvement (2004), Youth Investment Center (2004) and F5SC (2002).

PCACA has up to 17 years experience administering AmeriCorps federal grants. A well-defined management structure supports F5SC: CCAFF's 2 person team, PCACA's 9 person team, and 15 First 5 Commissions sponsoring 21 service sites. All are integrated with well-defined roles: 1) CCAFF selects participating commissions and oversees PCACA; 2) PCACA performs administrative, program, evaluation, compliance, and fiscal functions and oversees commissions and sites; 3) commissions monitor sites and supervisors, review data and report to PCACA and; 4) sites run day-to-day operations. CCAFF and PCACA experienced staff include:

-CCAFF Executive Director (ED) Moira Kenney Ph.D. (not charged to grant) 9 years CCAFF

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experience, 2 years as ED. She launched California's first universal preschool program. Her focus is evidenced-based programs. She is F5SC liaison and conducts PCACA oversight.

-CCAFF Deputy Director Elinor Mattern (not charged to grant) has 12 years non-profit management/programs experience and assists Dr. Kenney as liaison and PCACA oversight.

-PCACA President/CEO 6% Sheila Boxley MPA, 17 years as CEO, expanded AmeriCorps programs from 1 to 4 and serves on the Voices for National Service Steering Committee. She is CCAFF liaison giving partner development/program direction.

-PCACA Chief Program Officer 10% Stephanie Biegler BS, 16 years AmeriCorps experience. She directs/oversees staff, F5SC implementation, compliance, evaluation, and expenditures.

-PCACA Program Manager 21.75% Sara Fung MS, with 15 years federal/local grants experience, manages/coordinates/monitors programs and supervises AmeriCorps staff.

-PCACA F5SC Project Manager 100% Ian Hadley BS, has managed the F5SC day-to-day operations for 7 years, is an AmeriCorps Alum, and has 13 years experience in social services.

-PCACA Program Compliance Facilitator 40% Jim Previte has been in this role for 11 years. He ensures/monitors compliance with AmeriCorps regulations and benefits.

-PCACA Program Support 100% Laura Linza, has 1 year experience providing AmeriCorps support for member enrollment/exit, file management, data entry and training coordination.

-PCACA Training Manager 42% Demetrius Stone BA, has 3 years training experience. He delivers AmeriCorps trainings, develops curricula, and conducts assessments.

-PCACA Early Childhood Education Specialist 21% Kalyca Seabrook, former AmeriCorps member, 4 years' as a home visitor and child development trainer, lead for RAR and GOLD.

-CFO Lori Divine (not charged to grant) has 30+ years' experience in federal cost accounting, cost allocation methodologies, expenditures, and ensuring compliance with federal regulations.

CCAFF and PCACA have systems to ensure appropriate investment of public funds. Internal management structure: 1) policies/procedures for member compliance such as pre-enrollment eligibility, criminal history checks, performance evaluations, terminations, and benefits; 2) internal controls with separation of duties, audit trails, and program compliance/financial transaction review; 3) twice-year member file compliance review; 4) fully compliant electronic functional timekeeping system recorded after the fact and certified by member, supervisors and staff; 5) multi-site monitoring for training, checks/balances, and evaluation; 6) annual partner conference and monthly webinars; 7) strong program/fiscal team connection to ensure compliance in OMB Circulars A-122 and A-133 and Code of Federal Regulations; 8) process for timely/accurate submission of reports; 9) accounting

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policies including Cost Accounting, Labor Distribution, Timekeeping, Subcontract Cost Surveillance, and Procurement; and 10) Blackbaud software to capture costs by grant, indirect costs pools, and to segregate unallowable costs.

F5SC, as part of First 5, is mandated to engage community members, partner agencies, and First 5 commissions in planning/implementing programs. Statute requires commissions to fund programs in accordance with publicly-developed strategic plans to meet needs of children ages 0-5 and their families. The process includes extensive input from target populations, coordinating with other early childhood stakeholders, and partnerships with funders to ensure leveraging where possible. F5SC commissions identified school readiness goals in their strategic plan and worked with local partners (parents, school districts, family support agencies, Head Starts, etc.) to ensure that F5SC is fully integrated into their school readiness strategic plan outcomes.

