

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)		
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 24-JAN-11	STATE APPLICATION IDENTIFIER: NA
2b. APPLICATION ID: 11AC124477	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHMN0010010
5. APPLICATION INFORMATION		
LEGAL NAME: Minneapolis Public Schools-City of Lakes YouthWorks DUNS NUMBER: 020504114		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Lisa Lambert TELEPHONE NUMBER: (612) 668-3905 FAX NUMBER: (612) 668-3895 INTERNET E-MAIL ADDRESS: lisa.lambert@mpls.k12.mn.us
ADDRESS (give street address, city, state, zip code and county): Community Education Services Building 2225 E Lake St Minneapolis MN 55407 - 1932 County: Hennepin		
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 410851980		7. TYPE OF APPLICANT: 7a. Other 7b. School (K-12)
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: City of Lakes - MPS 11.b. CNCS PROGRAM INITIATIVE (IF ANY):
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Middle school ELL students in the Minneapolis Public Schools (Minnesota).		
13. PROPOSED PROJECT: START DATE: 08/01/11 END DATE: 07/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MN 005"/> b.Program <input type="text" value="MN 005"/>
15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/>		16. IS A APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372
a. FEDERAL	\$ 381,006.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO
b. APPLICANT	\$ 549,381.00	
c. STATE	\$ 0.00	
d. LOCAL	\$ 0.00	
e. OTHER	\$ 0.00	
f. PROGRAM INCOME	\$ 0.00	
g. TOTAL	\$ 930,387.00	
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.		
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Lisa Lambert	b. TITLE: Program Director	c. TELEPHONE NUMBER: (612) 668-3905
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/29/11

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Executive Summary

Members in the City of Lakes MPS AmeriCorps program serve middle school English language learners in the Minneapolis Public School District. Members provide these students with intensive and ongoing literacy support throughout the year both in and out of the classroom. The goal of the program is to help students gain the language skills necessary to succeed academically in high school without additional interventions.

Rationale and Approach

Problem:

The Minneapolis Public School District is highly diverse with families that speak more than 80 different home languages. Families move to Minnesota for a variety of reasons and are from all walks of life. Many non-English speaking families are first or second generation immigrants or refugees. The top five non-English languages spoken by families in the district are: Spanish, Somali, Hmong, Oromo, and Laotian.

While middle school is a challenging time for many students, it is particularly challenging for English language learners (ELL) students. These students are working hard to solidify their literacy skills at the same time that they are acquiring a new language. It is often said that an ELL student has "double the work" of a non-ELL student because they are learning a new language while also learning the same skills and content as non-ELL students.

In a 2007 report from the Alliance for Excellent Education, researchers from the Center for Applied Linguistics explain, "ELLs are second language learners who are still developing their proficiency in academic English. Moreover, they are learning English at the same time they are studying core

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content areas through English. Thus, English language learners must perform double the work of native English speakers in the country's middle and high schools. And, at the same time, they are being held to the same accountability standards as their native English-speaking peers." (Short, D., & Fitzsimmons, S., 2007)

ELL students in the school district are divided into five levels of English acquisition based on their performance on the Test of Emerging Academic English, with Level 5 being proficient. Level 1 & 2 students have the lowest language skills and are placed in specialized ELL classes during the day. Level 3 & 4 students may or may not receive additional services, depending on the availability at their school. Many of these students do not receive the support they need to succeed in the regular classroom.

Overall, 6th - 8th grade ELL students in the Minneapolis Public Schools have not demonstrated sufficient growth in reading proficiency. According to the 2009 standardized test reading scores, only 25% of ELL students in the Minneapolis district have reached proficiency, which is significantly lower than their non-ELL counterparts within the same ethnic group. Compare this to the non-ELL Caucasian students, where 85% reached proficiency and the compelling need to bridge this achievement gap becomes clear (Source: District Assessment Report 2006-2009, MCA-II Assessment).

A strong correlation exists between low reading proficiency rates at the elementary level and low graduation rates for ELL students. The high school graduation rate for ELL students in the Minneapolis district is only 58% and 65% across Minnesota. The Minnesota graduation rate for all students is 92%.

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In a 2010 research report, the Minneapolis Public Schools identified the top five indicators for accurately identifying over 70% of all high school dropouts in the district. ELL status was one of the top five indicators along with attendance, missing credits, performance on standardized tests, and when they entered the school district (MPS Dropout Trends and At‐Risk Identification Analysis, April 2010). The impact of not having a high school diploma has both economic and social effects on society. In addition to earning lower wages, which results in reduced benefits to local, state, and national economic conditions, high school dropouts are more likely to be teen parents (Haveman et al., 2001), are more likely to commit crimes (Raphael, 2004), rely on government health care (Muennig, 2005), or use other public services such as food stamps or housing assistance (Garfinkel et al., 2005). Additionally, high school drop outs are less likely to engage in civic activity, including voting and volunteering in their communities (Junn, 2005).

The disparity between ELL students in the Minneapolis Public Schools and non-ELL students has become an academic priority for the Superintendent. While developing strategies to address this need, it was determined that the service of AmeriCorps members from the City of Lakes AmeriCorps program would be an essential factor in creating measurable outcomes around this effort. City of Lakes has been serving K-12 students in the Minneapolis Public Schools since 1994. Utilizing them in this effort is transforming and focusing the program in a new and exciting way. Previously a very broad tutoring program, City of Lakes corps members will now focus on ELL literacy at the middle school level. Members of the City of Lakes program will provide interventions for the Level 3 & 4 students often overlooked to help them gain the skills they need to succeed in middle school and beyond.

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Solution (AmeriCorps Member Roles and Responsibilities):

Utilizing City of Lakes AmeriCorps members to reach middle school ELL students is a strategy that will create connections with students and provide the one on one attention that these students need and deserve. With a 16-year history in the Minneapolis Public Schools, members have proven themselves capable, committed, passionate, and dependable. Members are role models and mentors, not just tutors. They are able to connect with and engage the students in ways that a classroom teacher would like to, but isn't able because of the class size and other responsibilities. Students often seek out AmeriCorps members during the day if they are having problems. Also, unlike community volunteers, AmeriCorps members are full-time and present throughout the school year and summer school sessions, building lasting and trusting relationships.

Mark Bonine, Area Superintendent and former school principal, states "I have had the honor of working with multiple City of Lakes AmeriCorps members over the last seven years. The qualities that the members displayed over the years included: a belief system that all students could learn, a dedication to students and families, and a focus in being a learner themselves to learn academic strategies that would increase student achievement."

AmeriCorps members will serve Level 3 & 4 ELL students in several ways: in small groups within the Readers and Writers Workshop, individually and in small groups within ELL classrooms, and in larger groups through targeted after school programs.

