

## PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction														
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)																
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE:  14-JAN-11	STATE APPLICATION IDENTIFIER:  11ES125476														
2b. APPLICATION ID:  11ES125476	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER:  10ESHAZ0010002														
<b>5. APPLICATION INFORMATION</b>																
LEGAL NAME: Communities In Schools of Arizona  DUNS NUMBER: 107750515	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):  NAME: Alexis Smith-Schallenger  TELEPHONE NUMBER: (602) 252-5312 26  FAX NUMBER: (602) 252-5314  INTERNET E-MAIL ADDRESS: alexis@cisarizona.org															
ADDRESS (give street address, city, state, zip code and county): 333 E Virginia Ave Ste 208 Phoenix AZ 85004 - 1210 County:																
6. EMPLOYER IDENTIFICATION NUMBER (EIN):  860776545	7. TYPE OF APPLICANT: 7a. Non-Profit  7b. Community-Based Organization															
8. TYPE OF APPLICATION (Check appropriate box).  <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" 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: <b>Corporation for National and Community Service</b>															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps Fixed Amount Grant (State)	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: K-12 College and Career Success Initiative															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Areas Affected by the Program have been changed to reflect interest by school districts. Arizona Cities: Phoenix, Glendale, Mesa, Tempe, Chandler, Flagstaff, Tucson, Cas	11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 09/01/11      END DATE: 08/31/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="AZ 004"/> b.Program <input type="text" value="AZ 004"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS 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															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 7,920.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 7,920.00</td> </tr> </table>	a. FEDERAL	\$ 7,920.00	b. APPLICANT	\$ 0.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 7,920.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 7,920.00															
b. APPLICANT	\$ 0.00															
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f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 7,920.00															
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION 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: Alexis Smith-Schallenger	b. TITLE: Dir of Research, Evaluation, Grants Mgt	c. TELEPHONE NUMBER: (602) 252-5312 26														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/04/11														

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### Executive Summary

AmeriCorps members serve as College and Career Readiness Coaches to educate students and their family on college/career readiness standards and life skills that promote success using our Charting for Success curriculum. They work in teams to provide hands-on learning opportunities for students in career exploration, preparation and skill upgrades through service learning projects. Within the team, they become mentors to students by providing guidance and resource support to at-risk students.

### Rationale and Approach

#### A. RATIONALE AND APPROACH

##### 1. COMPELLING COMMUNITY NEED

In communities across America, there is a pending crisis in the pipeline of young people moving from schools to jobs. This crisis is based on three realities: labor shortage, skills gap, and education gap. Changing demographics and workplace expectations are dramatically affecting how communities connect young people with opportunities to prepare for successful and meaningful employment. Nationwide, 25% of 8th grade students are at risk of dropping out because they cannot read well enough to understand their textbooks. Because of this, they are twenty times more likely to drop out of school than their literate peers (Alliance for Excellent Education). Once they do dropout, they are more likely to be unemployed or be imprisoned, and if they find employment, will earn \$9,245 less per year than high school graduates (The Gates Foundation).

In Arizona, this problem is at a critical level. Every day, 41 teens dropout of school, making Arizona the worst state for graduating its students (Kids Count Data Book 2008). It is shown that students do not learn well when they lack proper housing, health care, nutrition, safe and secure communities, or when their parents are stressed due to their low wages and unstable employment (Duncan & Brooks-Gunn, 1997). In the publication "Why Students Drop Out of School and What Can be Done" (Russell Rumberger, University of CA, Santa Barbara, May 2001), Rumberger examines the reasons why

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students drop out. Family factors such as socioeconomic status and family structure (single vs. two parent) have consistently predicted dropout rates. It recommends that "if dropout prevention strategies are going to be effective, they must be comprehensive with services tailored to individual students' needs." School-community partnerships can provide and coordinate services to address each student's needs. In reality, there is a cost-benefit to investing in education. Counting lost tax revenues, incarceration expenses and other societal costs associated with dropping out of school, Arizona's dropouts from the class of 2000 will cost the state an estimated \$14.25 billion over their lifetimes. In contrast, for every \$1 spent on keeping students in school through graduation, Arizona could save \$66 in job training, social programs and lost earnings (IDRA, 2002).

Communities In Schools of Arizona (CIS Arizona) knows that kids move within a community for various reasons -- financial distress, housing displacement, and domestic violence issues are just a few of the factors that surface with student mobility rates. There is a tendency in education reform to disregard the role of family and community. In recent years, the focus of education reform has been predominantly inside the school, focused on standards, testing, and teacher quality. It has all but ignored the external factors that influence student achievement such as family circumstances, poverty, health, cultural differences, student engagement, and others. With CIS Arizona mobilizing an array of community resources -- after school programs, youth development, workforce readiness, family support, social services, parenting and adult education, employment and other opportunities -- and connect them to student learning -- we provide a strategy that recognizes multiple supports -- physical, emotional, social, and academic -- which are required for all students to succeed.

College and Career Readiness initiatives have become a focal point of CIS Arizona. With 78M Baby Boomers preparing to retire, human resource professionals face a skills shortage that will have a direct impact on our economy. A 2005 Future of the US Labor Pool Survey identified the following skills

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deficiencies: 59% lack overall professionalism, 58% lack written communication skills, 47% lack analytical skills, 44% lack verbal communication skills, 36% lack interpersonal skills. CIS Arizona programs address unemployment and work-readiness issues through training, programs and activities designed to prepare youth for the workplace.

The recent release of "Greater Phoenix Forward -- Sustaining and Enhancing the Human Services Infrastructure," (Arizona State University -- College of Public Program and Morrison Institute of Public Policy, 2009) magnifies CIS Arizona's goal of "advancing the common good" by focusing on the areas of education, prevention of social issues that affect our children, and continued collaboration of business, government and nonprofit leadership understanding of the issues surrounding health and human service challenges. Report data shows the age distribution of Maricopa County with younger population than the average, with greater shares of children less than 10 years old and young adults between the ages of 25 and 34. Add to those statistics the fact that 7.3% of Maricopa County has less than a 9th grade education, 8.7% have a 9th-12th grade education and 25.3% graduated high school, thus the implementation of the K-12 College and Career Success Initiative.

