

## 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: 13-DEC-10	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC124343		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHIL0010008														
<b>5. APPLICATION INFORMATION</b>																	
LEGAL NAME: Southwestern Illinois College DUNS NUMBER: 068547256		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Amanda Guinn TELEPHONE NUMBER: (618) 235-2700 5709 FAX NUMBER: (618) 641-5757 INTERNET E-MAIL ADDRESS: amanda.guinn@swic.edu															
ADDRESS (give street address, city, state, zip code and county): 2500 Carlyle Avenue Belleville IL 62221 - 5859 County: St. Clair																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 370896981		7. TYPE OF APPLICANT: 7a. Higher Education Organization - State Controlled 7b. Community College 2-year college															
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 State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Belleville AmeriCorps															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): The Program proposes to serve Belleville, Lebanon and Cahokia, Illinois. All cities are located in St. Clair County, Illinois.		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 08/17/11    END DATE: 08/16/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="IL 012"/> b.Program <input type="text" value="IL 012"/>															
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;">\$ 458,106.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 424,605.00</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;">\$ 882,711.00</td> </tr> </table>		a. FEDERAL	\$ 458,106.00	b. APPLICANT	\$ 424,605.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 882,711.00	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	\$ 458,106.00																
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g. TOTAL	\$ 882,711.00																
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: Amanda Guinn		b. TITLE: Program Director	c. TELEPHONE NUMBER: (618) 235-2700 5709														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 05/09/11															

## Narratives

### Executive Summary

Belleville AmeriCorps strives to support neighborhood and school efforts to strengthen the community. To carry out the mission, members tutor to increase academic success, encourage community engagement, and provide positive activities for youth during after-school hours and summer months. As a partnership with several neighborhood associations, Belleville School District 118, YMCA of Southwest Illinois, SWIC and the City of Belleville, Belleville AmeriCorps is an agent for change.

### Rationale and Approach

#### Compelling Community Need

Three Metro-East communities face issues both stemming from and contributing to an academic achievement gap between low-income students and their more advantaged peers. This is evidenced by performance on standardized state assessment tests and corroborated anecdotally by school and community leaders. The Belleville AmeriCorps program identifies this issue as a compelling community need as a means to increase academic success for all students, as well as to begin to address the cycle of generational poverty in the region perpetuated by this gap. Additionally, school and community leaders have identified this issue as an area of primary concern to the region.

Located east of the Mississippi River, the Metro-East region of southwestern Illinois has been experiencing the effects of urban decline for decades. The deterioration of nearby St. Louis, MO and East St. Louis, IL has increasingly spread to areas that had previously been more prosperous, and the communities of Cahokia, Belleville, and Lebanon are attempting to respond these issues proactively.

The Village of Cahokia has experienced increasing rates of crime, poverty and low academic achievement within the past 20 years. According to the Public School Review in 2009, only 10% of the population of Cahokia over age 25 has a college degree with the lowest graduation rate in the area graduating just 70% of high school students. Local graduation rates by community show disparity in achievement of low-income students. Cahokia, while graduating 70% of the total student population, graduates only 58% of its low-income students.

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The City of Belleville is one of the largest cities in the Metro-East region with a population of 45,600. As the seat of county government, Belleville plays a critical role in regional success. In the past few decades, Belleville has seen an influx of socially and economically challenging factors similar to its neighbors. As housing stock deteriorates, the number of owner occupied homes is decreasing. The city has a 44% rental rate. Belleville's quality school district draws families to the city from neighboring declining communities. At the same time, middle and upper income families are moving from Belleville to communities with newer housing stock. This is reflected in the high mobility rates of Belleville District #118 schools: West Jr. High School 27.5%, Union Elementary 20.8% and Jefferson Elementary 31.0% which are significantly higher than the state average of 13.5%.

Low economic factors are prevalent within the majority of Belleville District #118 schools. Currently, all but two of the eleven schools located in the district have significantly higher poverty rates than the state average. Current school report card data indicate that 52.7% of students in the district are low income with several schools experiencing rates above 60%.

Despite economic challenges, school report card data shows District #118 making great strides in improving the education of youth in Belleville. The school district has continued to meet annual yearly progress for the overall student population. However, data indicates a gap exists in achievement between participants and non-participants in the free lunch program. District report card data shows that low income students are three to four times more likely to fall below standards when compared to the rest of the population.

Lebanon School District, in nearby Lebanon, Illinois, faces similar challenges as the Belleville School District. Lebanon students receiving public assistance are at a five time greater risk to fall below math standards as those who are not eligible for free or reduced lunch. In reading and science, low income Lebanon students are two to three times more likely to fall below standards. While Lebanon graduates a fairly successful 89.1% of all students, only 58.3% of its low-income students complete high school.

Southwestern Illinois College (SWIC), the community college that serves these communities and

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others in the Metro-East region, has operated as the fiscal agent for the AmeriCorps Program since its inception in 1994. Recently SWIC has begun to utilize AmeriCorps members to address glaring deficiencies within student achievement. With college incentives like free transportation, grants for childcare and supportive services, the college attracts low income students, many coming from neighboring communities like East St. Louis and Cahokia. In 2008, thirty-one percent of first time students enrolling in degree seeking programs lacked the basic skills to even begin taking college level classes testing into remedial reading courses. Data and the Success Center director indicate that 90% or more of the students that test into remedial reading are historically designated as low-income as evidenced by financial aid reports. There is a great need to provide intensive instruction to students who have committed to obtaining a college education only to find that they are so far behind in basic skills that they struggle to fulfill their commitment, often times finding themselves in academic and financial suspension.