The Readers and Writers Workshop is 45-60 minute class that students are assigned to if they are not proficient readers. Each class begins with a short mini-lesson from the teacher that orients the

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students to the focus of the work for the day. The focus may be a comprehension strategy, vocabulary, fluency or word work. Students are then divided into smaller groups that rotate through several stations: small group guided reading instruction, independent reading / journaling, vocabulary instruction, and word work. Members will rotate through student groups within the class, focusing on the guided reading and word work modules.

Within the ELL classrooms, members will be able to follow-up with their students and work with them either individually or in small groups. This time will provide the students with targeted instruction that focuses on their individual academic needs, content with which they may be struggling, and ensures comprehension.

AmeriCorps members will end the school day by providing literacy-based after school programs that target their Level 3 & 4 students. Classes will engage students by combining literacy development with meaningful activities. Classes will include student newspapers, service-learning projects, book clubs, and/or other classes that the members and students identify.

Thirty full-time and one part-time AmeriCorps members will be placed across middle grades at eight schools. The schools were selected because they are not making Adequate Yearly Progress under No Child Left Behind, specifically within the ELL subgroup.

Each team of AmeriCorps members will work with the Level 3 & 4 ELL students at their assigned school. For the first year of the grant members will be targeting 6th grade ELL students. In subsequent years members will follow students into the 7th and then 8th grade if support is still needed or work with new 6th grade students. This will allow flexibility within the program design to

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ensure that students can continue to access AmeriCorps support until they achieve proficiency, rather than being "aged out" of the program.

We anticipate next year's enrollment within the targeted middle schools to include approximately 275 sixth grade Level 3 & 4 students. This would mean each member has an average caseload size of 9-10 students that they work with continually throughout the day in the classes and programs identified earlier. This caseload size will allow members to spend a significant amount of time each day with their students, providing intense academic support that addresses the individual student's needs and learning style.

In all of the ways in which members will be engaging and supporting students, a special technology initiative is woven through. Members are trained by the IT Department of the Minneapolis Public Schools in the use of the iPod Touch, interactive white boards, and student response systems. The goal of the IT department is to "leverage technology to advance a dynamic, student-centered learning environment that maximizes student potential, empowers teachers, embraces parents, engages community, and promotes global citizenship."

Members utilize technology resources throughout the day as they are appropriate and further student learning. For example, an interactive whiteboard is a great way to brainstorm story ideas with a group of students after school who are planning a school newspaper. The iPod Touch can be used in 1:1 tutoring situations when a student needs to look up information for a writing assignment, check the spelling of a word, or use a sight word application to build vocabulary.

The e-Readers will be used in individual and small group reading assignments both during the school

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day and in after school activities. Books can be uploaded to the readers for the Independent Reading section of the Reader and Writer Workshops and also used in read aloud settings.

Members are provided with iPods and Nooks so that they can interact with their students and become familiar with the technology themselves.

A typical day for a member involves rotating between the ELL classrooms and the Readers and Writers Workshop to follow and support their assigned caseload of students during the school day. After school the members collaborate to lead enrichment programs focused on literacy and targeted towards the ELL students at the school. Members build time into their schedules for staff meetings, prep, and AmeriCorps training.

Member Selection, Training, and Supervision:

AmeriCorps members are primarily recruited from local college and job fairs. To recruit diverse corps members, including bilingual applicants, specific outreach strategies have been designed, including presentations within college groups such as the Latino Student Union at the University of Minnesota, ads in culturally-specific community papers such as the Hmong Times, and sharing program information with the HR departments at local companies to present as an option to retiring employees, thereby attracting older adults to the program. City of Lakes also has a long history of partnering with the local disability community to recruit members with disabilities into the program.

Applicants initially apply through the AmeriCorps portal, but must then complete a rigorous program application and interview process. This helps to ensure the applicants selected to serve in the program

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have a thorough understanding of the service assignment, the rewards and challenges of national service, and are prepared for the yearlong commitment. It includes an individual and group interview, an online information session, and finally completing the academic skills assessment.

Once enrolled, AmeriCorps members begin their term of service in August (prior to the start of the school year) with an extensive 8-day orientation. This is the foundation for their year of service. Members spend time getting to know each other and developing teamwork skills. They learn about broader issues in education, including the achievement gap and No Child Left Behind. They also begin their yearlong training series on effective ELL instruction and strategies for engaging ELL students.

Training continues throughout the school year, approximately twice per month. The general program training is conducted by the Program Coordinators and includes topics such as diversity, civic engagement, and building student relationships. The ongoing educational training series is facilitated by the Literacy Coach and will contain topics such as: ELL Boot Camp, Boosting Academic Language Use Through Interaction, Technology and ELL strategies, and ELL Vocabulary Strategies.

The Literacy Coach is a licensed teacher working solely with the City of Lakes MPS program to provide training and support to members around ELL instruction, ensuring the members are providing the best service possible for their students. The coach will not only facilitate corps-wide training, but will provide 1:1 and site-based support as well. The coach will conduct tutoring observations of every member and provide immediate feedback on the work members are doing. Tutoring observations are formal assessments utilizing set criteria for curriculum delivery, student engagement, and student progress.

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In addition to the program orientation, each school provides a site-based orientation for their team of members. This orientation is developed with program staff and site-based literacy coaches to ensure it includes uniform information (such as a tour of the building, introductions to key staff, etc.) but also allows room for school-specific workshops. This generally includes workshops on attendance policies, behavior management plans, and special school events, such as conferences or family nights.

City of Lakes MPS has recently incorporated the Civic Reflection Program (designed by the Project for Civic Reflection) into its member training plan. This provides members with an opportunity to reflect on their service and the impact they are having, while also developing a sense of ongoing civic responsibility that will last beyond the program year.

Since starting the Civic Reflection Program, members have become more open and willing to reflect on their service which has helped retain members and provide a deeper, more meaningful service experience. The Program Director and Program Coordinators are trained facilitators of the Civic Reflection Program.

Daily member supervision is provided by both the classroom teachers with whom the members work and by the site coach at each school. Every partner site has identified a site coach, generally the literacy resource teacher, to support the members. A literacy resource teacher is a licensed teacher who works at the school to support other teachers around literacy. They generally do not have their own classes, which makes them more available to members throughout the day.

The site coach meets quarterly with program staff to ensure they have a thorough understanding of the AmeriCorps program and the role of the members at their school. They are the person the

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members will go to if they are facing a challenge at their site or need additional resources. They also approve member service hours and complete member evaluation reports. The quarterly meetings are typically held: in August to plan for incoming members and site-based training, in January to review and evaluate program start-up and help members through the "storming" stage of group development, in April to discuss year-end plans and summer school assignments, and again in June/July to evaluate the program and make plans for the upcoming year.

Because this is a new program model and most of the coaches will be new to the City of Lakes MPS program, an initial orientation will be provided in August, prior to members being placed at schools. In subsequent years, if there is a change in the site coach, a 1:1 orientation will be provided for that coach.

Throughout the year the program staff conducts site visits and 1:1 meetings with members and coaches to ensure everyone has the support they need to be successful in their service. A site "report card" is used during these visits to help assess that structure and support is in place and that members are meeting program goals.

Outcome (Performance Measures):

The vision for the ELL department within the Minneapolis Public Schools is "to ensure that our English learners have meaningful access to rigorous instruction, materials, and academic choices within the Minneapolis Public Schools. We will ensure equity for English learners while maintaining their cultural and linguistic identity."

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Within this vision, the goal for the City of Lakes MPS program is that Level 3 & 4 ELL students will gain the language skills necessary to succeed in mainstream classes in middle school and beyond.

To ensure targeted ELL students are making adequate progress towards this goal, multiple assessment and evaluation tools will be administered.

To inform instruction and targeted interventions throughout the year, formative assessments will be administered by teachers. These include the Fountas and Pinnell inventories, Words Their Way assessment, Scholastic Reading Inventory, and the World-Class Instructional Design and Assessment (WIDA). All of these assessments measure student growth and progress, targeting specific areas of literacy development and/or content mastery. The scores of individual students on these assessments will inform instruction and allow teachers and AmeriCorps members to develop targeted interventions for each student, as well as help them to celebrate their successes.

Measures of Academic Progress (MAP) test is another assessment that will be helpful in measuring student growth as well as identify the specific impact of the program. This test is administered to all students in the fall and spring each school year. Based on over 30 years of research, MAP is a key tool for measuring growth and predicting proficiency over time. Results for the ELL students who will be working with AmeriCorps members can be compared against ELL students with similar demographics and pre-scores who are not working with AmeriCorps members, eliminating outside factors and demonstrating the specific impact the AmeriCorps program is having on the learning of the students.

Overall impact of the program will be measured utilizing the Test of Emerging Academic English

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(TEAE) test. At least 70% of students who complete the program will move up at least one level on the TEAE test each year. Students will complete our program by working with AmeriCorps members for a minimum of 60 minutes per week for at least 12 weeks. Students in sixth grade who move from a Level 3 to a Level 4 over the course of the year will be eligible to work with a member the following year as well to move from Level 4 to Level 5, which is considered Academic English Proficiency.

This performance measure was developed in partnership with the Director for the ELL Department with the Minneapolis Public Schools and City of Lakes MPS program staff. It was reviewed and approved by the Department of Research Evaluation and Assessment in the Minneapolis Public Schools as being both ambitious yet attainable.

Because this is the first year for this AmeriCorps program with the new middle school ELL focus, the performance measure will be reviewed annually and adjusted as necessary with the guidance of the state commission and CNCS.

Results will be reported annually to all partner schools, disseminated through the district newsletter, and on the program website, as well as on the annual AmeriCorps reports to CNCS.

Volunteer Generation:

The goal for volunteer generation by City of Lakes MPS AmeriCorps program is to increase the capacity of the school district to meet the needs of ELL middle school students by providing 30 additional high-quality volunteers each year and to provide ongoing training to all volunteers working with ELL students to ensure the volunteers utilize best practices and create positive impact. To

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accomplish this, the City of Lakes MPS program will partner with Volunteer MPS, the volunteer services department within the Minneapolis Public Schools, which oversees the recruitment and support of school district volunteers.

Recruitment: Each member will be required to recruit at least one new volunteer to serve in any City of Lakes MPS partner school. Most members typically recruit a friend or family member although training in community outreach will be provided. These new volunteers must focus their efforts on improving literacy for middle school ELL students but they can select the service role and schedule that best meets their needs/interests as long as it aligns with ELL literacy. For example, volunteers could choose from classroom tutoring in the mornings, leading an after school book club every week, or assisting with the planning and implementation of a family literacy night. Specific service descriptions will be developed at the school-level and approved by the school's Volunteer Liaison. Volunteers will be tracked and reported by the members through an online database and results will be reported quarterly.

Support: Members will provide specific training and support for existing community volunteers around working with ELL students. The current training and orientation that volunteers are provided with does not include anything specific on this topic and volunteers have repeatedly reported not feeling adequately prepared to support diverse learners. City of Lakes MPS AmeriCorps members will be perfectly positioned to help meet this need. With their direct classroom experience, combined with professional training, they will provide a series of brown bag lunches for community volunteers to discuss challenges, research, and best practices as it relates to ELL students in the Minneapolis Public Schools. Members will be expected to collaborate with one another and with key district staff to facilitate, as a team, at least 4 brown bag lunches on topics related to ELL instruction over the course

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of the school year. Specifically in November, January, March, and May.

According to Robyn Cousin, the Manager of Volunteer MPS, "This is a great way to utilize the training and experience the members gain through AmeriCorps and allows them to become a resource for other volunteers in the district."

Training for recruiting volunteers and for leading the brown bag lunch series will be provided by the Volunteer MPS department. Members will not be involved with the daily management of volunteers, as that is the role of the Volunteer Liaison at the schools and would detract from the member's direct service with students.

Over the past 16 years, City of Lakes members have recruited, trained, placed and/or supported 2,870 non-AmeriCorps volunteers.

Partnerships and Collaboration:

The City of Lakes MPS AmeriCorps program is a program of Minneapolis Community Education and collaborates with the Minneapolis Public School's ELL Department, the Department of Research Evaluation and Assessment, Volunteer MPS, and Barnes & Noble. Also, City of Lakes MPS AmeriCorps routinely partners with other local national service programs for cross-program training and events.

Minneapolis Community Education is the department of the Minneapolis Public Schools that coordinates and implements out of school time programming. They will provide training and support

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to members to ensure that they have the tools they need to understand the components of high-quality programs. Minneapolis Community Education has contracted with the University of Minnesota Extension and has been immersed in the Quality Matters evaluation program for more than four years. Assessments are ongoing and they continue to work towards the goal of not only providing a safe and supportive environment for students but to increase positive interactions with them and ultimately achieve a level of engagement with students that encourages them to reflect on what they are doing and have a voice in program planning. They will specifically help members to engage ELL youth in literacy-related after school activities at their sites.

The ELL Department is heavily involved in the program design as this new AmeriCorps model is developed. Working with the ELL Executive Director and key ELL staff through a series of meetings and site visits, the AmeriCorps program has taken shape to meet the needs of the district, the ELL department, and the classroom teachers. The ELL department will be hiring a full time teacher to train and support AmeriCorps members throughout the year, as well as an ELL literacy consultant to ensure program fidelity and impact.

The Director for the Department of Research, Evaluation, and Assessment for the district has personally helped to identify clear, ambitious, measurable goals for the AmeriCorps members. They will maintain involvement by providing research data and assessments to program staff throughout the year to help make sure the program is on track for meeting their goals as they relate to student achievement.

Volunteer MPS will provide member training around recruiting and training volunteers. They will help to coordinate the brown bag ELL training series with the members.

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Barnes and Noble is a new community partner who shares a passion for literacy development in youth. The downtown Minneapolis store is working with City of Lakes MPS and the local community to raise funds to purchase Nook e-readers. They will also provide training and support for members in using the Nook e-readers with students. Through the use of technology, students will be engaged in reading and develop a lifelong love of literacy.

Sustainability:

City of Lakes works towards sustainability through diversified funding sources which include a wide range of stakeholders. Within previous grant cycles, City of Lakes received funding from local grant awards (The McKnight Foundation and the Minneapolis Empowerment Zone), state YouthWorks funding, partner site fees, alumni fundraisers, and employee giving campaigns. This upcoming proposal includes new funding at the district level of the Minneapolis Public Schools, as well as a large in-kind donation from Barnes and Noble.

In addition to financial sustainability, many school programs that were initially created by and dependent upon City of Lakes members have now become sustainable. For example, both the Cool Kids after school tutoring program and the Super Saturday activity program at Andersen United School were initially staffed almost entirely by City of Lakes members. Now both programs are staffed predominantly by City of Lakes alumni who continue to volunteer at the school long after their term of service has ended.

Within the current proposal, the recruitment and support for ELL literacy volunteers will continue to

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impact students in the district long after the completion of the program. Ensuring an adequate number of well-trained volunteers are placed and targeted at the same goal leads to academic gains for ELL students in the Minneapolis Public Schools.

Tutoring Programs Only:

AmeriCorps members in the City of Lakes MPS program must meet Highly Qualified Status under the No Child Left Behind Act. They are required to have at least 60 semester credits (or 90 quarter credits) of college. This exceeds the AmeriCorps requirements of a high school diploma. In addition, members must pass an academic skills assessment, demonstrating competency in reading and writing skills.

Member training is provided by the Literacy Coach, a licensed teacher through the ELL department of the Minneapolis Public Schools, who is dedicated to training and supporting members of the program. The ELL department is also hiring a second licensed teacher who will consult with City of Lakes on member training. Members will be trained in effective teaching methodologies, strategies for engaging ELL learners, literacy components, and more. The members receive eight full days of pre-service orientation plus ongoing training throughout the school year.

Examples of these trainings include:

ELL Boot Camp: An overview of MPS ELL student demographics and needs to better understand the major cultural and linguistic groups, demographics, programming, and language acquisition process.

Boosting Academic Language Use Through Interaction: Members will be given a wide range of

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strategies to boost their interaction with students, as well as boosting student to student interaction to help ELL students to produce and use language.

ELL 2.0: Technology and ELL strategies: Members will have the opportunity to learn about innovative uses of technology tailored to meet the needs of students.

Vocabulary Strategies: Members will learn research-based strategies for teaching vocabulary and boosting comprehension unique to ELL students.

For supplemental member training throughout the year, the staff from the ELL department will lead workshops in specific skill areas. The ELL Department staff members possess strong connections to specific linguistic and cultural communities. They work closely with a variety of departments and community agencies to provide training and technical assistance to enable planning for educational programming that taps into the rich backgrounds and unique assets of ELL students. The staff members would provide training on the cultural assets and instructional considerations for Hmong, Somali, and Spanish-speaking students.

Organizational Capability

Organizational Background:

Minneapolis Community Education demonstrates the capacity to manage and monitor the AmeriCorps grant in several ways. First, the department has operated the current AmeriCorps program for the past 17 years fully within the framework required by the grant. All program design and reporting requirements are fulfilled annually. Additionally, all financial and program audits have been passed without issue.

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The Community Education department successfully administers several other large federal grants, including 21st Century Community Learning Center grants, Even Start and Empowerment Zone grants (federal funding through state agencies), and an AmeriCorps*VISTA project.

The department is supported by, and must adhere to, the financial and programming reporting policies of the Minneapolis Schools who administer many federal grants and are audited annually by the accounting firm of Deloitte & Touche. Community Education staff work closely with the school district's Contract Compliance, Finance, and State & Federal Projects departments.

The 2010-11 budget for Community Education is \$14,927,811. Funding comes from the state of Minnesota voter approved levies, income from program fees and facilities rental, and grants. The cash match for the City of Lakes MPS AmeriCorps program represents approximately 3% of the overall department budget. CNCS represents approximately 9% of the department's budget and 2% of the school district's general fund.

The primary contact for the grant is Lisa Lambert, Program Director. The secondary contact is Colleen Sanders, Community Education Manager. In addition to other duties, they are responsible for ensuring members are integrated into the Minneapolis Public Schools and supported at their sites. They work with key district staff to ensure this is successful, including the ELL department staff, school principals and administrators, as well as district leadership from the superintendent's office. Representatives from all of these groups were part of the program redesign and goal setting.

Staffing:

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The Program Director, Lisa Lambert, is responsible for administrative requirements, progress reports, tracking member hours, attending state commission meetings, and being the liaison between the program and program partners. Ms. Lambert has been involved with AmeriCorps since 2002. She has served as an AmeriCorps member, Site Supervisor, and AmeriCorps Program Coordinator and Director. Her multiple perspectives within the AmeriCorps program give her the skills and insights necessary to thoroughly understand the training and support needs of the AmeriCorps members, as well as that of support staff. She has a BA in English Literature from the University of Wisconsin-Eau Claire.

The Program Coordinators, Lily Thiboutot and Lance Oberembt, are responsible for leading the recruitment and hiring process, coordinating member trainings and service events, and general member support. Ms. Thiboutot has been involved with AmeriCorps since 2003 and has served as a member and Program Coordinator. She has a BA in Mathematics and Educational Studies and is currently working on her Masters in Elementary Education at Augsburg College. Mr. Oberembt has also served as an AmeriCorps member and Program Coordinator. He has a BA in Mathematics from Iowa State University and is currently working on his Masters in Education through the Urban Teacher Program at Metro State University.

The Literacy Coach, Elizabeth Rutten-Turner, will be new to the program. She is a former AmeriCorps member and is licensed in Elementary Education with an emphasis on Middle School Social Studies and in English as a Second Language, K-12. She has worked as an ELL teacher in the Omaha Public Schools and volunteered abroad in Uganda and Kenya. She will be responsible for delivering the ELL Literacy Training Series, working 1:1 and in teams with members on specific

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tutoring skills, conducting member observations, and ensuring the overall preparedness of the members for the literacy component of their service.

