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Executive Summary

The 30 AmeriCorps members requested in this application will leverage an additional 318 volunteers to teach academic and leadership skills through hands-on projects, help students make connections between current learning and future opportunity, and develop trusting relationships with students and their families at three high-need schools in Boston, Massachusetts. The three supported sites would enroll 450 students in 2013-14, of whom 383 students would be expected to complete the program and 249 to demonstrate improved academic performance as measured by state assessment results. Citizen Schools's mission is to close opportunity and achievement gaps by expanding the learning day for low-income and academically struggling students, and this project will focus on the CNCS focus area of Education. The CNCS investment of \$390,000 will be matched with \$673,769 in additional funds raised by Citizen Schools.

Rationale and Approach

a. NEED

Citizen Schools' programs address the need for interventions that will keep middle grades students from low-income communities on positive educational and career trajectories. Evidence has established that the middle grades are a critical inflection point for students. Their attitudes, aspirations, and behaviors at this age can set them on a path to educational success or take them on a course toward disengagement and eventual dropout. Research by Robert Balfanz and others has consistently shown that key indicators measured as early as 6th grade are powerful predictors of later outcomes, including high school dropout and college access.

The Boston Public Schools serve a high-need population at significant risk for dropout. Nearly a third of students are Limited English Proficient, 19% are designated Special Education, and 70% come from low-income families. Among 8th grade students, math and English proficiency rates on the Massachusetts Comprehensive Assessment System (MCAS) lag state averages by 20 points, and high school graduation rates remain disappointingly low just 62% for African American students and 57% for Latino students.

Citizen Schools has partnered with Boston Public Schools (BPS) since 1995 to serve middle grades students at particularly high-need schools. The AmeriCorps members supported by this Citizen Schools application would serve in three such sites. One is the Dever-McCormack K-8 School (DMC),

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where 75% of middle grades students are from low-income families and proficiency rates for 6th grade students were just 35% in math (vs. 58% statewide) and 36% in English (vs. 68% statewide) in 2011. Citizen Schools has operated an after-school program at the DMC since 2001. Citizen Schools significantly deepened its DMC partnership in 2011-12 when the school began to require all 6th grade students to participate as part of an intensive turnaround effort. This math-focused Expanded Learning Time (ELT) model was modeled on a successful Citizen Schools partnership that current DMC principal Mike Sabin had launched as principal of the Edwards Middle School in 2006. By spring 2012, 6th grade math proficiency at DMC increased by 20 points, while proficiency rates for other grades remained flat. Given these promising results, Sabin views the extension of Citizen Schools ELT to 7th and 8th grade students as critical to the school's turnaround. If awarded, MSA-funded AmeriCorps members would make this expansion possible.

The second site is the Joseph Lee School in Dorchester (the Lee). In 2011-12, 89% of students at the Lee were low-income and 22% were designated special education students. Prior to the current year, the Lee served grades 2-5 and was a relatively high-performing school given its high-need population. Then, the Lee was merged with a lower-performing school and expanded to serve the middle grades. Principal Kim Curtis sought a partnership with Citizen Schools as part of this growth plan and, when the school expanded to serve 6th grade in fall 2012, Citizen Schools was part of the school day for every 6th grade student. Principal Curtis has asked Citizen Schools to grow with the Lee as it adds 7th grade in 2013-14 and 8th grade in 2014-15. MSA-funded AmeriCorps members would allow Citizen Schools to meet this request by serving all 6th and 7th grade students at the Lee in the first year of the grant.

BPS has committed to the launch of at least one additional Citizen Schools ELT program in fall 2013. If awarded, MSA-funded AmeriCorps members would also be placed at this third site, which will be selected jointly by Citizen Schools and BPS by April 2013. Citizen Schools and BPS have drafted an RFP process through which interested schools will apply for Citizen Schools partnership and will be selected jointly by Citizen Schools and the district on the basis of student need, the role of ELT/Citizen Schools in the school's vision, commitment to the key practices that Citizen Schools has identified as factors in a successful partnership, and staff support.

b. AMERICORPS MEMBERS AS HIGHLY EFFECTIVE MEANS TO SOLVE COMMUNITY

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PROBLEMS

Founded in 1995, Citizen Schools narrows opportunity and achievement gaps by partnering with high-need schools and districts to expand the learning day, filling the additional time with an engaging combination of academic support and enrichment. Most Citizen Schools sites, including the three described in this application, operate ELT programs in which all students in at least one grade participate in Citizen Schools as part of an officially extended school day. This design promotes deep programmatic alignment and offers potential for schoolwide transformation, but it also requires significant resources for successful implementation. The talent, diversity, and energy offered by AmeriCorps members are critical to the successful implementation of Citizen Schools' ELT program and to achieving the organization's goal of closing opportunity and achievement gaps for children from low-income communities.