Kids' Club, the child care facility at the college, cares for children of SWIC college students. Over 60 % of the children in the care of the facility are subsidized by the state. The center director expresses the need to reach these children as early learners. This is supported by the research of Hart, from University of Kansas, who studied young learners and concluded that the rate of vocabulary growth at age 3 was strongly associated with later performance in school.

The changing climate of the surrounding community, the apparent needs of the neighborhood residents and local youth, and need for increased academic skills of low income students call for continued service in the areas of Education and Other Human Service Needs.

### Description of Activities and Member Roles

The mission for the Program to address the achievement gap is accomplished by: 1) increasing academic success of all students; 2) promoting computer literacy in children; 3) developing safe and educational places for youth in free-time hours; and 4) encouraging community engagement through

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volunteerism in community youth and adults.

### 1. Academic Success

Members will serve as reading tutors to provide support to struggling and emerging readers in District #118 Schools, SWIC Success Center, and SWIC Kids' Club. Fifteen members will work with students one-on-one or in small groups to improve reading skills in District #118 through the BLAST program. The BLAST reading program, based on the Anna Plan model of reading intervention endorsed by the Illinois State Board of Education, addresses phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Members serving as reading tutors strive to build vocabulary levels and develop reading comprehension in Kindergarten through fourth grade by utilizing existing reading recovery strategies. Members may select books appropriate for students' reading abilities. Additional components of the session include vocabulary instruction--emphasizing contextual relationships, predicting outcomes, summarizing stories, visualizing, and continuing the story through drawing and writing. As a result of member participation in BLAST, schools will be able to reach more students in smaller group settings. Smaller groups allow for students to exhibit an improved level of self-esteem and overall interest in learning. Progress is measured by weekly teacher meetings, classroom performance and Thinklink and Aimsweb probes. ThinkLink and Aimsweb are research-based continuous improvement model tests that map diagnostic assessments to state tests.

To support low income emergent reader in Kids' Club child care center at SWIC, four quarter-time members will work with emerging literacy activities to better prepare preschoolers for language development and reading readiness. Members will work to bridge the achievement gap proactively working intensively one-on-one with preschoolers to develop language skills. Members will read books, play literacy games and model dramatic and creative play while building language development, phonemic and letter awareness. Currently, the center employs staff to care for students' basic needs. Member reading specialists will enable the center to address the academic needs and utilize a newly acquired library of books and literacy games. Progress will be assessed using developmental checklists

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and the Dial 3, a preschool screening tool that assesses early childhood development including language. Members will receive guidance from the center director in choosing activities.

In an effort to address the achievement gap in college age students struggling in remedial reading courses, the Program proposes continued support of SWIC's Reading Increases Student Excellence (RISE) Program. The intent is to provide students with intensive reading tutorial services to increase their reading levels and ultimately develop the skills necessary for students to continue college. Specifically, four quarter-time members, working with four sections of English 001 will attend reading classes and facilitate lab sessions at the Belleville campus to increase the retention and successful completion rates of English 001 and 002 students. Strategies include intensive vocabulary practice and supplemental instruction, discussion of class books, and test prep strategies. To further support these students, the college employs several resources to address financial and social barriers that inhibit the success of each student.

As seen on state test scores, the achievement gap for low-income students is not only in literacy. To address the achievement gap in other subject areas, the multi-subject tutoring model builds upon classroom instruction by supplementing additional, one-on-one tutoring that recaptures the teacher's lesson, aiding the student in homework completion and addressing concepts from subjects that students are struggling to grasp. Fifteen members will be an integral part of the Response to Intervention (RtI) Program in District 118. Tutors will address academic needs through one-on-one or small group contact through the RtI Program that requires between 30-60 minutes per day of tutoring intervention for students. Tutors will meet with teacher-referred students up to three times per week, addressing their academic challenges and monitoring their progress. Youth will be enrolled in the Program based on the following selection criteria: teacher referral, difficulty completing homework assignments, or failing in one or more subject areas. Before member involvement, teachers were able to help only students with severe academic issues. Tutors allow the school to reach children before the brink of failure. Progress will be measured through a teacher survey and ThinkLink scores for all tutored students.

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Belleville AmeriCorps hopes to assist YMCA efforts to stem severe achievement gap issues in Cahokia. Currently, the YMCA is working in Cahokia with college readiness and out of school enrichment for high school students to improve the graduation rate in that district. The AmeriCorps plan utilizes eight members in 900 hour positions to provide during school tutoring and mentoring services, a YMCA/Search Institute parent component, service learning, and after school activities to follow the McGee recommended path of Golden Spike Schools. The Program will offer opportunities that increase student achievement, reduce risk taking behavior and provide opportunities for 200 at-risk youth and their families. By utilizing recent graduates of the college readiness program as members, the AmeriCorps/YMCA partnership further enhances the chance of participants making it to college by providing leadership training, professional and personal skills development and an education award.

### 2. Computer Literacy

In an effort to prepare low income students to technologically compete, four full-time members will serve as computer tutors in the labs of four Belleville schools and will expose elementary students to a variety of software programs increasing computer literacy, and increased access to technology. They will help equip students with essential skills and bridge the digital divide between low-income students and their peers. These members will work with groups of fifteen students per session. Dependent upon grade level, students will learn keyboarding, computer applications, and use of the Internet. Those sites teaching basic skills and keyboarding will pre and post-test to measure gain in computer knowledge and typing accuracy.