City of Lakes also works with an Accountant from the Community Education department who is responsible for the fiscal management of the City of Lakes program, as well as other Community Education programs. For City of Lakes, this includes: completing financial reports, processing member time cards, and monitoring program expenses. The current Accountant, Phanida Sanouvong, has worked within the Minneapolis Public Schools since 1999 and is familiar with the accounting software used and holds a degree in Business Administration.

Multi-Site Programs Only:

While technically within the same organization, members will be placed in 8 different middle school locations throughout the school district. Schools were selected because they were not making Adequate Yearly Progress under No Child Left Behind for their ELL student subgroup.

Sites include: Andersen, Anthony, Anwatin, Green Central, Nellie Stone Johnson, Northeast, Sanford and Sullivan.

Because a significant portion of the funding is provided at the district level, all the schools have the financial resources necessary to support members. The district will also work with City of Lakes program staff and site administrators to ensure that all sites have ample staff resources to meet the programmatic needs of the project (i.e. staff and infrastructure). All sites will receive an orientation at the beginning of the member service year to ensure there is an understanding of member roles as well

Narratives

as prohibited AmeriCorps activities. This orientation will be geared towards school administration, site coaches, classroom teachers who regularly work with AmeriCorps members, and after school coordinators at each site.

Because everyone involved in the project works for the same organization, it is easy to maintain connections among the sites to ensure that the overall mission and vision for the City of Lakes MPS program is maintained at each site. Quarterly site meetings ensure the staff working with members has the training, support, and information they need. Additional training and support for program staff, including fiscal oversight, is provided by ServeMinnesota, the state commission for national and community service in Minnesota.

Enrollment and Retention:

Enrollment and Retention Rates for the last three years:

2008-09 - 71 members enrolled (95%), 63 successfully completed (89%)

2009-10 - 68 members enrolled (100%), 67 successfully completed (98.5%)

2010-11 -- 36 members enrolled (100%), 33 members currently serving (91.7%)

In the 2008-09 program all school-year positions were filled (100%), however the program was unable to fill all of the minimum time positions for the summer program. The current proposal does not include a summer program and, as noted above, City of Lakes has met enrollment targets in subsequent years.

In an attempt to continually improve retention rates, the program has implemented several tools and

Narratives

benchmarks to assist members in monitoring their hours. The program model was also altered in recent years to cluster members in teams and eliminate individual placements, which creates a greater support structure for members. If a member does leave early, they complete an exit interview and have to answer questions about why they are leaving the program and what, if anything, could have been done differently to have allowed them to finish their term of service. None of the members who left early in the last 3-year grant cycle did so out of dissatisfaction with the program.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness:

The overall CNCS cost per Member Service Year for the City of Lakes MPS program is \$13,298.

Matching cash dollars are provided by Minnesota State YouthWorks funding, the Minneapolis School District, Community Education, and partner fees. In-kind contributions are also provided. In total, outside funding sources contribute an additional \$13,814 per MSY to the CNCS grant.

This is an increase in MSY from previous years because additional staff has been brought on board to ensure the success of the program, including a full time licensed ELL teacher and a consultant from the ELL department. It also reflects increased member living allowance and health care premiums for 50 FTE (currently there are only 30 FTE).

While expanding the program size and adding support staff, City of Lakes MPS has greatly increased their portion of the match. While applying as a new program because of the dramatic shift in focus, City of Lakes is only required to meet the CNCS match at 24%. However they are providing over 50% in cash and in-kind match to support the program.

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Each year, Community Education contributes \$15,000 and every partner school contributes a cash match to support the City of Lakes program. The site fee for the 2011-12 program year will be \$5,000 for a team of members.

Staff and teachers within the Minneapolis Public schools donate their time, talents, and energy into the City of Lakes program to help strengthen and support the members. Their contributions in the proposed project total more than \$144,000 of in-kind support as they mentor, train, and supervise members on a daily basis. Their dedication helps to ensure the City of Lakes program continues to be strong and effective.

The state of Minnesota allocated YouthWorks funding to support AmeriCorps in Minnesota. On average, it is awarded at \$750 per MSY. For the proposed budget it is a \$37,500 cash match.

New this year is a partnership with a local Barnes and Noble, who will assist the program in raising funds to donate Nook e-readers to the students working with the AmeriCorps members. This is an in-kind donation of approximately \$115,000.

New funding sources are always considered and, if secured, would be used to offset CNCS funding. Past examples include Empowerment Zone funding, grants from the McKnight Foundation and Youth Service America.

Budget Adequacy:

With a 17 year history of administering the City of Lakes grant, Community Education has developed

Narratives

practical guidelines for ensuring the City of Lakes budget effectively supports the program design and program activities.

Designing the City of Lakes budget is a collaborative process with the City of Lakes Program Director, Community Education Manager, and the Community Education Accountant. Together they review the AmeriCorps budget guidelines and analyze past budgets and financial reports. The current budget is based on these findings. It incorporates school district guidelines as well as state and federal parameters. Expenses are based on current costs with a projected annual increase.

Personnel Expenses -- These are based on the current school district contracts for the appropriate job classifications. There are three FTE staff positions for the City of Lakes program. These positions, in addition to the in-kind time contributions of teachers, site supervisors, and accounting, provide effective management of the program and member support.

Personnel Fringe Benefits -- These are based on school district guidelines and include worker's comp, FICA, and benefits. It is at a flat rate of 38% for the upcoming school year.

Staff Travel -- This includes mileage reimbursement for staff traveling between AmeriCorps service sites and to/from state commission sponsored meetings and trainings. The rate is .505 per mile and the total number of miles is based on past mileage reports from program staff. It also includes funds for travel to CNCS sponsored meetings as required by CNCS guidelines.

Member Travel -- This covers member participation in team-building and service retreats. All members are required to participate in the team-building retreat and at least one additional service

Narratives

retreat during their year of service. Budgeted expenses include ropes course initiatives at the team-building retreat, mileage reimbursements, and meals at service retreats.

Supplies -- This includes member service gear, member handbooks, and office supplies. Service gear, handbook costs and office supplies are based on previous year expenses. Service gear is purchased locally with matching funds (as per CNCS guidelines). This also includes the in-kind donation of color Nook e-Readers from Barnes and Noble to support and encourage literacy. They will be integrated into the tutoring sessions the AmeriCorps members provide and used by the students throughout the year.

Contractual and Consultant Services -- There are no Contractual or Consultant expenses with this grant request.

Staff Training -- This includes funding for local staff development opportunities, such as technology classes, train-the-trainer workshops, and leadership development.

Member Training -- These funds go directly to training corps members in the skills necessary for their service and life after AmeriCorps. All of these costs are based on local rates and previous program expenses. Included in this section is a subscription to the America Learns database, an online database for literacy activities, which helps to support the work members do, and for member recognition events. A training line item for a Literacy Consultant is included at the request of the ELL department. To help successfully launch the new program model, they felt this would be a necessary addition. It is covered by matching funds from the school district. The consultant is a district employee and will be paid an hourly rate that will not exceed maximum guidelines.

Narratives

Evaluation -- This includes both an internal and external evaluation as required by CNCS guidelines.

Other Program Operating Costs -- The items in this section are the background checks and ID badges for members. This amount is based on school district costs. Funds for newspaper ads and booths at college job fairs are included, as are iPod touches for AmeriCorps members to utilize in tutoring sessions. This is part of a 3-year technology integration initiative that is being evaluated for its effects in engaging and motivating students (along with the use of the Nook e-Readers).

Living Allowance -- This is based on the Corporation guidelines.

Member Support Costs -- This includes FICA, worker's comp, and health care, and is based on Corporation guidelines.

All of the budget items are directly linked to the successful administration of the City of Lakes AmeriCorps program. The primary goal being the quality support and training for the AmeriCorps members so that they have a phenomenal National Service experience and are able to meet the goals and objectives for the program.

Evaluation Summary or Plan

Evaluation Summary or Plan:

Evaluation is an important aspect of the City of Lakes MPS program as it serves to inform staff on the effectiveness of specific aspects of the program and leads to overall program improvement.

Narratives

In the 2008-09 program year the City of Lakes program worked with a researcher from the University of Toronto to assess the what members learn about democracy and citizenship through their participation in national service. While the final report is still pending, early feedback provided insight into the effectiveness of the civic engagement component of the program and helped to identify areas to strengthen and improve the model, which was implemented in the 2010-11 program year.

During the 2010-11 program year a 3-year evaluation was launched that is exploring technology as a way to engage and motivate students. In particular, the use of the iPod Touch and Nook e-Reader in tutoring sessions, as well as interactive white boards that members use in small group work.

With the current proposal, City of Lakes will continue to work with the external evaluator on the technology integration initiative, as well as with internal evaluators with the School District's Department of Research, Evaluation, and Assessment to evaluate student progress and access data such as test scores, attendance rates, grades, and demographic information for the students that members tutor.

Amendment Justification

NA

Clarification Summary

Start Date and Member Enrollment Period

After reviewing our desired grant start date, we have decided to keep our grant start date as August 1st, 2011. Member Enrollment Period will also begin August 1st,

Narratives

While we are applying as a new program given the significant change in focus we are undertaking, overall City of Lakes has been serving K-12 students in the Minneapolis Public Schools since 1994. We have a solid system in place for member recruitment and enrollment, which we will be able to administer over June & July 2011 as our current program closes. An August 1st Member Enrollment start date is in alignment with our current enrollment processes, and will not have any overlap with our current program year enrollment period, which ends July 31st.

Budget Clarification Items:

Section 1A: Personnel

o Please provide an explanation for the number of ELL teachers listed in the budget (24) in relation to the number of schools (12).

There are multiple ELL teachers at each of our schools who members will be serving with. We anticipate at least two teachers per site will be involved in member's service. The number of sites has been adjusted to 8 to better fit the size program we are under consideration for. I have included this explanation in the budget.

Section 1B: Fringe

o Please include a brief summary of what is included in personnel fringe benefits directly in the budget (similar to what is included in the application narrative) because the total percentage of fringe benefits is over 30% and therefore requires itemization.

Narratives

This amount is calculated at 38% of salary and includes:

FICA 6.2%

Medicare 1.45%

PERA 6.75% (or TRA for licensed staff)

MERF 0.6%

Health Insurance 18.11%

Life Insurance 0.1%

Dental 0.65%

LTD Insurance 0.22%

Deferred Comp 0.9%

OPEB 0.5%

Workers Comp 0.75%

Reemployment 0.34%

Other Employee Benefits 1.43%

The list of items included in fringe was included in the budget section.

Section 1C: Travel

o Please provide an itemized calculation including number of staff traveling, airfare, lodging, mileage, per diem and other costs for the requested travel to CNCS sponsored meetings.

$\$300 \text{ airfare} * \$250 \text{ lodging} * \$300 \text{ registration fees} * \$50 \text{ per diem} * 3 \text{ days} = \$1000 * 2 \text{ staff} =$

Narratives

\$2000

Section 1E: Supplies

o Please provide justification for budgeting 461 Nook eReaders for a 50 member, 400 student program.

This number has been changed to reflect the adjustment to a 31 member program serving 275 students.

Section 1G: Training

o Please move the costs associated with America Learns Database Subscription to Section 1.I. Other Program Operating Costs.

This has been adjusted in the budget.

Section 1G: Training

o Please move Literacy Consultant to 1.F. Contractual and Consultant Services.

Given the smaller program size we are under consideration for, this item was removed from the budget.

Section 1H: Evaluation

o The corporation requires either an internal or external evaluation depending on the size of the grant, not both types of evaluation. In the Clarification Summary field, please provide justification for

Narratives

budgeting for both an internal and external evaluation.

The internal evaluation is through the District's department of Research Evaluation and Assessment. They are used for data collection on student academic achievement (ie test scores) that will be provided to the external evaluator (Heidi Gegax). REA (the internal evaluator) charges for these types of evaluation/data requests; therefore, this expense needs to be included in the budget along with external evaluation costs.

o Please provide additional information for the external evaluation costs, such as the number of evaluators and total number of days.

This is for one evaluator (Heidi Gegax of Gegax Evaluation and Consulting) for 125 hours over course of the year billed at \$80/hour, not to exceed \$750 per day.

Section 11: Other

o The application narrative indicates at least one staff member will be new to the program and therefore subject to the required National Service Criminal History Checks. Please budget for new staff including ELL Teachers and Site Coordinators that have not previously been checked and continuously serving without a break in service.

As Minneapolis Public Schools performs Criminal History Checks on all employees, and all staff included in the budget are considered MPS employees, this line item has been added as an in-kind

Narratives

contribution from MPS.

o The ipod touch may be an unallowable expense. In the Clarification Summary field, please explain how this item is relevant to the program and necessary for 50 members.

Members will utilize the iPod Touch as a motivational device to further engage students in literacy in new ways. In addition, literacy concepts will be reinforced through such apps as Whirly Word, Read Me Stories, Word Magic, Miss Spell's Class, Chicktionary, International Children's Digital Library, Story Kit, Exam Vocabulary Builder, Grammar Up, Paper Hangman, Madlibs, Amazon's Kindle, AED Dictionary, Google Translate, iTalk Recorder, and other apps recommended by teachers and/or educational Web sites (such as Classroom 2.0 or brighthouse.com). Each member needs to be able to utilize the iPod Touch in their 1:1 and small group tutoring sessions throughout the day, making it necessary for each member to have their own device at their disposal. See below for more information on the anticipated effects of utilizing the iPod Touch in tutoring.

Programmatic Clarification Items:

* The application includes a significant element of new and emerging technology as part of the proposed intervention such as nook color e-readers, iPod touches, whiteboards, etc. Please provide expected enhancements of utilizing technology versus traditional tutoring models including, if available, an evidence basis for the desired outcomes.

Narratives

We anticipate the enhancements of using technology will result in increased student comprehension, engagement and motivation.

As it states on Dr. Jeff Bloom's "School-Teachers-Parents" Web site, there is a discrepancy between the vast use of technology utilized at home and in the work force, and the limited access and inclusion of technology in student's educational work. This is detrimental because "educating our students through the use of real world technology motivates them to become self-directed learners... To achieve in today's world, students must be given 21st century tools that simulate authentic work environments (Mouza, 2008). Technological opportunities are particularly useful in developing higher-order skills of critical-thinking, analysis, and inquiry that are necessary for students in the 21st century" ("Effects of Technology on Motivation," 1 July 2010, Retrieved from <http://schoolteachersparents.wikidot.com/issues:effects-of-technology-on-motivation>).

According to SIIA's 2000 Research Report on the Effectiveness of Technology in Schools, educational technology has also demonstrated a significant positive effect on achievement. SIIA reports that positive effects have been found for all major subject areas, in preschool through higher education and for both regular education and special needs students. More specifically, in studies focusing on reading and language arts, technology has been shown to provide a learning advantage in the areas of phonological awareness (awareness of the structure of sounds in a language), vocabulary development, reading comprehension and spelling.

The report goes on to say, " Educational technology has been found to have positive effects on student attitudes toward learning and on student self-concept. Students felt more successful in school, were more motivated to learn and had increased self-confidence and self-esteem when using computer-

Narratives

based instruction." SIIA's report also points out that Language Arts is one of the subject areas where the evidence of this is strongest. (2000 Research Report on the Effectiveness of Technology in Schools: Executive Summary, Software Information Industry Association, retrieved from <http://www.siiia.net/estore/REF-00-summary.pdf>).

While these studies focus on technology in general and not the iPod specifically, the iPod presents as a perfect tool in our schools, where computer labs are in high demand and often booked, making student access very limited outside of their set computer class. The iPod presents a portable and easily accessible way for our members to meaningfully infuse real world technology into their tutoring sessions.

Kathy Shirley agrees. Shirley, technology director for the Escondido Union School District near San Diego, began the iREAD program in 2006 specifically with English Language Learners who were low-performing readers. Through the iPod Touch, students download audiobooks and songs and read along with the text of stories and lyrics. They also use iPods with external microphones to record their reading practice and assessments.

In 2008, this program was adopted by the Canby, Oregon school district, bringing it to a total of 150 classrooms between the Canby and Escondido districts. Both districts saw large gains in the speed of student reading, with most students achieving more than double the average expected. A group of 12 fifth-graders in Escondido using iPod Touches averaged 1.8 years of reading progress in six months, compared with a matched group of students at the same school who averaged .25, a quarter of a year's increase (Milton, Chen, "iPod, iListen, iRead" 17 May 2010, retrieved from <http://www.edutopia.org/blog/ipod-improves-reading-skills>).

Narratives

There continues to be more emerging information that technology, in all forms, has a positive effect on student motivation and self-concept when used in quality learning settings. In order to contribute to the growing pool of knowledge on this topic, City of Lakes is committed to evaluating the impact of using the iPod Touch to increase student engagement, motivation, and academic achievement. To do so, we have contracted with an external evaluator, Heidi Gegax of Gegax Evaluation and Consulting, to assess this component of our program over a minimum of three years.

¿ Please provide a plan to sustain the required match level in continuation years given that \$114,789 of match this year is in-kind from the Nook eReaders and another \$10,000 for iPod touches that will be unnecessary in Years 2 and 3 of the grant.

Our currently budgeted match is \$549,529 or 59%, which significantly exceeds the required 46%. The match stemming from Nooks is \$76,194 and from iPod Touches, \$6,200, totaling \$82,394. Taking these costs out of consideration for the match during continuation years leaves the match at \$467,135, or 55% of the adjusted total, which still exceeds CNCS requirements.

¿ Please describe the specific tutoring interventions to be used including the evidence basis and rationale for using those components. If based on the district ELL program model, please provide a brief background on how the district chose the program and what indications of success exist for the specific tutoring interventions.

Narratives

Tutoring interventions will center on the need to deepen students' understanding of academic language. Specific interventions will include direct teaching of important individual words, teaching word learning strategies, and fostering word consciousness. These interventions are recommended by the MPS ELL Department and adopted from "Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction," by Kevin Feldman, Director of Reading and Early Interventions with the Sonoma County Office of Education, and Kate Kinsella, a nationally recognized teacher educator based at San Francisco State University with experience teaching adolescent English Language Learners, and co-author of the READ 180 program utilized throughout MPS (Feldman, Kevin & Kinsella, Kate "Narrowing the Language Gap," 2005, retrieved from http://teacher.scholastic.com/products/authors/pdfs/Narrowing_the_Gap.pdf).

"Narrowing the Language Gap" outlines specific steps and activities around each intervention, such as Instructional Intervention for Robust Vocabulary Instruction, Intervention for Vocabulary Note-taking, and Vocabulary Study Strategies.

Interventions outlined by Kate Kinsella showed incredible results in an independent evaluation conducted in the Los Angeles Unified School District, which studied 537 eighth grade students. Most of these students were repeating eighth grade due to having received grades of D or F in English, low scores on the SAT-9, or failing to pass the district's writing performance test. A large portion (78%) of these students were Hispanic, with 42% classified as limited English proficiency (LEP). According to this evaluation, students experiencing interventions laid out in Kate Kinsella's work experienced clear gains, greater than three Normal Curve Equivalent (NCEs), on the SAT-9 over the course of the school year. With no intervention, on the other hand, the comparison group actually experienced a loss of almost 7 NCEs

Narratives

during the same time period. This report concludes that "Clearly...[Kinsella's model] helped this group of primarily ELL students make significant progress in reading over the course of one school year" (Scholastic Research & Results, retrieved from http://teacher.scholastic.com/products/research/pdfs/IS_R180_English-Language_Learners.pdf).

According to Jana Hilleren, Executive Director of MPS's ELL Department, "We would want to see a menu of options as interventions rather than a purchased program or highly prescriptive set of interventions."

In order to have an extensive range of options at our member's disposal, COL members will also utilize methodologies outlined in "The Language-Rich Classroom: A Research-Based Framework for Teaching English Language Learners" by Persida and William Himmele, published in 2009 by ASCD. This method outlines a five-component framework for supporting ELL growth in both content and language, CHATS. CHATS stands for Content reading strategies; Higher-order thinking skills; Assessment; Total participation techniques; and Scaffolding strategies.

In utilizing the CHATS method in her school, Dr. Janette Hewitt, Principal of Washington Elementary Schools stated, "When [teachers] started experimenting with CHATS strategies, they saw instant results, in terms of students' understanding and engagement. That enthusiasm just propelled them forward into trying out other strategies... They're able to reach kids that they didn't know how to reach before."

Barbara Mitchell, ELL Teacher at J.P. McCaskey High School, echoes this sentiment, "The bottom line of what it's done for me is that I'm still as passionate about teaching in April as I was in August. I just

Narratives

love teaching, and it has a lot to do with using CHATS. Kids don't cut class anymore. When they can begin to participate in the way they do, they begin to feel successful. And they feel much better about themselves."

Upon implementing a language-rich classroom approach, teacher Carol A. Engelman in the Nazareth Area School District was surprised at the "magnitude of transformation" witnessed in her classroom. Early data collection session revealed the same results: fifteen out of the nineteen students were writing narratives that included at least one or more of the targeted vocabulary words. By November of that school year, data collection revealed 100% of the class were using the targeted vocabulary words in their personal narratives.

Engelman reports, "My students were now also using the Tier II rich vocabulary words in writing that occurred outside the confines of my writer's workshop. I noticed the students using the words in their daily journal entries even when I did not provide a vocabulary stem phrase to complete. These more complex words became visible in spelling homework assignments and some students used Tier II words in the district's mandated first trimester writing assessment. When I started seeing these words even in the students' endearing notes to their teacher, I clearly conceptualized the power of a language-rich classroom" <LEHIGH VALLEY WRITING PROJECT 2009

Reflective Narrative on Inquiry Project Topic: Impact of Language -Rich Environment Upon Writing, retrieved from <http://www2.lv.psu.edu/ce/lvwp/profiles/Inquiry%20Paper%20Engelman.pdf>>.

Through utilizing interventions outlined in "Narrowing the Language Gap" by Kevin Feldman and Kate Kinsella in conjunction with the CHATS methodology outlined in "The Language-Rich Classroom," COL members will be able to increase the academic English proficiency of intermediate

Narratives

ELL middle grades students. The ELL Department has committed to training COL AmeriCorps members on these specific interventions to use as well as knowing how and when to deploy them.

¿ Please explain the relationship to YouthWorks. It is unclear how the applicant organization is related to YouthWorks.

YouthWorks is merely a funding stream to help support our program. The State of MN provides funding to AmeriCorps programs in MN at a rate of \$750 per MSY. We have changed our program name to avoid confusion with this and to reflect our new program focus.

¿ Please verify that criminal history checks will be conducted on all members, employees and other individuals as described above. You may revise the budget to include these costs, if necessary but may not exceed the level of funding for which you are under consideration. Please also verify that the criminal history checks conducted for members and staff will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations.

The Minneapolis Public Schools District performs criminal history checks that includes a standard background check through the appropriate state criminal history repository (such as the Bureau of Criminal Apprehension in MN) as well as FBI fingerprint checks on all MPS staff, which includes everyone listed in our budget, and all COL AmeriCorps members. This has been verified by Jodi Webb, Customer Service Specialist within the MPS HR Department. This cost has been included in the budget

Narratives

as an in-kind contribution by the Minneapolis Public Schools.

In addition, City of Lakes AmeriCorps runs a state registry check and NSOPR check for all staff listed in the budget and COL AmeriCorps members using the State of Minnesota Department of Corrections Offender Locator and the Dru Sjodin National Sex Offender Public Website (NSOPW). City of Lakes AmeriCorps also checks the member's state criminal history repository for their state of residence, if not Minnesota

Continuation Changes

NA

Performance Measures

SAA Characteristics

- | | |
|--|---|
| <input type="checkbox"/> AmeriCorps Member Population - None c | <input type="checkbox"/> Geographic Focus - Rural |
| <input checked="" type="checkbox"/> Geographic Focus - Urban | <input type="checkbox"/> Encore Program |

Priority Areas

- | | |
|--|---|
| <input type="checkbox"/> Economic Opportunity | <input type="checkbox"/> Environmental Stewardship |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input checked="" type="checkbox"/> Education | <input type="checkbox"/> Healthy Futures |
| <i>Selected for National Measure</i> <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Veterans and Military Families | <input type="checkbox"/> Other |
| <i>Selected for National Measure</i> <input type="checkbox"/> | <i>Selected for National Measure</i> <input type="checkbox"/> |
| <input type="checkbox"/> Disaster Services | |
| <i>Selected for National Measure</i> <input type="checkbox"/> | |

Grand Total of all MSYs entered for all Priority Areas 50

Service Categories

Tutoring and Child (Middle Sch.) Literacy

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

AmeriCorps members will work 1:1 and in small groups to help middle school ELL youth gain literacy skills.

Members will work both in and out of the classroom under the guidance of licensed teachers, primarily focusing on vocabulary development, fluency, and and comprehension. Members will engage students through small groups, individualized attention, technology integration, and literacy-based enrichment programs.

Result: Output

Result.

At least 75% of students will complete the program by working with AmeriCorps members for a minimum of 60 minutes per week for at least 12 weeks throughout the school year.

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

Target :At least 75% of students will complete the program by working with AmeriCorps members for a minimum of 60 minutes per week for at least 12 weeks throughout the school year.

Target Value: 207

Instruments: Student contact hours (log maintained by AmeriCorps members)

PM Statement: At least 75% of students will complete the program by working with AmeriCorps members for a minimum of 60 minutes per week for at least 12 weeks throughout the school year. This reflects the high mobility rate for ELL students in the school district.

Result: Intermediate Outcome

Result.

At least 70% of students who complete the program will move up at least one level on the Test of Emerging Academic English.

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

Target :At least 70% of students who complete the program will move up at least one level on the Test of Emerging Academic English.

Target Value: 145

Instruments: TEAE (Test of Emerging Academic English) test scores, administered by the district)

PM Statement: At least 70% of students who complete the program will move up at least one level on the Test of Emerging Academic English.

Result: Output

Result.

275 Level 3 & 4 ELL students at the middle school level will receive tutoring from an AmeriCorps member.

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

Target :275 Level 3 & 4 middle school ELL students will be matched with an AmeriCorps member.

Target Value: 275

Instruments: Tutor Tracking Logs

National Performance Measures

Result.

PM Statement: 275 Level 3 & 4 ELL students at the middle school level will receive tutoring from an AmeriCorps member.

Required Documents

<u>Document Name</u>	<u>Status</u>
Evaluation	Sent
Labor Union Concurrence	Sent