In addressing the "big picture of poverty" in Greater Phoenix, Dr. Elizabeth Segal, Professor, Arizona State University School of Social Work has taken an in-depth look at the differences among families based on immigration and youthfulness as it points to another issue, that of English language skills. In the "Greater Phoenix Forward -- Sustaining and Enhancing the Human Services Infrastructure," report she notes "Poverty is related to employment and education, which in turn depend heavily on language abilities. Immigrants, particularly poorer ones, often speak little or no English. In Arizona, about 30% of children in immigrant families have limited English proficiency; 33% of newcomer families are considered linguistically isolated--that is, no one in the household over the age of 13 speaks English very well." The youthfulness and lack of language skills of the population living in Phoenix have particular

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significance for school systems and educators. Nationally, 16% of people 25 and older are not high school graduates. While Maricopa County mirrors this number, in Phoenix more than 21% of the population 25 and older have not graduated from high school. Again, Maricopa County is similar to the nation with about 27% of adults having completed a bachelor's degree or higher, while only 23% of the adults 25 and older in Phoenix have a bachelor's or graduate degree. Overall, educational levels are lower in Phoenix, which contributes to lower economic and social capital in the urban core. We know that higher education is closely linked to economic well-being. Greater educational attainment translates into higher lifetime earnings. For example, average income for a high school graduate is about \$28,000 annually, compared to \$51,000 for a person with a bachelor's degree. Over a person's lifetime, this is a huge difference. It is particularly important for the economic well-being of residents of Phoenix, where incomes are 8% below the national average, while in Maricopa County incomes exceed the national average.

CIS Arizona is facilitating the bridge between the educational system and the business community, by streamline access to continuous learning programs and identifying the skill sets required of the next generation. Research shows that even students agree that they are not prepared to join the workforce. In a recent study, 85% of high school students indicated that they have been taught little or "practically nothing" about how business works. When asked who has been helpful in advising on career options, more than 51% of high school students answered, "no one." (Decision without Direction", National Association of Manufacturers, 2002). The 2001 National Manufacturers Association Skill Gap report points out a "fixation--among high school teachers and counselors, students and parents--on 4-year university education immediately following high school," making youth shun other attractive options. Giving the options of military enlistment, career and community colleges equal time and weight helps our youth make more informed choices about their future.

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According to 'The Skills Gap 2001', conducted by the National Manufacturers Association, more than 80% of employers reported a shortage of qualified job candidates and 60% identified "poor basic employability skills" (attendance, timeliness, work ethic) as the most serious skills deficiency in employees. In addition, 66% of employers say the lack of skilled workers negatively impacts production and 40% say it makes it difficult to improve productivity. The report recommends that the public education system must change to produce graduates familiar with what is expected of them in the workforce and skilled enough to succeed in it. Classrooms should pursue business/education partnerships that allow students and teachers the opportunity to complement academics with workplace experiences.

Communities In Schools believes "every child needs and deserves a marketable skill to use upon graduation." To address this issue, we have and continue to developing resource materials to:

- Educate community organizations and stakeholders about issues related to marketable skills, and the history of the CIS Marketable Skills and Workforce Readiness project.

- Provide current statistics and graphics that illustrate current trends.

- Provide links to practical resources.

The core of the K-12 College and Career Success Initiative is to prepare youth for productive adulthood. We provide opportunities and supports that help youth gain the competencies and knowledge needed to make a successful transition from school to employment. These experiences form a basis of knowledge about the function and operation of a business, help youth develop new attitudes towards business and a level of familiarity and comfort with the business environment. Training educators and youth about workplace skills with common language and goals will increase the success of youth in the workforce and ultimately will have a positive effect on our economy. K-12 College and Career Success is designed to bridge the "skills gap" between what youth learn and what employers need from new employees.

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Through professional development for teachers and workshops and learning opportunities for youth, these programs provide both immediate and long term solutions, helping our youth succeed in the workforce.

Communities In Schools is the nation's largest community-based dropout prevention network. CIS Arizona functions as a statewide resource on information about drop outs and how to help students stay in school and succeed. CIS Arizona also stays up-to-date about indicators of potential dropouts such as the number of students on free/reduced lunch, poverty rates, grade retention rates, four year completion rates and other factors that put students at risk for school failure. The CIS national office worked with the National Dropout Center at Clemson University to identify risk factors and strategies to reduce their impact.

### 2. DESCRIPTION OF ACTIVITIES AND MEMBER ROLES

The College and Career Coaches' focus will be bi-level approach: engagement of students in planning and preparing for post-secondary careers and education; and engagement of students in service learning projects. Through collaboration with the Arizona public and charter schools, AmeriCorps members under the guidance of the CIS Arizona Director of College and Career Readiness Initiatives will train and educate students and parents on current labor market trends, college and career readiness standards, and life skills that promote college and career success. Through extensive reachback to middle schools, members will provide hands-on learning opportunities for students to explore high wage and high demand jobs of the future through service learning projects. The high school program curriculum is focused on providing opportunities for youth to gain a greater understanding of career demands, skill sets and qualifications for employment based on Arizona Academic Workplace Skills Standards.

Services provided in the K-12 College and Career Success Initiative include outreach and recruitment, orientation, eligibility, assessment, case management, tutoring and skills training, alternative education

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options, summer employment opportunities, paid and unpaid work experiences, leadership development activities, occupational skills training, and supportive services.

Each member will serve as a mentor and conduct the workshops to a group of 20 students who are selected by school counselors or Director of College and Career Readiness Initiatives based upon multiple factors that put them at-risk of school failure. The members will be role models who provide guidance and support to these students. They will monitor their students' attendance, grades and behavior, and refer them to guidance counselors and other appropriate service providers, as needed. They will meet formally with them at least once a week, have lunch with them once a month, help them access academic support available at the school and elsewhere in the community, and make sure they have access to services they qualify for like free/reduced lunch and health insurance. Their recommendations for strategies and services will be based upon an assessment of the students' risk factors, as detailed in the research from the National Dropout Prevention Center at Clemson University (2007).