### 3. Safe, Educational Places for Youth

Three organizations, FNCA, Lebanon Kids and 17th Street Neighborhood Association will host summer camps serving up to 300 youth in identified at-risk areas. Forty members will serve 300 hours each as summer camp counselors. In conjunction with summer camp, a morning tutoring program,

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addressing the classroom teacher identified tutoring needs of each child, plans to service at least 40 students. The goal is to ensure children do not lose gains made during the school year. After the tutoring sessions, members and students begin camp with lunch, followed by various recreational and educational activities, field trips, and community presentations. Such activities include visiting the St. Louis Science Center and Zoo, making crafts, playing basketball, attending computer lab sessions and receiving visits from the local Fire and Police Departments. These fun activities provide campers with experiential learning opportunities and mentors, essential for bridging the achievement gap. Without free or reduced cost camps, students would be left at home.

#### 4. Community Engagement

As seen through research in high performing, high poverty schools, engaging and empowering community members will help close the achievement gap. To aid students in the most impoverished and challenging neighborhoods within School District #118, Lebanon and Cahokia, efforts supporting families, such as clothing drives, access to a food pantry, holiday gift and food baskets and neighborhood events will be supported by members. Members, through their secondary service activities, will assist these efforts by serving at FNCA, after-school tutoring at Union Elementary, the Caring Hearts Food Program and other community sponsored events. The Program also proposes one full-time volunteer coordinator at both FNCA and Lebanon Kids to be responsible for recruiting volunteers, managing volunteer databases and recognition programs, conducting training sessions, providing general support, and plugging volunteers into various projects. Neighborhood projects requiring volunteer contributions and neighborhood leadership include before and after-school tutoring, family social activities, summer camp, health fairs, and support during the holidays. Through volunteer recruitment and management efforts, coordinators are building the capacities of community residents, thus creating ownership and laying the foundation for long term service and sustainability of programs.



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To ensure that the Program does not violate supplementation, non-duplication and non-displacement requirements, all programs were designed to provide supplemental support to areas initiated and supported by partners. Member services will allow for greater reach of Programs like BLAST, YMCA College Readiness Program and neighborhood sponsored after school programs. Members will play roles in coordinating volunteers to supplement services and work in conjunction with paid staff to best support students and community members.

All members participating in the Belleville Program will receive orientation, member handbook, and ongoing training including information regarding prohibited activities. Furthermore, site supervisors receive guidance and training regarding members' appropriate activities and management. Program staff and service-site supervisors will monitor member compliance with regulations and guidelines at their service sites. Member training, described in detail in the member training section, is designed to teach the goals and mission of the Program and roles to achieve them.

AmeriCorps grant funds will support the additional person power District #118, SWIC, YMCA and Lebanon need for initiatives and intervention to address struggling learners. Neighborhood associations will be able to serve 300 at-risk children and coordinate volunteers for tutoring after-school with the addition of trained summer camp counselors at their camp.

### Measurable Outputs and Outcomes

The Belleville AmeriCorps Program will address the Education priority area and utilize standard performance measures. Utilizing tools developed by the Program, Project Star and the partners, participants will be assessed in the areas of academic achievement and computer literacy. The Program expects to tutor up to 300 students in multi-subjects and 300 in literacy. Of those that begin tutoring programs, 75% will complete at least one semester. Seventy-five percent of those that complete will demonstrate improved reading levels or academic achievement as measured by teacher surveys and pre/post test results. The Program will also track capacity building and computer literacy participants.

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Specific outcomes for education, member development and capacity building activities are outlined in Section IV of the grant application.

### Plan for Self-Assessment and Improvement

To remain a strong community partner, Belleville AmeriCorps continues to assess and improve programming. The Program implements several tools to assess needs/assets, process and outcomes. Outcomes are measured using standard performance measurements. To ensure process, as the Program is intended to run, participatory evaluations will be given to all stakeholders. Members will submit monthly outcome forms, tutor tracking logs and a midyear survey. Sites conduct, twice yearly, collaborative performance reviews of members. Participants, students and campers, are given self-assessment surveys up to twice yearly. Partners are given time at quarterly meetings to reflect on challenges and successes. As needed, focus group surveys are administered to different stakeholders throughout the grant cycle to identify best practices and challenges. To ensure data is utilized, staff meet to aggregate data and disseminate information to partners in quarterly meetings, newsletters and immediate communication where warranted. Program changes are made by decision of the partners and implemented by program staff.

### Community Involvement

Belleville's AmeriCorps Program is committed to growing and changing with community needs. The partners' spheres of involvement are diverse, representing the larger community. Driving the grant planning process, key stakeholders include the Assistant Superintendent of District #118, a Belleville Human Relations representative, clergy from local churches, neighborhood coordinators, principals, teachers, members, the SWIC College Activities Director, city of Belleville staff, and Program staff. Each partner solicits feedback from their constituent bases. Neighborhood leaders, using community mapping, yearly survey data, and data from monthly board meetings, represent community residents.

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Community partners will continue to be engaged through quarterly meetings, data collection efforts, and ongoing communication. At the completion of each community event or enrichment program, members will assess community involvement and survey community volunteers. The assessments serve as evaluative tools to assess impact, process and identification of gaps in service. A method employed to gauge community awareness and opinion of needs, service and volunteerism, is the Corps' community mapping projects. Armed with community organizing information and principles of ABCD Institute at Northwestern University, members are assisting neighborhood associations to conduct community assessments. Families are involved in program implementation as representatives in parent organizations, school improvement teams and neighborhood volunteers. In conjunction with a community character initiative, AmeriCorps staff have been invited to participate in monthly youth club meetings. Youth representatives, eight from each of the local high schools, meet monthly to discuss leadership opportunities, and community issues. Staff plan to utilize information garnered from meetings, to help foster a sense of civic responsibility in youth representatives by facilitating reflection sessions and to recruit members and volunteers from this group.

### Relationship to Other National Programs

The varying needs of St. Clair County have been supported by the East St. Louis AmeriCorps Program, the Belleville AmeriCorps Program and sister funding through the Corporation for National Service's (CNCS) Senior Programs. Belleville AmeriCorps has successfully collaborated with the neighboring programs.

The Program maintains clear communication with the East St. Louis AmeriCorps Program, often referring eligible candidates to the respective site. Belleville AmeriCorps hosts an annual volunteer fair of which both the PSOP's programs and the East St. Louis AmeriCorps chapter attend yearly. Currently, directors of both East St. Louis and Belleville Programs are working together with community and college/university partners to establish a regional volunteer web-based center.

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Within the current grant cycle, the resources of the Corporation's Retired Seniors Volunteer Programs (RSVP) assisted the AmeriCorps members with capacity building activities. Several volunteers from RSVP were recruited by AmeriCorps volunteer coordinators to support various neighborhood and school efforts. The RSVP Program, along with Senior Companions and Foster Grandparents, is part of SWIC's satellite facility, Programs and Service for Older Persons (PSOP). Amounts received from other Corporation funds for fiscal year 2010 include an award of \$110,510.00 from RSVP, \$273,910.00 from Foster Grandparents, and \$384,275.00 from Senior Companions.

### Potential for Replication

As the Belleville Program grows, so does the reputation for the success of its partners. The neighborhood community model, employed by Franklin Neighborhood Community Association (FNCA), to support school efforts and needs within the community by empowering families with choices has been recognized by the Illinois State Board of Education to demonstrate how Franklin has, with the overwhelming poverty statistics, outperformed wealthy suburban Chicago schools. In fact, it was one of only 3 schools in the state to make the High Poverty/High Performing list for both absolute performance and improvement. As the community has become aware of the successes of FNCA, new neighborhood associations have formed. Built upon the basic framework of the Franklin model, the new neighborhood associations, 17th Street Neighborhood Association and Lebanon Kids, have successfully implemented the key elements necessary for an effective neighborhood association.

In addition, the Program Director and Field Coordinator have presented Best Practices for fiscal and program management at state commission sponsored trainings and community organizing basics at regional volunteerism conferences. The Director put together a presentation and training manual about member training for the Illinois Conference on Volunteer Administration. Recently, the Director has been asked to present at the Illinois Volunteer Management Network meeting on community organizing principles.

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### Organizational Capability

Sound Organizational Structure

Ability to Provide Sound Programmatic and Fiscal Oversight

SWIC has been operating educational programs and serving the greater metro-East area since 1946. As an ardent supporter and fiscal agent of the AmeriCorps Program (since 1995), the College provides educational opportunities to the community with such initiatives as continuing education seminars and classes, Kids on Campus and College For Kids--enrichment activities, Adult Basic Education Classes and GED Programs, service for older persons through PSOP, and numerous certification programs. Recent accomplishments include Academic Quality Improvement Program (AQIP) accreditation, an assessment devoted to continual improvement.

As a community college, SWIC has extensive experience in grants management, having managed the AmeriCorps application, along with such grants as Title III, and other Corporation for National Service funds. SWIC, in compliance with the Illinois Community College Board, possesses the necessary systems to monitor grant funds and administer the AmeriCorps grant. Adopting a fiscally conservative approach has allowed the College to maintain an appropriate fund balance; receive clean audit opinions; and receive the Government Finance Officer's Association Excellence in Financial Reporting Award since June 30, 2004. SWIC hires an outside, independent firm to conduct audits as required by the State.

In addition to fiscal support, the College's assets contribute greatly to program management. The Program Director is supported by business, payroll, purchasing, information technology and human resources staff that all guide and direct in areas of reporting, member management, liability and technology issues.

Belleville AmeriCorps is a multi-site initiative and proposes continued service of the eleven schools of District #118, FNCA, and SWIC. These sites have an impeccable history of involvement and support of

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the Program, placement of members and ability to meet financial and reporting obligations. Through the availability of stimulus funds, the Program was able to bring on three new sites for program year 2009. The new partners include 17th Street Neighborhood Association, Lebanon Kids, and the YMCA. These new sites were selected by the partners because of the replication of the FNCA model, community involvement, similar strategic goals, quality of leadership and fiscal and programmatic capability. Partners also noted the gap the new partnerships fill in the community.

The strategy for effective management of sites is multi-faceted. Consistent, clear expectations for site supervisors and partners will be outlined in a comprehensive memorandum of understanding. To ensure compliance, site supervisors, teacher mentors, partners and camp directors will be oriented and given ongoing training focused on member roles, management and grant reporting requirements. The sites are responsible for daily supervision of members, reporting, evaluation, and the contribution of both required match funds and in-kind resources. The Program will continue to monitor the sites implementation of tutoring activities, compliance with prohibited activities, and the overall support to members. Quarterly site visits, attendance at monthly principal meetings and additional dialogue will ensure compliance. To guarantee compliance with fiscal responsibilities, the Director will facilitate a quarterly meeting and submit quarterly billing statements and in-kind forms. As many of the sites are tied together through a common AmeriCorps affiliation and goal for strengthening community and education, there exists a connection that allows implementation of the general tutoring model, team projects, and city wide service seamlessly. The partners realize mutual support thereby effectively carrying out the mission of Belleville AmeriCorps. It is important to note that although the scope of this Program seems large, the Belleville Program is well-established and has a successful track record of exceeding all grant requirements. Because of the age of the Program, the strong relationships established with current partners, the extensive site selection process and the strategic plan to serve more sites, Program partners and staff feel confident in their ability to expand.

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### Board of Directors, Admin, and Staff

As in the past, SWIC will be the administrative agent providing fiscal and Programmatic oversight with responsibility for the payroll, disbursement of grant funds, and related record keeping. The Director of College Activities will be the point person within the College and the supervisor of the Program Director. Twenty percent of his time will be spent on grant oversight.

The Program Director, a Field Coordinator and an Office Assistant will be hired through AmeriCorps funds and will spend 100% of their time on Program related duties. The Program Director will have responsibility over the day-to-day administration of the Program, including staff and member supervision and recruitment, coordination of training activities, oversight of expenditures, and submission of paperwork to the State. The current Director, having been with the local Program for six years, brings specific training knowledge of community organizing skills to the organization. The Director has attended several national, regional and local conferences on effective program and fiscal management and has presented several workshops at Volunteer Management conferences. The Field Coordinator will assist with recruitment, training and supervision of host sites and members, while also providing support to the Director in collecting, analyzing and completing performance measurement evaluations. The current Field Coordinator, a Washington University Social Work graduate student, will continue to utilize skills learned in the field of study to help with effective program management and training design. The Office Assistant will assist with logistical support such as space coordination, member time management and record keeping. All staff members have served as Belleville AmeriCorps members, with firsthand knowledge of the skills needed to successfully serve within the program. Staff have gained new skills through participation in state sponsored trainings, SWIC offered professional development sessions, and conferences such as the National Conference on Volunteerism.

In addition to AmeriCorps staff, the Program depends upon the supervision and support of the grant partners. Specific partner duties include assisting with recruitment, interviewing, and selecting members. Each partner organization and individual host school will have a site agreement on file,

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naming the site supervisor and outlining expectations around issues involving member's supervision and training, and contribution of in-kind resources to ensure compliance.

### Plan for Self-Assessment or Improvement

To ensure continuous quality improvement, partners will continue to meet quarterly to review program goals and objectives, as well as discuss programmatic and fiscal management. Focus groups with teachers and administrators will be conducted annually. Various survey tools, like monthly outcome forms and mid-year surveys, will be collected from teachers, members and student participants regarding the success of the Program, member accomplishments, unmet needs and ways to improve the training and the management structure. In quarterly meetings, partners utilize data compiled by Program staff to assess progress in fiscal and programmatic areas. Partners use their extensive knowledge base to then problem solve and offer additional resources to support each partner. Additionally, Program staff plan to assess progress and improvement at each partner meeting with a balanced scorecard. The scorecard will visually illustrate areas of concern or success. The information will be organized and consistent allowing for partners to see constant updates.

### Plan for Effective Technical Assistance

Most technical assistance needs have been satisfied through partnering technical assistance providers, such as the Resource Center for the Corporation for National and Community Service, EnCorps, LEARNS -- a partnership of the Northwest Regional Educational Laboratory (NWREL) and the Bank Street College of Education (BSC) who provides training and technical assistance to Corporation for National and Community Service projects focused on education, with a special emphasis on literacy and tutoring, and the Illinois State Commission on Volunteerism and Community Service. Locally, the Program has successfully utilized SWIC's Center for Training Innovations to provide such trainings as FISH (Improve



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Your Attitude). SWIC instructors have conducted sessions on Service Learning and Assertiveness. Counselors provide members constant guidance regarding career options and resume building. The wealth of resources available through the College is a great benefit to the Program's member training needs. Additional technical assistance comes from the service sites. Teachers and District 118 administrators provide a majority of the service specific training to members. Training is also extended to site-supervisors and partners. The Program plans to orient all site supervisors to the program requirements prior to the start of the new grant year. A complete binder of information detailing the various positions and program expectations, along with a member handbook is given to and reviewed by all supervisors and partners with the Program's administrators. Additional technical assistance and support is provided throughout the year on an as needed basis. Staff visits sites to observe member activities and ensure integrity and compliance. Ongoing assessment helps identify training and technical assistance needs. Community partners like Red Cross, YMCA, SWIC and District #118 enable training needs to be met.

### Sound Record of Accomplishment as an Organization

#### Volunteer Generation and Support

SWIC's various departments, student clubs and programs embrace and support student volunteers. Specific initiatives utilizing volunteers include the AmeriCorps Program, PSOP's Corporation funded Programs, Phi Theta Kappa honor society, and the Biology Department's natural habitat. Within other areas of the college, faculty and staff foster the development of interns and other practicum students serving within the various departments. Other volunteers supporting individual events at SWIC are typically episodic volunteers. Through a new partnership between AmeriCorps and SWIC's Service Learning, community volunteer opportunities are listed on the local AmeriCorps web site and open to students and faculty alike. Last year members recruited over 800 volunteers to support community

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projects.

The grant partners utilize volunteers to successfully carry out the organizational missions. Neighborhood organizations rely on volunteers for board support from neighborhood leaders and residents. Volunteers serve on the boards and provide much needed assistance in the day to day operations of neighborhood activities. In fact, all neighborhood directors are volunteers.

### Organizational and Community Leadership

Employing 1700 people and servicing over 16,000 students this year, SWIC is a pillar of community strength and leadership. SWIC staff are encouraged to serve on boards and be active members of the local communities. Additionally, several Belleville AmeriCorps alumni have completed their teaching degrees and entered the field of education, some returning to District 118. One member was hired by Belleville Main Street organization as a direct result of her training and experience with the Program. Other members have joined the PeaceCorps after their AmeriCorps experience.

The Belleville AmeriCorps Program and staff facilitate opportunities for leadership by involving themselves with community initiatives. The Program Director serves on the 17th Street Neighborhood board, as well as being a member of the executive committee of Belleville Achieves Strength in Character (BASIC) and the Community Preschool boards. Currently, staff has been asked to serve in an advisory capacity to start-up initiatives in the community, like the St. Clair County Health Department Get Up and Go initiative and a new Community Roundtable. The College Activities Director is involved with Leadership Belleville Programs.