As described in detail below, Citizen Schools' full-time Teaching Fellows (supported by AmeriCorps since 2002) serve as a 'second shift' in schools. Citizen Schools' AmeriCorps Teaching Fellows will participate in the following activities:

- > Forge deep, consistent relationships with students and celebrate positive values
- > Teach academic skills to disadvantaged middle school students through small-group instruction
- > Recruit and support volunteers to teach hands-on courses and introduce students to diverse careers
- > Increase college readiness and awareness of community resources
- > Engage with students' families
- > Support program and school priorities with a morning role or partnership

Forge relationships with students and celebrate positive values: Each AmeriCorps Teaching Fellow will lead a 'team' of 15-18 students through program activities for the entire year. The duration of these relationships helps Teaching Fellows build trust with their students and get to know their strengths as well as their areas of challenge. AmeriCorps Teaching Fellows will strive to "catch kids doing something right." When they see a student put a positive value into practice, they will recognize and celebrate it. Fellows will award Value Stars for leadership, teamwork, communication, perseverance, courage, and joy.

Teach essential academic skills: AmeriCorps Teaching Fellows serve in schools where many students

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are struggling academically, and one of the key goals of the program is to build proficiency in fundamental literacy and math skills. Each Teaching Fellow will deliver a daily lesson in either math or English Language Arts to their team and will communicate regularly with classroom teachers to coordinate instruction and share information about student progress. (School leaders select one subject for instruction based on the needs of their community, and lessons are developed by Citizen Schools' National Program Department.)

Recruit, train, and co-teach with volunteers: As detailed in the Volunteer Generation section below, AmeriCorps Teaching Fellows will recruit, train, and support volunteer 'Citizen Teachers' to lead hands-on apprenticeship courses. Apprenticeships enable students to explore new disciplines, develop new skills, and create high-quality products and presentations. Each apprenticeship culminates in a community celebration of learning attended by parents, teachers, and the community. Teaching Fellows partner with volunteers to prepare their lessons, co-teach weekly sessions, connect apprenticeships to school-day learning, and design the final project.

Increase college readiness: AmeriCorps Teaching Fellows will lead their teams through a College to Career Connections (C3) program to help them develop the knowledge, skills, and experiences that will put them on a path to college readiness. Teaching Fellows will also arrange, plan, and conduct visits to local college campuses. Boston students have recently visited Hamilton College (an overnight visit), Babson College, Harvard University, Suffolk University, and the University of Massachusetts-Boston. A C3 curriculum connects those opportunities with actions that students can take, starting in middle school, to make college accessible and affordable and to build habits (like note-taking and self-advocacy) that will help them succeed.

Engage families: AmeriCorps Teaching Fellows will call each student's parents or guardians at least every two weeks to share updates on students' progress and to listen to parents' aspirations and concerns. Teaching Fellows also welcome families to the school during program and special events such as apprenticeship showcases and potlucks, serving as important bridges between families and schools. At the Garfield School in Revere, for example, Principal Pat Massa reported that the 300 family members who attended Citizen Schools' first apprenticeship showcase far surpassed family participation at any event in her 12 years at the school.

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Support program and school priorities through a morning role: In addition to working directly with their teams of students in the afternoons, each AmeriCorps Teaching Fellow will be assigned a morning role that supports the priorities of Citizen Schools and our host schools. These roles include:

- > One of five Citizen Schools campus leadership roles, such as Academic Program Lead (leads lesson preparation and coordination with teacher-led instruction) or Citizen Teacher Lead (oversees volunteer recruitment and support at one school site)
- > State-level roles, working directly with the Citizen Schools state office staff such as Regional Academic Program Lead (develops resources for the cohort of Academic Program Leads) or Civic Engagement Fellow (supports volunteer outreach)
- > Partnerships at host schools or, in a small number of cases, aligned community organizations, such as the community education arm of the Federal Reserve Bank of Boston. In these cases, Citizen Schools will execute a formal agreement with the partner organization to ensure effective daily supervision, consistent expectations, and full compliance.

The 30 full-time AmeriCorps members requested in this application would support the implementation of initiatives that are critical to Boston Public Schools and three high-need schools in the district, including an extension of ELT to all middle grades at DMC, the growth of the Lee School program to include 7th grade, and the launch of a new site. Together, these programs would enroll 450 students in 2013-14 and produce significant gains in academic engagement and achievement. Given Citizen Schools' leadership in the ELT field and BPS's stated priorities of middle grades improvement and turnaround through ELT, these initiatives will demonstrate the power of service to mobilize resources and drive improvement in the educational outcomes of students from low-income communities.

Citizen Schools also plans to apply to CNCS for continuation of its National Direct and Education Award grants in 2013-14. This application is distinguished by the geographic location (i.e., school site) in which services are provided, with the MSA request designed specifically to support three high-growth sites in a district that has prioritized ELT as a reform strategy for the middle grades and identified Citizen Schools as a preferred partner.

c. EVIDENCE-BASED/EVIDENCE-INFORMED, MEASURABLE COMMUNITY IMPACT

Citizen Schools' AmeriCorps Teaching Fellows engage in interventions that are evidence-based. Citizen

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Schools' program is based on extensive research that documents the predictive power of indicators measured in the middle grades as well as the effectiveness of specific techniques employed by the program, such as hands-on learning and an 'effective effort' mindset. A longitudinal matched comparison study of Boston participants completed in 2010 by Policy Studies Associates found that students who participated in Citizen Schools' programs significantly outperformed their peers on measures of engagement (attendance), achievement (grades and test scores), and on-time high school graduation. Citizen Schools has contracted with Abt Associates to conduct the next phase of its external evaluation, which will use a quasi-experimental design to assess program implementation and school-wide proficiency gains at Expanded Learning Time partner schools. Results have been promising; at the Edwards Middle School in Boston, Citizen Schools' longest-running ELT site, proficiency rates increased dramatically in every tested grade and subject after the program's launch in 2006. Student growth scores in 6th grade math at Orchard Gardens K-8 Pilot in Boston (previously considered one of the district's lowest-performing schools) were in the top two percent of schools statewide in both 2010-11 and 2011-12, the first two years of Citizen Schools' ELT partnership with the school.

The ongoing improvement of Citizen Schools' ELT program is also evidence-informed, with an extensive infrastructure for program monitoring and internal evaluation. Each year, Citizen Schools sets targets for performance on each of its Program Scorecard metrics, which include attendance, program completion, academic skills, 21st century skills, and beliefs related to college and career readiness. Citizen Schools also monitors early indicators of program quality, including apprenticeship quality, constituent satisfaction, and the instructional proficiency of each of its AmeriCorps members. Citizen Schools has been recognized as a leader in the use of data by CNCS and was invited to share best practices in performance management with other grantees at the AmeriCorps Grantee Meeting in September 2012.

If awarded the requested AmeriCorps members, Citizen Schools will grow its ELT program at the DMC with the goal of reaching all students in grades 6-8 by 2015-16, grow its ELT program in parallel with enrollment at the Lee, and launch its program at another high-need Boston school. These programs would reach an estimated 2,100 students over three years and contribute to significant improvements in students' educational engagement and achievement. As summarized by the attached National Performance Measure targets, if awarded an AmeriCorps State grant, we anticipate the

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outcomes below in 2013-14:

> ED 1: In fall 2013, 450 students will enroll and begin Citizen Schools' programs at the Dever-McCormack K-8 School, the Lee School, and a third high-need Boston Public School to be selected by spring 2013.

> ED 2: 383 students will participate in diverse learning activities throughout the year and complete the program.

>ED 5: 249 students who participate in Citizen Schools will demonstrate improved academic performance as measured by achievement of a score in the proficient or advanced range (on or above grade level), or by the achievement of a student growth percentile (SGP) of 60 or higher on the state assessment (MCAS) in English Language Arts and/or math.

The performance measures were chosen in order to align with Citizen Schools' focus on offering students engaging experiences that help them to appreciate the importance of academic effort. The targets are designed to be ambitious but achievable based on past performance.

In the long term, 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 readiness. 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.

d. MEMBER RECRUITMENT

Recruitment for the 30 AmeriCorps Teaching Fellows requested in this application will be led by a Recruitment Manager (RM) and an Admissions Manager (AM). The RM and the AM for Massachusetts are part of a national team that designs and implements the recruitment of Teaching Fellows for all of Citizen Schools' sites. Citizen Schools focuses on four recruitment channels: 1) an online strategy, including the AmeriCorps website, the Citizen Schools website (www.citizenschools.org/fellowship), and social media channels; 2) colleges and universities, where the RM attends career fairs, holds information sessions and 'office hours,' and builds relationships with student organizations, faculty, and leadership development programs; 3) national feeder programs for outstanding and diverse candidates; and 4) personal referrals, usually from current members, alumni,

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or community partners.