AmeriCorps members will engage students in planning and preparing for post-secondary careers and education. CIS recently developed the Charting for Success (CFS) Curriculum with the following goals: (1) to engage CIS students in planning and preparing for post-secondary training and education by providing career awareness and exploration activities (2) to increase the number of high school graduates ready for college and post-secondary success through a variety of college access activities and (3) to help students transition to post-secondary education by teaching parents and students about the valuable link between high school and college success, providing information on college requirements, the preparation process, and exploring the financial aid options that make college more affordable.

The CFS process provides a streamlined, comprehensive curriculum of college and career access



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information for the students served. CFS lessons are intended to guide the students through the information and steps necessary to move toward a post--high school plan of action. The curriculum engages both students and parents in the planning and preparation for post-secondary education and/or training. Through the lessons, activities and events, the manual addresses the key steps for future academic and career success -- academic preparation, college/career exploration, college financing and financial literacy.

AmeriCorps members will work in teams to conduct these sessions with small groups of at-risk students and their parents unfamiliar with college and career access information. These student groups will include those they mentor as well as other interested or referred at-risk youth at their assigned schools.

In addition to Career and College Readiness activities, members will engage at-risk students in three service learning projects. At least one of these activities will be linked to a national service day and at least one will have as the objective of improving graduation rates.

Members will recruit volunteers to serve as ongoing adult mentors in the areas of job shadowing, mock interviews and workplace tours. They will also solicit college and career related volunteers to support the K-12 College and Career Readiness curriculum and recruit volunteers to work with students participating in the service learning opportunities.

The part-time members will serve five hours per day for 160 school days for 800 of the required 900 member hours. Pre-service and in-service training will account for an additional 80 hours. The remaining 20 hours will be performed during teacher work days or school holidays on activities such as volunteer recruitment or logistics for service projects. The start date for K-12 College and Career Readiness Initiative is October 1, 2010 with an ending date of September 30, 2011. The recruitment

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deadline for AmeriCorps members will be September 15, 2010. Half-time members will receive a living allowance of \$6,500 for completing 900 hours of service over the course of a ten-month period of service. Each member will receive an Education Award of \$2,675 upon successful completion of their service hours.

A typical AmeriCorps member day for the K-12 College and Career Readiness Initiative will look like this: Members will arrive at their assigned sites at 11:00 am where they will check in with their supervisor, read email, and monitor the daily attendance for their assigned mentees. Personal: They will have a scheduled lunch with one or two of the students they mentor during the student lunch periods in order to strengthen their mentoring relationship. Lunch time allows easy access to the students without distracting from their academic classes. Accountable: Following lunch, the member will have one or two appointments with mentees for their monthly sessions where they discuss the students' academic progress, records of behavior, attendance and discuss college and career readiness goals. Following these meetings, the member will update the individual student files and make notes regarding the students' progress or needs. If the member identifies students' needs that require assistance from other school personnel or outside service providers, the member will fill out the appropriate referral paperwork for his or her supervisor to approve. Coordinated: While the students attend class, the members will work in teams to plan for the College and Career Readiness workshop session they will hold immediately following school and make follow-up phone calls to potential volunteers for their upcoming service project. During the designated afterschool time, a team of members will conduct a session of the CFS with a group of interested and referred students. At 4:00, the member has completed a 5 hour day of service.

This schedule allows part-time members both to participate in community service and to continue their education with morning and evening college classes. The part-time members also are appropriate in

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relation to high school students' schedules that involve academics, extra curricular activities and personal commitments like work and church.

Planning for member development: The plan for member development will be to teach the members about factors that put youth at risk and strategies for addressing those risk factors. If the members understand these factors, they can identify the services the students need to be successful. This will enable their development to contribute to the overall goal of the project--increasing graduation rates and development of college and career readiness skills. The CIS Arizona Director of College and Career Readiness will support their understanding of these factors, which will help the members achieve the desired outcome of student success.

Prohibited Activities: K-12 College and Career Readiness Initiative ensures compliance with prohibited activities by reviewing the rules upon hiring members, during orientation, and at quarterly meetings. If any member activity is questionable, members and partners will be instructed to seek the advice of the Sr. Director of Community Reinvestment prior to member participation. Members will sign an agreement that clearly states that they may not participate in specified prohibited activities. The Sr. Director of Community Reinvestment and Director of College and Career Readiness Initiatives will make periodic monitoring visits at each site help to ensure compliance.

### 3. MEASURABLE OUTPUTS AND OUTCOMES

The AmeriCorps K-12 College and Career Readiness Initiative, addressing the Education priority area, will not be using the standard performance measures.

DATA COLLECTION: CIS Arizona programmatic data is entered in through a collective secure intranet system hosted by Communities In Schools National, designed to measure processes and results for all

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CIS campus based programs throughout the United States. Quality control is maintained through our multi-faceted computerized information system. Our database contains student intake data and service delivery records, which provides statistical, demographic, and service-related information. On-site monitoring, surveys of students and school personnel, and internal and external evaluations ensure that our program components meet the needs of the students and families we serve. The evaluation process occurs in four stages: 1.) Site-based staff members through snapshot and resource-case management reporting, document all aspects of service delivery on customized forms designed to capture individual, group and family services. This data is collected daily, entered into the database system once a week and is reviewed by the Sr. Director of Research, Evaluation and Grants Management. 2.) Checks and balances are in place to ensure accuracy, as are random checks by CIS Arizona senior management staff. Data appearing to contain errors is researched thoroughly. 3.) The data is retrieved and organized in various reporting formats by the Sr. Director of Research, Evaluation and Grants Management. 4.) The Sr. Director of Research, Evaluation and Grants Management monitors the data entry system on a weekly and monthly basis. Training on service documentation is provided annually, and new staff members are provided with extensive training in service delivery and documentation.

We expect the following outputs and outcomes will be achieved through the course of the initiative.

Mentoring Output: 92 members (26 members in year one, 30 members in year two, and 36 members in year three) will mentor 3,600 youth per school semester (7,200 per school year) over the life of the project, at a ratio of 80 youth per mentor per year for a life of program average of 240.

Mentoring Intermediate Outcome: 75% of students will demonstrate to their mentor member how academic knowledge and skills are applied in the workplace and other settings through pre-and post tests, self-reporting and small group discussion.