### Success in Securing Match Resources

The Program has been successful in securing match resources for the current grant cycle, as well as for previous grant awards. Through a combination of in-kind services and cash match amounts provided by the grant partners, the Program match exceeds the grant requirements. In the first grant

## Narratives

year, slashes in state funding severely limited the functions of one of the longtime grant partners, FNCA. FNCA had expanded to support another struggling school in District #118 and since had to cut back to effectively serve its own neighborhood. Because of the slash in funding, the Program was unable to fill several minimum time slots for the first Program year. Because of the strength and reputation of the Program, however, new partners stepped up to meet the needs for years 2 and 3. Each year, partners are able to meet increasing match demands in order to remain viable.

### Success in Securing Community Support

#### Collaboration

Because of the nature of its affiliate organizations, Belleville AmeriCorps has an advantage of having many partnerships in place. Each primary partner has developed collaborations with churches, businesses, social service organizations, and other community organizations that willingly supply resources. Through the 17th Street Neighborhood Association and FNCA, the Program has been able to access the use of facilities for team meetings from local area churches, city groups and associations. Through District #118, the Program utilizes the expertise of school counselors, social workers, teachers, and principals for program development and training. Through SWIC, the Program has benefited from a host of services including training services, professional speakers, referrals, and experts on various topics to speak to members, such as administrative staff members from Financial Aid to speak to members about the use of the Education Award. Additionally, because of the collaboration with SWIC, there are working relationships established with the Minority Transfer Center and Community Education. Additional partnerships within the city are Neighbors for Renewal and the West End Redevelopment Corporation, housing renovation organizations dedicated to providing affordable housing to low-income residents. Program Participation in the city wide character initiative, BASIC has led to successful collaborations with more partners to help support new and innovative programs such

## Narratives

as a Storytelling Festival.

Regionally, the Program collaborates with the Volunteer Management Network initiative and fellow AmeriCorps Programs like East St. Louis. Because of the increasing emphasis on volunteerism, the Program has become a clearinghouse of volunteer opportunities for local organizations. In order to reduce duplication of services, the Belleville Program is joining with East St. Louis AmeriCorps, SWIC and Southern Illinois University's Leadership center to form a web-based volunteer center to better service the needs of volunteer organizations and volunteers regionally. In addition, the Director serves on the planning committee for the Southern Illinois Volunteerism Conference.

### Local Financial and In-Kind Contributions

The local contributions from the partners have increased incrementally over time. Additionally, new partners have diversified funding streams. Additional funds to support new programs come from local contributions, United Way funds and fund raising initiatives. The Program's partnership with SWIC's Service Learning has further broadened the scope of local contributions. Program developments stemming from this new partnership have generated new and diverse funding streams. Project specific mini-grants awarded by the Administration's Community College Month Program Funds and College Activities Co-Sponsored Program Funds have supported the promotion of monthly service learning activities, as well as volunteer recruitment efforts. Additionally, the Program benefited from a training grant where the Red Cross provided CPR and First Aid training to members at a reduced cost. The most recent collaboration with the Illinois Humanities Council has generated funding to support the civic engagement discussions with members. These awards and the community's support help to diversify the funding sources of the Program. New to the contributions this grant cycle are funds and in-kind support from Art on the Square (a local arts foundation), Belleville Main Street Foundation, several local churches and funds from the local Storytelling Festival.

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### Wide Range of Community Stakeholders

Belleville AmeriCorps, as a collaboration of community groups has many stakeholders. Each of these entities' support to the Program has continued over time. As the Program has evolved, (originally being housed at the FNCA neighborhood house and now located at SWIC) the nature of the supports from each community partner has changed. Presently, the community organizations' grass roots partnerships provide much needed volunteer support to many school and neighborhood activities, while the School District and SWIC are better positioned to provide access to training resources, accommodate physical space and connect to various community resources. The Program, initially with a few strong partners, has grown over the last three years to include several new stakeholders. The YMCA of Southwestern Illinois and its strong commitment to the success of Cahokia students bring Cahokia residents, students and education leaders to the Program. Lebanon Kids bring McKendree University, school leaders, students and families of Lebanon, Illinois as stakeholders. Additionally, the grassroots partnerships and clergy leaders of 17th Street Neighborhood Association diversify Program stakeholders.

### Cost Effectiveness and Budget Adequacy

#### Cost Effectiveness

#### Corporation Cost per Member Service Year (MSY)

The Program requests 37.25 MSY. The average cost per MSY totals \$12,308.

#### Diverse Non-Federal Support:

The Program continues to obtain necessary resources for successful Program implementation. The grant partners contribute an increasing cash match for the costs of members living allowance and health insurance costs. In-kind contributions, personnel expenses for the supervision and management of members, member travel costs, recognition expenses, and administration costs are also obtained from grant partners. Additional in-kind resources from host-site supervisors, trainers, programmatic

## Narratives

activities, and other community activities are managed throughout the grant year. All in-kind resources are catalogued in the budget and tracked with appropriate time sheets, and in-kind tracking forms quarterly.

### Decreased Reliance on Federal Support

The Program, at present, exceeds the required aggregate cost share of the quota. Through a combination of in-kind and cash resources, the partners are effectively supporting the Program. In addition, the partners continue to broaden the reach of the Program, expanding into new communities and neighborhoods with substantially less cost than a traditional start-up program by utilizing existing administrative structures.

### Budget Adequacy

Belleville AmeriCorps has demonstrated cost effectiveness through its ability to mobilize community resources. Personnel expenses needed for effective member supervision and supplied as in-kind match, increase proportionally with the amount of sites. Program staff rely heavily on partners to manage 80 members effectively with 16 sites and only three Program staff members. Aside from the cash match and the staff support, the partners provide many in-kind resources. SWIC provides many resources without requesting administrative funds including office space, utilities, phone service, and bookkeeping. FNCA, 17th Street Neighborhood and Lebanon School maintains office space for its assigned members. The District also provides office and school supplies. Additional in-kind services are donated by presenters and secured through other training resources, such as retired teachers, SWIC staff and community members. The Program has also partnered with SWIC's financial aid and education programs to utilize federal work study (FWS) dollars to support eight quarter time AmeriCorps members. The goal is to promote service to those students who are majoring in education and who may also qualify for FWS.

### Evaluation Summary or Plan

## Narratives

### Evaluation

The Program will continue to evaluate its progress toward performance measures in student achievement, member outcomes and capacity building. To assess student progress, the Program will utilize annual teacher surveys and pre and post ThinkLink scores, compared at the end of the tutoring cycle. To assess member outcomes, the Program will continue to utilize mid and end year performance reviews completed by service sites as well as mid and end year member surveys to assess the Program's impact on civic engagement as well as overall member satisfaction. To assess community impact, the Program will continue to utilize stakeholder's surveys administered by partner organizations as well as data from volunteer surveys and service activity outputs. Evaluation data is compiled bi-annually as part of the Program's annual progress report and is disseminated and reviewed annually by Program staff, partners and stakeholders.

### Amendment Justification

N/A

### Clarification Summary

Clarification 1: Pre-service and in-service member trainings are consistent with the instructional program of the local educational agency OR with state academic content standards.

All member trainings are closely aligned to the Belleville Public School District #118 instructional programs to ensure consistent delivery of service to the students and maximize their potential for success. In the area of reading/literacy, District #118 utilizes members to deliver their highly structured Tier I and Tier II intervention program called BLAST. Members are intensively trained in Title I reading roles by Title I Reading teachers during orientation. Additionally, members meet weekly with Title I reading teachers to assess program goals, student achievement, and further training needs. Members are also oriented to math and other district curricula in orientation by district specialists and teachers.

## Narratives

Members meet with teacher mentors weekly to assess the need for additional support and training to support student progress. Additionally, members have access to district specialists on-call when additional support is needed. Member tutor training is aligned with state academic content standards and local educational agency instruction as they are both aligned with each other.

Clarification #2: Please clarify that the tutoring curriculum is consistent with the instructional program of the local educational agency AND with state academic content standards.

The tutoring curriculum has been developed and modified based on the specific needs of students and consistent with the core curriculum. The unique delivery method by members in small group or one-on-one settings allows for individualism of each tutoring lesson plan--organizing instruction based upon students' unique learning style. Members utilize resources given to them during orientation and on-going trainings such as Howard Gardner's Multiple Intelligence Theory to analyze students motivations and best learning styles. Methods of conveyance may fluctuate from student to student, but the content of the curriculum remains the same. All curricular instruction in District #118 in core subject areas are aligned with local and state standards. The district maintains and updates a published continuum that aligns curriculum with standards. All activities conducted by AmeriCorps tutors are designed and implemented to support the core instruction.

Clarification Response FY10, Part 2:

All clarifications were made in the national performance measure as requested to comply with national performance measure guidelines.

Clarification Item from letter dated April 26, 2011:

The grant award start date requested from the Corporation is August 16, 2011. Full-time, part-time,



## Narratives

reduced part-time, and quarter-time members will be enrolled no earlier than August 16 and into September. Minimum time summer members will be enrolled in early June.

Other clarification items addressed in the budget and performance sections. In addition, our program will have 82 members with a living allowance and 8 education award only members bringing the member total to 90.

Budget Clarification Response 2011, Part 2:

Section 1C: Travel. Metro and bus passes are utilized by members to navigate from home to site and site to site when service requires them to travel. Metro and bus passes were moved to member support costs because they are a benefit mostly to help them with transportation costs due to their modest living allowances.

Section 1G: YMCA Passes. Those passes were moved to the member support costs. Members are given this as a supplement to their health insurance as a benefit and incentive to stay well. Members, with their passes, can also access specialized team building YMCA training with the passes which is why initially they were placed in the training section.

Section 1L: Other

Criminal history checks for all personnel & members will include FBI fingerprint checks; state criminal history checks in Illinois and the current state of residence for members or staff, if not Illinois; and NSOPR checks as required by the Serve America Act. All personnel will be background checked with FBI fingerprint, state criminal history checks and NSOPR checks, if not already on file with the agency in which they serve.

2011 Clarification Part 3

## Narratives

In order to increase their knowledge of effective team building, gain trust with middle and high school students, and establish essential interpersonal effectiveness skills, members will take part in the YMCA Life Adventures Training session. This multi-level training will benefit the members in their roles as tutors and mentors because it will allow each member to engage in hands-on activities designed to build confidence and foster team environments. Each training course will not only assist with member development, but also help increase member communication skills. In addition to this session, members will be exposed to the Teen Leaders and Let's Get Fit programs through the YMCA. Being taught and exposed to these programs designed for teens and children will allow members to learn after-school program ideas they can utilize and build upon, as well as ways to effectively reach the middle and high school students and encourage them to be active.

### Continuation Changes

#### Budget Changes

Personnel Expenses: Staff structure was changed to better accommodate needs of the program and of existing serving staff. A Field Coordinator was added to cover training of members 10 hours per week.

Added Line Item in Training: The local YMCA has donated year long passes for the year round members in order to include them in specific training programs throughout the year.

Background Check: In order to comply with the directives in the Serve America Act, all staff and AmeriCorps members working with vulnerable populations will be FBI fingerprint checked. A total of 4 members do not serve vulnerable populations and will be state criminal history checked as per regulations.

