

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): 01/21/11	3. DATE RECEIVED BY STATE:	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11ED125865	4. DATE RECEIVED BY FEDERAL AGENCY: 01/21/11	FEDERAL IDENTIFIER: 11EDHMA001
5. APPLICATION INFORMATION		
LEGAL NAME: Citizen Schools, Inc. DUNS NUMBER: 947519492	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: David Stalow	
ADDRESS (give street address, city, state, zip code and county): 308 Congress Street Boston MA 02210 - 1016 County:	TELEPHONE NUMBER: (617) 695-2300 1529 FAX NUMBER: (617) 695-2367 INTERNET E-MAIL ADDRESS: davidstalow@citizenschools.org	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 043259160	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization Community-Based Organization National Non-Profit (Multi-State) Volunteer Management Organization	
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 Fixed Amount Grant	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Citizen Schools National Corps of Teaching Fellow s 11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Alameda County, CA - Oakland Bernalillo County, NM - Albuquerque	13. PROPOSED PROJECT: START DATE: 07/01/11 END DATE: 06/30/14 14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 009"/> b.Program <input type="text" value="MA 009"/>	
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 PREAAPPLICATION/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	\$ 2,781,979.00	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	\$ 0.00	
c. STATE	\$ 0.00	
d. LOCAL	\$ 0.00	
e. OTHER	\$ 0.00	
f. PROGRAM INCOME	\$ 0.00	
g. TOTAL	\$ 2,781,979.00	
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: Jodie Deshmukh	b. TITLE: Mrs.	c. TELEPHONE NUMBER: (617) 695-2300 113
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/03/11

Narratives

Executive Summary

Citizen Schools will deploy full-time AmeriCorps members to narrow the achievement gap by expanding the learning day. Our members will lead hands-on learning activities in intensive extended-day programs that partner with high-need middle schools across 7 states. Our members will also recruit volunteers to share their experience and expertise with students by teaching apprenticeship courses that connect students' current learning with future college and career opportunity.

Rationale and Approach

PROGRAM DESIGN

a. PROBLEM

The typical American school day is an artifact of a bygone age. Over the past 30 years, the United States has doubled its spending on K-12 education, yet educational performance remains stagnant. Scores on reputable assessments, such as the National Assessment of Educational Progress, have failed to show broad and sustained improvement, and the national graduation rate has held steady at about 70%. For students from racial minority groups, the graduation rate is barely above 50% and in several major cities it is below 50% for all students. The current school schedule is insufficient to meet the learning needs of students, especially those from low-income backgrounds.

In 2011-12, Citizen Schools will operate 38 intensive after-school and extended-day programs that will enroll 5,855 middle school students in 17 cities in 7 states:

- California (Campbell, Daly City, Oakland, Redwood City)
- Massachusetts (Boston, Malden, New Bedford, Revere)
- New Jersey (Newark)
- New Mexico (Albuquerque, Santa Fe)

Narratives

--New York (New York City)

--North Carolina (Charlotte, Durham, Henderson)

--Texas (Austin, Houston)

The large majority of students who attend Citizen Schools' programs are members of racial minority groups (80% identify as Black or Latino), and 41% come from homes where English is not the primary language. At our partner schools, 78% of students qualify for free or reduced price lunch.

In the cities where we operate, poor educational performance is a pervasive and urgent problem. For example, in Newark's West Ward, only one school made Adequate Yearly Progress in 2008-09 -- the school where Citizen Schools established a partnership four years ago. At Boston's Orchard Gardens School, which invited Citizen Schools to implement an expanded day schedule in 2010, only 19% of 6th graders scored proficient in math and only 1% of 8th graders scored proficient in science. For rural Henderson, NC, the high school graduation rate is 52%. In Albuquerque it is 47% and in Santa Fe and Houston the graduation rate is 42%.

Social and economic risk factors compound academic problems. At one of our partner schools, Global Technology Prep in East Harlem, 75% of 6th graders reported that they had been recruited to join a gang in the after-school hours. Even for students who are thriving in middle school, the link between current learning and future opportunity is broken. Students and their families have little understanding of the importance of taking challenging courses in high school or the connection between college attainment and career advancement.

Our national failure to educate students restricts opportunity for individuals and imperils the vitality

Narratives

of our economy. Students who fail in our schools are far more likely to fail in the job market and to require extensive and expensive social supports. One study calculated the social cost of each dropout at \$260,000.

While many investments and innovations have promised to transform American education over the past half-century, one variable in the education equation has remained constant -- time. The typical American school day remains about 6.5 hours long and the school year remains fixed at 180 days. These ~1,200 hours of schooling per year represent only 20% of students' waking hours.

It is not enough.

Research indicates that middle school is a critical time to identify risk factors and to intervene to address them. Dr. Robert Balfanz found that 6th graders who attended school less than 80% of the time, received a poor final behavior mark, or failed math or English had no more than a 10-20% chance of graduating on time. A report commissioned by the Gates Foundation concluded: "What is clear is that dropping out of high school is not a sudden act, but a slow process of disengagement."

b. SOLUTION, AMERICORPS MEMBER ROLES AND RESPONSIBILITIES

Citizen Schools narrows the achievement gap by expanding the learning day. Our programs forge deep partnerships with public schools that serve disadvantaged students. Together, we add substantially more learning time and connect current learning with future college and career opportunities.

Rigorous, independent evaluations have reported that Citizen Schools' programs are effective, both for

Narratives

individual students and for whole schools. A long-term evaluation conducted by Policy Studies Associates reported that Citizen Schools' students significantly out-performed a matched comparison group on leading indicators of school success, including attendance, grades, and test scores. Initial gains persisted and expanded over time, leading to improved performance in high school and dramatically higher rates of on-time graduation than the district norm.

Another rigorous evaluation reported that schools that partnered with Citizen Schools to implement a bold restructuring out-performed similar schools across all middle school assessments. In its application for a grant from the Investing in Innovation Fund of the US Department of Education, Citizen Schools received a perfect score for the evidence of its effectiveness.