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Mentoring End Outcome: Guided by mentor members, 75percent of students through self-assessment and personal career interests, will integrate their high school graduation, college and career goals into a career portfolio, providing a showcase of their acquired learning, enhanced chances for quality employment and/or admission to college and a reflection of achievement.

Career and College Access Output: 60 students per school year at each site (42 sites over 3 years) will receive information about career and college access through CFS sessions led by members.

Career and College Access Intermediate Outcome: 75 percent of students receiving the information will create a plan for future career and college access.

Volunteer Recruitment Output: 90 members will recruit 1,350 community volunteers to support the youth, at a ratio of approximately 15 volunteers per member.

Volunteer Recruitment Intermediate Outcome: Volunteer participation with at-risk students will improve students' commitment to their education.

Volunteer Recruitment End Outcome: 60 percent of students who work with volunteers will exhibit pro-social behaviors as observed by member mentors during mentor sessions.

Member Development Risk Factors Output: 100 percent of members will be trained on factors that put students at-risk for school failure and what strategies can be implemented to minimize these risk factors, using the research study conducted by the National Dropout Prevention Center at Clemson University and Communities In Schools; Arizona Department of Education Career and Technical

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Education Curriculum Framework, Arizona Workplace Standards, Arizona Technology Standards and National Career Development Guidelines.

Member Development Intermediate Outcome: 90 percent of student files reviewed will indicate that members identified individual student risk factors.

Member Development End Outcome: 85 percent of the members will offer services and strategies in line with research presented to members that have been proven to reduce the impact of risk factors related to school success and increased college and career readiness awareness.

#### 4. PLAN FOR PROGRAM SELF-ASSESSMENT AND IMPROVEMENT

Director of College and Career Readiness will track and evaluate progress in three ways: CIS Data Management data, member monthly reports, and monthly assessments at member meetings. Plans for continuous improvement include a monthly team meeting with the AmeriCorps members and the Sr. Director of Community Reinvestment and Director College and Career Readiness Initiatives to discuss how to improve the delivery of services and member satisfaction as well as brainstorm solutions about any obstacles the members have encountered. The Director College and Career Readiness Initiatives will be responsible for providing feedback to the service sites or receiving feedback about the members from the service sites. The Sr. Director of Community Reinvestment will also discuss any issues with the Director of College and Career Readiness Initiatives who can work with the appropriate person to improve service delivery and member satisfaction.

Strengths, weaknesses, problem solving and feedback from and to members and service sites will be tracked in a monthly log by the Director of College and Career Readiness Initiatives who will seek advice from the Sr. Director of Research, Evaluation and Grants Management and the CIS Arizona

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President/CEO, as needed.

### 5. COMMUNITY INVOLVEMENT

The CIS Arizona President/CEO, Sr. Director of Research, Evaluation and Grants Management, and the Director of Career and College Readiness Initiatives worked closely with LEAs in order to identify and prioritize the most pressing needs of at-risk students. We consulted school leadership to discuss their needs and how the K-12 College and Career Success Initiative might be implemented at their sites and help fulfill the individual school improvement plans. Conversations with the principals, social workers, guidance counselors and Career and Technical Education staff are crucial to the development and support of the position being accepted and supported in the school. We are continuing to engage community partners through the various resources and referrals of health and human service agencies by bringing them into the school and community sites.

CIS affiliates are required by CIS national standards to conduct routine site and community needs assessments. These assessments may involve community stakeholders including agencies, nonprofits, school personnel, parents and students. The information from these assessments is used to drive strategic planning and programmatic decisions. Guidance Counselors and CIS site personnel identify particular students based upon a risk assessment developed using the National Dropout Prevention Center's research on risk factors related to the individual, the family, the school and the community.

Successful collaboration is a hallmark of CIS programs. The local CIS affiliates are in partnership either as funders or service providers with city and county governments, civic and service clubs, county agencies, businesses and business alliances, other nonprofits, hospitals and universities, faith-based communities, United Way, food banks and the Arizona Department of Education.

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Continued involvement: Partners and agencies will agree to provide needed services to students and families throughout the grant period. As we continue to define their roles as various needs arise, adjustments to the services provided will be made. Members will routinely report achievement and assess the needs for adjustment to the school principal and the Director of College and Career Readiness Initiatives. In turn, the CIS Arizona President/CEO will report achievements to the Boards of Directors and school system administration.

### 6. RELATIONSHIP TO OTHER NATIONAL AND/ OR COMMUNITY SERVICE PROGRAMS

CIS Arizona will continue in 2010-2011 with our AmeriCorps VISTA and Public Allies partnerships. We are committed to supporting the growth and integration of National Services Members within the agency and throughout all levels of programmatic experiences. All members share a common thread of work, working on multiple fronts with a range of partners, building a strong support system of community capacity building and infrastructure. All National Service Members are included in staff and team meetings. CIS Arizona looks at continuous improvement on how to provide opportunities for staff to learn from and support each other on a regular basis, to improve practice, to celebrate successes, and to recognize contributions. Members will be directed to build upon existing initiatives, especially as they plan their service projects and celebrations for commission-supported recognitions. Whenever possible, CIS Arizona will make use of the Senior Corps who work with Retired and Senior Volunteer Program in the implementing of the career and college access curriculum.

### 7. POTENTIAL FOR REPLICATION

A hallmark of CIS Arizona is the ability to replicate initiatives through the use of the strong national, state and local networks. The CIS national office has a web site that allows registered users to share best practices with others throughout the country. Through events such as the Regional Convenings and quarterly President/CEO meetings, the opportunities for sharing best practices can be replicated with



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modifications based on local needs. These best practices are also shared through monthly news bulletins, publications such as calendars and resource directories and on the web site. Many successful programs have been replicated through this strong network, and the practices and successes of this grant will be shared network wide. K-12 College and Career Success Initiative is designed in such a way that volunteers, members, paraprofessionals and professionals can deliver the services students need to be successful.