In Massachusetts, Citizen Schools has identified three 'tiers' of colleges and universities for recruitment. Tier 1 colleges are considered the strongest pipelines of Teaching Fellows and are targeted with the most extensive activities (for example, attendance at multiple career fairs and active relationships with career services offices, student groups, and academic departments). For Massachusetts, these schools include Northeastern University, Tufts University, and Bowdoin College. Tier 2 schools include Boston College, Boston University, Clark University, Providence College, Smith College, UMass-Boston, and Lesley University. Citizen Schools is also working with organizations such as City Year, Posse, and Bottom Line in order to attract graduates of those programs and with current AmeriCorps Teaching Fellows to reach out to their alma maters.

Citizen Schools recruits candidates for its AmeriCorps positions who: are college graduates; possess experience working with children and families in low-income communities; have demonstrated a commitment to education, especially in nontraditional environments; possess outstanding leadership experience and creativity; have a passion for teaching and instruction and closing the achievement gap; and have demonstrated initiative and entrepreneurship. The application process includes a detailed online application, resume, four short-answer essay questions, job simulation assignments, college transcripts, and three letters of recommendation. The selection process is managed by the AM and includes a phone interview, an in-person interview with a Campus Director, a teaching demonstration, and reference checks. During the selection process, members are made aware of Citizen Schools' criminal background check procedures and understand that an offer to serve is contingent on background check results.

Citizen Schools has recruited AmeriCorps Teaching Fellows to serve in Massachusetts since 2002 and has a track record of attracting diverse, highly qualified applicants. For the 2011-12 program year, Citizen Schools selected 114 members from among 673 applicants nationally (not including slots filled by AmeriCorps members re-enrolling for a second term) and 54% of those selected to become AmeriCorps Teaching Fellows were people of color.

e. MEMBER TRAINING

Citizen Schools' AmeriCorps Teaching Fellows receive more than 270 hours of training annually.

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Training begins with an intensive, week-long Summer Institute designed by Citizen Schools' National Program Department that addresses the following subjects: building a culture of achievement; promoting student gains in grades; student engagement; behavior management; leading college trips and community explorations; apprenticeships; supporting volunteers; culturally competent teaching; community building; family engagement; and CPR and first aid. Following Summer Institute, members participate in additional local training. In summer 2012, each of five training days for AmeriCorps Teaching Fellows in Massachusetts was organized around a theme: informing student beliefs, student mastery, planning purposefully, managing the instructional environment, and executing effectively. Fellows also receive site-based training that includes orientation 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, campus team meetings, and through direct supervision and coaching. Because program is not offered to students on Fridays, those days are devoted to training, program planning, and professional development. In the most recent year, monthly daylong in-service training topics for Teaching Fellows in Boston included behavior management, apprenticeships, grades, work-life balance and career opportunities, differentiated instruction, developing student access and beliefs, and achieving a strong finish to the year.

Citizen Schools strives to ensure that members feel part of the AmeriCorps community and are aware of regulations regarding prohibited activities. Summer Institute training includes sessions focused on the history of national service and AmeriCorps, compliance with AmeriCorps regulations, and prohibited activities. All members also receive a Teaching Fellow handbook that addresses these topics. Additional activities throughout the year, such as workshops and career panels, reinforce connections to AmeriCorps while preparing members for success after their term of service. Citizen Schools also has a newsletter and an online job bank for current and former Teaching Fellows.

f. MEMBER SUPERVISION

Citizen Schools provides consistent supervision, support, and recognition for its members. The Managing Director of Program for Massachusetts has primary responsibility for managing program quality and implementing orientation, training, and supervision procedures for AmeriCorps Teaching Fellows. She manages Campus Directors (who directly manage Teaching Fellows), solicits feedback

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from Fellows about their experiences, and leads the ongoing improvement of the Fellowship experience through adjustments to recruitment, training, and support. Campus Directors and Deputy Campus Directors at each school site provide direct daily supervision of the AmeriCorps Teaching Fellows at their school, including through biweekly one-on-one meetings and frequent classroom observation. Campus Directors are experienced educators (often former teachers or graduates of the Teaching Fellowship) and receive training on effective supervision practices during Summer Institute, at a mid-year conference, and in regional in-service trainings.

In addition to biweekly individual meetings, Campus Directors evaluate each Teaching Fellow's effectiveness five times per year using a detailed Instructional Rubric and share their feedback in coaching sessions. After the third and fifth rounds, Campus Directors give Teaching Fellows formal performance evaluations, which provide a structured opportunity for feedback and reflection. Citizen Schools also conducts mid- and end-of-year surveys that solicit members' feedback on the quality of training, supervision, and support they have received. Members' successes are celebrated regularly, including at campus and statewide staff meetings, with annual awards, and at an end-of-term graduation.

g. MEMBER EXPERIENCE

Members are able to see their impact on the students and families they work with every day. They examine the attendance, retention, grades, and survey results of the students on their team regularly and share updates at regular campus and statewide staff meetings. They see their students demonstrate what they've learned at the WOW! events held at the end of each semester, whether it's performing a dance or explaining what they've learned about saving money for college. They hear from families and from teachers. In spring 2011, graduating 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."

From their first interviews to their graduation and beyond, Teaching Fellows are also aware that they are part of an AmeriCorps community. Because all Citizen Schools Teaching Fellows are currently

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serving with support from AmeriCorps, the sense of identity is strong. The AmeriCorps affiliation of the Teaching Fellowship is noted prominently in recruitment materials and by Citizen Schools' recruitment team. Members learn about the history of national service and AmeriCorps during their training and see the AmeriCorps logo on signs at their campus. Members are encouraged to reflect on their AmeriCorps service, including in initial training, by posting to Citizen Schools' InspirED blog and the online peer support community TFNation, and in an exit reflection at the conclusion of their service term. AmeriCorps Teaching Fellows recognize one of their peers in each region each year with the 'You Inspire Me' award, given to the Fellow who has best demonstrated the spirit of service. Fellows also participate in career panels and job fairs and receive newsletters that share the stories of Alumni Fellows who have gone on to careers in public service as teachers and community leaders, and continued to volunteer. Fellows in their second term are offered staff mentors to help them explore career opportunities after their term of service, and most Fellows (80% or more of recent cohorts) are inspired to pursue careers in education or nonprofit leadership. For example, in spring 2012, Teaching Fellow Kay Thompson wrote, "As an AmeriCorps Teaching Fellow at Orchard Gardens (Boston), my service experience has been defined by partnership: the united efforts of hundreds of adults and dozens of organizations to transform a failing school into a beacon of achievement and hope in a troubled community. As I move on to study leadership in education, I will carry these lessons forward: that Orchard Gardens and our students have a bright future because of the neighborliness of hundreds of adults. It is my hope that I can be part of more efforts like this to care for our young people so that they, too, can be neighbors in their communities."

h. VOLUNTEER GENERATION

In Citizen Schools' apprenticeships, volunteers from businesses, universities, civic and professional associations, and the community lead groups of students in hands-on projects that help the students master new skills, learn about career opportunities, and give back to their community. Each apprenticeship consists of 11 weekly sessions of 90 minutes each. In 2011-12, apprenticeships at the Dever-McCormack K-8 School included Mock Trials (led by lawyers from Goodwin Procter LLP), Your Financial Future (led by volunteers from Bank of America), Urban Conservation (led by volunteers from the Student Conservation Association) and apprenticeships in astronomy and step dancing led by community volunteers. We anticipate that more than 300 volunteers will be recruited and engaged at the three sites included in this request annually.

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AmeriCorps Teaching Fellows are critical to supporting volunteers and ensuring a high-quality apprenticeship experience for both volunteers and students. During the required five hours of up-front training for volunteers, AmeriCorps Teaching Fellows and staff members explain the principles of project-based learning and demonstrate techniques for working effectively with students. Fellows also co-teach each apprenticeship, helping to plan lessons, manage student behavior, reflect on progress, and link apprenticeship activities to academic skills and students' goals and interests. In a 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.

i. ORGANIZATIONAL COMMITMENT TO AMERICORPS IDENTIFICATION

Citizen Schools is deeply committed to national service and, as described in Part 1.g above, ensures that our affiliation with AmeriCorps is featured prominently. Citizen Schools features the AmeriCorps logo on its website (www.citizenschools.org), stationery, recruitment materials, site and office signage, and publications. Citizen Schools' Marketing Department, which oversees these materials, follows guidelines for AmeriCorps branding, creates templates, and advises local offices such as Citizen Schools Massachusetts to ensure that branding is appropriate.

Organizational Capability

a. ORGANIZATIONAL BACKGROUND AND STAFFING

Organizational Background: Citizen Schools is a national 501(c)3 organization that partners with middle schools to expand the learning day for low-income children. Citizen Schools has operated after-school and expanded day programs in more than 20 school districts since its founding in Boston in 1995 and enrolls approximately 1,000 BPS students in 2012-13. Based on its independently verified track record of impact, Citizen Schools is a respected leader in expanded learning, volunteer engagement, and education reform both in Boston and nationally.

Citizen Schools's national office provides overall leadership and support in program design, curriculum, evaluation, volunteer recruitment strategy, human resources, and fundraising. Financial management is centralized in the national office. Like each of Citizen Schools's eight state offices, Citizen Schools Massachusetts, based in Boston, is responsible for developing school and district partnerships, recruiting and training volunteers, and raising funds from local sources. Citizen Schools has a track record of successful fundraising and effective financial management, has consistently

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achieved an operating surplus, and has always had a clean audit report. Citizen Schools's 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. Citizen Schools Massachusetts has also established a non-governing local advisory board that helps the state team to establish partnerships and to secure sustainable funding.

AmeriCorps Program Management: Citizen Schools has administered AmeriCorps grants continuously since 2002 (including a past MSA grant as well as National Direct and Education Award Only grants). In 2012-13, Citizen Schools's 239 AmeriCorps Teaching Fellows provide critical front-line staffing for a national network of 31 programs in eight states that enroll nearly 5,000 students and engage nearly 4,000 volunteers. Over the past five years, Citizen Schools has received AmeriCorps grants to enroll 957 members, all of whom have served full-time as AmeriCorps Teaching Fellows at our after-school and extended-day program sites. During its decade as an AmeriCorps grantee, Citizen Schools has mobilized more than 48,000 volunteers who have provided more than one million hours of service. It has achieved its most important performance objectives for student impact and member development.

Citizen Schools has developed the programmatic, administrative, and financial management systems that are necessary to assure effective performance, full compliance, and timely reporting. Under the leadership of the staff described below, Citizen Schools proactively works to maintain AmeriCorps compliance and address potential issues with our program officers.

AmeriCorps Program Staffing: Citizen Schools's experienced management team will provide programmatic and fiscal leadership for the proposed program. These staff members have experience implementing an effective AmeriCorps program across multiple sites and ensuring compliance with programmatic and financial requirements. In Massachusetts, EXECUTIVE DIRECTOR Pat Kirby holds overall responsibility for strategy, partnerships, and program implementation. He is the primary contact for this application. Pat joined Citizen Schools in 2007 after holding positions at The Timberland Company, City Year, and as a high school teacher. MANAGING DIRECTOR OF PROGRAM Moriska Selby focuses on program quality and staff development. Moriska has served as a Teaching Fellow and Campus Director since joining Citizen Schools in 2003 and holds a BA in Child Development from Tufts University and a master's degree in education from Lesley University.

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DIRECTOR OF CIVIC ENGAGEMENT Kelly Conron joined Citizen Schools in 2008 and oversees the recruitment of more than 700 volunteers annually in Massachusetts. OPERATIONS MANAGER Elliot Ewert provides operational support for the Massachusetts team. RECRUITMENT MANAGER Zach Carroll and ADMISSIONS MANAGER Nichole Montgomery-Boone lead AmeriCorps member recruitment and selection in Massachusetts.

Nationally, CHIEF FINANCIAL AND ADMINISTRATIVE OFFICER Kait Rogers oversees finance and human resources and holds lead responsibility for Citizen Schools's AmeriCorps programs. Her track record of successful management includes few to no adjustments and no material/control deficiencies in annual independent audits since she joined Citizen Schools in 2008. The national staff team for the AmeriCorps program also includes:

- > CHIEF PROGRAM OFFICER Melissa Rouette oversees program design, curriculum development, and training. Melissa joined Citizen Schools in 2007 after serving as a corps member, Program Director, and Director of Program Design with Teach for America. She manages an eight-person staff team.

- > DIRECTOR OF RESEARCH AND EVALUATION Mike Kubiak oversees internal and external evaluation. Mike, who worked most recently at the Annenberg Institute, joined Citizen Schools in 2010 and holds BA, M.Ed., and MBA degrees. He manages a two-person staff team.

b. SUSTAINABILITY

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

In 2011-12, Citizen Schools raised \$28.5 million nationally in revenue from foundations, corporations, individual donors, and public sources. Citizen Schools Massachusetts raised more than \$4 million, including significant support from WilmerHale, Fidelity Investments, AOL, Cubist Pharmaceuticals, the Lloyd G. Balfour Foundation, the Hestia Fund, and the Linde Family Foundation. Citizen Schools also received financial support from its partner schools and districts, including Boston Public Schools, New Bedford Public Schools, and Revere Public Schools, and from the Massachusetts Department of Elementary and Secondary Education through the Priority Partners for Turnaround program.

Citizen Schools's dual commitments to educational excellence and community involvement lead to a

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high level of local engagement in its programs. The high-quality volunteer positions and opportunities for community recognition offered by Citizen Schools provide particular value to corporate partners. For example, 30 employees of Choate Hall & Stewart LLP are volunteering with Citizen Schools Massachusetts in 2012-13, as are 23 employees of Fidelity Investments, 17 employees of Google, and 10 employees of Cubist Pharmaceuticals. Citizen Schools partners with nonprofit, community, and educational organizations to offer apprenticeships and other opportunities to students; in 2012-13, 37 students from Northeastern University are volunteering with Citizen Schools in Massachusetts, as are 10 representatives of Bootstrap, a nonprofit that teaches math through computer programming.

In Boston, Citizen Schools is focused on deepening its longtime partnership with the school district to enhance programmatic and financial sustainability. Citizen Schools has worked closely with district leaders, including Superintendent Dr. Carol Johnson, to identify opportunities for growth, partnership, and funding. As noted above, the district has committed to the selection of at least one new site for programming in 2013-14. Boston Public Schools recently partnered with Citizen Schools on a successful application to the federal Investing in Innovation (i3) program to support apprenticeships in STEM fields (science, technology, engineering, and math). In a letter of commitment for the project, Superintendent Johnson wrote: “We know Citizen Schools works. At the Edwards Middle School in Charlestown, Citizen Schools was a key partner in a well-documented school turnaround.” In the first year of this partnership [at Orchard Gardens K-8 School], math proficiency among 6th graders nearly doubled, from 24% to 41%. As a partner in this i3 application, BPS fully commits to helping Citizen Schools achieve similarly powerful results in the coming years by helping to identify and support strong school partnerships, sharing the data that can drive improvement, and helping to identify public and private sources of funding to support the program.”

c. COMPLIANCE AND ACCOUNTABILITY

As a longtime AmeriCorps grantee, Citizen Schools has developed a robust infrastructure to maintain compliance and has a strong track record of compliance with AmeriCorps regulations. AmeriCorps compliance and accountability are overseen by Kait Rogers, Chief Financial and Administrative Officer. Ms. Rogers ensures that Citizen Schools:

- > Prevents compliance issues: In order to minimize the risk of noncompliance, Citizen Schools proactively provides information about AmeriCorps rules and regulations to members as well as to the staff who manage and support members and to our school partners. As noted above, members receive

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training about AmeriCorps rules, including prohibited activities, when they begin the Teaching Fellowship. They will also receive a handbook that includes this information. Staff knowledge of rules and regulations is maintained primarily through Citizen Schools; AmeriCorps Working Group, managed by Ms. Rogers and including representatives of key departments with responsibility for aspects of the AmeriCorps program (Talent, Human Resources, Program, Finance, and External Engagement). This group reviews current practice against the monitoring and compliance tools provided by CNCS in order to ensure that appropriate trainings, resources, and processes are in place. Members and supervisors are reminded about prohibited activities at all times and particularly when the risk of noncompliance might be heightened (e.g., reminders about prohibited political activities during election seasons).

> Monitors sites for compliance: Citizen Schools monitors sites for compliance through its member and site supervision infrastructure, including one-to-one check-ins for each member with their supervising Campus Director, meetings of Campus Directors and Managing Directors of Program, and site visits by Managing Directors of Program and other office-based staff familiar with AmeriCorps regulations. The AmeriCorps Working Group meets monthly and shares updates about site performance and compliance.

> Addresses instances of risk or noncompliance: If a compliance risk or a noncompliance issue is identified, Ms. Rogers will consult with the affected member(s), staff, and (if appropriate) AmeriCorps Program Officer in order to identify an appropriate response given the nature of the noncompliance or potential noncompliance and to establish a process for ensuring that the response is implemented and that future issues will be prevented.

d. CURRENT/FORMER GRANTEES

Citizen Schools did not administer an AmeriCorps grant through the Massachusetts Service Alliance in 2011-12 but has been a grantee of MSA in the past (2008-2011). Citizen Schools administered a National Direct grant in 2011-2012.

d1. DEMONSTRATED COMPLIANCE

Citizen Schools designed Kait Rogers to oversee its AmeriCorps grants in 2012 and created an cross-departmental AmeriCorps Working Group (described above). This group addressed the timeliness and accuracy of member information in eGrants, the provision of more explicit guidance on acceptable and prohibited member activity to host schools, and the revision of criminal background check

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procedures in order to ensure compliance with revised guidelines.

