Corporation for National and Community Service

NationalService.gov

To: Barbara Stewart, City of Hampton DSS; Gina Lewis, FGP Director
From: Kellie Mattingly, Program Officer, VA State Office
Date: 01-30-2017
Re: Foster Grandparent Program Grant Renewal
Re: 14GXSVA001

By copy of this letter, the Corporation for National and Community Service (CNCS) invites you to submit a grant application for the fiscal year 2017 renewal (Year 1 of 3) of the Foster Grandparent Program (FGP) grant sponsored by your organization. As in past years, you will use *eGrants,* the CNCS grants management system to submit your grant application.
You are invited to re-apply based on the determination that your project is continuing to meet the eligibility criteria. Project renewal approvals are based on the quality of the application, satisfactory management, administration and programmatic performance.
Please **review this entire letter** prior to creating your project application in *eGrants.* Reading this entire letter is of particular importance this year, as CNCS and Senior Corps have made changes to both the content of the grant application and the processes you will use to apply for your fiscal year 2017 grant.

This letter contains some of the basic and essential instructional information that you will need to apply for your 2017 FGP grant. Within the letter are links to key documents you will need as reference when applying for your grant.

I. Timeline:
***eGrants* NOFA Opens: January 18, 2017**
Your Grant Application is due in *eGrants*: April 24, 2017

II. Please select the following *eGrants* NOFA, which coincides to your grant cycle:

- **FY 2017 FGP Quarter 4 (Year 1 of single or multi-year grant)**

III. FY 2017 Project Period, Budget Period, and Funding Level
FY 2017 Federal Funding Levels:
Budget Period (one year): **7/1/2017 – 6/30/2018**
Project Period (multi-year): **7/1/2017 – 6/30/2020**
Total Federal funding level**: **$345,222**

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The National Performance Measures Requirements contain additional information, including the flexibility to suggest a per VSY rate that is higher than your current established rate. Please be sure to review and read this section carefully, and please do not hesitate to contact me with questions.
3. Document: **Grant Application Instructions**. The Senior Corps Grant Application is revised beginning in FY 2016. Please be sure to review the Grant Application so that you are familiar with the changes and how the new Performance Measures are to be documented.

Attachments:
1. Document: **Aggregate Funding Form** (Excel).

Reminder
As always, please remember that all work should be completed and SAVED in a **Word** document PRIOR to copying and pasting into *eGrants*.

Budget Guidance
All Senior Corps grantees *must* budget for training of the Project Director, which may include any training event approved by the Corporation State Office. Grantees *may* budget for an additional staff member to attend the training events, if funds permit. The recommended amount, for budgeting purposes is $1,000. Long distance travel funds may be re-budgeted later in the year, depending on actual training activities.

Narratives
Please review the new Performance Measures and Requirements as included in the updated Senior Corps Grant Application and as listed in the Performance Measures Instructions. Please construct your narratives to address the new questions included in there. As always, you can develop your narratives in a word processing document to copy and paste into *eGrants*. **Please note that the total page limit for the Narrative Section of the Grant Application is 15 pages.**

Keep in mind there is no spell or grammar check in *eGrants*. When in *eGrants*, click on a category on the left (i.e. Strengthening Communities, etc.), then fill in the box on the right with your text for that particular category. Double-clicking the mouse on the right will open up the text editor which is an optional way to enter text.

Evidence-Based Programming Additions to the 2017 Renewal Grant Application
Please see the **Invitation to Apply** for additional information.

Required Documents
You must submit the required documents as outlined on page 49-51 of the Grant Application. Please refer to the column for ***Current Senior Corps Grantees***. The Financial Management Survey is not required at the time of the application submission but *may* be requested at a later date.

You will be entering your volunteer station information directly into *eGrants*. You are no longer required to submit an Excel spreadsheet version of your Volunteer Station Roster as a separate document.

 You will be required to indicate the status of each document in the Required Documents section of *eGrants*.

Authorization, Assurances, and Certifications
The person who electronically signs these 3 items by clicking "I Agree" must be authorized by your agency to do so. Usually, this person is the Executive Director or CEO. It generally should not be the Project Director. The correct person must be logged in under his/her own account before pressing "I Agree."

Contractor Registration Required
System for Award Management (SAM) combined the federal procurement system and the catalog of Federal Domestic Assistance into one new system. SAM collects, validates, stores, and disseminates data in support of Federal agency contracts, grant awards, cooperative agreements, and other forms of federal assistance.
All grant recipients are required to maintain a valid registration, which must be renewed annually. The information previously maintained in the Central Contractor Registration (CCR) is contained within the Entity Management area in SAM. Even if you were previously registered in the CCR, you must register in SAM to transition and manage your data.
Applicants that are not already registered with SAM are urged to begin the registration process immediately in order to avoid any delays in the awarding process, if selected. Applicants must have a DUNS number in order to register with SAM. To register online go to https://www.sam.gov/portal/public/SAM/.

Final Thought
Please schedule a phone call with your program officer in the State Office to discuss your application as needed. You can find training opportunities offered by Senior Corps at www.nationalservice.gov/programs/senior-corps/trainingcalendar.

Federal VSYs: **82 VSY**
****Funding amount listed reflects end of FY 16 base level funding. Final award amount based on final FY 17 appropriations.****

2017 Instructions for Foster Grandparent Program (FGP) Renewal Applicants
In fiscal year 2017, the process to apply for your renewal grant differs from previous years.
The most significant changes are:
1) You will refer to a series of documents (outlined below) to complete your FY 2017 FGP grant renewal application, rather than following the instructions outlined in the notification letter from the State Office.

2) You will use new National Performance Measures in your FY 2017 grant renewal application. Again, please refer to the documents and links below. The links will take you to the documents you need, and additional information.

Please review each of the documents referenced at the links below:
Documents and Links:
1. Document: **Invitation to Apply: Fiscal Year 2017 FGP Administrative Grant Renewal**. This document was first introduced in 2016. Its purpose parallels a competitive Notice of Funding Opportunity, as far as content and format and operational instructions. The difference, in this case, is that the FGP 2017 announcement is limited to incumbent FGP grantees. No other applicants are eligible.

2. Document: **FGP Performance Measures Requirements**. The FGP National Performance Measures are modified, beginning in FY 2016, to provide applicants with clear performance goals, indicators, and milestones as required by Section 200.301 of the Uniform Guidance. This document specifies that the number of volunteers in outcome-based assignments is linked to the number of federally funded VSYs awarded in the grant.

The new FGP Performance Measures Requirements establish a method to calculate the number of VSYs/volunteers that must be placed in outcome-based assignments, in order to meet the requirements. **All** grantees calculate this number of VSYs/volunteers as follows:

1) The total Federal Funding Level divided by $6,000 = the number of VSYs/volunteers that are required in National Performance Measures outcomes in the Education Focus Area. **For purposes of estimating the number of unduplicated volunteers associated with each VSY, we are assuming a one to one relationship between the VSY and the volunteer, such that one VSY is equal to one volunteer.**

2) Total number of federally funded volunteers required in outcome-based assignments = 57.5 **unduplicated volunteers** (same as VSY number).

For reference, please use your Federal VSY level from 2016 as listed above:

Executive Summary:

The Peninsula Foster Grandparent Program (PFGP) has been in operation since 1972, serving over thousands of children and senior citizens in a five-city area. For School Year 2017-2018, children in child development centers, head start, pre-k, kindergarten and Title I elementary schools will be served by 105 senior citizen volunteers completing a total of 82 VSYs or 85,608 volunteer hours. The Value of Volunteer Time, which is made available by Independent Sector and updated annually, is currently at a rate of $23.56 per hour when considering the potential cost of replacing a volunteer with paid staff. Using this formula to convert our 82 VSYs to a dollar amount, the total dollar value of our PFGP volunteers is $2,016,924.

The PFGP is requesting $345,138 from the Corporation for National and Community Service to support its' volunteers and staff. The program is supported by direct local funds of $69,770 from the city of Hampton (pending application approval) and $20,000 from the city of Newport News (recommended by city budget office, awaiting final approval by City Council) totaling $84,959. The program serves 5 localities (Hampton, Newport News, York County, James City County and Williamsburg). The requested budget will support volunteer stipends, insurance, volunteer recognition, orientation for new volunteers, monthly in-training for volunteers, uniforms, staff salaries and criminal background checks for the Peninsula Foster Grandparent Program (FPGP).

There are 27 volunteer stations throughout the 5 localities. Two (2) of the sites are child development centers, nine (9) are Head Start and pre-K classes and sixteen (16) of the sites are Title 1 elementary schools (k-12). The primary focus area of the project is education including early literacy strategies and social/emotional development. Each volunteer is assigned 5 children to track for improvement but usually service all the children in each classroom. The minimum number of children represented in the subsequent narratives reflects these 5 teacher identified students, however, we know the impact of PFGP volunteers is much higher if each child was counted. With an average of 26 students per classroom, the truer number of students impacted by PFGP volunteers would be more in the area of 2,730 students throughout the five localities. However, we will track the progress of the identified 5 children per volunteer. A minimum of 45 children in child development centers will be served by 9 volunteers and will demonstrate a gain in social/emotional development; a minimum of 165 students in pre-k and Head Start classes will be served by 33 volunteers and will show gains in social/emotional development and early literacy skills; and, a minimum of 315 children in elementary schools (grades k-3) will receive assistance from 63 volunteers in literacy strategies and intervention to help achieve

academic success in reading and other content areas as measured by SOL scores. The anticipated outcome is that 75% of the volunteer assisted students (34 students for child development centers; 124 students in pre-k and head start, and 236 students for elementary schools) will show improvement in their social/emotional development and literacy skills.

PFGP volunteers participate in community service activities which include the National Day of Remembrance, Martin Luther King, Jr. Day of Service, Senior Corps Week, annual Mayor and County Recognition Day for National Service, the Hampton Triad Senior Community Day, SALT Senior Safety Summit, Senior Citizen's Town Hall and other senior related activities.

The primary focus and strategic initiative includes engaging students in communities by mentoring and academic assistance. The mission of the PFGP is to "Share today, shape tomorrow, and leave a positive footprint for the future of children and senior citizens throughout the Peninsula".

Strengthening Communities:

The PFGP affords volunteer opportunities to senior citizens who nurture and provide tutoring to at risk children and communities within the sponsoring localities of the since 1972. The Cities of Hampton, Newport News, Williamsburg and the counties of James City and York have identified 295 children ages 2-5 of low income families that lack the necessary social, emotional, and cognitive skills necessary to enter Kindergarten. Furthermore, 100% of the children served met the Federal Poverty guideline and 10% have significant disabilities. This creates an additional burden on the public schools when these children enter kindergarten. It is clear that a need to enhance pre-school programs will better prepare these children with skills to succeed in school according to the Hampton Roads Community Action Program (formerly the Office of Human Affairs).

Education remains the programs' primary focus area which includes school readiness and literacy for at risk students. Third grade is a predictor of future success and although both Newport News and Hampton public schools have made gains, many students continue to struggle. Unfortunately the percentages for failure on the 3rd grade reading Standard of Learning (SOL) tests have increased to 34% (768) of third graders in Newport News and 29% (441) for third graders in Hampton, according to Virginia Department of Education 2016 statistics. The Hampton School Board is launching a summer literacy camp for pre-K and kindergarten students in an effort to focus on literacy skills at an earlier grade and ultimately decrease these failure rates. The PFGP will place volunteers in the identified stations to assist with the preparation of these young students to conquer their first SOL tests in 3rd grade.

The majority of PFGP volunteers are placed in kindergarten, 1st and 2nd grade classes to assist with reading readiness skills for at-risk students. Teachers and administrators of the sites we serve continually point to the support our volunteers provide as a key in assisting these young students with literacy skills. They also report that the volunteers play a pivotal role in building social/emotional development skills needed to exceed in school and prepare them for the first standardized tests they will encounter in 3rd grade.

Conversely the PFGP provides senior citizens an opportunity to utilize their life experiences and support for their communities by providing tutoring and mentoring to at risk children. These volunteers, who average in the age range of 65-80 years old, work tirelessly to make a difference in the lives of the children they encounter. They not only help their community but also report that they experience better mental and physical health, feeling valued, supported and energized. As one of our 80+ year old volunteers says, "these children love us to death....no...they love us to life". Our stipend grandparents all fall within the national poverty guidelines which presents financial challenges to meet monthly expenses. The non-taxable stipend they receive provides financial support they report is desperately needed, especially in light of the very little increase in their social security benefits. Also, the volunteers are placed in schools near their homes to provide easy access and a sense of making a difference in their own communities. This actually creates ties with families as well as the students that often continues throughout a child's formal education. A real sense of community well-being is created between the students, families, and the PFGP volunteers due to involvement in shared community activities.

Information collected from volunteer stations and other sources led our program in developing a focus for PFGP volunteers in the areas of reading and test taking for elementary students and early writing strategies, phonological and print concepts, alphabet knowledge and the development of social and emotional skills for children in child development centers, head start, and pre-k and kindergarten students. These strategies for elementary school aged children are implemented to ultimately assist those reading below grade level and to prepare them for the SOL tests administered in 3rd grade. With children in the head start, pre-k and kindergarten programs, early intervention and exposure to pre-reading skills are instilled to prepare them for elementary school.

The PFGP has collaborated with administrators in head start centers and elementary schools to review and revise our standardized instruments to include Assignment Plans, Pre and Post test tracking logs for elementary students, and Child Readiness collection data for head start, pre-k and kindergarten students used to measure our outputs and outcomes. The Assignment Plans are created to specifically

follow five (5) children as they progress through the school year and provide a snap shot of a child's current behavior/academic performance; specific activities of the PFGP volunteer; goals for the students; and, the resources to be used to accomplish improvement in performance.

Year-end accomplishment data will be collected from site supervisors which we expect to demonstrate improvement in student's academic skills to include literacy/reading skills, as well as emotional and social readiness for head start, pre-k and kindergarten students. The site supervisors complete and submit, to the PFGP director, pre and post academic tracking assessment tools for elementary students and child readiness assessments for child development, head start, pre-k and kindergarten children. National performance measurement outputs and outcome will be accomplished by 100% of the unduplicated FGP volunteers in work plans that address the aforementioned factors. PFGP volunteers service activities will improve educational and behavioral outcomes of students in low achieving head start centers and elementary schools by engaging identified students in activities such as tutoring, mentoring, and modeling supportive services. In addition, PFGP volunteers will provide extended learning to students in after school and summer enrichment programs.

Recruitment and Development

Community awareness of the PFGP remains a priority for growth. Due to the age of our volunteers, sometimes we are faced with volunteers retiring for health or family reasons. This makes our strategy for maintaining a viable waiting list of utmost importance. Historically we maintain a list of at least 50 people interested in becoming volunteers, thus providing us the needed replacements. Our current volunteers remain an integral part of recruitment as they spread the word about the program to family, friends, churches and community organizations about the virtues and rewards of serving. Existing volunteers are provided a recognition gift card in the amount of $20.00 for any personal referral that successfully completes orientation and is placed at a site.

A staff representative (Director or Marketing Specialist) appears annually on the local public television station to talk about the PFGP and specific projects we may be involved with. Our city webpage and Facebook page is maintained by our marketing coordinator. We have steadily increased our community involvement/activities and partnerships with other organizations such as, the Hampton TRIAD, Hampton Unity Commission, and Peninsula Agency on Aging, Hampton Senior Citizen Advisory Council, Peninsula SALT Council, York County TRIAD, HELP, Inc., Six House, Inc., and Beacon at the Cross Roads. These organizations are regularly in touch with senior citizens throughout our program area and offer an opportunity to recruit new volunteers. We are working with the Hampton City Manager's office to

create and facilitate an annual "senior town hall" event and hope to do the same in the city of Newport News.

The PFGP, in collaboration with many of our community partners, sponsors the Annual MLK, Jr. Day of Service, which is attended by over 200 people. Those in attendance also take part in our service projects, which have included donations of school supplies, canned goods, and writing cards of encouragement to our military personnel, incarcerated youth and parents. We also participate as vendors in the annual SALT Senior Safety Summit, the Hampton Sheriff's office annual summer picnic for seniors, the Peninsula Agency on Aging's "Forum on Aging, the Senior Center Expo and other senior related activities.

The PFGP Director and Marketing Specialist address a myriad of social and community groups, such as local Kiwanis chapters, Moose Lodges, NAACP, American Legion, Retired Armed Forces club, faith based organizations, sororities, and fraternities, informing them of the impact our PFGP volunteers have on our "citizens of the future" and the inherent satisfaction of serving children through mentoring and tutoring. We encourage our volunteers to request speaking engagements for staff through their social or civic organizations.

The Program continues to demonstrate its ability to maintain active volunteer enrollment above the federal requirements. The average number of active volunteers at the end of FY16 was 113. This number exceeds the required 82 VSY's volunteers. Although we have at one time or another experienced attrition we have been able to consistently meet our required volunteer hours, with our volunteers increasing the number of hours they serve without exceeding the limit of 40 hours per week. On average PFGP volunteers serve anywhere between 25 to 35 hours per week.

The Program Director and Marketing Specialist will be responsible for the development and retention of volunteers. PFGP volunteers attend mandatory monthly in-service meetings to provide training relative to mentoring and tutoring children, strategies for engaging students, best practices to create trusting relationships with students and other pertinent information that can be used in the classroom in tandem with the teacher's input and guidance. Professionals in the areas of education, social services, health, safety and related fields provide pertinent information throughout the year to PFGP volunteers.

Each year FGP volunteers receive an assessment from their prospective site supervisors which is reviewed with each individual. This is used as a means to celebrate their accomplishments and address any concerns for improvement for the following year. Site supervisors are encouraged to meet with volunteers regularly for development and review. Furthermore, training will be provided by site

supervisors that will include reading improvement strategies, reading in content area, test taking strategies and math improvement strategies and will be conducted by specialist in each content area.

At least one but preferably 4-6 volunteers will be placed at each site. The Program Director will work with the site supervisor to identify a PFGP volunteer to be a Team Lead. Once the volunteer has been identified he or she will be given additional training to assist them in becoming an effective leader. The Team Lead will assist with time sheet preparation, remind the team of meetings, motivating and encouraging volunteers and generally creating a cohesive team. The FGP volunteers and site supervisors will receive developmental training annually. These trainings will include any recommended changes by the state to include new policies and procedures.

Program Management

Title 1 elementary schools, early childhood and Head Start centers serving economically disadvantage children will be targeted to serve as volunteer stations. PFGP staff will meet with elementary and head start principals and/or site supervisors to discuss the community needs and opportunities to address at risk behaviors and academic needs of children. These discussions will focus on providing meaningful service activities that will enrich the lives of the volunteers and the critical needs of the community while providing specific outcomes for at risk children who are being served.

It will remain the goal of the PFGP to stay in complete compliance with the Corporation for National and Community Service (CNCS) and the guidelines of the local sponsors. The program will ensure that all policies and procedures are clearly stated in the Policy Manual and are updated as needed to reflect any changes deemed appropriate from CNCS and/or local sponsors. A copy of all changes will be delivered to appropriate stakeholders, to include PFGP Advisory Council (PFGPAC), site supervisors, volunteers and staff.

Each volunteer site will execute a Memorandum of Understanding (MOU) which outlines the specific duties and responsibilities of the site, volunteers and the PFGP. MOUs are signed every three years and addendums sent as necessary to reflect any policy changes required by the CNCS or local sponsor. Upon entering into a MOU, each volunteer station will receive the PFGP Policy Manual. As new stations are added, the Program Director or Marketing Specialist will meet with the site supervisor to provide training, review the Policy Manual and answer any questions regarding processes, reports and other pertinent information.

Furthermore, the program will review signed MOU's agreements annually to ensure CNCS compliance. Subsequently, if a volunteer station is determined to be out of compliance an action plan will be implemented to address the noted issues. If site supervisors experience any challenges with volunteers it is recommended that the site supervisor meet with the volunteer to provide training that addresses the issue. If the issue is not resolved, the Program Director will hold a face-to-face meeting with the site supervisor and the volunteer. If that meeting does not provide a resolution, the Program Director will make an effort to reassign the volunteer to another site.

The Program Director will hold a beginning of the year informational session with all site supervisors to review any pertinent changes to the Policy Manual and discuss goals for the upcoming year. This session will continue to strengthen the relationship between the schools and the PFGP. Towards the end of the year the Program Director will meet individually with site supervisors to review plans for the following year and collect all end of year documentation.

All volunteers must annually submit an income statement with supporting documentation to determine income eligibility. Also each year volunteers must submit a medical clearance form signed by their primary care physician, stating that the volunteer is physically and mentally able to participate in the program. When a new citizen applies to the program, they must provide the above mentioned financial and medical forms and a thorough background check, which includes a check of the National Sex Offender Public Website, criminal background checks and a national FBI fingerprint search, is conducted. These background checks must come back as clear before a citizen can become a PFGP volunteer. The PFGP program utilizes the Hampton Police Department to facilitate fingerprinting and the Virginia State Police to process the national FBI fingerprint checks and criminal history background check.

All new volunteer applicants will complete a 3-day orientation program to review the Policy Manual and the expectations of the program. All policies, procedures and best practices will be reviewed during the orientation. Upon completion, volunteers will receive their assignments, identification badges and a PFGP vest or smock. While working, volunteers are expected to wear their identification badges and smock or vest.

In addition, the Program Director will ensure that the volunteers are placed at stations that will provide them with a meaningful volunteer experience. Once this is established the Program Director will concur with the site supervisors in the placement of the volunteers. PFGP staff will monitor volunteer stations to ensure that volunteers are performing their assignments. Ongoing training will be provided to the PFGP volunteers and pertinent information will be made available to site supervisors in regards to

policies and procedures. Volunteers will be placed according to their life skills, educational background, experience, and match with schools in their communities with students that have required needs.

Throughout the year the Program Director will revisit the project goals and objectives to assess whether or not the goals and objectives are being meet. The use of interviews, surveys, and site visits will assist in the Program Directors conclusion. This information will also assist the Program Director in assessing the impact the Program is having and whether the goals and objectives need to be revised. The Program Director will remain the primary source for initiating and collecting data from program evaluations, performance measurements and other related program activity. The Program Director will work closely with the Staff Assistant and Marketing Specialist to track program information.

Furthermore; the program has in place an Advisory Council who will assist and oversee that the PFGP staff are maintaining records appropriately. The Program Director ensures that the annual assessment of volunteer stations records, MOU and volunteer records including; annual income, criminal checks, and physical/medical assessments are kept up to date.

It will be the duty of the Program Director and staff to maintain PFGP volunteer records and maintain volunteer site records. This information will be entered into the Volunteer Reporter software which has been designed to dovetail with CNCS reporting requirements and is accessible by PFGP personnel only.

Organizational Capacity

The permanent full time Program Director, Gina Lewis, has six years of direct experience with the PFGP. She served closely with the previous Program Director as the Staff Assistant and became knowledgeable of the policies and procedures of the program. On numerous occasions, Ms. Lewis facilitated in-service and Advisory Council meetings. She also represented the program in television interviews and created relationships with the volunteer corps, community partners and other stakeholders. Ms. Lewis has over 30 years of experience in both the public and private sector as a marketing professional. Upon the resignation of the previous director, Ms. Lewis began her tenure by facilitating an intensive Quality Assurance and Compliance Monitoring visit (QACMV) by the CNCS. The result of the QACMV was favorable and she was able to provide all needed materials and respond to the few issues raised in an expeditious manner. Overall, the QACMV was successful and beneficial as training for the new Program Director. She is responsible for the direction and oversight of the program including resource development, strategic planning, program development, fiscal management, stipend management, promotional activities, staff supervision, volunteer recruitment and management and coordination with agency and community resources.

The Staff Assistant, Geneva Fitchett, has over ten years of administrative experience. She is to perform a wide variety of highly responsible clerical and administrative duties requiring attention to detail, policy and procedures and program software knowledge. She is responsible for entering information into the Volunteer Tracker software and maintaining all volunteer information, as well as information pertinent to the sites (MOUs, Assignment Plans, Medical and Financial forms, etc.) She supports the volunteers, work sites, Program Director and the Marketing Specialist.

The Marketing Specialist, Diretta Glover, has eight years of direct experience with the program and over 25 years' experience working in administrative and management positions. Her primary responsibility is to develop and implement an overall marketing plan which includes volunteer recruitment and public relations for the program. She maintains the PFGP website, distributes news releases, creates a quarterly newsletter and arranges speaking engagements throughout the communities served by the PFGP. Additionally, she assists in the development of the monthly in-service trainings and new volunteer orientation. She also develops and coordinates special events or projects to increase monetary resources and contributions to the program.

Each month the Program Director conducts a staff meeting to discuss related goals, review the upcoming calendar of projects, encourage different points of view and perspectives on issues and provides a sense of teamwork that increases job satisfaction, and morale. Additionally every month the Program Director holds one-on-one meetings with staff to discuss individual project updates and any concerns and or issues. The one-on-one meetings also facilitate a more detailed review of actions to be taken and discussion of any personnel matters. Each staff member has been provided with the PFGP Policy manual, and is responsible for following all CNCS and HDSS policies and procedures. The roles and responsibilities of each position are developed and implemented to enhance outstanding program delivery to all stakeholders.

The Hampton Division of Social Services' Adult Services Supervisor will provide management support to the Program Director. This supervisor has over twenty years of experience within DSS and works closely with the Program Director regarding senior issues.

The Peninsula Foster Grandparent Program Advisory Committee consists of 11 members, chaired by a retired PFGP volunteer who served for 17 years. The majority of the members are current or past PFGP volunteers, along with the immediate past PFGP Program Director, the Supervisor of HDSS Adult Services and the Director of HDSS. The PFGPAC meets quarterly to provide assistance in fund raising and resource development, advise on volunteer recruitment, retention and recognition strategies, link the

program with other community service resources including faith-based organizations, suggest ways the project can gain increased visibility and recognition in the community and review the financial and operational reports provided by the Program Director. Each of the five localities served is represented on the PFGPAC.

Financial reporting and administration is implemented by the finance department of the Hampton Division of Social Services (HDSS). This includes payroll, transportation, reimbursements to volunteers for annual medicals, vendor payments, and in-kind donation tracking. The Program Director works closely with the finance department to plan, track, and implement the budget. All required City documents (Material Requests, Purchase Orders, and Requisitions) will be prepared by the PFGP and maintained by the Finance Department. The Finance Department staff (Financial and Operations Administrator, Account Supervisor and Account Clerk) has many years of experience with managing various federal grants for the HDSS. The Financial and Operations Administrator and Account Supervisor have over thirty years of experience with the city of Hampton. The Account Supervisor's responsibilities include reviewing expenses, vouchers, and checking all financial documents prior to their approval. The Account Clerk has twenty four years of experience and is responsible for processing all time sheets, material requests, requisitions and purchase orders. The Finance Department provides monthly Budget Performance Reports to the Program Director.

Other

The work and impact our volunteers do have been recognized throughout the communities we serve. At a recent visit to one of our sites, the Downtown Hampton Child Development Center, the Mayor of Hampton witnessed our eldest volunteer, 98-year old Mildred Gray, working with the children in her group. He was so impressed by her energy and compassion that he requested the opportunity to recognize all of our most senior volunteers (80s and 90s) during the opening of the City Council meeting in March. During the presentation the Mayor commented that he knew about the program, had attended many of our functions, but never seen a volunteer in action. He presented a Recognition Award to each volunteer and gave them a chance to make remarks. We invited the families of our volunteers to witness this prestigious award ceremony and had over 40 people in attendance. The presentations were highlighted on the local public access television station throughout the month of March.

We submitted a nomination package for one of our long-time volunteers (20 years), Annie Clark, for the Virginia Governor's Volunteer Service Awards and she was selected as the Outstanding Volunteer for

FGP volunteers from across the state. Ms. Clark serves on our Advisory Council and speaks to our new volunteers during orientation regarding the relationships formed with the students and the immense satisfaction of making a difference in our communities.

During the annual Mayor and County National Service Recognition Day, we created a service project for the Hampton citizens who receive Meals on Wheels. We received donated toiletries from the Hampton Department of Adult Services and placed them in toiletry bags made by the Hampton Roads Chapter of the American Sewing Guild. We presented the bags to the Peninsula Agency on Aging who will distribute the handmade bags and toiletry items to Hampton citizens that receive Meals on Wheels. The Vice Mayor presented a proclamation and we had approximately 30 people in attendance.

PM 1.1-Tutoring-Public School

Applicant Organization City of Hampton
Period Covered Starting 07/01/2017 Ending 06/30/2018
Grant Number 17SFSVA002

Community Need to be Addressed: Third grade is a predictor of future success and although both Newport News and Hampton public schools have made gains, many students continue to struggle. Unfortunately the percentages for failure on the 3rd grade reading Standard of Learning (SOL) tests have increased to 34% (768) of third graders in Newport News and 29% (441) for third graders in Hampton, according to Virginia Department of Education 2016 statistics . In the locality where these students are targeted, approximately 57% of these students receive free or reduced lunch.

Focus Area: Education

Objective: K-12 Success
Service Activity Tutoring-Public School

Service Activity Description Students who are reading below grade level will be identified by teachers and will be provided early literacy strategies and interventions by PFGP volunteers. We will place 63 volunteers to assist in targeting skill development in reading and other content areas to further improve the potential for success. PFGP volunteers will serve a minimum of 20 hours per week and will be required to provide a minimum of 4 hours of one-on-one assistance per week.

Anticipated # of Unduplicated Vols: 63

Anticipated # of Total Vols Contributing: 63

Anticipated Output: (PRIORITY) ED2: Number of students completing a CNCS-supported education program

Target: 315 students

How Measured: Program-Administered Pre-Post Test Tracking Log. This document captures beginning and end of year SOL test scores for each classroom a PFGP volunteer serves in.

Anticipated Outcome: (PRIORITY) ED5: Number of students with improved academic performance in literacy and/or math

Target: 236

How Measured: Program-Administered Pre-Post Test Tracking Log. This document captures beginning and end of year SOL test scores for each classroom a PFGP volunteer serves in.

PM 3.1-Assisting in classroom-Head Start

Community Need to be Addressed: The Cities of Hampton, Newport News, Williamsburg and the Counties of James City and York have identified 295 children ages 2-5 of low income families that lack the necessary social, emotional, and cognitive skills necessary to enter Kindergarten. Furthermore, 100% of the children served met the Federal Poverty guideline and 10% have significant disabilities. This creates an additional burden on the public schools when these children enter kindergarten. It is clear that a need to enhance pre-school programs will better prepare these children with skills to succeed in school according to the Hampton Roads Community Action program (formerly the Office of Human Affairs).

Focus Area: Education

Objective: School Readiness
Service Activity: Assisting in classroom-Head Start

Service Activity Description: 33 PFGP volunteers will serve a minimum of 20 hours each week for at least a total of 40 weeks in head start and pre-k classrooms providing one-on-one mentoring assistance to 125 chilodren. Each student will receive a minimum of 4 hours of one-to-one assistance per week. children will demonstrate improved lieracy skills to include phonological awareness, book knowledge, print awareness, writing and alphabet knowledge.

Anticipated # of Unduplicated Vols: 33
Anticipated # of Total Vols Contributing: 33

Anticipated Output (PRIORITY) ED21: Number of children who completed early childhood education Programs

Target 165

How Measured: Site supervisors will complete a "Child Readiness" assessment at the end of each school year tracking their improvement in literacy.

Anticipated Outcome: (PRIORITY) ED24: Number of children demonstrating gains in literacy skills

Target: 124

How Measured: Early Childhood Development Literacy Assessment

PM 4.1-Assisting in classroom

Community Need to be Addressed:The Cities of Hampton, Newport News, Williamsburg and the Counties of James City and York have identified 295 children ages 2-5 of low income families that lack the necessary social, emotional, and cognitive skills necessary to enter Kindergarten. Furthermore, 100% of the children served met the Federal Poverty guideline and 10% have significant disabilities. This creates an additional burden on the public schools when these children enter kindergarten. It is clear that a need to enhance pre-school programs will better prepare these children with skills to succeed in school according to the Hampton Roads Community Action program (formerly the Office of Human Affairs).

Focus Area: Education

Objective: School Readiness
Service Activity: Assisting in classroom-Head Start

Service Activity Description: 9 PFGP volunteers will serve a minimum of 20 hours each week for at least a total of 40 weeks in early childhood development centers and pre-k classrooms providing one-on-one mentoring assistance to 75children. Each student will receive a minimum of 4 hours of one-to-one assistance per week. children will demonstrate improved social/emotional development.

Anticipated # of Unduplicated Vols: 9

Anticipated # of Total Vols Contributing: 9

Anticipated Output: Number of children who completed early childhood education programs

Target: 45

How Measured: Site supervisors will complete a "Child Readiness" assessment at the end of each school year tracking their improvement in social/emotional development. The pre/post-test tracking tools are collected in October (pre) and June (post) and the data is aggregated to determine the percentage of overall improvement.

Anticipated Outcome: Number of children demonstrating gains in social and/or emotional development

Target: 34

How Measured: Site supervisors will complete a "Child Readiness" assessment at the end of each school year tracking their improvement in social/emotional development. Social and emotional readiness is measured by such items a:shows ability to adjust to new situations, recognizes own feelings and manages them appropriately, demonstrates self-direction and independence, follows classroom routines and rules, plays well with others and other developmental milestones. Classroom teachers note: “not yet observed this skill”, “developing this skill” or “regularly observed this skill” in the fall and again in the spring to gauge growth in the identified students.

DeBrew, Felecia (VDSS)

From: bpowell@cns.gov
Sent: Thursday, June 22, 2017 4:53 AM
To: DeBrew, Felecia (VDSS)
Cc: bpowell@cns.gov; Kmattingly@cns.gov; Lewis, Gina (VDSS)
Subject: Grant Award Notification from CNCS

Dear Felecia Debrew:

The Corporation for National and Community Service (CNCS) has issued a grant award to City of Hampton for your Foster Grandparent Program application, 17SF194281. Your new grant number is 17SFSVA002. Please reference this grant number in all future correspondence with CNCS.

In eGrants, you will find a copy of the Notice of Grant Award for 17SFSVA002 which contains the details of your new award. You are required to follow the terms of acceptance on this Notice of Grant Award which include hyperlinks to the applicable grant terms and conditions or provisions and other federal regulations stored on CNCS?s website. You should download these requirements from the website and ensure that you and your staff comply with them.

To view and print you Notice of Grant Award, approved application, and budget:

1. Login to eGrants.
2. Click on the "Awarded" link from the "My Grants/Applications" list.
3. Locate grant number 17SFSVA002 from the list of awarded grants.
4. Click the drop down arrow to the right of the "View/Print Application" field.
5. Select the appropriate report, i.e. "Notice of Grant Award" ,"Application for Federal Assistance," or "Budget" or from the list and click on the "GO" button.
6. The selected report will be displayed in Adobe Acrobat Reader.
7. To print the report from the Adobe Acrobat Reader, click on the printer toolbar button inside Acrobat Reader.

Additionally, if you are receiving at least $25,000 in CNCS funds and your project is approved to issue subawards, you are required to report at www.FSRS.gov the following information on all sub-awards over $25,000:

- Name of entity receiving award
- Amount of award
- Funding agency
- CDFA number
- Program source
- Award title descriptive of the purpose of the funding action
- Location of recipient
- Place of performance
- DUNS number
- Total compensation and names of the top five executives if more than 80% of annual gross revenues are from the federal government, and those revenues are greater the $25 million annually

The FSRS tool will prepopulate, to the maximum extent possible, recipient information from existing Federal agency databases, such as the Central Contractor Registration (CCR) System. User guides, FAQs, and an on-line demonstration are available at www.FSRS.gov.

To ensure compliance with this requirement you must report these awards by the end of the month plus one additional month after you obligate the subaward(s).

This email is sent to the persons identified by your organization as the Authorized Representative and Project Director for this grant. You are responsible for sharing this notice with all appropriate staff. If the Authorized Representative or Project Director listings are not correct, please contact the help desk at 1-800-942-2677 to assist you in updating these listings.

If you have questions about your new ant or need any further assistance, please tact your grant officer, Brenda Powell at (215) 964-6332 or bpowell@cns.gov.

Sincerely,

Brenda Powell
Grants Management Specialist