### Organizational Capability

#### ORGANIZATIONAL CAPABILITY

##### 1. SOUND ORGANIZATIONAL STRUCTURE

Organizational History: Founded in 1994, on a common core of proven school-to-career principles, Communities In Schools of Arizona creates opportunities for businesses, educators, community groups, and parents to build long-term partnerships that can have a meaningful impact on students' future success in the workplace and higher education which produce broader educational and economic effects within the communities in which these partnerships operate. CIS Arizona believes that it is relationships, not programs that create hope and change in children. Our vision is to empower all students in Arizona to successfully prepare for life by promoting the desire to learn, stay in school and have the opportunity to graduate high school through a well defined K-12 community model -- K-12 School Success: School -- Home -- Community Partnership Initiative. Through public and private leadership in cooperation with schools, we take a community development approach to supporting education by unifying the full resources of the community around children, families, teachers and schools as a support system. We know that kids move within a community for various reasons -- financial distress, housing displacement, and domestic violence issues are just a few of the factors that surface with student mobility rates. Staffed by Community Resource Coordinators, a holistic approach is implemented as we dig deep into targeted redevelopment areas of Arizona. Using the elementary and high school feeder patterns, students will have connections within a community to the resources and

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services of CIS Arizona wherever they might be enrolled. CIS Arizona is housed in a 3,900 square foot office in the state capitol of Phoenix and is able to provide a dedicated Project Director with office space and support.

Programmatic Oversight: CIS Arizona has on staff a Sr. Director of Community Reinvestment and a Director of College and Career Readiness who will provides programmatic oversight. General requirements for this position include a bachelor's degree and strong organizational and communication skills both in writing and in person as well as excellent computer skills. Both Directors have experience as a community volunteer and with service learning projects. The Sr. Director of Community Reinvestment and a Director of College and Career Readiness will be supervised by the Sr. Director of Research, Evaluation and Grants Management who will ensure that the Directors executes his/her duties according to the requirements of this grant.

Fiscal Oversight: The Sr. Director of Research, Evaluation and Grants Management assumes financial accounting and fiscal responsibility with support from the Executive Assistant of the President/CEO. CIS Arizona has extensive internal control policies and procedures. CIS Arizona has received an unqualified opinion on its audit for the last fifteen years.

### MULTI-SITE PROGRAM

In order for the multi-site model to work effectively, CIS Arizona will hold the Director of College and Career Readiness Initiatives responsible for fulfilling the contract requirements through a signed Memorandum of Understanding (MOU) between CIS Arizona and the school district. The Memorandum will explicitly outline the responsibilities of the school district, the community volunteer liaison and the individual members, including reporting requirements. Consequences of not meeting these responsibilities will also be spelled out in the MOU.

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Site Selection: Schools are/will be selected based on recommendations from the Arizona Department of Education and local school districts. Once school districts are selected, the Director of College and Career Readiness Initiatives will work with the school system administration to determine the individual school sites best suited to AmeriCorps K-12 College and Career Success Initiative.

Plans for monitoring site compliance: The Director of College and Career Readiness Initiatives will be responsible for monitoring sites by routine visits, monthly reports and regular phone calls/email with the members.

Connections among service sites: Connections among the participating school districts will be made at the quarterly trainings where members will have the opportunity to network, both formally and informally, with members from other sites.

### BOARD OF DIRECTORS, ADMINISTRATORS AND STAFF

Communities In Schools of Arizona is led by a 15-member Board of Directors, a President/CEO and a Sr. Director of Research, Evaluation and Grants Management. The board of directors includes leaders from the private sector such as banks, pharmaceutical companies, health insurance organizations, energy companies as well as representation from the state school boards or administration. CIS Arizona employs 20 full-time staff and six AmeriCorps members - 5 VISTAs and 1 Public Ally... The CEO reports directly to the Board of Directors.

Staff development: CIS Arizona provides ongoing training and support to staff and new staff by offering a general orientation upon hire and extensive job shadowing for on-the-job training. This year's budget allocates \$10,000 for staff development in topics relevant to particular duties. As partners with many

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organizations, CIS Arizona is also invited and encouraged to attend relevant trainings at little or no cost to the agency.

### PLAN FOR SELF-ASSESSMENT OR IMPROVEMENT

CIS Arizona is currently in the process of completing a strategic planning process with Social Venture Partners Arizona, a nonprofit, 501(c)(3) organization applying leading-edge management strategies, tools and talent to help other nonprofits and foundations achieve greater social impact. At no cost to the agency, Social Venture Partners Arizona is helping CIS Arizona set strategic goals related to program and resource development and succession planning. This process will put mechanisms in place for continual self-assessment and improvement. In addition to the strategic planning process, the CIS national office has created a set of standards that are based upon best practices in nonprofit management. These standards require CIS Arizona to review periodically the organizational performance and revise processes and procedures to make necessary improvements.

### PLAN FOR EFFECTIVE TECHNICAL ASSISTANCE

Financial and Programmatic technical assistance: CIS Arizona provides ongoing financial and programmatic technical assistance to Project Directors. Providing technical assistance for this project will receive a high priority from all programmatic and financial CIS Arizona staff.

Program and site needs: The Director of College and Career Readiness Initiatives will provide an orientation to each member, community volunteer liaison and school site Principal in order to determine how K-12 College and Career Success Initiative can best meet the needs of the individual sites. The Director of College and Career Readiness Initiatives will be responsible for coordinating technical assistance and program/site needs with the Sr. Director of Community Reinvestment who visit the sites at least once a quarter.

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### 2. SOUND RECORD OF ACCOMPLISHMENT AS AN ORGANIZATION

CIS Arizona is a strong network working to address the needs of students most at-risk of academic failure in Arizona. CIS Arizona has been addressing the challenge of dropout prevention for 15 years. We have the demonstrated expertise and capacity in conducting effective training, information and support activities. CIS Arizona and the Corporation for National and Community Service have a rich history of partnership through AmeriCorps VISTA and Public Allies. CIS Arizona has exhibited its ability to manage the AmeriCorps VISTA and Public Allies contracts as well as numerous grants under \$50,000 from Communities In Schools, Inc. (the CIS national organization) and private foundation funding like the Social Venture Partners Arizona, JP Morgan Chase, Arizona Public Service, Nina Mason Pulliam Charitable Trust and professional sports charities.

### VOLUNTEER GENERATION AND SUPPORT

CIS Arizona relies on volunteers to serve on the board of directors and on related committees and local advisory boards. Since 2000 the CIS network has increased volunteer commitments from 48,000 hours to 160,000 hours. The majority of local CIS Arizona volunteers serve as mentors and tutors and their recruitment and involvement is explained earlier in this application. In addition to the Board of Directors, state-level volunteers stage the annual FriendRaising event.

### ORGANIZATIONAL AND COMMUNITY LEADERSHIP

CIS Arizona has demonstrated outstanding organizational and community leadership by building collaborations, maximizing resources and reducing duplication of services. Many CIS Arizona staff serve on committees for other statewide organizations including Arizona Department of Education 21st Century Community Learning Center Vision Team, City of Phoenix College Depot, and co-chairing the

## Narratives

America's Promise State Dropout Prevention Summit.

### 3. SUCCESS IN SECURING COMMUNITY SUPPORT

CIS Arizona has been quite successful in securing community support, which is fundamental to the CIS paradigm.

#### COLLABORATION

Every CIS Arizona project is a collaboration among community partners to provide needed community resources to students at-risk of failing in school. These community partners always include the school district, other agencies and nonprofits, local businesses and faith-based communities. Since the year 2000, CIS across Arizona has increased its community partners from 10 to 750 as reported annually.

#### LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

CIS Arizona diversifies its funding sources so that we are supported by a balance of individual donors, corporate or business support, government funding and grants. In the 2008/2009 school year, CIS Arizona received over \$400,000 in grants and contracts, almost \$5,000 in cash and \$150,000 with in-kind donations. Major contributors to CIS Arizona include JP Morgan Chase, Pulliam Charitable Trust, professional sports charities, Arizona Public Service, Salt River Project, Social Venture Partners Arizona, Boeing Employee Giving, and Valley of the Sun United Way. Both cash and in-kind match commitments are in place. In-kind support is in the form of the CIS Arizona training and technical assistance, office space and equipment and school supplies.

#### WIDE RANGE OF COMMUNITY STAKEHOLDERS

Community stakeholders in CIS Arizona include the Board of Directors, the CIS national office, the Governor's Office of Children, Youth and Families, the Arizona Department of Education and

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corporations interested in being a part of dropout prevention in Arizona. Local stakeholders who serve on boards and have partnerships with affiliates include school systems, community colleges, churches, other nonprofits like the YMCA, government agencies like Department of Social Services, bank presidents and officers, small business entrepreneurs, law enforcement and many others.

SPECIAL CIRCUMSTANCES - N/A

### **Budget/Cost Effectiveness**

COST-EFFECTIVENESS AND BUDGET ADEQUACY

CORPORATION COST PER MEMBER SERVICE YEAR

K-12 College and Career Success Initiative will be a cost-effective program. The total budget amount is \$120,000 for 26 part-time members in Year 1. The overall cost per MSY (26 part-time members equal 13 MSY) is \$10,400. CIS Arizona will cover the costs of staff salaries and benefits, travel, evaluation, supplies and equipment related to the K-12 College and Career Success Initiative.

DIVERSE NON-FEDERAL SUPPORT

CIS Arizona Resource Development plan includes aggressive strategies to educate legislatures about the importance and economic efficiency of supporting CIS. CIS Arizona will continue to pursue corporate and foundation grant support such as the proposal that was submitted in November 2009 for service learning and job internships from CIS National. CIS Arizona receives non-federal support from Valley of the Sun United Way, community foundations, friendraising, special events and increased support from the school systems.

BUDGET ADEQUACY

The budget is driven by the initiative outcomes. The training costs are adequate to meet both the grant application requirements and training members need to perform their duties. Travel costs are sufficient

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to allow the Director to travel regularly to the local sites and for the members to attend CIS Arizona and State Commission-sponsored events. The supplies are those needed to conduct the Charting for Success curriculum and to train the participants in diversity and improving race relations. The mentoring, service learning and volunteer recruitment require no funding beyond the training costs. The member gear costs included the required gear as well as money for collared shirts so that the members can meet the dress codes of the school sites. Finally, the salary for the Directors is based upon the CIS Arizona pay scale and benefits according to the required job qualifications and duties to be performed.

### Evaluation Summary or Plan

N/A

### Amendment Justification

N/A

### Clarification Summary

Clarification Response FY 10

Programmatic Clarification Item

\* Provide the programs plan to ensure diversity of its members

Recruitment:

CIS Arizona accepts diversity as an important value and committed to continually improving it within all aspects of our programs. The K-12 College and Career Success Initiative sites tend to be located in urban neighborhoods and rural areas of Arizona that wrestle with issues of race, youth gang activities, extreme poverty, urban blight, homelessness and family disruption. Effective candidates will possess an appreciation for both the resources and challenges that our children, youth and families bring to our school sites and a deep belief in students' ability to achieve. This person must be culturally competent, eager to learn, open to diversity, a good listener, and capable of working well with people from all backgrounds and walks of life. We are committed to affirmative action, equal opportunity, and



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workplace diversity. Men and women from all backgrounds, cultures, ethnicities, faiths, genders, ages, multi-lingual, and people with disabilities will be encouraged to apply. At the same time that we value each individual who commits to our cause, we also place a particular focus on attracting and fostering the leadership of individuals who share the racial and/or socioeconomic backgrounds of the students underserved by public schools. In terms of race, we place the most significant focus on ensuring the representation of African-American and Latino/Hispanic individuals, given that more than 70% of the students we reach share these backgrounds. At the same time, we also seek to recruit Native American and Asian-American candidates given that we reach many students of these backgrounds in certain regional areas of Arizona.

The CIS Arizona AmeriCorps recruitment plan is a multi-tier approach encompassing grassroots, word of mouth outreach, social media and general promotional materials; emphasizing racial, ethnic, and socioeconomic diversity to enhance our impact of AmeriCorps members. We have placed a targeted emphasis in under-represented immigrant communities, faith-based sites, senior and veteran populations. Given the geographical scope of Arizona, an additional component of the plan includes recruitment in small communities and rural areas of the state. Throughout Arizona, we will be hosting informational events at libraries, community centers, and town meetings, as well as staffing booths at career fairs, conferences, county fairs. Presentation opportunities will be sought at national and regional clubs, such as PTA/PTO, Rotary and Kiwanis, military spouse groups, and Cooperative Extension/4H. These events will be scheduled at least four times per month. Given our extensive track record as a broker and connector of community resources, we will continue to work with agencies serving diverse populations including partnering campus-based student organizations and governing bodies, such as Black Student Union, Hispanic Student Alliance, Asian Student Network, Native American Student Association, National Greek organizations, etc. We will provide via the CIS Arizona website, interview preparation resources, to remove any barriers that might prevent candidates from displaying their true abilities during the application and interview process. Due to the strong college

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and career readiness component, recruitment at local colleges and universities will be a strong focus of the K-12 College and Career Success Initiative. CIS Arizona has demonstrated existing relationships and will continue establishing partnerships with local higher education institutions. These colleges and universities include the following: Maricopa Community Colleges, Arizona State University, Grand Canyon University, University of Arizona, and Northern Arizona University. These relationships ensure that access to appropriate candidates is possible. State-wide and local recruitment efforts will be supplemented by the on-line AmeriCorps Recruitment and Placement System (ACRPS) where this project will be registered. CIS Arizona will also advertise AmeriCorps service opportunities on the agency web site with a link to ACRPS as well as Idealist.org and the Arizona State University Lodestar bi-monthly e-zine. CIS Arizona supports the Corporation's intention to reach out to all Americans who wish to participate in national and community service.

The Sr. Director of Community Reinvestment's responsibility is to oversee the entire recruitment procedure, process background checks on each member and ensure that recruitment goals are on track. The Director of College and Career Readiness Initiatives will communicate with and assist the Sr. Director of Community Reinvestment on a weekly basis during all phases of recruitment.

### Programmatic Clarification Item

\* Clarify the programs plan to provide effective and feasible plans, or evidence of, for supervising members. The application states that due to geographic area of some sites members will be partially supervised by volunteers. This is not allowable and will need to be revised as time sheets cannot be collected volunteers. It also states that teachers may serve in this same capacity, if so please clarify how much supervision will be provided weekly and how this will be monitored by the program.

Supervision: AmeriCorps members will be provided supervision by two FTE CIS Arizona paid staff. The

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Sr. Director of Community Reinvestment manages the overall AmeriCorps program, recruitment, and related accountabilities to members. The Director of College and Career Readiness Initiatives provides project supervision to all members and volunteers connected with the program. The members will be placed in one of four geographical locales and serve in groups within designated school districts. Due to the geographical nature of Arizona -- central city, urban and rural -- in rural areas at designated school sites, a teacher and/or school administrator is recruited to provide on average 2 hours per week of career and technical education program support and collect time sheets on a bi-weekly basis. Members serving in rural areas will be asked to document the type and duration of the support from the teacher and/or school administrator at their assigned site. These individuals report directly to the Director of College and Career Readiness Initiatives. The Director of College and Career Readiness provides direct support to members assigned to school sites in central city and urban areas of Maricopa County.

Teachers and/or school administrators working directly with the program will receive an orientation by the Sr. Director of Community Reinvestment and Director of College and Career Readiness Initiatives for the K-12 College and Career Success project, and AmeriCorps guidelines and requirements. The Sr. Director of Community Reinvestment and/or Director of College and Career Readiness Initiatives will travel to each local program on a monthly basis to provide technical assistance or training to community volunteers serving as mentors as well as the members themselves. In urban areas, time sheets will be collected by the Director of College and Career Readiness Initiatives bi-weekly and necessary reports resulting from member activities and evaluation will be sent to the Sr. Director of Community Reinvestment monthly. The Sr. Director of Research, Evaluation and Grants Management is responsible for collecting all data and information about the K-12 College and Career Success Initiative and preparing the required reports in a timely manner. All training provided by CIS Arizona will be coordinated by the Sr. Director of Community Reinvestment with the CIS Arizona Training Team.

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### Clarification Response FY 11

1. Please confirm your desired grant award date and member enrollment period start date.

We respectfully request to the member enrollment period to start August 1, 2011. The grant award date based on Arizona's alignment with the federal fiscal year is confirmed for October 1, 2011.

2. Please verify if the 2010 program will run concurrently with the 2011-2012.

Yes, the 2010 program will run concurrently with the 2011-2012 continuation.

3. Please confirm whether or not the members currently in the program will be converted to half-time members.

Service Time has been changed to reflect Reduced Half Time (675 hours) for 26 members for a total of 9.9 MSYs. Members in the 2010 award year currently serve half-time (900 hours) and will continue to do so for their term of service.

### Performance Measure Clarification Items:

1. 1. Students are enrolled in post secondary schools and/or ready to secure meaningful employment.

a. The result output states approximately, 60 high school students at 26 school sites will participate in the Charting for Success workshop but the target value and performance measure (PM) states 1560 and the only list #. Please revise so that the result output sentence, target, target value and PM statement are aligned. Please use only numbers in all sections.

Result output has been changed to reflect a numerical value rather the # symbol. Revised output reads: 1560 high school students participating in the Charting for Success workshops across the 26 school sites.

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b. The target values for the intermediate outcome and end outcomes should be the actual number.

Please revise the target value to an actual number. The CNCS does not want percentages reflected in the outcome section rather than actual numbers.

Target values for intermediate outcome and end outcomes have been changed to reflect the actual number.

End outcome reads: 936 high school students will develop and implement a college/career portfolio showcasing their acquired learning and a reflection of achievement.

Performance Measurement Statement has been changed to reflect actual number as reflected in target values and expected results.

Performance Measurement Statement reads: 936 of high school students participating in the Charting for Success workshops will develop and implement a college/career portfolio showcasing their acquired learning and a reflection of achievement.

Intermediate outcome reads: 1326 high school students will demonstrate an increase in work-readiness skills, work-related concepts and knowledge of training opportunities.

Performance Measurement Statement has been changed to reflect actual number as reflected in target values and expected results.

Performance Measurement Statement reads: 1326 of high school students participating in the Charting for Success workshops will exhibit an increase in interview skills, dress appropriately for job interviews, demonstrate knowledge of work concepts (pre- and post testing) and job training, job shadowing, internships, and AmeriCorps.

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c. When volunteer generation is not the primary focus of the program, we are directly applicants to remove these performance measures from their application. Volunteer generation outputs are captured in the annual progress report. Please delete this measure.

Performance measure for volunteer generation has been removed.

### Continuation Changes

Recruitment Corrective Action Plan

A continual challenge that faces Communities In Schools Arizona is the competitiveness throughout the state among grantees, both National Direct and State Commission. As of January 15th, we have recruited five of the 26 part-time slots. We've interviewed potential candidates, found them to be an excellent project match, offer a member position within a five day time frame, only to have them come back with a response that they have accepted a position with another agency, an agency that immediately extended an invitation to join their program upon the close of the interview. Saturation of AmeriCorps programs in certain cities have hampered recruitment. Additional recruitment challenges include lack of monetary stipend, number of service hours required to complete a term of service and a start date that does not mesh with school district semesters. All members recruited thus far are local residents in Maricopa County.

With our project requiring specific qualifications, general recruitment strategies won't suffice. We have set into place a cause and corrective action plan for recruitment. We will continue with our integrate consistent branding and messaging across all public relations and marketing collateral as it relates to AmeriCorps and Communities In Schools Arizona. Revisit and strength our partnerships with "Experienced Arizona," Arizona Business and Education Coalition and Social Venture Partners Arizona for member referrals and presentation opportunities. Recruitment implementation strategies include

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the following: Involvement of local media and traditional "low tech" ways of networking within the community, social media and websites. Networking with other AmeriCorps sites on a coordinated recruitment strategy, sharing position descriptions and member applications. Attendance at events that facilitate outreach. Presentations at events, conferences, and meetings including service clubs, United Way loan executives, senior groups, community centers, PTA/PTO. Hold public information sessions with a presentation and question/answer period with an experienced AmeriCorps ambassador.. Targeted outreach to students pursuing master level degrees in business management, public administration, nonprofit management, global studies and to community colleges to those students returning for certificated courses. Distribute informative materials at appropriate sites. Networking with community representatives that can assist in recruitment efforts including elected officials, neighborhood associations, and retired employee groups. Targeted faith-based outreach with an AmeriCorps information table before, between and after each service; arrange for an AmeriCorps announcement before each service; schedule an AmeriCorps information session after each service; placement of an AmeriCorps notice in the weekly bulletin and AmeriCorps poster/flyer on the bulletin board.

Areas Affected by the Program have been changed to reflect interest by school districts.

Arizona Cities: Phoenix, Glendale, Mesa, Tempe, Chandler, Flagstaff, Tucson, Casa Grande.

Arizona Counties: Maricopa, Pima, Pinal, Yuma, Gila, Navajo, Apache Counties.

Tribal Nations: Ak-Chin Indian Community, Navajo Nation, White Mountain Apache Tribe, Fort McDowell Yavapai Nation, Gila River Indian Community, Salt River Pima-Maricopa Indian Community, San Carlos Apache Reservation, Tohono O'odham Nation.

Start Date Request

Communities In Schools is requesting an earlier start date in order to dovetail with opening and closing

## **Narratives**

day of schools. We are requesting to start our project September 1, 2010 with an end date of August 31, 2011. With this request, we feel that AmeriCorps member recruitment will be enhanced and tie with graduation dates in the late Spring for local colleges and universities.

### Member Positions

We respectfully submit to change our member position to Reduced Half Time (675 hrs). Interest from students to become an AmeriCorps member while attending graduate school have indicated that trying to fit 900 hours into their schedule is difficult but a reduced amount is doable.



## Performance Measures

### SAA Characteristics

- AmeriCorps Member Population - None  
 Geographic Focus - Urban  
 Geographic Focus - Rural  
 Encore Program

### Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas 9.9

### Service Categories

Secondary Education Primary  Secondary

**Students are enrolled in post secondary schools and/or ready to secure meaningful employment.**

**Service Category:** Secondary Education

**Measure Category:** Needs and Service Activities

### Strategy to Achieve Results

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

Delivery of college and career readiness activities, service learning, volunteer recruitment of adult mentors.

**Result: Output**

Approximately, 60 high school students at 26 school sites will participate in the Charting for Success workshops led by AC members.

Indicator: student participants

Target: Total # of high school students participating in the Charting for Success workshops across the 26 school sites.

Target Value: 1560

Instruments: Outcome data for the K-12 College and Career Success Initiative is collected through pre and post self-assessments given to participants at each workshop, attendance rosters and through telephone surveys administered 60 days after a student has completed a workshop.

PM Statement: Approximately, 1560 high school students across 26 school sites will enroll in college and career readiness programs during the school year.

Prev. Yrs. Data

**Result: End Outcome**

Among these high school students participating in the Charting for Success workshops, a percentage

**Result: End Outcome**

of them will integrate their high school graduation, college and career goals into a career portfolio, providing a showcase of their acquired learning, enhanced chances for quality employment and/or admission to college and a reflection of achievement.

Indicator: student participants

Target: 936 high school students will develop and implement a college/career portfolio showcasing their acquired learning and a reflection of achievement.

Target Value: 936

Instruments: Self-assessment of career goals, college applications, attendance roster, career portfolio and reflection journals as guided by AmeriCorps members.

PM Statement: 936 of high school students participating in the Charting for Success workshops will develop and implement a college/career portfolio showcasing their acquired learning and a reflection of achievement.

Prev. Yrs. Data

**Result: Intermediate Outcome**

Among these high school students participating in the Charting for Success workshops, a percentage of them will demonstrate an increase in work-readiness skills, work-related concepts and knowledge of training opportunities.

Indicator: student participants

Target: 1326 high school students will demonstrate an increase in work-readiness skills, work-related concepts and knowledge of training opportunities.

Target Value: 1326

Instruments: Outcome data for the K-12 College and Career Success Initiative is collected through pre and post self-assessments given to participants at each workshop, certificates of completion and through telephone surveys administered 60 days after a student has completed a workshop.

PM Statement: 1326 of high school students participating in the Charting for Success workshops will exhibit an increase in interview skills, dress appropriately for job interviews, demonstrate knowledge of work concepts (pre- and post testing) and job training, job shadowing, internships, and AmeriCorps.

Prev. Yrs. Data

## Required Documents

**Document Name**

**Status**

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable