

Chicago Family Directions, NFP

Strategic Marketing Plan



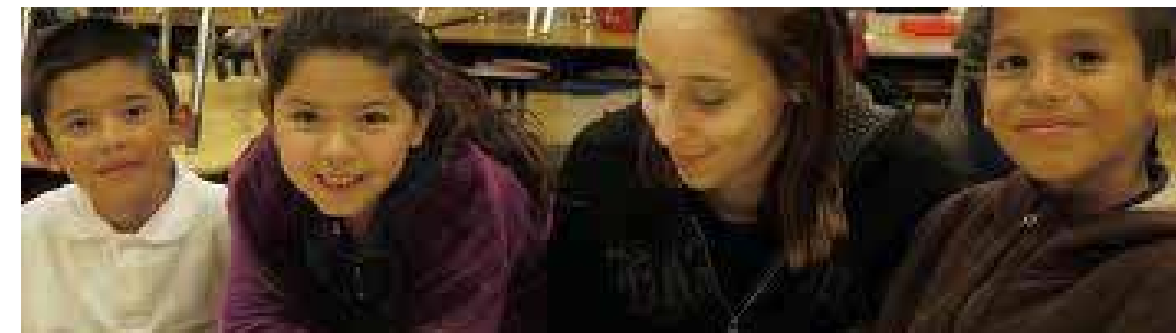
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Chicago Family Directions Board of Directors:
 Back row - William Lowry, Esq., Melanie Murphy, Dennis Nyhan
 Front row - Suzanne Nyhan, Esq., Richard Guzan, Ph.D., Thomas Nyhan, Esq.



Executive Summary

Chicago Family Directions is a non-profit 501(c)(3) corporation dedicated to tutoring homeless and impoverished students of the Chicago Public School (CPS) system, preparing them for college and an adult life without homelessness. With 86 percent of the 409,000 students in CPS coming from impoverished families and approximately 15,500 classified as homeless, there certainly is no shortage of children who will benefit from Chicago Family Directions' tutoring program. The largest challenge for Chicago Family Directions will be to provide the constant stream of volunteers and funding necessary to sustain this stable, consistent program.

In September 2011, Chicago Family Directions will begin the tutoring program with the second graders at the John D. Shoop Academy in the Morgan Park neighborhood on the south side of Chicago with 10 volunteers and \$10,000 (see budget portion of marketing plan for breakdown). In September 2012, Chicago Family Directions will advance from second to third grade with the students, and begin a new second grade tutoring program at Shoop Academy. In addition, two additional second grade tutoring programs will begin in two additional Chicago Public Schools. Each set of 10 volunteers will consist of two to three parents, two to three community members and four to five CPS vendor employees. Funding will come from grants, CPS vendor contributions and personal donations.





I. Background, Purpose and Focus

Chicago Family Directions grew out of Dr. Richard R. Guzman's class Leadership for Social Change, which Dennis Nyhan and Melanie Murphy (husband and wife) took during Spring term 2009. At that time, Dennis, an account manager for Staples Office Products, was researching information about Chicago Public Schools (CPS) for a proposal he was preparing. His research uncovered startling facts about the students in CPS. Roughly 86 percent of CPS students come from low-income families qualifying them for free or reduced rate meals. Because CPS feeds these students breakfast and lunch, seven days a week, 365 days a year, the food contract is one of the single largest contracts with CPS representing \$69 million annually. Approximately 15,500 students in CPS are not only from low-income families but considered homeless.

His research uncovered sobering facts about homeless students:

- 63.5% of the homeless population in Chicago are mothers and their children
- The average age of a homeless person is nine years old
- Homeless students are twice as likely to score lower on standardized tests
- 36% of homeless students repeat a grade and are three times more likely to be placed in Special Education programs
- 41% of homeless children nationwide attend two or more schools per year
- 75% of homeless children test below their grade level in reading
- Homeless students are four times more likely to drop out

of school

He was so moved by the plight of homelessness that, right then and there, he wanted to do something to help make a difference.

The project for Dr. Guzman's 10-week course required each student to create a marketing plan for a made-up charity. Dennis applied his newly discovered facts into his very ambitious invented charity. His grandiose plan would include four pillars to help the homeless – tutoring/mentoring, day care, job training and affordable housing. His plan was to build it pillar by pillar while raising money for other existing charities in Chicago serving the homeless population and eventually having the city donate an abandon building and buy up neighborhoods of houses, renovate them and offer affordable housing. Unsure what to call his made-up charity, Dennis named it Nyhan Fund Inc.

The class ended and Melanie thought that would be the last she would hear of Dennis' made-up charity. But she was wrong. The idea that he could do something to help the homeless, especially the children, occupied Dennis' free time. He continued to research other organizations serving the homeless population, printed out binders of information and consumed dinner-time conversations with facts and statistics about homelessness, its effects on children's learning and his charity.

In June 2009, he researched and applied to





incorporation with the state of Illinois. In July the charity received an employer identification number (EIN) from the IRS. In November 2009, Nyhan Fund was recognized as a charitable organization with the Illinois attorney general, and then Dennis could apply for 501(c)(3) status with the IRS. It is a well known fact that the IRS could take up to a year to make a decision on the 501(c)(3) status. In the months waiting for the IRS response, Dennis continued to envision the charity and Melanie continued to listen but also tested his theories and asked provoking questions. Through his line of work, Dennis spoke to experts in the area to determine the number one need for homeless children is tutoring and mentoring.

Knowing Nyhan Fund Inc. was a name quickly tagged to his class project, Dennis and Melanie strategized about a real name for the charity – d.b.a. Homeless Connections, Tutoring the Homeless, Chicago Homeless Charity. But upon further thought they wanted to be sensitive to the kids' condition and not stigmatize them by naming the group what they were, but instead where the kids were going. So they considered names such as, Superstars, After School Club, Apple Tutoring, but finalized on Chicago Family Directions indicating the direction the kids were headed.

Finally in June 2010, the envelope containing the Nyhan Fund Inc. status arrived. It was official. The Nyhan Fund Inc. was a 501(c)(3) nonprofit corporation. In February 2011, Nyhan Fund received state approve to do business as Chicago Family Directions and applied for state tax exemption.

Back in September 2010, Dennis and Melanie met with Pat Rivera, former CPS employee in charge of all the homeless liaisons (each CPS with a homeless student must have a homeless liaison) and founder of Chicago Hopes, a tutoring program in Chicago homeless shelters. Pat educated Dennis and Melanie about the obstacles homeless children face and was very knowledgeable about the Chicago Public School system and the students' needs. Through the conversation they determined the most effective starting point for the charity's efforts would be to start tutoring in one, second grade class and build from there. Pat mentioned the most important aspect for homeless children is consistency, so Chicago Family Directions decided to advance with the students to each

grade through high school. Chicago Family Directions looks forward to working with Pat Rivera on the advisory council.

Meanwhile, work began on the website. Kevin Murphy volunteered to design a logo and website for Chicago Family Directions as one of his class projects at North Central College. Melanie worked closely with Kevin to convey the message and look to include in the logo. She also wrote the copy for the website while Kevin built it. After a few rounds of edits, the website was launched in January 2011. Melanie also set up a Facebook page to inform followers of the progress and printed business cards.

In March 2011, Dennis and Melanie met with Jan Fitzsimmons, director of the Jr/Sr Scholar program at North Central College. For over 20 years, Jan has managed a tutoring and mentoring, college prep program for impoverished kids in the Oak Park Elementary School in East Aurora and the Johnson Elementary School in Chicago. Jan educated Dennis and Melanie about the Common Core Standards, how to structure a tutor program and many other resources available. Jr/Sr Scholars also follows students through high school, improving their academics and encouraging the college path.

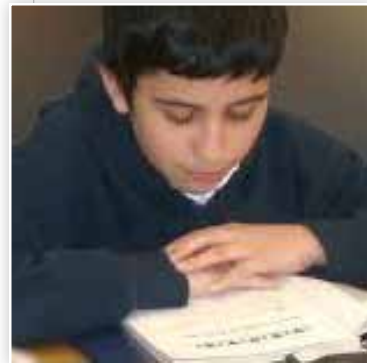
To date, more than 165 Jr/Sr Scholars have been accepted in to college with 2009 graduate accepted into Harvard University. Jan will be an important asset to the advisory board.

College of DuPage became a valuable resource for Dennis and Melanie when it came to applying for grants. As a wing of the Donor Forum, College of DuPage has extensive resources available to the community. Dennis and Melanie were able to access the Donor Forum database filled with organizations waiting to provide funds to needy charities. In April, Dennis began writing grants based on information accessed from the Donor Forum database. Key words such as homeless, tutor, mentor, seed money and Chicago narrowed the search from thousands of organization to a few hundred which Chicago Family Directions would be a good fit for their mission.

In April 2011, Dennis and Melanie also met with Lisa Moreno, principal of the John D. Shoop Academy in the



Morgan Park neighborhood on the south side of Chicago. Through a previous meeting at a vendor show, Dennis introduced Chicago Family Directions to Lisa. Lisa was thrilled to have Chicago Family Directions begin a tutoring program at Shoop Academy. She mentioned Shoop Academy has a 31 percent mobility rate and all 56 first graders would qualify as low income students, performing below the state standard reading levels. She mentioned the best time for the after school program would be on Tuesdays from 3:30 to 5 p.m. after the students get out of school at 3 p.m. and have their dinner. Lisa will work with the homeless liaison and the first grade teachers to determine which 20 students would most benefit from the program.



Chicago Family Directions will begin the program with 10 tutors, a 2:1 student to tutor ratio. As partners with Shoop Academy, Chicago Family Directions will invite three parents to volunteer as tutors. Lisa was happy to hear each student will receive a backpack full of school supplies donated through Kits for Kidz at the beginning of the academic year.



In May 2011, Dennis met with Karen Morris, director of an organization called Scaling Up Best Practice (Strategic Learning Initiatives) and a retired CPS principal. Karen introduced Dennis to the organization she is currently involved with, Strategic Learning Initiatives, an organization helping to turn around failing schools in the state of Illinois. She also introduced Dennis to a tutoring

program she used with volunteers when she was principal at Saucedo Academy. The "Help One Student to Succeed" format provided great results with her program. Karen has a wealth of experience and knowledge that will be beneficial on the advisory board.

Chicago Family Directions has also invited Diane Nilan to be on the advisory board. Dennis and Melanie first met Diane through Richard Guzman during the social entrepreneurship class in June 2009. Diane's organization, Hear Us - Giving Voice and Visibility to Homeless Children and Youth, offer insights, resources and information for those concerned about homeless children, teens and families. Through Diane's work, Dennis and Melanie have learned the special circumstances homeless children face.

The remainder of Chicago Family Directions' strategic

II. Goals and Objectives

Goals:

Chicago Family Directions has separated their goals into three distinct areas: organizational, communication and academic goals.

Organizational goals:

- Provide consistent, long-term tutoring to homeless and impoverished K-12 students in the Chicago Public Schools to prepare them for a college-prep high school, college, careers and an adult life without homelessness.
- Partner with schools, communities and businesses by appealing to their social responsibility initiatives to support our charity's goal through volunteerism and financial support.
- Create a constant flow of well-trained volunteers to tutor the students of Chicago Public Schools.

Communication goals:

- Build awareness about Chicago Family Directions' work and impact with K-12 CPS students.
- Increase understanding of positive correlation between higher education and breaking the cycle of homelessness.
- Motivate CPS vendors and Chicago communities to consider their social responsibility through financial and volunteer support.
- Create an effective communication flow with volunteers.

Academic goals:

- Increase reading scores to at or above state standards.
- Introduce students to the importance of college and get them excited about attending college.

Objectives:

Chicago Family Directions set five concrete, specific, measurable steps to take to achieve our goals listed above.

1. By June 15, 2011, apply for 100 grants through organizations listed on the donor Forum and reach out to 150 CPS vendors for financial and volunteer support.
2. By September 2011, finalize partnership with John D. Shoop Academy:
 - Secure 10 volunteers: 2-3 parents, 2-3 community members, 5 vendor volunteers
 - Hire one retired CPS teacher to supervise program
 - Receive \$10,000 in grant or vendor money
3. Measure the reading and college awareness level of the students in the program at the beginning and end of the year to measure improvement.

4. In January 2012, hold first fundraiser: Under the street Lamp
5. By September 2012, partner with two additional Chicago Public Schools
 - Secure 10 volunteers per school
 - Hire one retired CPS teacher for each school
 - Receive \$10,000 in grant money

III. Target Audience

marketing plan will include goals, objectives, target audience, best strategies, tactics, roles and responsibilities, step-by-step work plan and budget.

In this section, Chicago Family Directions considers the top audience groups the charity needs to engage with to meet the goals referred to above. Also explored in this section is the wants, habits and preferences of the groups.

Target Volunteer Markets:

- Community – church members, parents, neighbors
- CPS Vender employees
- High school/college students
- Retired teachers and retired community members
- Other nonprofit organizations

The profile for the typical Chicago Family Directions volunteer consists of the following geographic, demographic and behavior factors:

Geographic Factors:

There are 675 schools in CPS. Volunteers live or work within 10 miles of the school they are assigned to tutor, for two reasons:

1. Transportation logistics – Volunteers either work or live within the neighborhood of the school they are assigned to tutor so they will not have lengthy commutes or parking concerns.
2. Neighborhood familiarity – there are more than 200 neighborhoods in Chicago, each with a unique culture and set of rules. Volunteers need to be familiar with the neighborhood they volunteer in so they can tailor lessons to students needs and keep students safe.

Demographic Factors:

- Community – churches members, parents, neighbors: these individuals are equally men and women
- Retired teachers

- CPS Vender employees
- Other nonprofit organizations
- College students

Volunteer Wants:

- The buzz word in the corporate world is triple bottom line. This is all about companies reviewing their performances beyond profits to their environmental and community contributions. Further, customers are making choices to support businesses that are more socially and environmentally responsible. Chicago Family Directions provides companies financial and non-financial opportunities to give back to their community and be recognized for their efforts.
- Chicago Family Directions will provide opportunities for volunteers to help near their homes by setting up programs in multiple neighborhoods.
- With the Internet, emails and mobile phones, society is instantly contactable. People are time poor. Chicago Family Directions will provide volunteer opportunities that allow people to feel time enriched, not time poor.
- As society becomes more litigious, the litigation threat can deter potential recruits who are concerned about being sued. Chicago Family Directions will provide appropriate insurance coverage and will reassure volunteers that they are covered under our personal accident, public liability, professional indemnity policies and workers compensation.



Volunteer Habits

- In 2009, Chicago had 1,913,959 volunteers of which 16-19 year olds put in 32 hours per volunteer over a one year period, 25-34 year olds, 24 hrs/volunteer, 35-44 year olds, 38 hrs/volunteer, 45-54 year olds, 48 hrs/volunteer, 55-64 year olds, 51 hrs/volunteer, & 65-74 year olds, 80 hrs/volunteer.
 - o Volunteers hours by gender = 40 hrs/yr for men and 45 hrs/yr for women
 - o Volunteer hours by race = 30 hrs/yr by Latino volunteers, 40 hrs/yr by white volunteers and 90 hrs/yr by black volunteers
- Only one-third of the workforce still works 9 a.m. to 5 p.m. from Monday to Friday. There are more part-time and casual workers, more home-based businesses and more women in the workforce than ever before. A job for life is a thing of the past and most people will change their careers many times throughout their working lives. Chicago Family



Directions will work with these changes in the working world to provide convenient opportunities for volunteers.

Volunteer Preferences:

- The volunteering rate increased in 2009 to 26.8 percent, up from 26.4 percent in 2008. The increase was primarily fueled by:
 - o higher volunteer rates among women ages 45-54
 - o among individuals who are married
 - o among those who were employed, especially individuals working full-time
- The top four activities for service across the country are:
 - o fundraising – 26.6 percent
 - o collecting or distributing food - 23.5 percent
 - o providing general labor or transportation - 20.5 percent
 - o tutoring or teaching - 19 percent
- Factors that positively influence volunteering rates include:
 - o higher education levels
 - o lower poverty rates
 - o shorter average commute times
 - o robust nonprofit infrastructure
 - o higher levels of community attachment as measured by indicators such as home ownership rates
- People volunteer for many reasons, but why they continue to volunteer doesn't always match why they started in the first place. Volunteers are interested in short-term opportunities and opportunities that can work around their otherwise busy schedules. Conversely the study found that most organizations want or require a longer commitment from their volunteers. People are looking to volunteer where they can meet and share experiences with other volunteers in a group friendly atmosphere.
- Networking for both social and business reasons

is a trend. Understanding volunteer goals enables an organization to create a more fulfilling volunteer experience. If an organization can make a lasting impression on a volunteer they are more likely to retain them. As the evidence suggests, organizations can expand their volunteer base by reaching out to their past volunteers

- Age and employment status are helpful indicators for organizations trying to identify a volunteer expectations. These expectations change with their life cycles. The study identified youth, baby boomers, families and employer-supported volunteers as key demographics to understand. These volunteers understand technology and appreciate having all information at their finger tips. Schedule flexibility can be offered to volunteers in organizations having an online alternative to paper and spreadsheets



- Organizations have set goals and so do their volunteers. Volunteers may not wish to be placed in activities that require the same skill set as their paid jobs. Volunteering can be viewed as an outlet or as a way of developing new skills. Having that conversation with the volunteer and offering them a list of options results in the volunteer attaining their goals and sees the goals of the organization realized



- Volunteer retention and recruitment are the building blocks of any organization's volunteer program around the world, understanding what affects them are essential to the program's impact. Spend less time with rigid scheduling practices and focus on your volunteer's interests in goals and how they can be used to reach your program's goals. Learning how to adapt to evolving trends by investing in technology and your organization's volunteer experience will help to sustain your organization.



IV. Best Strategies and Tactics

Best Strategies:

What is the best way for Chicago Family Directions to motivate the target audience groups?

- Tutor training - Each tutor will participate in the Chicago Family Direction tutoring training which will help brand the tutoring program. Each volunteer will receive a signature Chicago Family Direction "tutor" name badge which they will wear at all times while tutoring. They will also be taught the tutoring template which will be used at each school. Chicago Public Schools requires each volunteer working with CPS students to fill out a background check form.
- Tutor Program - The Chicago Family Direction signature tutor program will be branded in each class and school. The three-part program will be based on the Common Core Standards for literacy and include HOSTS. HOSTS (Help One Student To Succeed), recognized by the United States Department of Education as a national model for successful mentoring programs, is a nationwide language arts improvement program which combines one-on-one instruction from volunteers with lessons tailored specifically for each child.
- Branding – Define, convey and reinforce a robust Chicago Family Direction brand for all target audiences. Consistent, memorable branding helps keep our organization top of mind and spread the word.
- Sponsor a class - a company can sponsor a class by providing 5-10 volunteers on a weekly basis, financing backpacks for the class at the beginning of the school year and donating books.

SWOT Analysis:

The following SWOT analysis captures the key strengths and weaknesses within the corporation and describes the opportunities and threats facing Chicago Family Directions.



Strengths

- Tutoring program developed around the Common Core Standards - a revised set of learning standards for K-12 education to better prepare Illinois students for success in college and careers. The Common Core State Standards establish clear and consistent benchmarks for essential learning and skills, replacing the current Illinois standards that were developed in 1997. The new standards were adopted by Illinois in June 2010.
- Tutoring program consistently supporting students through high school, preparing them for college.
- Tutoring program designed to be duplicated at all Chicago Public Schools and by any other organization wanting to start a program in their town.
- Create close relationships with vendors of Chicago Public Schools and people familiar with Chicago Public Schools who have intimate knowledge of homelessness, tutoring and managing businesses.



Weaknesses

- The reliance on volunteers and outside capital necessary to sustain the program.
- Initial building of program - building reputation and brand awareness.
- Running program part-time with all volunteers.

Opportunities

- To make a difference in a child's life and a community by providing support, hope and tools to break the cycle of homelessness.
- To bring more awareness to the opportunity to volunteer and the liability of homelessness.
- To build a creative, enriching program reaching thousands of kids.
- To provide a fulfilling experience for volunteers – individuals and corporations.

Threats

- Some of the neighborhoods the schools are located in do not provide parking and are not safe to walk around.
- Loss of financial support.
- Volunteers choosing other organizations in more prominent neighborhoods. Volunteers not showing up, impacting our reputation or deciding they no longer want to volunteer.



Tactics:

How will Chicago Family Directions deliver the corporate message to the target audience?

Mission – for website, grant applications, marketing materials

Chicago Family Directions is a non-profit 501(c)(3) corporation providing, at no cost, consistent, long-term tutoring to homeless and impoverished K-12 students in the Chicago Public Schools to prepare them for college, careers and an adult life without homelessness. We partner with schools, communities and businesses by appealing to their social responsibility initiatives to support our charity's goal through volunteerism and financial support.

Philosophy - to encourage volunteer and students with the Chicago Family Direction key mission.

1. Our children are our future.
2. We are responsible for our neighborhoods and communities.
3. You can do anything you put your mind to.
4. Dream big; we will help you get there.
5. Education is the key to success.
6. Give back to those around you.
7. We all have talents to share.
8. The harder you work, the luckier you get.
9. Every child has the right to succeed.
10. Kids to careers.

Market Definition = We are breaking the cycle of homelessness.

Product Definition = We tutor/mentor homeless & impoverished children.

Message platform – develop and implement throughout communications and in conversations.

This message platform should empower Chicago Family Directions' staff, board members and volunteers to be effective communicators on key issues of the organization,

specially education as a key role in breaking the cycle of homelessness.

• **Positioning statement** – Chicago Family Directions tutors homeless and impoverished K-12 Chicago Public School students in a way no one else does. CFD understands homeless and impoverished kids deal with additional struggles – constant inconsistency, moving, uncertainty and loneliness. CFD is a constant in their lives and a hope of success, college and an adult life without homelessness.

- **Vision** – Tutor all homeless students in CPS
- **Tagline** – Navigating Kids to Careers
- **Elevator speech, or in 30 seconds, what is CFD?**

Value of an elevator speech - Enables you to transform any social contact (not just those that take place in an elevator) into a conversion opportunity (asking for more information, scheduling a call, etc.) in 30 seconds or less.

Definition - A conversational technique featuring a variation of your positioning statement, customized to the interests of the person you're talking with, the context of your conversation, the "ask" you'll be making and/or other factors. Takes no more than 60 seconds to deliver; 30 seconds is ideal.



These are the four steps to get there. Start with step one and end with step four, but the order of steps two and three can vary:

1. The lead-in. This is where you introduce yourself and your role in your organization to set up the conversation. It's intended to spark the interest of the person you're speaking with.
2. The differentiator. This identifies your organization as providing a unique resource valued by the person you're speaking with, one that deserves immediate attention.
3. The hook. This is an open-ended conversation starter that allows you to assess the prospect's interest level.
4. The call to action. This is the request to schedule a follow-up call to discuss the matter further, make an online contribution or participate in a meeting on the issue, thereby making the conversion. Make it specific, clear and doable (e.g. don't ask too much, especially in an initial conversation).

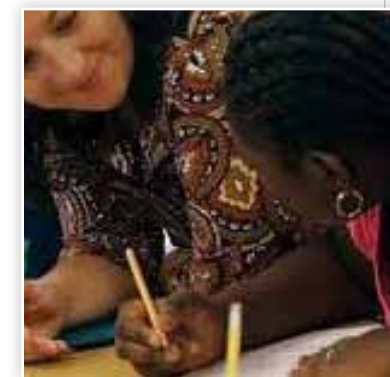
Below is an example of CFD elevator speech:
 Hi, My name is Dennis Nyhan. I'm the president of Chicago Family Directions. We tutor homeless and impoverished children in the Chicago Public School system. Do you know that 86% of CPS students come from low-income families putting them at risk of scoring lower on standardized tests and dropping out of school? Our goal is to increase students literacy scores and get them excited about attending college. We are looking forward to expanding our program to additional schools. Can you join us next Tuesday for a half-hour community brainstorming webinar on recruiting volunteers to grow the program?

- **“Look and feel”** - Design a graphic identity (logo, colors, typeface) to be used consistently throughout online and offline communications.
- **Standards guide** – create a guide for staff and volunteer messengers to use to make decisions on messaging and “look and feel” of communications.
- **Key messages or talking points** - The following information can be helpful in communicating with the public and media about Chicago Family Directions:
 - Who does Chicago Family Directions tutor?
 - o Homeless and impoverished K-12 students in Chicago Public Schools
 - o During the 2010-2011 school year, roughly 15,500 students in the Chicago Public School (CPS) system were homeless.
 - o In addition, 86% of students in Chicago Public Schools come from low-income families qualifying them for free meals at school.
 - o 63.5% of the homeless population in Chicago are mothers and their children
 - o The average age of children in homeless shelters is six years old
 - Why does Chicago Family Directions tutor CPS students?
 - o Homeless students are twice as likely to score lower on standardized tests
 - o 36% of homeless students repeat a grade and are three times more likely to be placed in Special Education programs
 - o Homeless students are four times more likely to drop out of school
 - o There is a direct correlation between low standardization test scores with dropout rate and low income – it is a cycle

V. Roles and Responsibilities and Step-By-Step Workplan

Roles and Responsibilities

- President Dennis Nyhan
 - o Research and prepare grant applications
 - o Main contact with principals, vendors, advisory board, board of directors, donors
 - o Represent CFD at tutor program
 - o Develop tutoring program and train volunteers
- Vice President Melanie Murphy
 - o Develop marketing material – logo, website, FB page, business cards
 - o Develop strategic marketing plan
 - o Update website and online communications
 - o Develop tutoring program and train volunteers
- Staff
 - o President and vice president are currently unpaid
 - o Board of directors and advisory board are volunteers
 - o CFD will hire one retired teacher per school to supervise program
 - o Tutors are volunteers
- Workload
 - o President and vice president average 8-10 hours per week
 - o Board of directors attend bi-annual board meetings, advisory board is called upon on an as-needed basis
 - o Each school program supervisor will devote two hours per week
 - o Tutors will volunteer 2 hours per week
- Training/skills
 - o President and vice president will attend trade shows, seminars, webinars in varies subjects (volunteers, homelessness, grant writing, nonprofit, fundraising), in addition to online training and research



Step-by-Step Work Plan

June 2010 – 501(c)(3) acceptance letter received

October 2010

- Design logo
- Begin development of website
- Met with Pat Rivera, retired CPS homeless liaison manager and executive director and founder of Chicago Hopes to discuss CPS and homelessness

January 2011

- Launch website
- Install phone
- Create Paypal donation option
- February 2011
- Attend grant writing seminar
- Begin work on marketing plan
- Develop business cards
- Attend CPS vendor show
- Create Facebook page

March 2011

- Continue work on marketing plan
- Begin researching and writing grant proposals
- Met with Jan Fitzsimmons, direction of Jr/Sr Scholars at North Central College, to talk about developing a tutoring program
- Receive Salesforce.com donation

April 2011

- Met with Lisa Moreno, CPS Shoop Academy principal, to discuss tutoring program

May 2011

- Met with Karen Morris, director of an organization called Scaling Up Best Practice (Strategic Learning Initiatives) to discuss CPS retired teachers
- Finish marketing plan
- Receive donated envelopes



- Invite board of directors and advisory board to first meeting
- Contact photographer for board meeting
- Prepare for first board meeting
- Begin development of tutor program

June 2011

- Held first board meeting
- Contact organizations in Shoop Academy neighborhood
- Contact Kits for Kidz, a division of SchoolKidz
- Begin development of tutor training program with Karen
- Begin development of standards guide
- Contact vendors in Shoop Academy neighborhood
- Follow up with Lisa/ask for names of parent volunteers
- Mail out 150 grant applications
- Begin organizing January fundraiser

July 2011

- Finish tutor training program
- Finish standards guide
- Develop a letter for parents to invite their child to join our tutor program
- Develop a brochure for vendors and community to encourage financial support and volunteerism
- Contact name badge vendor & receive donation
- Receive list of students from Lisa
- Contact and hire a retired CPS teacher



August 2011

- Aug. 1 send letter to parents inviting students to join tutor program
- Hold first tutor training session
- Attend open house at Shoop Academy
- Acquire backpacks from Kits for Kidz

September 2011

- Begin tutor program

January 2012

- Hold inagural fundraiser - Under the Street Lamp

VI. Budget and Measurements

Budget - based on current volunteer structure

Chicago Family Directions projects needing \$10,000 per school, per year.

Of the \$10,000 overall budget for 2011, the funds will be used as follows:

- \$3,800 paid retired teacher (\$100 x 38 weeks)
- \$2,500 marketing (breakdown below)
- \$3,000 program expenses
- \$700 tutoring supplies - books, backpacks, etc.

Marketing expense breakdown:

- 10% for purchasing advertising and promotion media, including internet, newspaper, radio, TV, and direct mail (postage)
- 5 % for producing (design, artwork) and printing all communications, including newsletters, brochures, websites, press kits, etc.
- 5% for producing special events
- 5% for consultants and freelancers

Beginning with the academic year 2012, \$10,000 will be needed per school, per year, with the breakdown as follows:

- \$6,080 paid retired teacher (61%)
- \$2,000 marketing (20%)
- \$1,000 program expenses (10%)
- \$1,000 tutoring supplies (10%)



Measurements

First year preliminary measurements for Chicago Family Directions will include:

- Reading scores - CFD has arrangements to obtain the reading scores of the second graders in the CFD tutor program in September 2011 and again in June 2012 in addition to reading scores of second graders not in the CFD tutor program in September 2011 and again in June 2012 to a measurement of the tutor program can be assessed.
- College awareness - CFD will measure the college awareness of the second graders in the CFD tutoring program in September of 2011 and again in June 2012 to measure the improvement in college awareness.
- Number of volunteers - the goal is to enlist 10 volunteers by September 2011 and 40 volunteers by August 2012. CFD recruitment skills will be put to the challenge to obtain this goal.
- Funds raised - CFD intends to raise \$10,000 by September 2011 and \$30,000 by August 2012.



VI. Resources Used

Resources

The topics and form of this project was modified from ideas and forms in Philip Kotler and Nancy R. Lee's *Social Marketing: Influencing Behaviors for the Good* (Third Edition), Los Angeles: Sage, 2008. This was a major text in Dr. Guzman's Leadership for Social Change class. Other texts in this class also influenced my work, including:

- Saul Alinsky, *Rules for Radicals* (New York: Vintage, 1971)
- Muhammad Yunus, *Creating a World Without Poverty* (New York: Public Affairs, 2007)

Texts from additional courses in the Leadership program influenced my work, such as:

- Robert Kreitner/Angelo Kinicki, *Organizational Behavior* (New York: McGraw-Hill, 2010)
- Philip Kotler/Kevin Lane Keller, *Marketing Management* (New Jersey: Pearson/Prentice Hall, 2009)

Many people were inspirational and educated my work through face-to-face conversations, email correspondants and social networking. These people became Chicago Family Directions' advisory board based on their expertise in homelessness, Chicago Public Schools and tutoring students from homeless/low income families.

- Diane Nilan, President HEAR US, Inc
- Karen Morris, Director Scaling Up Best Practice, Strategic Learning Initiatives, retired Chicago Public School principal
- Jan Fitzsimmons, Director Jr/Sr Scholars
- Pat Rivera, Founder and Director of Chicago Hopes

Numerous websites provides a wealth of knowledge and research information. They include:

- hearus.us
- chicagohomeless.org
- chicagohopes.org
- nancyschwartz.com
- cabriniconnections.net