Full-time AmeriCorps members are the centerpiece of Citizen Schools' strategy to improve students' academic performance, mobilize community volunteers, and link current learning to future opportunity. With this application, Citizen Schools requests 322 full-time members to serve as AmeriCorps Teaching Fellows -- the front-line instructors and team leaders who will work directly with students, volunteers, and school and community partners at each of our program sites.

Citizen Schools has been an AmeriCorps national program since 2002 and has engaged 840 full-time AmeriCorps members. The program model, service locations, and service roles described in this application are consistent with the program that Citizen Schools has implemented successfully over the past 9 years. We have expanded steadily and have built systems to manage a larger corps of members effectively.

Citizen Schools' AmeriCorps Teaching Fellows will:

Narratives

- teach academic skills to disadvantaged middle school students through daily small-group instruction;
- forge deep, consistent relationships with students, parents, and teachers and facilitate communication among them;
- engage and support volunteers to teach hands-on courses and introduce students to diverse careers, with an emphasis on science and technology fields;
- teach students to access cultural institutions and civic resources;
- raise students' awareness of college and strengthen the knowledge and planning skills that are correlated with college success; and
- instill and celebrate the values of courage, respect, motivation, and teamwork.

TEACH ESSENTIAL ACADEMIC SKILLS

AmeriCorps Teaching Fellows will deliver a daily lesson to their team (a group of 12-15 students) to strengthen high-priority academic skills in a subject chosen by the school partner. Most schools choose math. Teaching Fellows build core skills through games and hands-on activities. Most lessons consist of a short, introductory activity (the "do now") meant to check for understanding, an interactive activity that builds on core concepts, and a follow-up lesson that combines lecture and guided student practice.

ENGAGE FAMILIES

AmeriCorps Teaching Fellows will call each student's parents or guardians at least every two weeks to share information on the student's progress and to LISTEN to parents' aspirations and concerns. Teaching Fellows will become the trusted, caring adults who can speak with credibility to students, parents, and teachers, and help parents to become active members in the school community. At the

Narratives

Garfield School in Revere, MA, Citizen Schools' AmeriCorps Teaching Fellows dramatically increased the school's capacity to connect with Spanish-speaking parents. Principal Pat Massa reported that the 300 family members who attended a recent apprenticeship showcase event far surpassed family participation at any previous event in her 12 years at the school.

RECRUIT, TRAIN, AND CO-TEACH WITH VOLUNTEERS

AmeriCorps Teaching Fellows will recruit, train, and support volunteer "Citizen Teachers" to lead hands-on apprenticeship courses. Citizen Teachers come from all walks of life and share their expertise in courses that enable students to explore new fields. Teaching Fellows partner with volunteers to prepare their lessons and design the final project. Teaching Fellows also serve as co-teachers during each weekly 90-minute session. For example:

In Houston, AmeriCorps Teaching Fellow Stephanie Jordan co-taught a robotics apprenticeship with Randall Cook and Ogechi Wachuku, members of the local chapter of the National Society of Black Engineers. Using Lego Mindstorm Kits to build their own robots, students learned about computer programming, the research and design process, and unit testing.

At DeVargas Middle School in Santa Fe, AmeriCorps Teaching Fellow Clare Rok co-taught an apprenticeship with Anna Wilder, an instructor at Assistance Dogs of the West, in which students helped train dogs to become assistance pets. The students learned about animal behavior theories and training methods and gained a better understanding of the daily challenges faced by people with disabilities.

At the Edwards Middle School in Boston, AmeriCorps Teaching Fellow Olu Ibrahim partnered with

Narratives

David Mantus, a chemist from Cubist Pharmaceuticals, to teach students fundamentals of physics through space exploration. Students simulated the collision of a comet with a space station, receiving updated coordinates through a live video link with staff from NASA. The students applied formulas to determine which of three stations was the safest for a team of astronauts who could maneuver only by jet propulsion pack.

Apprenticeships are especially effective in enabling students who struggle in the traditional classroom setting to experience success.

INCREASE COLLEGE AWARENESS

AmeriCorps Teaching Fellows will arrange, plan, and conduct visits to local college campuses for Citizen Schools students. Students will meet with admissions officers and financial aid officers, as well as with students from backgrounds similar to their own. They will attend lectures and seminars, eat in the dining hall, perform in the cultural center, and play sports in the gym. For example, in Houston AmeriCorps Teaching Fellow Brittany Leggans recently led 30 students from Sharpstown Middle School on a visit to Baylor College of Medicine. Students toured the campus, spoke with medical students and research scientists, visited the medical museum, and observed experiments in research labs. AmeriCorps Teaching Fellows will also work intensively with 8th graders and their families to help them understand the importance of selecting challenging courses in high school that will make them college-ready.

INSTILL POSITIVE VALUES

AmeriCorps Teaching Fellows will strive to "catch kids doing something right." When they see a student put a positive value into practice they will name it, reward it, and celebrate it. Fellows will

Narratives

award Value Stars for leadership, teamwork, communication, perseverance, courage, and joy.

Citizen Schools expects that almost all of its members will serve two full-year terms as AmeriCorps Teaching Fellows, taking increasing responsibility and leadership at their school site as they develop their skills and gain experience. Many Fellows will serve in one of five leadership roles: Academic Program Lead, Citizen Teacher Liaison, Family Student Engagement Lead, College Career Connections Lead, and Data Captain. These Fellows will collaborate with the other Fellows who serve in the same role at other sites across Citizen Schools' network. Working with Citizen Schools' national program staff and regional program directors, Fellows will develop high-quality learning activities for students and their on-site colleagues.

A small number of AmeriCorps Teaching Fellows in each state (not more than 20 in total), including a few who may be invited to serve a third term at Citizen Schools, may fulfill specialized leadership roles in recruiting and training volunteers, building community partnerships, developing innovative curricula, and assisting former students as they progress through high school and college. These roles will be supervised by the state's program director and will contribute directly to the achievement of Citizen Schools' goals for student and community outcomes and program quality. In addition, a few Teaching Fellows will devote their morning hours to aligned service with a community or educational organization. In these morning partnerships, Citizen Schools will execute a formal agreement with the partner organization to ensure effective daily supervision, consistent expectations, and full compliance.

c. MEMBER SELECTION, TRAINING, AND SUPERVISION

Narratives

RECRUITMENT AND SELECTION

Citizen Schools strives to recruit candidates for its AmeriCorps positions who:

- are college graduates;
- possess experience teaching or working with children and families in low-income communities;
- have demonstrated a commitment to education, especially in non-traditional environments;
- possess outstanding leadership experience and creativity; and
- have experience in and a passion for community building.

Citizen Schools focuses on four recruitment channels:

- 1) web presence, including the AmeriCorps web site and the Citizen Schools web site, which offers a comprehensive description of the Fellowship and the application process (www.citizenschools.org/fellowship);
- 2) colleges and universities, including those in communities where our programs operate;
- 3) national feeder programs for outstanding candidates, including minority candidates; and
- 4) personal referrals, usually from current and former members or from community partners.

Recruitment is conducted by Citizen Schools' four Campus Recruitment Managers. Each recruiter builds a network of pipeline relationships with selected colleges and universities, attending fairs and events, conducting information sessions and on-campus interviews, and maintaining contact with faculty, career services associates, student group leaders, and service learning staff. For example, at the University of Michigan, Campus Recruitment Manager Sheldon Johnson (a former AmeriCorps Teaching Fellow and a Michigan alumnus) meets regularly with the Director of the Career Services Center, has participated in alumni panels on education careers, and has been highlighted on the

Narratives

Career Center's website. For the 2010-11 program year, 30 students from the University of Michigan applied to be AmeriCorps members with Citizen Schools and six were selected to serve.

The formal application process includes an online application, a detailed cover letter and resume, college transcripts, and three letters of recommendation. The selection process is conducted by the Campus Recruitment Manager and includes a phone interview, an on-campus interview with a Campus Director, a curriculum development assignment, and reference checks. Criminal history and sex offender background checks are conducted during the interview and selection process in accordance with regulations.

Citizen Schools has a track record of attracting diverse, highly-qualified applicants for its AmeriCorps Teaching Fellow positions. For the 2010-11 program year, Citizen Schools recruited 723 applicants to fill 170 member slots (not including slots filled by AmeriCorps members re-enrolling for a second term). 43% of applicants and 50% of those selected to become AmeriCorps Teaching Fellows were members of racial minority groups.

TRAINING

Citizen Schools' AmeriCorps Teaching Fellows receive extensive orientation and training prior to their service, as well as ongoing training and professional development throughout their terms. Training and professional development activities focus on:

- teaching;
- motivating students;
- hands-on learning;

Narratives

- engaging volunteers and community members; and
- project management.

Training begins with an intensive, six-day Summer Institute led by Emily Schneider-Krzys of the National Program Department, in collaboration with the state program directors. Specific trainings at the Summer Institute and additional pre-service trainings address the following topics:

- History of National Service and AmeriCorps
- Culture of Achievement
- Promoting Student Gains in Grades
- Student Engagement and Behavior Management
- Leading College Trips and Community Explorations
- Apprenticeships
- Supporting Volunteer Citizen Teachers
- Culturally Competent Teaching and Community Collaboration
- Community Building
- Family Engagement
- Embracing Leadership and Understanding Your Leadership Style
- CPR and First Aid

At their school placement sites, members are oriented by their Campus Director and the school leadership to the school and the surrounding neighborhood.

Throughout the year, additional training is provided in in-service formats, regional conferences,

Narratives

campus team meetings, and through direct supervision and coaching. At most sites, Fridays are devoted to training, program planning, and professional development activities.

Some AmeriCorps Teaching Fellows also enroll in a Master's Degree in Education program that Citizen Schools has created and operated with Lesley University since 2003. This program offers a two-year sequence of courses that complements Citizen Schools' program calendar and develops Teaching Fellows' skills as teachers, community builders, and after-school leaders.

Fellows also participate in workshops and receive placement assistance to help them pursue career opportunities when their term of service concludes. Citizen Schools has developed Career Streams, an online guide to help Teaching Fellows pursue careers in Classroom Teaching, Policy and Advocacy, and Nonprofit Leadership. Each section of the Career Streams guide consists of an introduction to the field, a description of the transferable skills Fellows have developed, resources for finding a job, and examples of former Fellows who have pursued that path. Panel discussions in each state also feature former Fellows who have taken positions in those fields.

SUPERVISION

Citizen Schools provides consistent supervision, support, and recognition for its members. Direct, daily supervision at each site is provided by the Campus Director, an experienced educator. Each Campus Director is supervised by the state's Program Director.

Members meet regularly with their Campus Director, including biweekly one-on-one meetings. They also have ready access to the Program Director in their state to identify opportunities for leadership and professional development and to troubleshoot problems.

Narratives

Campuses are held accountable for high-quality service to students and communities through a Program Scorecard, which is reviewed regularly by the state Program Director and by the National Program Department. Campus Directors evaluate each Teaching Fellow's effectiveness five times per year, using a detailed Instructional Rubric, and share their rubric-based observations with the Teaching Fellows in coaching sessions. During the third round (at mid-year) and fifth round (end of the year), Campus Directors give Teaching Fellows formal performance evaluations. The evaluation process provides a structured opportunity for feedback and reflection.

Citizen Schools trains Campus Directors on effective supervision practices during Summer Institute and through follow-up training at a mid-year conference and in regional in-service trainings. Citizen Schools also conducts a mid-year survey that solicits members' feedback on the quality of training, supervision, and support they have received.

Teaching Fellows reflect on their service regularly, sometimes contributing to "The Second Shift," a blog that Citizen Schools created to stimulate and share reflections on our work. At the end of the year, AmeriCorps Teaching Fellow Ryan Williams wrote, "Our Campus Director had our students write goodbye letters. The themes and tones varied from playful and mischievous to downright lovely and heart-breaking. Many of them cited specific things they learned from me, reminding me why I do this job. They told me a time that I helped them control their anger. They reminded me of a time I helped them understand a difficult math subject. I have never been more flattered and touched."

Another Fellow, Meredith Lowe, reflected, "The kids change, but the families will always tell you how appreciative they are that someone from the school cares enough to call. That makes me feel pretty

Narratives

good. It means that I am a new and meaningful connection for parents who have not always been given a voice in their child's education."

At their graduation ceremony in June, Fellows receive spirited tributes from their colleagues, often including written appreciations from students, teachers, and peers. AmeriCorps Teaching Fellows also recognize one of their peers in each region each year with the "You Inspire Me" award, for the Fellow who has best demonstrated the spirit of service.

d. OUTCOME: PERFORMANCE MEASURES

As a result of the service of Citizen Schools' AmeriCorps Teaching Fellows, disadvantaged students will improve their academic performance in middle school and advance toward on-time graduation from high school, and college and career opportunity. The schools that partner with Citizen Schools to create a longer and more robust learning day will improve their composite performance on state measures of proficiency.

The specific performance targets and the overall goals were chosen in order to align with the urgent need for improvement in academic proficiency and school performance in the communities where Citizen Schools operates. The anticipated gains described here are consistent with gains that have been achieved by previous Citizen Schools' students and school partners and validated by independent evaluations.

As an education program, Citizen Schools has adopted the national performance measures for enrollment (ED1), retention (ED2), and academic improvement (ED5) as measured by on-time course completion.

Narratives

In addition, Citizen Schools has established performance measures related to impact in three areas:

1. Student participation

Students will attend Citizen Schools' programs at an average daily attendance rate of 90%;

72% of students will report that they have the motivation, knowledge, skills and support necessary to access high school, college, and career opportunity.

2. Involvement of community volunteers in local schools

Citizen Schools will engage 7,649 volunteers for a total of 145,991 hours of service. At least 85% of volunteers will report a significant interest in volunteering again or recruiting a friend or colleague to volunteer.

3. Skill gains for AmeriCorps Teaching Fellows.

At least 90% of Citizen Schools' AmeriCorps members will demonstrate competency in at least 3 of 5 skill areas:

--Planning and delivering high-quality instruction to middle school students

--Building consistent, trusting, relationships that reflect understanding of cultural differences

--Engaging and building partnerships with students' families, volunteers, and school and community stakeholders

--Planning, implementing, and managing projects

--Solving problems and taking initiative

At all of its program locations, Citizen Schools will collect the data required to measure and report on its performance. Citizen Schools' Program Scorecard assesses progress toward annual goals at each

Narratives

site in academic achievement, attendance, retention, college awareness, skills development, and volunteer satisfaction. For outcomes that are focused on the professional development of members, Citizen Schools will collect data from the Instructional Rubric, a feedback and evaluation tool that is completed five times during the year by Fellows' direct supervisors. Data collection on program quality and outcome measures will be supervised by Michael Kubiak, Director of Research and Evaluation. Aggregate performance on the Program Scorecard is reported across the organization and to external stakeholders at mid-year and at the end of the year.

In addition, Citizen Schools has contracted with Abt Associates to conduct the next phase of its external evaluation, which will assess school-wide proficiency gains at schools that restructure their schedule in partnership with Citizen Schools. This study will build on the evaluation conducted by Policy Studies Associates from 2001-2010, which reported that Citizen Schools' students significantly out-performed a matched comparison group on leading indicators of school success, including attendance, grades, and test scores.

e. VOLUNTEER GENERATION

Citizen Schools will recruit, train, and support diverse community volunteers, primarily to serve as Citizen Teachers and share their experience and expertise with our students in hands-on apprenticeships. In total, Citizen Schools plans to engage 7,649 volunteers who will serve a total of 145,991 hours in 2011-12.

Volunteer Citizen Teachers come from all walks of life. They are stockbrokers, chefs, web designers, nurses, retirees, attorneys, quilters, college students, and engineers. The apprenticeships they teach consist of 11 weekly sessions of 90 minutes each. They enable students to explore new disciplines,

Narratives

develop new skills, and create high-quality products and presentations. In each apprenticeship session, an AmeriCorps Teaching Fellow serves as the co-teacher, supporting the volunteer and linking apprenticeship activities to academic skills and students' goals and interests. Each apprenticeship culminates in a community celebration of learning, attended by parents, teachers, and community stakeholders.

For example:

In Oakland, volunteers Adhi Nagraj and Alex Werth, urban planners from the Tenderloin Neighborhood Development Corporation, worked with Citizen Schools' students to examine their community's assets. The students developed a proposal for an empty lot near their school that would include a youth center and healthy food and restaurant options and presented their proposal to community leaders and city officials.

At Eastway Middle School in Charlotte, volunteer Lacey Wright of Belk, Inc. led an apprenticeship on fashion merchandising in which students created their own version of the hit show Project Runway. Students learned about target markets, forecasting, creative design, and media relations.

In East Harlem, volunteers Joyce Thomas, Sallie Mars, and Craig Markus from the advertising agency McCann Erickson worked with Citizen Schools' students at the Isaac Newton Middle School of Math and Science to develop three anti-obesity commercials aimed at youth. The students learned to create, pitch, direct, and film their commercials, which were featured on the YouTube home page for a day and received 160,000 views.

Narratives

At the Ivy Hill School in Newark, FBI Special Agents Fred Ransom and Kim McDonald led an apprenticeship in which students learned about the agency's diverse roles and responsibilities, ranging from the Evidence Recovery Team to the SWAT team. Students focused on the FBI's role in investigating mortgage fraud.

All volunteer Citizen Teachers receive approximately five hours of training prior to beginning their apprenticeships and receive extensive ongoing support throughout the semester. During the required training, AmeriCorps Teaching Fellows and staff members explain and demonstrate techniques for working effectively with middle school students and the principles of project-based learning. During the 11-week apprenticeship season, an AmeriCorps Teaching Fellow contacts each volunteer each week to evaluate progress and to prepare for the upcoming session. Volunteers submit one-page written evaluations after the second, sixth, and eighth weeks, and an additional training is provided mid-way through the apprenticeship to prepare for the final presentation.

Citizen Schools also supports its volunteers with extensive on-line resources on its portal CT Nation (www.ctnation.org). The website includes extensively documented curricula for 40 apprenticeship topics, along with detailed weekly lesson plans that are aligned with state curriculum frameworks. The portal provides guidance on how to engage students, respond to common challenges, and develop a high-quality final project and presentation. CT Nation now has more than 1,200 registered users and is becoming a vibrant community of practice for our volunteers.

In its most recent survey of volunteers, 93% responded that they received effective training and support from Citizen Schools, and 95% reported that they would like to volunteer again or would recommend being a Citizen Teacher to a friend or colleague.

Narratives

f. PARTNERSHIPS AND COLLABORATION

Citizen Schools' primary collaborations are with the middle schools that host its programs. Citizen Schools' intensive programming helps to address students' individual learning needs and to connect families with teachers and the school community. Principal Victor Fenner of Henderson (NC) Middle School commented, "As a result of our partnership with Citizen Schools, our students have participated in flight simulation learning experiences led by former NASA employees, conducted experiments with bio-engineers, and have written and developed a school newspaper, all with the help of Citizen Teachers recruited and trained by Citizen Schools. All of these experiences bring to life what our students have been learning in their math, English, and science classes. We have also seen marked improvements in Citizen Schools participants' behavior, attendance, and grades."

Citizen Schools also collaborates extensively with companies, universities, and community organizations to recruit volunteers and with public agencies and local coalitions to pursue coordinated strategies for educational improvement and healthy youth development.

For example, in Newark, Citizen Schools partners with: Prudential (a mentoring/tutoring program with 40 volunteers); McCarter and English, LLP (volunteers lead a mock trial apprenticeship); Drew University (class-based volunteer partnership with Sociology Department); Rutgers University, Newark (volunteers lead apprenticeships in science and technology, and serve as tutors); Novartis (volunteers lead science and technology apprenticeships); New Jersey Performing Arts Center (volunteers lead Young Writers apprenticeships); and Seton Hall University (volunteer tutors). Citizen Schools has participated as an active member in the West Ward Collective and the Newark Mentoring Coalition. At the state level, Citizen Schools has been an active participant in the New Jersey High

Narratives

School Graduation Campaign and has worked with America's Promise, the Office of the Attorney General, and the New Jersey Department of Education.

With some large companies, such as Google, Bank of America, and Fidelity, Citizen Schools has created multi-city partnerships that combine volunteer service and significant financial support. For example, volunteers from Google have led 82 apprenticeships over the past four years at Citizen Schools programs in California, New York, and Boston, and the company recently made a grant of \$250,000 to expand Citizen Schools' apprenticeships in the fields of science and technology.

g. SUSTAINABILITY

Citizen Schools has built a diversified base of community support and robust financial support that will sustain its impact beyond the presence of federal funding.

In 2009-10, Citizen Schools raised \$16.95 million in operating support from foundations, corporations, and individual donors. With corporations, Citizen Schools creates significant value by providing high-quality volunteer opportunities and opportunities for community recognition. For example, Fidelity Investments partners with Citizen Schools and plans to provide 500 volunteers in five states, along with high-level financial support. In Albuquerque, Fidelity volunteers are leading nine apprenticeships at three schools and reaching out to other companies to mobilize additional volunteers. According to Sheila Cavanaugh, Senior Vice President of Community Relations, "The longevity of our relationship with Citizen Schools is unique. It allows us to expand, innovate, and mutually deepen the relationship through strategic employee engagement."

Citizen Schools is deepening its partnerships with schools and districts through strategies that enhance

Narratives

sustainability. In schools that adopt an Expanded Learning Time structure for all students, Citizen Schools' programming is integrated as an essential portion of the official school day. Citizen Schools plans to implement its ELT model as a cost-effective solution that is feasible for districts to adopt, even in a difficult budgetary environment. An initial pro bono analysis by Bain & Company indicates that Citizen Schools' costs are comparable to or lower than costs incurred by other nonprofits, traditional schools, and charter schools that have tried to expand the learning day.

In conjunction with Citizen Schools application to the federal Investing in Innovation Fund in May 2010, 10 school districts (including large urban districts such as Houston, New York City, Boston and small city or rural districts such as Henderson, NC and Socorro, NM) committed to partner with Citizen Schools to make Expanded Learning Time a leading strategy to turn around struggling schools. Additionally, these districts committed to cover a significant portion of the cost of implementing a longer learning day. In Oakland, Superintendent Anthony Smith commented, "Citizen Schools has a demonstrated track record of leadership in operating Expanded Learning Time programs and our principals and teachers have embraced the model after experiencing it in action."

h. COMPLIANCE WITH TUTORING RULES

Citizen Schools is not a tutoring program. Nonetheless, all Citizen Schools AmeriCorps Teaching Fellows will be college graduates and will receive intensive, evidence-based training on effective techniques for instruction and student engagement.

Organizational Capability

ORGANIZATIONAL CAPABILITY

a. ORGANIZATIONAL BACKGROUND

Narratives

Citizen Schools is a nationally esteemed leader in education and civic engagement. Our program works -- both for individual students and for whole schools. A series of rigorous independent evaluations have reported that Citizen Schools' students significantly out-perform their peers on leading indicators of educational attainment and advancement, including attendance, grades, and on-time graduation from high school. Schools that have partnered with Citizen Schools to create a longer and more robust day for all students have dramatically improved school-wide proficiency rates in English and math. At our first ELT partnership school, proficiency rates have tripled, and the school was transformed from one of the worst to one of the best in its district. It now outperforms the state average in math and has a long waiting list of students seeking to enroll.

Founded in 1995, Citizen Schools has partnered with more than 20 districts to extend learning opportunities for 28,000 students. It has a track record of successful fundraising and effective financial management, has consistently achieved an operating surplus, and has always had a clean audit report.

Citizen Schools has been an AmeriCorps National grantee since 2002. During that period, Citizen Schools has mobilized more than 35,000 volunteers who have provided more than 660,000 hours of service. It has achieved its most important performance objectives for student impact and member development.

Over the past five years, Citizen Schools has received \$7.8 million in AmeriCorps grants to enroll 646 members, all of whom have served full-time as AmeriCorps Teaching Fellows at our after-school and extended-day program sites. 93% of those members have successfully completed their full-year terms.

Narratives

The primary contact for this application is David Stolow, Citizen Schools' Director of the AmeriCorps Teaching Fellowship, and the secondary contact is Eric Schwarz, Co-Founder and CEO of Citizen Schools.

Citizen Schools has developed the programmatic, administrative, and financial management systems that are necessary to assure effective performance, full compliance, and timely reporting. Citizen Schools has received consistent praise from its AmeriCorps program officers and has had no problems related to compliance with AmeriCorps regulations.

Citizen Schools operates as a single national entity (one 501c3) for all of its 37 current program sites. Its national office provides overall leadership and support in the areas of program quality, curriculum, research and evaluation, volunteer management, human resources, and fundraising. Financial management is centralized in the national office.

In each of its seven states, a team of 5-8 staff members, under the supervision of the state's Executive Director, develop school and district partnerships, recruit and train volunteers, and raise funds from local sources.

Citizen Schools' national Board of Directors includes leaders from the corporate, nonprofit, and philanthropic sectors. It sets annual goals, develops long-term strategy, ensures accountability for program quality, and ensures financial discipline. In each state, Citizen Schools has established a non-governing advisory board that helps the state team to establish partnerships and to secure sustainable funding.

Narratives

Citizen Schools' total annual budget for 2011-12 will be approximately \$27.0 million of which this request of \$4.14 million represents 15%. Citizen Schools plans to match \$4.14 million in AmeriCorps funding with \$8.53 million in matching funds in order to implement its AmeriCorps program.

Citizen Schools has a strong development team at both the national and local levels and a track record of effectively securing funds from diverse sources. It has always significantly exceeded the match requirements for its AmeriCorps grants. Citizen Schools raises funds locally and nationally from more than 250 corporations and foundations, and more than 4,500 individual donors. Its major funders include Bank of America, Fidelity, Google, Met Life, Atlantic Philanthropies, the Knight Foundation, the Skoll Foundation, and several of its board members.

Citizen Schools also receives support from state and district-level grant programs and allocations of discretionary funds. Several of our partner schools have allocated a portion of their Title I funds to extend the school day with Citizen Schools. In 2010, Citizen Schools was awarded a \$1,000,000 grant by the National Science Foundation to expand its apprenticeships in the science and technology fields and to build strong pipelines of volunteer scientists to lead them.

b. STAFFING

David Stolow serves as Director of the AmeriCorps Teaching Fellowship and manages the Fellows' overall experience, including opportunities for reflection and career pathways, as well as AmeriCorps compliance. Mr. Stolow has worked at Citizen Schools since 2001 and has helped to manage its partnership with AmeriCorps throughout that period. He has served as an expert panelist and trainer at AmeriCorps grantee conferences and has extensive knowledge of AmeriCorps' programmatic, administrative, and financial management requirements. He is also an Adjunct Professor at Lesley

Narratives

University and teaches Education Reform and the Rise of Out of School Time, the first course in the master's degree program for Teaching Fellows.

Elvia Villalobos serves as Director of Recruitment and supervises four Campus Recruitment Managers who recruit AmeriCorps Teaching Fellows from universities and through other channels. All four of the Campus Recruitment managers previously served as AmeriCorps members. Ms. Villalobos has extensive experience recruiting, selecting, and supporting young people from diverse backgrounds. She previously served as Assistant Director of Recruitment, Retention and Leadership Development for the Incentive Awards Program at the University of California, Berkeley.

The national staff team for the AmeriCorps program also includes:

- Kristin Brennan (oversees recruitment and professional development for entire organization)
- Yolanda Neville (manages the master's degree program and career development activities)
- Shannon Stanton (administers members' entry and exit process and time reporting)
- Courtney Walsh (establishes and implements processes for professional development and performance reporting)
- Kathryn Perry (supports members and supervisors in establishing effective working relationships)
- Courtney Schmidt (oversees member contracts and benefits)
- Emily Schneider-Krzys (designs, implements, and oversees pre-service and in-service training for Teaching Fellows and Campus Directors)
- Claudia Alfaró (oversees volunteer recruitment, training, and retention)
- Kait Rogers (oversees financial management and reporting)
- Michael Kubiak (designs evaluation and accountability systems for organizational performance)
- Julianne Mineo (oversees data collection from sites to support reporting on performance measures)

Narratives

These staff members have experience implementing an effective AmeriCorps program across multiple sites and ensuring compliance with programmatic and financial requirements.

In each state, the Program Director has primary responsibility for managing program quality and implementing orientation, training, and supervision procedures for AmeriCorps Teaching Fellows. Program Directors are experienced educators and program managers who typically have 5-10 years of leadership experience in education and community building. The Program Directors supervise the Campus Directors who lead each site and who directly supervise AmeriCorps Teaching Fellows. Campus Directors typically have 3-6 years of experience as teachers and leaders of education and youth development programs. Each state's staff team also includes a Director of Civic Engagement who develops pipelines of volunteers to lead apprenticeships and oversees volunteer training locally.

c. CONSULTATION WITH STATE COMMISSIONS

Citizen Schools has consulted with the state service commission in the states where it operates. We have shared information about our members' service and explored opportunities for collaboration in service and training. In conjunction with this application, we have submitted the consultation forms requested by the respective commissions as well as a complete list of current members and service locations within the state. Specifically, we have communicated directly with:

CALIFORNIA, Ia Moua, Grants and Field Outreach Specialist

MASSACHUSETTS, Beth McGuinness, Director of Programs

NEW JERSEY, Rowena Madden, Executive Director

NEW MEXICO, Julie Reeves, Interim Executive Director

Narratives

NEW YORK, Mark Walter, Executive Director

NORTH CAROLINA, Kaye Gattis, Executive Director

TEXAS, Elisa Gleeson, Grants Management Specialist

With 6 of the 7 state commissions, Citizen Schools has had at least one in-person meeting or direct conversation about its plan for service and potential collaboration within the past 12 months.

d. SITE SELECTION

Citizen Schools selects its sites using a consistent set of criteria:

- Evidence of need. Citizen Schools strives to serve low-income students in schools that are struggling to achieve proficiency and to put students on a path toward college attainment;
- Commitment to deep partnership. Citizen Schools requires that the teachers and staff of its partner schools integrate Citizen Schools' service into their core strategy for effective instruction and student support.
- Access to pipelines of volunteers. Citizen Schools strives to identify likely sources (such as corporations, universities, and nonprofits) of a significant number of volunteers for whom the school site is accessible.
- Sustainable funding. Citizen Schools strives to identify a significant percentage of renewable funding from public and private sources prior to opening a new site.

All of Citizen Schools' programs are part of a unified nonprofit organization. Administration and financial management of the AmeriCorps program is centralized in the national office.

e1. ENROLLMENT RATE

Narratives

In 2009-10, Citizen Schools enrolled members for 100% of the slots received.

e2. RETENTION RATE

In 2009-10, Citizen Schools retained 96% of its members for the completion of a full term.

Some members exit prematurely because they experience an unexpected change in life circumstances. Other members leave because of a misunderstanding about the intensity of the service commitment or because they are unable to meet the program's high expectations. Citizen Schools is working to communicate its expectations clearly in its recruitment materials and interviews. We are also working to develop supervisors' skills and support resources to help AmeriCorps Teaching Fellows who are struggling in one or more aspects of their role.

e3. COST PER MSY

Citizen Schools is requesting a lower cost per MSY than in 2010-11.

Budget/Cost Effectiveness

COST EFFECTIVENESS AND BUDGET ADEQUACY

Citizen Schools is requesting a fixed-amount grant with a Corporation cost per MSY of \$12,850. All 322 slots requested are for full-time members.

The projected total annual cost of Citizen Schools' AmeriCorps program is \$12,663,902, of which \$4,137,617 (33%) will be covered by Corporation funds and \$8,526,286 (67%) will be covered by non-Corporation sources. This project budget is sufficient to recruit AmeriCorps Teaching Fellows, to assure that they receive effective supervision and support, and to assure that they serve in programs that achieve high levels of impact.

Narratives

The structure of the project budget is similar to Citizen Schools' AmeriCorps project budgets over the past several years. Citizen Schools will continue to provide a living allowance to members that is close to the maximum permitted as well as extensive benefits including health insurance with no monthly premium. In addition to direct member-related costs, the budget includes a portion of the time for key staff members who implement the AmeriCorps program (listed above in the section on staffing), including the Campus Directors at each school site and the Program Director in each state. Staff of the national office will have responsibility for recruitment, orientation, training, quality monitoring, evaluation, compliance, and financial management.

Citizen Schools is increasing its share of project costs from 66.7% to 67.3%. In total, Citizen Schools is committed to raising \$8.53 million in non-Corporation funds to support its AmeriCorps program in 2011-12, an increase of \$2.95 million from the prior year.

Citizen Schools receives support, locally and nationally, from a diverse base of foundations, corporations, and individual donors. Citizen Schools also taps local and state grant programs and receives support from its partner districts and schools. Citizen Schools has a track record of raising sufficient funds to implement its AmeriCorps program fully and to operate it effectively. It has always significantly exceeded the Corporation's matching requirements.

Regional funding sources that have provided consistent and significant prior support include

- CA: the Koret Foundation, the Lucille Packard Foundation, the Hewlett Foundation
- MA: EMC Corporation, Balfour Foundation, WilmerHale, Hayden Foundation
- NJ: Prudential, PSEG, New Jersey After 3

Narratives

- NM: New Mexico Community Foundation, United Way, General Mills
- NY: Blue Ridge Foundation, Met Life, NBC Universal
- NC: Belk Foundation, Duke Endowment, Wachovia Wells Fargo
- TX: KDK Harman Foundation, Houston Endowment

Citizen Schools has also received contributions from more than 4,500 individual donors, including substantial contributions from some of its board and advisory board members.

Major national funders include the Atlantic Philanthropies, the Skoll Foundation, the Knight Foundation, and Bank of America. In total, Citizen Schools raised \$16.95 million in private sector support in 2009-10. Citizen Schools accessed an additional \$3.2 million in non-AmeriCorps funding from public sector sources including discretionary district funds, state-level grants, and a grant from the National Science Foundation.

Citizen Schools has a development team in each state and in its national office that conducts outreach and stewardship to secure private and public sector support. Citizen Schools leverages its programmatic activities, especially apprenticeships, to provide valued recognition to its partners and funding sources.

Evaluation Summary or Plan

EVALUATION SUMMARY

A series of rigorous independent evaluations have reported that Citizen Schools improves the academic performance of students and schools. Policy Studies Associates conducted a longitudinal evaluation using a matched comparison group, beginning in 2001. It published its final report in 2010 and concluded that students who participated in Citizen Schools out-performed the comparison group on

Narratives

leading indicators of school success during middle school, and the differences persisted through high school. Abt Associates evaluated the effectiveness of Citizen Schools' Expanded Learning Time model in 2010 and reported that the schools that partnered with Citizen Schools to adopt ELT out-performed similar schools on all middle school assessments.

The PSA evaluation and the Abt evaluation reports have been submitted separately to the Corporation.

Amendment Justification

N/A

Clarification Summary

Citizen Schools was asked to address the following items in the Clarification Summary. Our response to each question is typed directly below the question.

(B) Please explain the allocation of member positions based on the MSY under consideration to meet the anticipated program need.

Response: Citizen Schools will continue to partner with high-need schools across seven states and it will deploy AmeriCorps members to each of those school sites.

As a baseline, Citizen Schools plans to deploy at least four members to each site, so that they can fulfill the leadership roles (described in our application) of Academic Program Lead, Citizen Teacher Lead, Family Student Engagement Lead, and College Career Connections Lead. Several sites will also have one additional member who will serve as Data Lead. Members fulfilling these roles will likely account for 140 -- 170 of the member positions awarded. Additional members will be allocated to sites based on student enrollment. The sites that will be allocated the largest number of members will be those

Narratives

that are implementing an intensive Expanded Learning Time model with all students, or all students in a selected grade, at the partner school.

As is the case every year, Citizen Schools is currently consulting with its school and district partners to determine the location and size of the programs it will operate in the 2011-12 school year. As we clarify the number and size of our programs we will allocate member positions accordingly.

(C) Please clarify how the program knows the students participating in the intervention are disadvantaged. Provide the criteria for participation of a student at a campus. Provide more description in the output for performance measure ED1 if appropriate.

Response: Citizen Schools operates in high-need communities. Specifically, for the 2010-11 school year, each community has a percentage of youth eligible for free or reduced-price lunch higher than the national average of 43.8% and/or a high school graduation rate below the national average of 68.8%. Within those communities, Citizen Schools works with high-need schools in which a substantial proportion of students come from low-income families (77%) and most students are members of racial minority groups (89%). Across our partner schools, approximately 41% of 8th graders meet state proficiency standards in ELA, and just 30% are proficient in math. Almost all of the schools have failed to achieve Adequate Yearly Progress in improving student achievement.

Because they attend schools that are failing to meet basic proficiency standards and are enrolled in districts that under-perform in moving students toward on-time graduation, we consider all of our students to be disadvantaged.

Narratives

Citizen Schools does not establish academic or income-based selection criteria for students at its partner schools. Participation is open to any student in the appropriate grade level(s) at the partner school. Students must commit to fulfill expectations for consistent and positive participation. (An independent evaluation of Citizen Schools' programs in Boston found that students who enrolled in Citizen Schools were more likely to come from low-income families, to be struggling academically, and to be identified for special education than the norm for the district.) We believe that all students can benefit from the program and that the program benefits by having diverse students and being open to all. The open enrollment policy is also a critical element of Citizen Schools' value proposition to its school partners.

(D) Criminal history checks must be conducted on all members, employees or other individuals who receive a salary, education award, living allowance, stipend or similar payment from the grant, regardless of whether these costs are coming from federal or non-federal share. Criminal history background checks include a search of statewide criminal history repositories and the National Sex Offender Public Website for all members and employees as described above. An FBI check is also required for members, employees or other individuals with recurring access to vulnerable populations.

A detailed description of the requirements can be found at:

<http://www.nationalserviceresources.org/criminal-history>.

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.

Narratives

Response: Citizen Schools is aware of the new requirements regarding criminal history background checks and it will comply with the new requirements. Specifically, Citizen Schools verifies that it will perform criminal history checks for employees and other individuals who receive a salary, education award, living allowance, stipend or similar payment from the grant. We understand that an FBI check is also required for members, employees, or other individuals with recurring access to vulnerable populations.

Our management team has reviewed the new requirements and resources provided by CNCS to assist in compliance. At this time, not all questions regarding procedures for background checks have been answered, but Citizen Schools will proceed with the intent of achieving full compliance.

(E) The National Performance Measure titled Education - Engaging Low-Income Students in Learning & Skill Building: i.) The output of course completion must specify how many days or hours are required in order to complete the activity. This number will be used as the denominator for selected measures and therefore the amount of attendance should be enough to influence the results.

Response: 80 days of program participation are required to complete the activity. This statement has been added to the text of the performance measure.

Additional Comments

Citizen Schools hopes that CNCS will invite grantees to request additional member positions without requesting additional grant funds. If additional member positions are made available by CNCS,

Narratives

Citizen Schools will request approximately 18-20 full-time member positions. These additional members would enable Citizen Schools to maintain its level of service to its partner schools and host communities. Citizen Schools would treat new (unfunded) positions as equivalent with positions previously awarded in all respects. Citizen Schools would raise sufficient funds from other private and public sources in order to deliver its AmeriCorps program as described in its application.

Citizen Schools looks forward to the opportunity to describe its rationale and its plan for engaging additional members in service with no additional operating funds from CNCS. We earnestly hope that CNCS will make additional member positions available.

Continuation Changes

N/A

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 checked="" 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 314

Service Categories

Afterschool Programs

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Citizen Schools operates enrollment-based (as opposed to drop-in), extended learning programs at public middle schools. Students participate for approximately three hours per day, four afternoons per week throughout the school year. Consistent daily attendance is expected for each student and attendance has historically averaged approximately 90%. Citizen Schools' 214 AmeriCorps Members will lead small-group, team-based learning activities that include support in developing study skills, instruction in core subjects, hands-on projects, community explorations, leadership development, and team building. AmeriCorps members will also forge consistent relationships with middle school students and help them connect current learning with future opportunity.

Result: Output

Result.

4,099 (70%) students who enroll in the program will participate in diverse learning activities throughout the year and complete the program.

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

Target :Of the students who enroll in the program, 4,099 (70%) will complete the program.

Target Value: 4099

Instruments: Using daily attendance records from each site, Citizen Schools will record all students with an active enrollment status on Citizen Schools' Retention Eligible Day (RED) in the fall semester. A student is considered to complete the program if he or she (1) has an active enrollment status [i.e., they are not expelled or withdrawn] on Citizen Schools' Retention Eligible Day (RED) in the fall semester, and (2) attends program during the last three weeks of program in the spring.

PM Statement: 4,099 students will participate in diverse learning activities throughout the year and complete the program.

Result: Intermediate Outcome

Result.

Citizen Schools' students will improve their grades and develop stronger academic skills resulting in on-time course completion.

Indicator: (PRIORITY) ED5: Students with improved academic performance.

Target :At least 2,187 students will improve their academic performance in reading or math, as measured by on-time course completion.

Target Value: 2187

Instruments: A student who, at the time of initial enrollment, has been identified as at-risk to not accomplish on-time course completion (as defined in ED 1) will be considered to have demonstrated academic improvement if he or she earns a passing final grade in at least one course in which he or she was identified as at risk.

PM Statement: Citizen Schools' students will participate in a variety of learning activities that will result in improved school performance. Of the 2,635 students who are identified as at risk at the time of initial

National Performance Measures

Result.

enrollment, at least 2,187 will improve their academic performance in reading or math, as measured by on-time course completion. 80 days of program participation are required to complete the activity.

Result: Output

Result.

5,855 students will enroll and begin Citizen Schools' program.

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

Target :5,855 students will enroll and begin Citizen Schools' program.

Target Value: 5855

Instruments: Using daily attendance records from each site, Citizen Schools will record all students with an active enrollment status on Citizen Schools' Retention Eligible Day (RED) in the fall semester. Enrolled students will be identified as at risk of not completing course/grade requirements if they (1) have a C, D, or F grade in English and/or math for the first marking period of the year and/or (2) are identified by their teacher as at risk of not completing requirements.

PM Statement: 5,855 students will begin Citizen Schools' program.

Required Documents

Document Name

Status

Evaluation

Sent

Labor Union Concurrence

Already on File at CNCS