d2. ENROLLMENT RATE

In 2011, the last year of Citizen Schools's previous MSA grant, the average enrollment rate was 109.5% (21 slots were granted and 23 members were enrolled). Citizen Schools enrolled 100% of its National Direct slots in 2011-12.

d2. RETENTION RATE

In 2011, 91.3% of MSA members completed their service and received an Education Award (21 out of the 23 enrolled), and in 2011-12, 92.8% of National Direct members (207 of 223) successfully completed their terms of service and received an Education Award. This retention rate is similar to what Citizen Schools has achieved in the past. While there are several members who left because they were dissatisfied with their management and/or the amount of work required for the time commitment and stipend, Citizen Schools has worked diligently over the years to ensure members's expectations align with the realities of the role, and most early departures are for personal reasons, such as family and health constraints or commute problems. Some members who did complete their terms were concentrated at new campuses, a challenge that Citizen Schools is working to address through careful member placement and additional support. Further, Citizen Schools maintains an internal deadline (November 1) after which we do not hire new people to fill open member slots in order to ensure that enrolled members can be adequately trained and can complete their required number of AmeriCorps service hours.

Budget/Cost Effectiveness

a. COST EFFECTIVENESS

With this application, Citizen Schools requests a fixed-amount grant with a Corporation cost per MSY of \$13,000. All 30 slots requested are for full-time members. This amount does not exceed the maximum cost per MSY and is the same amount per MSY of AmeriCorps funding received by Citizen Schools for its fixed amount National Direct grant in the past two years. Citizen Schools plans to match the requested \$390,000 in AmeriCorps funds with \$673,769 in matching funds for a total program cost of \$1,063,769. The annual budget of Citizen Schools Massachusetts will be approximately \$5.7 million in 2013-14, of which this request would represent 6.8%.

As noted in the Sustainability section of this application, Citizen Schools and Citizen Schools

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Massachusetts have diverse and substantial sources of funding and capacity to raise the resources required for program implementation beyond the fixed amount requested from CNCS. In Massachusetts, approximately 50% of current funding is derived from public sources, 22% from corporations, 16% from foundations, 9% from individual donors, and 3% from earned income. In 2011-12, Citizen Schools Massachusetts received funding from 58 corporate donors, 12 foundation donors, 736 individual donors, and five public sources. Citizen Schools Massachusetts has a three-person development team that conducts outreach and stewardship to secure private and public sector support. Citizen Schools has always significantly exceeded the match requirements for its AmeriCorps grants.

The proposed budget is cost effective, leveraging \$390,000 in requested AmeriCorps funding to support 300 members to mobilize 318 volunteers and serve 450 students at three high-need Boston schools in 2012-13. AmeriCorps members will offer students a 30% increase in learning time over the standard school day, and independent evaluations have found that participation in Citizen Schools' programs is associated with increases in attendance, grades, test scores, and on-time graduation for a population of high-need students. A pro bono analysis by Bain & Company in 2011 indicated that Citizen Schools' costs are comparable to or lower than costs incurred by other nonprofits, traditional schools, and charter schools that have extended the learning day.

b. BUDGET ADEQUACY

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. 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 staff members who implement the AmeriCorps program, including the Campus Directors at each school site, key state-level personnel (Managing Director of Program, Executive Director, Operations Manager, Director of Civic Engagement), and national office-based personnel who support the AmeriCorps program in Massachusetts (Chief Financial and Administrative Officer, Chief Program Officer, Director of Research and Evaluation, Recruitment Manager, and Admissions Manager). It also includes expenses related to monitoring visits, volunteer recruitment, attendance at

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the National Conference on Volunteering and Service, member transportation, program supplies, member recruitment materials, CPR and first aid training, background checks, and a portion of costs related to the ongoing independent evaluation of Citizen Schools₂ programs.

Evaluation Summary or Plan

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. Its 2010 final report concluded that students who participated in Citizen Schools outperformed the comparison group on leading indicators of school success during middle school, and the differences persisted through high school. Abt Associates evaluated the effectiveness of Citizen Schools₂ Expanded Learning Time model in 2010 and reported students attending schools that adopted ELT in partnership with Citizen Schools outperformed a comparison group on several state assessments. The PSA and Abt evaluation reports have been submitted separately to the Corporation.

Citizen Schools has also engaged Abt Associates to conduct a multi-year study of its Expanded Learning Time programs. The study, which began in 2010, will examine program implementation as well as outcomes (including performance on state assessments) for students at participating schools relative to a set of matched comparison schools and historical trends. The first impact results are expected in 2013 and will include the DMC and the Lee.

Amendment Justification

N/A

Clarification Summary

N/A

Continuation Changes

N/A