C2. COMPLIANCE AND ACCOUNTABILITY: CCAFF and PCACA have strong program and fiscal systems. Program systems: 1) 100% F5SC Project Manager liaison to CCAFF, partners, service sites, and members daily via emails, phone calls; 2) 40% AmeriCorps Compliance Facilitator monitors eligibility documentation, FBI/DOJ/NSOPW clearance, timesheets, member file compliance, and exits; 3) partner contracts including CFR, Provisions, Assurances, and Performance Measures; 4) supervisor and member handbooks detailing enrollment, prohibited/unawarded activities, performance evaluations, progressive discipline, exits, and terminations; 5) member orientation, training, and annual partner/site conference to review rules/regulations; 6) monthly program status and technical assistance webinars with members, partners, sites; 7) at least one compliance site visit annually; 8) ongoing data collection; 9) monthly analysis reviews with CCAFF and partners; 10) regular communication with CV and CNCS; and 11) utilizing National Service Knowledge Network.

Fiscal systems: 1) pre-contracting risk assessment certifying non-federal match funds, audit, labor certification, concurrence; 2) monthly budget to actual reports; 3) monthly reports to CCAFF listing expenditures, revenues, and balances; 4) monthly reports to CCAFF and quarterly meetings with PCACA's fiscal staff; 5) quarterly fiscal reports to CCAFF and PCACA Boards; and 6) CFO review to ensure costs are correctly allocated, allowable, necessary, and reasonable.

As per 45 CFR §2522.450, sites are selected by need, ability to recruit members, non-Federal match, access to beneficiaries, model fidelity, non-duplicated services, and performance measure outcomes. CCAFF and PCACA continually assess sites' compliance with CNCS requirements, community support, and commitment to national service. F5SC has multiple processes to oversee multi-site programs including policies/procedures, extensive partner/site training, checks and balances,

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evaluation, and monitoring of partners/sites, supervisors, members, and volunteers. If risk/non-compliance is detected, F5SC reacts promptly with a 7-step Corrective Action Process: 1) notify partner in writing reason for Corrective Action; 2) notify/update CV; 3) partner develops Action Plan and timeline to correct non-compliance; 4) PCACA and partner meet to discuss corrective action; 5) PCACA reviews/approves partner Action Plan; 6) PCACA validates corrective action implemented; and 7) PCCA notifies partner Corrective Action completed.

C3. PAST PERFORMANCE: F5SC's strong evaluation and history of exceeding Performance Measure (PM) targets are evidence proposed targets will be met. In 11/12 thru 13/14 F5SC exceeded 8 of 10 PM targets. PRIMARY PM OUTPUTS: NPM ED 20: 10,093 children started F5SC (130% of 7767 target). PRIMARY PM OUTCOMES: NPM ED21: 6097 children completed F5SC (119% of 5128 target). NPM ED23: 3057 demonstrated gains in social emotional development (115% of 2648 target). NPM ED24: 3177 demonstrated gains in literacy skills (108% of 2940 target). NPM ED25: 2214 demonstrated gains in numeracy skills (98% of 2266 target). F5SC will expand math concepts in its 2015/16 interventions to achieve this target. ADO: 683 children entering kindergarten will be school ready (136% of 502 target). ADO: 2752 children not-entering kindergarten will meet age appropriate milestones (114% of 2422 target). Member Development: 175 members increased skills by 10% (96% of 182 target). Target not met due to enrolling 94% of members. Community Strengthening: 2096 (1344 one-time/752 ongoing) volunteers served 7512 hours (167% of 998 one-time/258 ongoing volunteers target and 140% of 5369 target hours). F5SC's evaluation documents children who participated in F5SC demonstrated better literacy, numeracy and social emotional skills than like-children that had not participated. Enrollment: F5SC enrolled 90% of slots (88 of 98) in 13/14. 10 slots were unexpectedly unfilled by First 5 Santa Cruz and new partners were recruited to fill the slots. To date, F5SC has enrolled 92% (97 of 105) of 14/15 members with remaining slots enrolled by March 2015. Retention: F5SC retained 90% (79 of 88) of 13/14 members. 4 members' personal circumstances did not qualify for partial education award per 45 CFR §2522.230, 4 left for employment, and 1 was terminated for cause. Retention strategies are: 1) rigorous member selection and recruitment, 2) ongoing partner and member check-ins, 3) member recognition including "Member of the Month", and 4) annual review of partner retention with plans for improvement. Compliance: Five 13/14 F5SC members were exited after 30 day deadline: 3 members' exit dates were within 30 days, their exits were reopened, one at the request of CNCS, and currently show the later reopen date; and 2 members exited after 30 days due to partner miscommunication and late delivery of exit paperwork. F5SC recently hired a Program Support Coordinator who tracks 30 Day

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Enrolment/Exit deadlines and sends weekly reminder emails to sites regarding upcoming 30 Day deadlines. The start/end dates for this proposal do not overlap with F5SC's current program's contracted dates.

Cost Effectiveness and Budget Adequacy

D1. COST EFFECTIVENESS: F5SC has demonstrated sustainability by a low cost per MSY and decreased reliance on federal funds. The proposed cost per MSY is \$372 less than the current program, making it extremely competitive given scope of services and populations. The federal share of total costs is 41.10% and grantee share 58.90%, significantly greater than requirements of 50% and 57.68% match for the 12/13-14/15 cycle. The total match is \$1,762,323 non-federal, an increase of \$279,334 from FY14/15. F5SC's reliance on federal funds decreased as partner match increased. F5SC commissions secure funding to meet non-CNCS match requirements, the majority of which come from local Proposition 10 funds and leveraged from sources such as philanthropic and school districts. Each commission joins F5SC only after securing necessary funds through a strategic planning process. CCAFF works with each commission to advise the funding allocation process. Commissions provide significant management and fiscal in-kind support. They are required by state statute to develop, with public input, long-term financial plans that ensure the financial stability of programs and investments.

D2. BUDGET ADEQUACY: CCAFF and PCACA's proven budget expertise is evidenced by over a decade administering F5SC and securing grantee share funds. F5SC's Grantee Share partner cash match of \$1,762,323 is secure and ensures the program is fiscally feasible. The proposed budget supports F5SC in a cost effective manner covering costs for member living allowances, administration, training, evaluation, and operations. F5SC is supported by training, activities, and other program costs which allows for recruitment of highly skilled AmeriCorps members. Staff and members receive DOJ/FBI/NSOPW checks, all of which are reflected in the budget. Costs for an independent evaluation will assess the extent to which F5SC achieves its long term outcomes, continuously improves, and can leverage funds due to strong outcomes. First 5 commissions invest over \$400 million to support their strategic goals. Since each county commission is a local government organization, independent of the others, F5SC's match commitment is not entirely dependent on any one funding source. F5SC match funds are from the California Children and Families Trust Fund derived from the state levied 50-cent/pack tax on tobacco products ensuring an ongoing non-federal source of grantee share funds.

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Evaluation Summary or Plan

I. INTRODUCTION: The California Children and Families Foundation and Prevent Child Abuse California propose to continue the First 5 Service Corps program (F5SC) with 135 AmeriCorps members providing school readiness services to economically disadvantaged children ages 2 to 5 years in fifteen California counties.

II. PROGRAM BACKGROUND:

NEED: Children who enter school behind stay behind in school, career, and earning capacity. They are more likely to drop out of school, become teen parents, and enter the juvenile justice system. Children of low-socioeconomic status, ethnic and language minority backgrounds are at high risk for academic failure. Pre- kindergarten, the average cognitive scores for children living above the poverty line is 60% higher than those of our poorest children. By the end of third grade, 80% of low-income children, more than 80% of black and Latino children, and 93% of English language learners are not reading at grade level.

THEORY OF CHANGE AND RESEARCH EVIDENCE - NEED: Research indicates a child's early development of social emotional, literacy and numeracy skills are critical for school success.

INTERVENTION: AmeriCorps members will provide economically disadvantaged children with school readiness activities based on individual need. Members will provide to parents family literacy workshops and children's literature for at-home use.

OUTCOME: Children demonstrate gains in social emotional, literacy, and numeracy skills and are better prepared to succeed in school. Their parents report improved family literacy habits and are more engaged in their child's education.

F5SC's proposed intervention is Response to Intervention (RTI), a framework supporting differentiating instructional interventions for students based on their individual need. In alignment with RTI, members will implement F5SC's core components: 1) Teaching Strategies GOLD's (GOLD) evidenced based assessment tool, administered to each child at the onset of service to identify needs and re-administered periodically to monitor progress and make adjustments; 2) an Early Education

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Plan, developed for each child based on the GOLD assessment; 3) services provided in three modalities: classroom, small groups, and one-on-one; and 4) parents engaged in their child's development through Raising A Reader (RAR) workshops.

NATIONAL PERFORMANCE MEASURES - ED20: 2650 economically disadvantaged children will start in a CNCS supported early childhood education program. ED21: 2120 economically disadvantaged children will complete a CNCS-supported early childhood education program. ED23: 1245 children will demonstrate gains in school readiness in social emotional development. ED24: 1325 children will demonstrate gains in school readiness in literacy skills. ED25: 1037 children will demonstrate gains in numeracy skills.

APPLICANT DETERMINED OUTPUTS: 480 parents will receive 5 hours of RAR literacy education. 810 volunteers will contribute 2544 hours to support school readiness activities.

APPLICANT DETERMINE OUTCOMES: 1484 of 2120 economically disadvantaged children who complete 35 hours of school readiness education will meet age appropriate school readiness milestones in one or more areas that they had not initially met. 336 of 480 parents who complete 5 hours of family literacy workshop demonstrate improved family literacy behaviors.

EVIDENCE BASE: Extensive evidence from numerous studies confirms that F5SC's desired Theory of Change outcomes will be met placing it in CNCS' "Moderate evidence" tier. F5SC's Theory of Change emanates from two well-designed matched comparison group studies and one comparative study: A) F5SC's Independent Quasi-experimental Evaluation of the 2012/14 AmeriCorps cycle; B) Raising A Reader's 2014 W.K. Kellogg Foundation Experimental Study; and C) Teaching Strategies GOLD 2012 Growth Norms Technical Summary.

F5SC's 2012/14 Quasi-experimental Evaluation was conducted by Davis Consultant Network, using programs in Orange and Santa Cruz Counties. Pre/post analysis of GOLD Assessment scores showed increases in skills for literacy, numeracy, and social emotional significant at 99%. A quasi-experimental analysis of Orange County services compared the GOLD scores for a group of 206 children who had received services to a control group of 145 who had not received services and found "accounting for the contribution of age, language, gender and maternal education, children who

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participated demonstrated better literacy, numeracy and social emotional skills than like-children that had not participated." The findings are statistically significant at 99% (First 5 Service Corps Project Evaluation, 2014).

F5SC will adhere to RAR's Five Workshop Model studied by W.K. Kellogg Foundation. A randomized controlled trial compared 228 families participating in RAR to a control group of 124 who had no RAR exposure. Utilizing rigorous pre/post skills assessment, the study found strong evidence significant at 90% of RAR's impact on receptive vocabulary, expressive grammar, and memory for sentences (Child Trends, 2014).

F5SC utilizes GOLD to measure children's gains. A 2012 study found that GOLD is a "valid and reliable measure of child growth and development." The "nationally representative" kindergarten norm sample of 4155 children validated that teachers can use GOLD results to compare a child's scores with those of a large national sample of children and to individualize activities to improve a child's success in kindergarten (Growth Norms Technical Summary, Teaching Strategies GOLD, 2012).

III. EVALUATION RESEARCH QUESTIONS:

1. What changes are observed through the GOLD measures in school readiness for children entering and leaving the F5SC project by program, home language, program type, and duration?
2. For programs identified through research question number one as "high impact sites" and have rigorous data collection protocols for both the program and a comparable group, we will apply the following: "Do low-income children who participate in the program demonstrate greater math/literacy/social emotional skills than similar children who do not participate in the program"?

IV. EVALUATION DESIGN: The evaluation design seeks to identify F5SC sites with strong evidence of high impact suitable for more site-specific and rigorous future evaluation. It seeks to build upon and improve the rigor and depth of inquiry from the 2012/14 evaluation.

Question one will be addressed statistically using a paired t-test analysis of GOLD pre/post scores from F5SC sites. Programs of note will receive additional descriptive statistical analysis for F5SC to

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determine what further inquiry is desired.

The evaluation will include a process evaluation to assess fidelity to the model and quasi experimental design (QED) evaluation to measure math, literacy and social emotional impacts. The QED control group will be statistically comparable children who have not received the intervention.

The evaluation firm will conduct site visits at identified sites. They will develop program fidelity checklists to be conducted by AmeriCorps members across sites including photo-documentation. Descriptive analysis of pre/post RAR parent surveys will be conducted. Similar methods will be used if other programs suitable for QED are identified.

V. DATA COLLECTION: F5SC members receive 20 hours of training on GOLD. Members complete an inter-rater reliability certification to assess the validity of their observations and ratings. AmeriCorps members will administer the GOLD within the first 2 weeks of program start for all enrolled children and again at the end of their term. Pre/post RAR parent surveys will be similarly administered.

VI. ANALYSIS PLAN: Site collected data will be transferred to the evaluation firm which uses SPSS statistical software. The evaluation firm will use matched t-test for all GOLD data from F5SC sites.

Descriptive demographic statistics for all programs will be reported in the evaluations. Attrition and missing data will be reported with explanation of how these were addressed in the analyses. First year analysis will inform evaluations of promising programs.

For QED analysis, comparability between groups by relevant demographics will be tested. Attrition of both groups will be studied. Subsequent analysis, where significant differences are discovered using t-test and chi-square analyses, will be accounted for statistically. GOLD scores will be examined for significant association with demographic variables using Pearson R and t-tests. A univariate linear model will be used to analyze group differences on numeracy, literacy, and social emotional scores while adjusting to discovered covariates. A multivariate linear model will be used to further account for possible dependence among the scores and potential interactions of group response with the covariates.

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VII. TIMELINE: Evaluation plan developed 8/14-11/14. Pilot test surveys and supplements 11/14-5/15. Orient program and site 15-May. Orient member and staff 6/15-8/15. Train staff on supplemental data collection 15-Aug. AmeriCorps Program start date 15-Aug. Begin supplemental data collection 15-Sep. Close data collection 17-Aug. Analyze data 17-Sep. Draft evaluation report 17-Oct. Final report completed and submitted to CV/CNCS 17-Nov. Generate derivative products for stakeholders 11/17-2/18.

VIII. BUDGET: As staffing, materials and a robust system for data collection and internal evaluation are already developed, we expect costs for the External Evaluation will be reduced. We anticipate paying mostly for the costs of data collection and analysis/reporting and have therefore budgeted \$60,000 for this external evaluation, which will mostly go toward the direct costs of the chosen independent evaluator. 1/3 of our three-year evaluation costs are allocated to each of the three years in the evaluation timeline.

Amendment Justification

N/A

Clarification Summary

First 5 Service Corps Additional Clarification April 17, 2015

1. CNCS Question.

Given that programmatic and budgetary adjustments were necessary in clarifications due to the reduced funding amount under consideration and the applicant's addition of Strategic Engagement Slots and No-Cost MSYs, please outline the total number of slots and MSYs currently requested and the corresponding slot types. The application may not exceed the funding amount or cost/MSY under consideration (with the addition of Strategic Engagement Slots). It is not clear how the number of slots has changed and what is being requested when comparing the original application, the clarification responses, revised budget and revised Executive Summary.

1. First 5 Service Corps Response.

On April 10, 2015, First 5 Service Corps # 15AC170571 received CNCS FY 2015 clarification for consideration of a grant in the amount of \$1,077,522 for 90 MSYs, 105 slots at \$11,972.47 cost per

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MSY. In Clarification First 5 Service Corps proposes to enroll five (5) 1700-hour Strategic Engagement Slots at the cost per MSY under consideration of \$11,972.47. The total cost of the five 1700-hour Strategic Engagement Slot MSYs is \$59,862/\$11,972.47 per MSY. This increases the First 5 Service Corps CNCS budget to \$1,137,384 (\$1,077,522 + \$59,862). In addition to the First 5 Service Corps five 1700-hour Strategic Engagement Slots, First 5 Service Corps proposes to enroll three (3) 1700-hour no-cost MSYs.

The First 5 Service Corps proposed budget in clarification totals \$1,137,384 with 98 MSYs and a cost per MSY of \$11,606 for a total of 127 slots. Of the 127 total member slots there are 69 1700-hour members that include five 1700-hour Strategic Engagement Slots + three 1700-hour no-cost MSYs + 61 1700-hour MSY slots and 58 900-hour half-time slots. In its original application First 5 Service Corps requested 106 MSYs at a cost per MSY of \$11,600 for a total of 135 slots -- 77 1700-hour full-time slots and 58 900-hour half-time slots. The Executive Summary reflects the 127 member slots.

Clarification on April 10, 2015

Performance Measure Clarification

1. For National Performance Measure ED23, the applicant should identify at the outset those specific domains and indicators of social and emotional development that (a) directly corresponds to the program intervention and (b) will be measured by the particular standardized data collection instrument selected. Please review the CNCS Performance Measure Instructions and describe which domains (e.g., self-concept, self-control, and cooperation) will be addressed by the intervention and measured.

First 5 Service Corps utilizes the Teaching Strategies GOLD assessment and activity design to improve the readiness of children in three social emotional domains: 1) regulates own emotions and behaviors; 2) establishes and sustains positive relationships and 3) participates cooperatively and constructively in group situations. The domains are defined by nine dimensions of learning that align with CNCS defined domains: 1) a beneficiary's self-concept is improved as members work with beneficiaries to manage and recognize their feelings (GOLD 1a.), and take care of their own needs appropriately (GOLD 1c.), and learn to balance the needs and rights of self and others; 2) a beneficiary's self-control will be improved as they learn to follow limits and expectations in the classroom (GOLD 1b.)

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and respond to emotional cues (GOLD 2b.); 3) cooperation will be developed as the child forms relationships with adults (GOLD 2a), interacts with peers (GOLD 2c), makes friends (GOLD 2d), and learns to solve social problems (GOLD 3b). Members spend a significant amount of time with each child (especially in the first few weeks of service) building the independence of the child, helping to integrate the child into the social environment and modeling positive parent child interaction to both the parent and child.

2. For National Performance Measure ED21, the applicant should indicate how much intervention time (i.e., days or hours) is required in order to count a child as having completed the program. Please verify the threshold number of hours that must be met in order for the program to count a child as having completed the program.

35 hours of intervention time is required to count a child as required to count a child as having completed First 5 Service Corps program. This threshold for inclusion in the program has been added to the Performance Measure section in egrants.

3. For National Performance Measure ED25, please verify the specific indicators and domains of school readiness in terms of numeracy (math) skills that correspond to the intervention and will be measured by the data collection instrument.

First 5 Service Corps members assess and develop skill in using at least eight number concepts and operations including counting (GOLD 20a.), quantifying (GOLD 20b.), connecting numerals with their quantities (GOLD 20c.), members also work with children on exploring and describing special relationships (GOLD 21a.), identifying shapes (GOLD 21b.), comparing, measuring and developing knowledge of patterns (GOLD 23).

4. For applicant-determined outcome OUTCM6182, please describe the program's definition of high need children and how the program defines school readiness milestones.

First 5 Service Corps defines high need children as those who meet CNCS's economically disadvantaged and/or special or exceptional needs criteria: children eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in an early childhood education center where the majority of children are eligible for free or reduced lunch; and

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children who have literacy needs. First 5 Service Corps has further defines high need beneficiaries as those who: 1) are between 2 and 5 years of age, 2) do not possess the necessary skills and knowledge to be successful in kindergarten as determined by assessment practices, 3) whose parents lack resources to play a key role in their child's education, and 4) children who English language learners.

School readiness milestones are defined by the range of numerical scores in the Teaching Strategies GOLD assessment and consistent with the Widely Held Expectations for a child's age. Color-coded progressions for each of the dimensions of development and learning can be used to compare each child's knowledge, skills, and behaviors to Widely Held Expectations for most children of the same age.

If a child is assessed and determined to be within the appropriate range for a particular dimension of learning then he/she would be considered to be "meeting school readiness milestones", conversely a child whose score is below the appropriate range would be considered as needing additional support to meet the associated milestone.

5. For applicant-determined output OUTPT19016 and outcome OUTPT19017, please explain how the program will track the number of parents who begin and complete the family literacy training. First 5 Service Corps will track attendance at the family literacy trainings developed by "Raising a Reader" using sign in sheets and Parent Activity logs to record attendance of each parent at the family literacy training sessions. A Parent will be considered to have completed the family literacy training upon completion of the 5 one-hour family literacy workshops and participate in the weekly book-sharing program over the course of their child's involvement with the program. This model has been evaluated rigorously and proven to increase family literacy skills.

6. For applicant-determined outcome OUTCM19018, explain the timeline and data collection methods that will be used to measure parents' demonstrated improved family literacy behaviors.

Parents who participate in First 5 Service Corps family literacy trainings will be assessed using the Raising a Reader Parent Survey. The survey includes data on the literacy values, knowledge and practices for each beneficiary parent. The survey addresses the number of times a parent reads to their child in a particular week, questions about their child's behaviors and interest in reading,

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whether the family has established literacy routines such as visiting the library and if they employ the family literacy techniques that they have learned in the parent workshops. The Parent Survey is administered twice during the delivery of service. Once at the onset of service (Pre) and again upon completion of the 5 one-hour family literacy workshops (Post).

Strategic Engagement Slots

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?

First 5 Service Corps will fill 4% of awarded slots with members from the disability community. First 5 Service Corps and its partners already practice, and will continue to practice, inclusive recruitment when engaging community members in service. All service sites' environments are inclusive, accessible, and accommodating to members. Service descriptions are inclusive and include a non-discrimination clause. Finally, partners are trained in the recruitment of all individuals including qualified individuals with a disability.

In 2015-2016, First 5 Service Corps will work with the appropriate Regional Centers, statewide offices operated by the California Department of Developmental Services who serve individuals with developmental disabilities and is charged with connecting them to meaningful opportunities. With their assistance, First 5 Service Corps will: a) enhance recruitment within the disabled population, b) identify appropriate member and service site matches, c) prepare recruits to serve children and, d) provide First 5 Service Corps partners with a resource to help them best support the members. First 5 Service Corps further proposes to outreach to local College Accommodations Centers for Students with Disabilities to recruit qualified individuals from the disability community to serve.

First 5 Service Corps has engaged in service, individuals with a disability. Individuals were not specifically recruited from the disability community, nor were the partner sites always knowledgeable about a disability prior to enrollment. Through self-disclosure during their term of service, we have learned about our members' impairments and accommodated them as needed and appropriate. The practice of recruiting members from the disability community aligns with our established practice of recruiting members from the racial, ethnic, and linguistic communities to be served in order to ensure that our corps is reflective of the beneficiary children to be served.

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2. In order to increase the number of individuals with disabilities serving as AmeriCorps members, CNCS is offering applicants the opportunity to request additional MSYs to be filled by AmeriCorps members with disabilities. The additional MSYs would be funded at the clarification cost per MSY level. Applicants must describe their intent to recruit, engage and retain additional members with disabilities and provide a detailed outreach plan for how these members will be recruited and supported (e.g. established recruitment partners or strategies). In addition, programs receiving these additional member positions will be required to report specific details on the success of the recruitment, supervision and retention of AmeriCorps members with disabilities in semi-annual progress reports. If you would like to request additional MSYs to be filled by AmeriCorps members with disabilities, please describe your intent as requested above. Also indicate how many MSYs your program would like to request, the number of slots by slot type, and where the additional members will serve. Add these additional MSYs to your budget. Also adjust your performance measure targets, MSY allocations, and executive summary to reflect these additional members.

First 5 Service Corps requests an additional five 1700 hours members for a total of 5 additional MSYs to be filled by AmeriCorps members with disabilities. These members will serve throughout California. These MSYs have been added to the budget and performance measure targets, MSY allocations, and the Executive Summary have been adjusted.

Partner agencies recruiting for Strategic Engagement slots will follow the recruitment process outlined above. Partners will work with California Department of Developmental Services Regional Centers, Supportive Employment Services Program to recruit members of the disability community into service and to provide ongoing support to the members. Together, the partner and the Regional Center will identify appropriate member-service site matches and put needed supports into place to enable service. Partners will also outreach to the College Accommodations Centers for Students with Disabilities at their local California State University and University of California campuses, as well as their community college districts to advertise positions and recruit members. Finally, all recruitment materials will be shared electronically in an accessible document and contact information to request a reasonable accommodation for an interview will be made known in position announcements and when scheduling interviews.

All partners will receive training on how to recruit and support AmeriCorps members from the

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disability community, as well as enhanced training and preparation to best support those members and ensure their retention. Partners will take five CNCS-sponsored e-courses: Modern Disability 101, Creating a Welcoming Environment, Why People with Disabilities Benefit your Program, Making Reasonable Accommodations, and Designing Your Own Disability Engagement Plan. Partners will further be trained at the annual AmeriCorps Partner Conference to Disability Inclusion and reasonable accommodations. They will also be required to assess their sites' accessibility, including a physical assessment of their facility and a review of their website to ensure it meets accessibility standards. These agencies will also update their internal process for arranging accommodations, as needed and appropriate. The agency's site orientation and associated materials will also be updated to address how to request an accommodation, if not already included.

The ongoing support of members from the disability community will mirror that provided to all members: weekly one-on-one check ins with their site supervisor as well as daily 'open door' practices; low supervisor to member ratios; shadowing and mentoring from subsequent term members; and ongoing member development opportunities throughout their term to continue skill development, and enhance knowledge of child development and school readiness practices. Initial check ins will be devoted to getting to know the member better and identifying specific needs to be met, with the supervisor demonstrating flexibility in goal setting and making sure that accommodations have been made and are appropriate. By undertaking these activities, First 5 Service Corps believes members will be supported in their service and committed to completing their terms.

MSY with No Program Funds Attached

1. The number and type of slots requested. Please confirm that for the MSYs requested, the additional members will only engage in activities aligned with the proposed member activities outlined in the application narrative.

First 5 Service Corps is requesting three-1700 hour No-Cost MSY. These additional members will only engage in activities aligned with the proposed member activities outlined in the application narrative.

2. A description of resources that will be provided to adequately support the additional members and how they are sufficient to; support the member support costs, management, oversight, program operations, and the program activities.

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At this time, the First 5 Service Corps partnership is financially and operationally committed to support up to 135 AmeriCorps members. The addition of three No-Cost MSY members and five Strategic Engagement slots to CNCS's potential member allocation brings the project to 127 member slots, under the partnership's commitment. Partners utilizing No-Cost MSY will use funds from the California Children and Families Trust Fund to cover member support costs. No-Cost MSY AmeriCorps members serving in the First 5 Service Corps program will be placed at partner agencies that have been participating in First 5 Service Corps for at least three years and have a minimum of four members allocated to their agency. This practice ensures that the partner agency has the requisite AmeriCorps knowledge and experience to support additional members as well as the capacity to manage and oversee program operations and program activities.

3. Source(s) of non-CNCS funds. Provide a brief description of the amount, classification (cash or in-kind), source(s) (State/Local, Federal, Private) for all resources secured to manage, monitor, and support these additional members.

First 5 Commissions invest over \$400 million to support their strategic goals. Since each county Commission is a local government organization, independent of the others, First 5 Service Corps's match commitment is not entirely dependent on any one funding source. First 5 Service Corps match funds and the funds that will be used to support the additional members are from the California Children and Families Trust Fund, derived from the state levied 50-cent/pack tax on tobacco products ensuring an ongoing non-federal source of grantee share funds.

4. The organization's capability and capacity to successfully implement, manage, and monitor the additional members.

First 5 Service Corps and its partnership are prepared to support up to 135 AmeriCorps members. The addition of No-Cost MSY members and Strategic Engagement slots to CNCS's potential member allocation brings the project to 127 member slots, under the partnership's commitment. First 5 Service Corps has the tools in place to support the recruitment, management, and monitoring of the additional members to ensure the slots are enrolled, retained, adequately supervised, and to collect data from these members. No-Cost MSY AmeriCorps members serving in the First 5 Service Corps

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program will be placed at partner agencies that have been participating in First 5 Service Corps for at least three years and have a minimum of four members positions allocated to their agency. This practice ensures that the partner agency has the requisite AmeriCorps knowledge and experience to recruit and support additional members as well as the capacity to manage and supervise the members to ensure their service aligns with approved program activities.

Continuation Changes

N/A

Grant Characteristics