Indirect Costs: To more accurately reflect costs associated with administering the program, an audit was conducted by the grants administrator of the college in conjunction with other SWIC staff and the program director. The new indirect in-kind cost reported in the grant reflects more closely the rate charged to other federal grants the college receives.

## Narratives

### Enrollment

Belleville AmeriCorps enrolled 101% of slots awarded last program year.

### Retention

The last program year, 09-10, Belleville AmeriCorps retained 85.5% of its members. 20% of the members leaving were offered higher paying jobs in their chosen career fields and were not able to put that offer on hold due to the state of the economy. The remainder of the exited members were released due to lack of compliance with program and/or service site policies. To address these issues, the program is taking 3 approaches to quality improvement as a result of discussions with site supervisors, exiting members, and AmeriCorps staff. The first step began with a more intensive review of policies and procedures in orientation. The second included a 30 day check in with members and increased emphasis on journal writing and reflection. The third approach includes increased support from AmeriCorps staff and second year members. Second year members were assigned first year members to mentor. Additionally a new staff structure enables more frequent site visits.

## Performance Measures

### SAA Characteristics

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

### Priority Areas

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

Grand Total of all MSYs entered for all Priority Areas      19.67

### Service Categories

- Afterschool Programs
- Computer Literacy
- Pre-Elementary Day Care
- Tutoring and Child (Elementary) Literacy
- Community-Based Volunteer Programs

## National Performance Measures

**Priority Area: Education**

### Strategy to Achieve Results

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

In order to reach students identified at-risk, thirty-one members will serve K-8th grade students in Belleville School District #118 one-on-one or in small groups to achieve improved academic performance. All District #118 students are assessed utilizing AIMSWeb or Discovery Assessment (previously called Think Link). K-3rd grade students are assessed 3 times per year using AIMSWeb assessment benchmarks. 4th Grade-8th Grade students participate in four Discovery Assessment benchmark assessments per year. Students not meeting the benchmarks in the respective assessment are referred by teachers to AmeriCorps tutors who intervene utilizing nationally normed, researched based, and teacher monitored methods designed to reach each student's area of need. Benchmark assessments, in both tests, are national- and state-normed. Student performance is broken down in a variety of categories, using reports that identify overall proficiency, state and national percentiles, percent correct, item difficulty, and content mastery. These are formative assessments, so over the course of a school year and a student's career, progress can be gauged from one assessment to the next. The benchmarks have been evaluated and found to be in compliance with the National Center on Student Progress Monitoring, funded by the US Department of Education. As each student's intervention will be unique to the needs the student, completion of the tutoring program will be reliant upon the specific intervention prescribed by Title I teachers or specialists within the district. Student progress will be monitored each time the student takes an assessment test. One assessment period is defined as the period of time between assessment tests for both tests. In Discovery assessments for 4th through 8th graders, an assessment is given at or near the beginning of each quarter. In AIMSWeb assessments, K-3rd graders are assessed in late August/Early September, Late January/Early February, and Late April/Early May. Meeting or exceeding the current benchmark or showing progress in 4 of the 5 progress monitoring categories (described above) will indicate improved academic achievement for each student. Tutors will be monitored and supported by teacher mentors, principals, and AmeriCorps staff working in a team environment to support student progress.

### Result: Output

Result.

360 of the students that begin tutor sessions with an AmeriCorps member will complete one prescribed tutoring intervention during an assessment period.

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

Target : 360 students tutored will receive one complete prescribed and normed tutoring intervention per

## National Performance Measures

Result.

assessment period.

Target Value: 360

Instruments: A tutor tracking log will record student names, grade levels, attendance, subject areas, tutor and teacher information, along with duration and frequency of tutoring sessions. A random check of teacher recorded tutoring data will also be performed to verify results, as necessary.

PM Statement: 360 of the students that begin tutor sessions with an AmeriCorps member will complete one prescribed and normed tutoring intervention during an assessment period.

### Result: Output

Result.

400 students will be referred by teachers utilizing benchmark assessment data and tutored by AmeriCorps

member tutors utilizing national- or state-normed methods prescribed to each student in 11 District #118 schools.

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

Target : 400 students will receive 30 minutes or more of tutor sessions per week during an assessment

period--defined as the time in between assessments. Variation accounted for by number of

assessments given by Discovery (4) and AIMSWeb (3).

Target Value: 400

Instruments: A tutor tracking log will record student names, grade levels, attendance, subject areas, tutor and teacher information, along with duration and frequency of tutoring sessions.

PM Statement: 400 students will be referred by teachers utilizing benchmark assessment data and tutored by AmeriCorps member tutors utilizing national- or state-normed methods prescribed to each student in 11 District #118 schools. Students will receive a minimum of 30 minutes per week per assessment period to qualify.

### Result: Intermediate Outcome

Result.

300 of the students completing a session, as defined in ED2, with an AmeriCorps member tutor utilizing

prescribed and national- or state-normed methods will demonstrate improved academic performance.

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

Target : 300 of the original referred and tutored students will demonstrate improved academic

performance by meeting or exceeding benchmark standards in an assessment period or by

demonstration of progress in 4 out of 5 assessment categories.

Target Value: 300

Instruments: Discovery or AIMSweb assessment data will be used to assess progress toward mastery of an assessment identified area completed at the beginning and end of the assessment period.

PM Statement: 300 of the students completing a tutor session with an AmeriCorps member tutor utilizing prescribed and normed methods will demonstrate improved academic performance. Improved academic performance will be defined as meeting or exceeding benchmark standards in an assessment period or by demonstration of progress in 4 out of 5 assessment categories.

## Required Documents

**Document Name**

**Status**

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable