

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)		
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 11-JAN-11	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11AC123099	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHOH0010001
5. APPLICATION INFORMATION		
LEGAL NAME: City Year, Inc. DUNS NUMBER: 622374122 ADDRESS (give street address, city, state, zip code and county): 287 Columbus Avenue Boston MA 02116 - 5114 County: Suffolk	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Gretchen Faro TELEPHONE NUMBER: (216) 373-3408 FAX NUMBER: INTERNET E-MAIL ADDRESS: gfaro@cityyear.org	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 222882549	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization Community-Based Organization National Non-Profit (Multi-State)	
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: Corporation for National and Community Service
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: City Year Cleveland	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): City of Cleveland and Greater Cleveland, Cuyahoga County, Ohio	11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 07/01/11 END DATE: 06/30/12	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 008"/> b.Program <input type="text" value="OH 011"/>	
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
a. FEDERAL	\$ 625,000.00	<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
b. APPLICANT	\$ 554,246.00	
c. STATE	\$ 0.00	
d. LOCAL	\$ 0.00	
e. OTHER	\$ 0.00	
f. PROGRAM INCOME	\$ 0.00	
g. TOTAL	\$ 1,179,246.00	
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO		
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: Evelyn Barnes	b. TITLE: CFO	c. TELEPHONE NUMBER: (617) 927-2373
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 11/19/10

Narratives

Executive Summary

City Year Cleveland is a full-time, team-based AmeriCorps program serving 1,200 low-income students in five public schools in metropolitan Cleveland. Our AmeriCorps members, ages 17 -- 24, provide targeted and school-wide interventions in literacy, math, attendance and behavior to students identified as at-risk to drop out. We will enroll 250 below-grade level students in our Academic Program and 50% of those completing will demonstrate significant academic improvement.

Rationale and Approach

a) Compelling Community Need

A review of the economic, academic, and social well-being of Cleveland's children and youth makes a compelling statement about the need for ongoing and meaningful help to improve their school success, gain access to safe and enriching out-of-school activities, and build leadership and social skills. By some indicators, Cleveland remains one of the nation's poorest big cities in the United States: 83.7% of the 50,000 children attending Cleveland Metropolitan School District (CMSD) schools are considered economically disadvantaged (Ohio Department of Education, 2007-2008 School Year Report Card), as opposed to 39% in the state of Ohio (2006 Kids Count Data Book, the Annie E. Casey Foundation).

On average, the graduation rate from Cleveland high schools is just under 62%, compared to a statewide average of 86.9%; the average graduation rate for the Cleveland high schools that host City Year teams (South and Lincoln-West High Schools) is 47.8%. Recent research from Johns Hopkins University shows that youth who drop out of school send strong distress signals for years prior to leaving, indicating that their high school experience is deeply influenced by their middle and elementary school years. Moreover, studies have demonstrated that in 8th grade, the factors of poor attendance and course failure in math and/or English gave students at least a 75% probability of dropping out of school.

Narratives

City Year Cleveland partner schools lag far behind district and state scores for reading. According to the 2007-08 Report Card, 41% of 3rd grade students in City Year's four K-8 schools (Clark, Luis Munoz Marin, Mound, and Miles Park) were reading at or above proficiency levels (52.5% CMSD, 77.4% Ohio). By the 8th grade, 58.4% of students at these schools pass the reading portion of the Ohio Achievement Test (79.4% Ohio). Among 10th grade students, 53.3% of South and Lincoln-West students pass the reading section of the Ohio Graduation Test (68.7% CMSD, 85.2% Ohio). In response to poor school performance, the Ohio Department of Education assigned CMSD the designation of "Academic Watch," its second lowest rating. In 2008 CMSD failed to achieve Adequate Yearly Progress and met only 2 out of the 30 state indicators for an effective school district.

In 2008 the American Institute for Research (AIR) published the Cleveland Metropolitan School District Human Ware Audit which addresses student perspectives on school safety and respect, social and emotional learning and student support. Findings indicate that within the schools City Year partners 45-55% of K-8th graders and 20 & 27% of high schoolers feel their school needs improvements in developing a safe and respectful climate (district range 10 -70% for K-8 schools and 5 -- 35% for 9-12 schools); 33--38% of K-8 and 74 &78% of 9-12 feel their school needs improvement in social and emotional learning (district range 3-52% and 55-85%); and, 19-25% of K-8 and 28 & 31% of 9-12 feel their school needs improvements in student support (district range 3-47% and 5-43%).

In addition, on-going financial challenges have adversely affected CMSD's ability to provide in-school enrichment and after-school programs. A 2006 survey conducted by the Ohio Afterschool Network indicates that only about 14% of children in Region 3 (which includes Cleveland) are enrolled in after-school programs and there is only 1 space available in established programs for every 4 children in need.

Narratives

In 2007, at 28.5%, Cleveland ranked 22nd among large cities for the annual volunteer rate and 36th for the same cities for volunteer hours served. (www.volunteeringinamerica.org) In 2008, 12% of CMSD middle schoolers and 16% of high schoolers reported participation in clubs that involved community service. (AIR Human Ware Audit) Participation as a youth in volunteerism and other civic activity is a predictor of continued civic involvement into adulthood in areas such as voting and membership in community associations. (Youniss, McLellan, & Yates, 1997)

Working closely with CMSD administration, the United Way and the Cleveland Foundation, City Year Cleveland will target six schools for interventions that support the AIR recommendations to improve conditions that allow students to thrive socially, emotionally and academically in school. City Year corps members will help meet these needs through direct academic support, activities that build student connection to their schools and programs that incorporate structured community service.

b) Activities and Member Roles

In 2009-2010, City Year Cleveland (CYC) will enter its 14th year as an AmeriCorps program dedicated to serving Cleveland's most disadvantaged youth to ensure a brighter future for these same youth. In Cleveland we will implement the City Year "Whole School Whole Child" (WSWC) service model through which teams of members will build the capacity of schools and engage youth and adults through our standardized volunteer programs.

From August to June, a diverse group of 60 full-time members will serve five days a week between 8:00 AM -- 6:00 PM. Four days are dedicated to addressing the needs of Cleveland's youth and Fridays are reserved for member development and corps-wide service days. The corps will be divided into 7 teams (6 school-based and 1 civic engagement), each with 6-10 members. Each team is supervised by a staff

Narratives

program manager and led by an experienced team leader (a member who has demonstrated leadership capabilities). In partnership with schools, nonprofits and civic agencies, six teams (54 members) will serve in schools and deliver the WSWC and the Young Heroes and City Heroes (student volunteer program) service models. The Civic Engagement Team of six members will serve as full-time capacity builders by implementing volunteer service events and raising awareness of AmeriCorps through educating others on the City Year program. Members meet AmeriCorps eligibility requirements and are trained in service objectives and Prohibited Activities and sign a Member Contract with the prohibited activities included. Service will be routinely monitored by CYC to ensure that members do not engage in prohibited activities and that activities are consistent with the grant objectives and performance metrics.

As a stand-alone AmeriCorps program, CYC does not run any programming that does not directly support the grant. The full-time AmeriCorps model provides unique value to our program and the schools in which we serve program by allowing for members to be placed in the school the entire day bridging in-school and after-school staff to provide a consistent adult presence throughout the day. Effective tutoring programs have high dosage levels (frequency and length of session) which can only be achieved through full-time deployment of members. Additionally, the 17-24 age range of our members positions them as powerful role models because they can bridge a generation gap between youth, teachers, and families, and the diversity of a City Year team provides an important example of inclusion set by young adults who youth admire.

Whole School, Whole Child Teams

City Year's "Whole School, Whole Child" model is research-based and structured around pre-selected activities that are designed to either improve student academic performance or improve student

Narratives

connectedness to their school and local community. An average day for members serving on CYC WSWC teams is broken into three distinct blocks: 8:30 AM -- 12:30 PM: 4 hours of age appropriate academic support; 1:00 -- 3:00 PM: 1 hour of in-school enrichment activities or supplemental academic support and 1 hour of planning time; and, 3:00 -- 5:00 PM: 1 hour of supplemental academic support and 1 hour of enrichment activities or curriculum delivery. Additional planning time (e.g. team and teacher meetings, preparing lessons and activities, problem solving, and documenting service) occurs at the beginning and end of the service day.

Student Academic Performance: [5 hours per day] To improve individual student academic performance, members provide targeted or supplemental academic support to students through age appropriate interventions. Targeted interventions include 1:1 tutoring, small group tutoring, and academic coaching and mentoring (e.g. study habits, test preparation and report card counseling). Supplemental interventions include homework assistance, classroom support, and learning enrichment activities. In the four K-8th grade schools, 8 corps members will focus on literacy tutoring for K- 5th grade students who are testing below grade on the LEARNS literacy assessments and 2 members will provide academic coaching to middle school age students. In the two high schools, members will run Student Success Centers which include 1:1 academic mentoring, and general counseling on college preparation and developing good study habits.

Student School Connectedness: [2 hours per day] To improve student connectedness with their school and their community, members will design, implement and run programs and activities that foster a positive school and learning environment. Standard activities and programs can be grouped into student behavior, on-going enrichment programs (in-school and after-school), school-wide events, and service events, and may be delivered in a 1:1 or community wide format. Student behavior activities include providing near-peer mentoring on attendance and peer relationships, delivering curriculum on healthy

Narratives

behaviors, e.g. conflict resolution and modeling positive behavior. On-going enrichment activities include running school approved curriculums (e.g. Junior Achievement) and student-interest clubs (e.g. student literary magazines) during the day and implementing City Year curriculums in the after-school period. The Starfish Corps curriculum will be delivered to 3rd to 5th graders after-school and the 2 members serving middle school youth at the K-8 schools and the high school based teams will implement elements of the Heroes programs during the after-school enrichment period twice a week. All members support school-wide events, which include assemblies, evening parent engagement events, and volunteer service projects that engage students and community members.

Beneficiary Selection Process: Utilizing a tiered intervention approach, corps members will implement a school-wide integrated service strategy that provides preventative strategies to the entire student body (Whole School) and targeted (early intervention) strategies to selected students (Whole Child).

Preventative strategies include the school-wide events, parental engagement events, and behavior support. Targeted strategies include tutoring, after-school participation, mentoring, and on-going enrichment programs. CYC will work with school liaisons and teachers to identify students who are lagging behind on academic performance and through screening assessments assign students to members, monitor their progress, and determine when intervention can be discontinued.

Tutoring Requirements: All corps members are screened to meet AmeriCorps tutoring qualifications. In school, members will be trained and implement the America Reads LEARNS tutoring methodology. Members will be assigned 4-5 students for either 1:1 tutoring or small group work and will work with these students on a consistent basis, meeting with each student 2-4 times per week (depending on level of need and progress) in 30 minute blocks.

c) Service Outputs/Outcomes

Narratives

The performance measurements are designed around key components of the Whole School Whole Child model. Although CYC will maintain a holistic approach when working with youth, performance metrics will be based on our targeted academic interventions, specifically literacy tutoring outcomes, and our after-school programming. The metrics for the Heroes programs, which are volunteer based programs, are captured under Community Strengthening.

Tutoring: Between FY06-FY08, CYC improved the academic performance of 395 CMSD students through 1:1 and small group tutoring as indicated on Benchmark Tests and whole school testing performance (Ohio Achievement Tests). In FY10, 32 members will reach 150 underachieving children in grades K to 5 at four Cleveland K-8 schools with 1:1 and small group tutoring. 75% of tutored students will demonstrate improved attitudes towards reading based on teacher surveys. 75% of tutored students will achieve within-stage gains of at least 18 points or advance to the next stage of reading development as assessed by the LEARNS Literacy Assessment Profile. (This intervention has been approved by CMSD, which operates under the No Child Left Behind Act.) In total, through all academic interventions, 54 members will reach 250 children and youth.

After-school: Between FY06-FY08, CYC provided out-of-school time programming to an average 369 CMSD students annually (inclusive of Saturday Heroes program participants). In FY10, 54 members will facilitate weekday after-school programs for 280 children and youth in grades 3-12.

d) Plan for Self-Assessment

CYC utilizes a standard communication structure among our service partners and CYC staff and corps to develop our program and obtain feedback on service. At a minimum, the CYC Executive Director meets

Narratives

with CMSD officials and school principals at least once during the program year, the Program/Service Director meets with school leadership and teachers at least once per quarter, and the Program Managers will meet with their school liaison and teachers at least once weekly. Internally, CYC program staff and corps team leaders meet weekly to review progress towards goals.

City Year Headquarters (CYHQ) maintains an annual service evaluation calendar and develops relevant tools and surveys. Following this calendar, in 2009-10 CYC will administer mid-year and end-of-year principal and teacher surveys (student achievement and attitude survey), pre- and post- youth surveys (student surveys and Heroes youth leadership development assessment), and satisfaction/service evaluation surveys (principal and teacher satisfaction surveys, community volunteers engaged in CYC service events), and will maintain specialized participation trackers (rosters for in-school and after-school programs, volunteer rosters for service events). Resultant data will be entered into the web-based CYHQ ProServe Database for review by professionally trained research staff at CYHQ. Network-wide evaluations are posted electronically and individual site results are reviewed with school service partners during the annual partnership contracting process.

e) Community Involvement

CYC has developed a broad base of collaboration with schools, local government and city agencies, and community and faith-based organizations. CYC staff and board members participate in community workgroups and committees; facilitate regular meetings with key stakeholders; conduct service need and service feedback surveys with current and prospective partners; and continually expand our outreach within the broader Cleveland community to assure that the organization remains a key player in the economic revitalization of the city.

Narratives

School Involvement: Over the past three years, CYC has worked to integrate our service model with CMSD's strategic plan. Working in close partnership with the District's CEO, Eugene T. W. Sanders, CYC senior staff and board members meet regularly with members of the CEO's staff to implement our partnership, monitor progress, and refine our service model.

Committee Representation: In 2007, The Cleveland Foundation identified a critical need in the community for coordinated youth development programs. CYC staff serve on an on-going advisory committee of the Youth Development Initiative, which focuses on providing Cleveland youth opportunities that promote positive choices and behaviors and the ability to give back to the community. CYC partners with the United Way Community Vision Council which centers city leadership by setting a prioritized agenda for critical unmet needs, including improving schools, literacy rates, and after-school program availability. The Council identified CYC to deliver mentoring and academic support services to 6th- 9th grade youth as one of the selected drop-out interventions under the Council's High School Transition Initiative.

Service Partner Relationships: In order to match CYC's capabilities with community needs, we utilize a request for proposal (RFP) process and standardized service partner contracts. Selected service partners sign contracts attesting to mutually understood goals, schedule, service-specific training, evaluation responsibility, commitment of in-kind and/or cash resources, placement of members and supervisory responsibilities. Service partners participate in orientations and meet regularly with CYC staff. CYC maintains partnerships with 40+ "short-term" service partners (various community and faith-based organizations) to meet their immediate needs throughout the program year.

f) Relationship to other programs

Narratives

CYC works closely with several Cleveland national service partners to leverage resources and expand the reach of all our programs. CYC members periodically serve with Experience Corps members to run joint projects in Cleveland schools. We coordinate our tutoring programs with RSVP to avoid duplicating our service and to maximize youth reached through our respective members. CYC partners with the Boys & Girls Clubs of Cleveland and uses B&GC facilities for some of our after-school and weekend programs. CYC hosts recruitment open houses at our local office on behalf of NCCC and Peace Corps. In the broader community, CYC works closely with other service providers such as Youth Opportunities Unlimited and Cleveland Scholarship Programs to assure that our members are aware of the range of services, including other AmeriCorps programs, that are available to the youth whom we serve.

g) Potential for Replication

The WSWC model used in partner schools is comprised of replicable components such as full-day, full-year schedule, academic support structure, module-based after-school programming, a roster of enrichment activities, and corresponding toolkits and manuals. City Year utilizes our network, conferences and technology to improve and standardize our best practices and create a replicable program. Replication tools include standardized program toolkits, project manuals, training manuals, a member handbook, a member workbook, service databases, and "legacy binders" completed by corps members. Tools and resources are available through the web-based Sharepoint knowledge management system. These tools serve two primary functions: 1) to create smooth program implementation with each new corps year and in the event of staff turnover, and 2) to create a service structure that allows for stepped growth through development of service programs and projects. City Year readily shares our tools with other organizations on request.

Organizational Capability

I. Organizational Structure

Narratives

a) Program/Fiscal Oversight

City Year, Inc. was founded in 1988 in Boston, Massachusetts as a 50-person summer pilot and today is an international youth service program operating in 18 U.S. cities and in Johannesburg, South Africa. All City Year sites operate as part of one 501(c)3 nonprofit organization and adhere to central policies and procedures established by the legal applicant City Year, Inc. All City Year sites share the same mission, vision, and basic goals: to demonstrate, improve, and promote the concept of citizen service as a means of building a strong democracy. CYC has operated the proposed full-time, team based AmeriCorps program of young adults since our 1996 founding.

For the past 20 years we have worked to develop a replicable program that demonstrates, improves, and promotes citizen service through youth leadership while responding to local needs, priorities, and assets. In 1993, we were selected as one of eight demonstration models for AmeriCorps and have implemented our mission entirely through full-time, team-based AmeriCorps members since 1994. City Year Cleveland's accomplishments show the success of our model: Since 1996, over 900 City Year Cleveland AmeriCorps members have served over 1.2 million hours, primarily in Cleveland public schools. Members have provided in-school tutoring and mentoring services to over 14,000 CMSD students and out-of school programming (Starfish, Young Heroes, City Heroes, and Camp City Year) to almost 6,500 children and youth, and, have delivered special health and life skills curricula to approximately 40,000 CMSD students. In addition, members have conducted over 1,000 physical service projects, including beautifying schools, painting murals, building playgrounds, cleaning parks, and supporting dozens of local nonprofit agencies. Working alongside our members, nearly 12,000 external volunteers have served with us, devoting 118,000 hours of service to the community.

Narratives

City Year has managed over 130 federal grants since 1992 of which CYC has received 13 AmeriCorps grants since 1996. We have received AmeriCorps funds through the generous support of the Ohio Community Service Council since 2001 and multiple State Commissions (in California, Massachusetts, Illinois, Michigan, South Carolina, New Hampshire, New York, Louisiana, Rhode Island, Pennsylvania, Texas, the District of Columbia and Florida) as well as National Direct support since 1994.

Centralized Operating Services and Systems: City Year, Inc.'s FY09 operating budget is \$60.6M of which CYC's total budget represents 2.8%. All accounting, payroll and fiscal management functions are centralized at City Year Headquarters (CYHQ) and maintained by an experienced 12-member Finance Department. City Year's comprehensive financial policies follow OMB Circular A-122 Cost Principles to ensure reasonableness, allowability and allocability of grant costs. Appropriate internal controls are used to provide safeguards for all grant property and assure that it is used solely for authorized purposes. These controls include division of staff duties related to asset custody and payroll procedures, expenditures assigned by cost category in accordance with approved budgets and consistently supported by source documentation, monthly budget to actual reconciliations, appropriate invoice approval, compliant document retention policy, and timely deposit of cash receipts. Audits are conducted annually by the independent accounting firm KPMG in accordance with the provisions of OMB Circular A-133. Fiscal 2007 Financial Statements and A-133 Audit show no significant findings or material weaknesses (FY08 is due March 31, 2009). In addition, since 2001, 45 of our AmeriCorps grants have been audited by the CNCS Office of the Inspector General. Final reports indicate that there have been no material weaknesses. CYHQ also manages insurance and legal services; a \$6 million line of credit; and technology and infrastructure support, including website and web-based data management systems.

Centralized program support includes development of and support for comprehensive program policies and procedures; staff and member handbooks; member and staff performance evaluations systems;

Narratives

service research and development; standardized collateral materials for recruitment and media; internal evaluation tools and service impact analysis; staff training, including guidance on compliance requirements for member eligibility, activities and files; and management oversight. CYHQ staff in each department work closely with CYC's program staff to ensure adherence to all operating goals, policies and procedures through bi-monthly conference calls, regularly scheduled meetings, and as-needed support.

AmeriCorps adds critical, irreplaceable value to our programs because it establishes our baseline program structure and member positions and drives our ability to leverage significant private/public sector investment to support our programs for children and youth. AmeriCorps also provides an important national service network through which we build resources, relationship and promote our members' civic identity.

b) Board, Admin, Staff

Cleveland Site Board: Each City Year operating site is required to form a local site Advisory Board comprised of stakeholders from public, private and nonprofit sectors. Together with the site's Executive Director, the site Board is responsible for strategic planning, local revenue and sustainability, program focus and key personnel decisions. The Board meets on a quarterly basis and divides into issue-specific subcommittees (e.g. development, finance, executive or program committee). City Year Site Board Chairs from across the country convene at one-day conferences hosted by CYHQ in November and March, and at City Year's annual convention in June. The Cleveland board is co-chaired by Robert Gillespie, Jr., Chairman Emeritus, KeyCorp, and Bruce Akers, Mayor, City of Pepper Pike. Other board members include Omega "Mickey" Brown, Cleveland Metropolitan School District; Len Komoroski, Cleveland Cavaliers/Quicken Loans Arena; Rusty Orben, CSX Transportation; John Zitzner, Friends of

Narratives

E-Prep Academy; as well as other local community and business leaders.

Administrators/HQ management: City Year continues to be led by co-founder and CEO Michael Brown, as well as COO James Balfanz (10+ years of youth service-based nonprofit management experience), and CFO Evelyn Barnes (26 years of nonprofit fiscal management experience). The Executive Office and Regional Management host specific conference/trainings for City Year's Executive Directors three times per year to share best practices and roll out organizational changes or policies. Chris Larson, who serves as the Senior Regional Director for CYC, supports the site in quarterly revenue and recruitment goals management, and provides guidance on board development, program and fiscal policy implementation and other technical assistance. Daily operations for City Year's Finance Department are managed by Kathleen Donahue, Controller. Each site has a dedicated Grant Accountant who provides fiscal analysis for the site including budget preparation, allocations, forecasts, and actuals.

Cleveland Staffing Structure: The CYC staffing structure is made up of three functional departments: Executive, Program & Service, and Recruitment. Fundraising functions are excluded from grant. For 2009-12, CYC proposes a staffing model of 12 full-time positions, of which 11 are captured fully or in part in this budget. Allowable staff positions include: Executive Director, Program/Service Director, Director of Civic Engagement, Training Manager, Program Manager (5 positions), Recruitment Manager, and Recruitment Coordinator.

Executive:

This department provides overall site leadership, raising match funds (excluded from the grant), managing business operations and partnership management, and board development to ensure that the site meets all City Year and AmeriCorps goals.

Narratives

Executive Director: Gretchen Faro has served in this position for three years and has 28 years total experience in public and private organizations. Ms. Faro is a returned Peace Corps Volunteer and holds a Master's Degree in Economics.

Program & Service:

This department is responsible for maintaining service partner relationships, managing evaluation efforts, providing quality service, ensuring that the site is on-track to meet our AmeriCorps service goals, corps administration (e.g. benefits and member files) and member development (trainings and career development). Under the direction of the Program/Service Director, five program managers lead the corps through direct service activities and provide day-to-day supervision of the corps. The training manager is responsible for building and overseeing the organizational calendar, and coordinating corps member training and development. The director of civic engagement reports to the executive director and leads the Civic Engagement Team through implementing service events in partnership with our corporate partners.

Program/Service Director: This position is filled Brianna Schultz who has served with CYC for over three years. A former VISTA member, Ms. Schultz holds a B.A. from Central Michigan University and is currently working on her MBA at Ashland University.

Director of Civic Engagement: David W. Anderson has worked for seven years to establish partnerships between Cleveland area businesses and schools within the Cleveland Metropolitan School District. Mr. Anderson holds a MBA from Cleveland State University.

Narratives

Program Managers (5 positions): The positions are currently filled by Clare Wallace, Sandy Chiu, Cristin Schumaker, Lisa Fellows and Donisha Greene. Ms. Wallace, Ms. Schumaker, and Ms. Chiu are AmeriCorps alumni having served as City Year members. Ms. Fellows previously worked with out-of-school support programs for youth, such as Upward Bound, Youth Challenge and Wooster Parks and Recreation and Ms. Greene has served with youth development programs such as the YMCA. All five Program Managers hold Bachelor's Degrees.

Training Manager: Shelley Toney, a City Year Alumna from the 99-00 corps, has an educational background in real estate, communication, psychology, and human services and additional experience in the mortgage field. Ms. Toney is currently pursuing a BS in Psychology at Ursuline College.

Recruitment:

This department manages a year-round corps recruitment cycle that ensures a diverse corps of highly qualified members. Staff conduct outreach, attend college fairs, maintain recruitment partnership relationships, manage application process, screen, interview and confirm applicants, and implement pre-retention strategies.

Recruitment Manager: Carlos Taylor Sr. has over ten years of business experience and has served as a volunteer for youth programs through the Boy's Scouts, Salvation Army, local city recreation centers, youth sports teams (assistant coach), and, as a parent volunteer in the school district. Mr. Taylor served as a Program Manager in 2007-08.

Recruitment Coordinator: This position is held by Dahlia Cummings who recently joined CYC with a background in sales and volunteerism in youth programs.

Narratives

c) Self-Assessment and Improvement

CYC's local Advisory Board meets quarterly to review the site's progress toward quarterly and annual operating goals and offer guidance around areas for improvement. Local board members are highly involved in reaching financial goals related to the annual fundraising event, as well as helping to set the direction of the site each year. CYC recently completed a strategic operating plan that was developed in the context of a five-year strategic plan by CYHQ and is intended to align City Year's national program and service initiatives with the needs of our local community. Members of the Advisory Board worked together with City Year staff, community stakeholders, and City Year supporters to provide input and define the process and desired outcomes of the plan. The plan addresses all operational aspects of the site including service strategy, service partner selection process, civic leadership and civic engagement programs, recruitment, board development, fundraising opportunities and programs, internal and external events, government, public and community relations, staffing, financial management and volunteer engagement. CYC also utilizes feedback from meetings and survey results from all of our stakeholders to identify improvements to our programs.

CYHQ provides a valuable service in the development and refinement of systems and best practices for all City Year programs. Through the research firm Policy Study Associates, City Year, Inc. has completed an external evaluation on City Year's impact on developing members into active citizens. Additionally, in compliance with AmeriCorps evaluation requirements, City Year, Inc. is undergoing an external evaluation of our Whole School Whole Child program through a grant from the CISCO Foundation.

d) Plan for Technical Assistance

Narratives

Program orientation and basic training is provided through City Year Summer Academy, a week-long summer training program for all City Year staff and "senior" (2nd year) corps members, as well as training conferences and workshops held throughout the program year. The summer program focuses on fundamental program goals and organizational objectives. Special workshops are conducted on teambuilding, compliance issues and member performance management, planning high impact service, volunteer engagement and management, local financial management, fundraising goals and strategies, leadership skill development for members and other topics as requested by field staff. During the year, emerging technical needs are identified and addressed through our cross-network twice monthly conference calls organized around job function. Additionally, CYC staff utilize their peers at other sites and specialists at CYHQ to troubleshoot recruitment and retention issues, support IT, fiscal and other administrative needs, and train incoming staff on policies and procedures. With guidance from our local community partners, such as school district officials, professional expertise is recruited for specific trainings and feedback. Where possible, City Year sites rely on information sharing through our Intranet and databases (e.g. Sharepoint, IT Help Desk function, Recruitment Management System, Raiser's Edge software) to both flag and solve local site problems. CYC staff members make use of Ohio Community Service Council resources (e.g. staff and program guides) and participate in the OCSC-sponsored training opportunities appropriate to our program. Technical assistance and orientation to CYC is provided to our service sites at the beginning of the program year. Regular meetings and check-ins throughout the year identify additional training needs for partners.

2. Record of Accomplishment

a) Volunteer Generation/Support

In addition to the Business/School Partnership program, CYC also provides business partners and

Narratives

community members the opportunity to provide services and learning opportunities for corps members. For the past two years, KPMG volunteers have provided training to corps members on how to prepare their tax returns. Other examples include: faculty members from Cleveland State University and Case Western Reserve University regularly address the corps on a variety of topics; local business leaders discuss their experience and career opportunities in their respective industries; staff members from Dress For Success coach corps members on professional dress and comportment; and teaching professionals provide training on classroom management. Through our Alumni Program, we provide opportunities for City Year alumni to stay connected with national service through participation in volunteer service projects, or serving as a mentor to current corps members or as a recruitment champion. For our annual events, such as the annual luncheon, we develop a Host Committee made up of volunteers from our Board, local community partners, and our corporate partners.

b) Organizational & Community Leadership

City Year, Inc. has received numerous awards as an organization. Co-Founders Alan Khazei and Michael Brown were honored by U.S. News & World Report as two of "America's Best Leaders" (October 2006). City Year was recognized in Time Magazine's cover stories "The Case for National Service" (2007) and "21 Ways to Serve America" (2008). Fast Company, in partnership with consulting firm Monitor Group, honored City Year for the fourth straight year with the prestigious Social Capitalist Award. For the second year in a row, City Year, Inc. has received a 4-Star rating (out of 4) by Charity Navigator, the non-profit independent evaluator. This year, City Year formed an innovative and replicable partnership with Bentley College, whereby Bentley college students who serve with a City Year site will receive scholarship support, gain internship opportunities with leading global organizations and earn service-learning credits.

Narratives

Cleveland staff members serve on local committees and in relevant professional organizations. The Executive Director serves on the United Way's Council of Agency Executives and the Strengthening Leadership Committee, and on the Cleveland Foundation's Youth Development Initiative. David Anderson, Director of Civic Engagement serves on the program Committee for the Entrepreneur Preparatory Academy, an innovative charter school sponsored by CMSD. Carlos Taylor, Lisa Fellows, and Donisha Greene are all members of the Treu-Mart Fellowship, a professional organization for youth development workers operated by the Mandel Center at Case Western Reserve University.

c) Success in Securing Match Resources

CYC is proud to highlight the fact that since 1995 we have raised over \$11.9 million in non-AmeriCorps dollars. During the last three complete program years (FY06 -- 08), CYC raised \$1.8 million in match funds against \$2 million in AmeriCorps funding to achieve a 3-year match rate of 46.7%. In this same period, we increased our match rate from 45% to 47%. CYC begins raising operating funds six months in advance of the commencement of a new fiscal year. CYC has received over 60% (\$380,000) of our 2009-10 match commitment in written and verbal commitments. As the AmeriCorps budget does not include development costs, our operating budget is higher than our grant budget.

3. Success in Securing Community Support

a) Collaboration

Each year, CYC collaborates with over 80 service partners, local government and city agencies, faith-based and community-based organizations, and private sector sponsors. CYC partnership breakdown is: 20% Schools/Education; 28% Community-Based Organizations; 40% Corporations; 2% Government

Narratives

Agencies; 4% Foundations; and, 6% Faith-Based Organizations. Collaboration and partnerships vary in types of roles and levels of commitment. Each partnership may have multiple components, for example, a partner may provide funding as well as professional training for the corps members. 71% of our partnerships are funding partners. These partners provide financial resources to CYC to run our program and achieve match. 60% of the partnerships will be formed through volunteer service projects to be completed on National Service Days and other signature service days. Education facilities in which members provide direct service, tutoring and after-school programming, constitute 7% of our partnerships. CYC has developed several partners to support member development activities and currently 8% of partners support member training activities, either by providing professional training or resources. 60% of partnerships are our non-financial resource partners. Throughout all of these partnerships, CYC works with these organizations to identify specific community needs, service goals, and partnership roles and expectations.

CYC strives to create lasting partnerships that will guide us in developing our service model and that will grow over time. Since 1996 we have partnered with the Cleveland Metropolitan School District, Cuyahoga County, and the City of Cleveland We also have a long-term relationship with Cleveland State University's Center for Service and Learning for volunteer recruitment for our service days and Heroes volunteer programs. More recent partnerships include Boys and Girls Clubs of Cleveland, Cleveland Scholarship Program, Youth Opportunities Unlimited and multiple neighborhood groups.

b) Local Financial & In Kind Contributions

For 2009-10, we expect to renew \$300,000 in commitments from local and national sponsors (including CSX Transportation, RPM International Inc., Forest City Enterprises, T-Mobile, Key Bank, Alcoa Foundation, Starbucks Foundation, and Eaton Corporation); \$75,000 from fundraising events

Narratives

such as an annual luncheon; \$300,000 from foundations (including United Way, Cleveland Foundation, George Gund Foundation, Martha Holden Jennings Foundation, Thomas White Foundation, Cavaliers Youth Fund, and the Sullivan Foundation); \$250,000 from local government entities; and \$30,000 from individual donors. We anticipate renewing our in-kind partnerships with The Timberland Company for member uniforms and T-Mobile for cellular service and devices for all corps and staff. Our major local in-kind supporter is the Greater Cleveland Regional Transit Authority, which provides transit passes for our corps members each year.

Although most of our sponsors do not provide "official" multi-year commitments, many of our sponsoring partners have funded CYC programs for over 13 years each. RPM International Inc., the City of Cleveland, and Cuyahoga County have each sponsored a team since 1996, CSX has sponsored a team for over 8 years, and donors including KeyBank, National City Bank, Catholic Charities (the Sullivan Foundation), Forest City Enterprises, Eaton Corporation, and the George Gund Foundation have been program supporters since the site's founding. To date for 2009, CYC has \$670,000 in local sponsorship commitments. All funds raised locally are dedicated to supporting the CYC program.

c) Wide Range of Stakeholders

CYC has a wide range of stakeholders that can be categorized into 3 broad sectors: private, public, and community-based. The private sector stakeholders include our 20 major team, program, and event sponsors, such as the United Way, CSX, RPM International Inc., Forest City Enterprises, and the George Gund Foundation. The public stakeholders include the administrators, teachers and principals from the Cleveland Metropolitan School District, and governmental entities such as the City of Cleveland, its departments such as the parks and transit authority departments, and the Cuyahoga County Board of County Commissioners. Community-based stakeholders are our service partners, such as the Slavic

Narratives

Village Development Corporation, Burton-Bell-Carr Neighborhood Association, the Clark-Metro Development Corporation, volunteers, program participants and recipients, and parents who support the Starfish Corps, Young Heroes and City Heroes. In addition, the CYC board is made up of a wide variety of people representing multiple sectors of the greater Cleveland community. Through our 13-year partnerships with the Cuyahoga County, the City of Cleveland, and the school district, we have been able to expand our community partnerships by bringing services to new schools, reaching new communities for service projects, and engaging more volunteers in service.

d) Special Circumstances

Not applicable

Cost Effectiveness and Budget Adequacy

I. Cost Effectiveness

a) CNCS Cost per MSY

We respectfully request a grant award of \$717,600 at a cost/MSY of \$11,960. Since 2006-07, we have maintained a competitive cost-per-member of \$11,900 each year. During this same period, CYC added in the Business/School Partnership without additional cost to the grant. Over the course of this upcoming grant cycle, CYC will work to develop new funding partnerships and the first priority for these new funds would be to support an increase in the corps living allowance without increase our AmeriCorps request.

b) Diverse Non-Federal Support

City Year has identified several different streams of revenue that each site raises annually to ensure that

Narratives

each site has a diversified funding base. To meet the \$630,000 proposed match, CYC's diversification plan for non-AmeriCorps funding in 2009-10 is: \$140K corporate and business sources, \$240K private foundation, \$200K public/city grants, and \$50K individual donors. Recognizing challenges in the current economy and to limit risk in any one sector, over the course of the grant cycle, we intend to build off of our current champions to develop new partnerships and gain access to additional funding sources. Funding commitments and partners are detailed under the Local Financial Contributions.

c) Decreased Reliance on Federal Support

Federal funds have never accounted for more than 45% of our total expenditures and we consistently exceed the match requirements for our AmeriCorps grants. Since FY02, City Year Cleveland has achieved between 45% and 47% match to our AmeriCorps grant and will increase our match percentage to 50% per the CNCS 10-Year match scale. City Year manages all revenue and expenses by site, and has established an organization wide goal of raising a 2% budget surplus annually. The intent is to build an operating reserve fund for each site to ensure its long-term sustainability.

2. Budget Adequacy

We will continue to operate cost-effectively and as a centralized national organization strive to achieve economies of scale. Our proposed budget includes benefits for all corps, staffing levels that we know from experience will set us up for success; essential overhead costs including space rental and telecommunications equipment; supplies; internal performance measurement; corps and staff attendance at our national conference; and requisite limits on administrative costs. City Year runs a single program (AmeriCorps) and therefore all costs directly support the implementation of the proposed service activities. Member benefits include full-time stipends, health care for full-time

Narratives

participants, FICA and worker's compensation. Please note that as an agency pre-dating AmeriCorps, we are exempt from paying the minimum living allowance which is why the first year stipend amount is lower than the \$11,400 minimum for 2009. Of the total requested amount of \$717,600, 53% (\$383,506) will support member benefits.

CYC staff will work directly and exclusively on the AmeriCorps program, and therefore 100% of site salaries for the noted positions, with the exception of Development expenses, are included here. Staff members are paid competitively based on their professional experience, tenure, and comparable rates in our localities. Staff benefits (FICA, SUI, Group Health & Life Insurance, 401K match and Worker's Compensation) are estimated at 18% of salary cost. Administrative functions performed by City Year, Inc. are shared across all City Year operating sites. A portion of these costs are included in the Administrative section (III). Federal funds will be used only for allowable direct costs in this category.

Evaluation Summary or Plan

APPROACH TO EVALUATION: City Year's approach to evaluation is developmental, participatory, and utilization-focused. This means that we view evaluation as part of best practice in our services and consistently measure our performance against goals, while using performance data to refine and adapt our services and our evaluation practices. We view evaluation as inseparable from quality service. We measure both process (the extent to which our programs conform to the Whole School Whole Child (WSWC) model and standards; the ways students and service partners experience the program) and outcomes (both short-term indicators and long-term goals). We carefully consider the extent to which particular characteristics of students, schools, communities, and sites may moderate the attainment of our goals, which can also help us to best modify our training and practices. Thus, our evaluation activities are both formative and summative, and we focus on how we can best collect data and use it in an ongoing, meaningful way. We seek to capture multiple perspectives and to use multiple research methods, both qualitative and quantitative, to best measure multiple facets of our service and impact.

Narratives

EVALUATION OF WHOLE SCHOOL WHOLE CHILD MODEL: City Year's evaluation efforts are designed to achieve the following objectives:

- To assess student progress in academic skills (e.g., literacy)
- To measure fidelity to the model
- To demonstrate our overall impact on outcomes of academic skills and school climate
- To provide a model of ongoing evaluation and data-driven approaches to school-based national service that is replicable to the national City Year network

EXTERNAL EVALUATION:

In FY08, City Year's Evaluation Department hired a Director of Evaluation, Dr. Gretchen Biesecker and contracted Brett Consulting Group as an external evaluator to develop a Theory of Change for WSWC at the elementary school level (available upon request), working with City Year Program and Evaluation staff.

In FY08 as City Year developed its Theory of Change, it recognized several evidence-based constructs that help keep students on track for success. These constructs or outcomes were derived from research and a panel of education experts, or "WSWC Thought Leaders," assembled by City Year. The outcomes are: Capable and Committed learners (aligned with learning experience of youth); Connectedness to school (aligned with ability to thrive socially and emotionally in the school and after-school setting); Community-minded (aligned with youth membership in the school and neighborhood community). There is an assumption of some interactivity among these, but each is distinct in what it is trying to measure. Additionally, City Year and BCG identified some subcomponents of each construct:

Narratives

- Capable and Committed learners: completion of assignments, use of good study habits, learning as fun, understanding of importance of learning, interest in learning, belief in ability to learn
- Connectedness to school: participation in school activities, feeling safe in school, feeling like they belong, liking school, feeling cared about
- Community-minded: students cooperate with each other, students are respectful to each other, students learn and apply strategies for monitoring their own behavior, students help make the school a better place, students believe they can make a difference

Focusing on these outcomes, Brett Consulting Group developed an evaluation plan that formulated key evaluation questions, worked with staff to align service activities to this model and goal outcomes, and developed and piloted survey tools to measure student and service partner perceptions of City Year's outcomes on students and schools. A key goal of instrumentation was to move towards creating more robust scales to measure performance and outcomes rather than reliance on individual items. Surveys piloted in FY08 and FY09 showed high internal reliability and useful scales to look at students' attitudes and commitment to learning, feelings about school climate, connection to school, and community-mindedness among elementary and middle school students. Additionally, the CY internal team members continued to develop use of a database to capture output data from school-based teams.

In FY10, Brett Consulting Group (BCG) continues its work, refining the Theory of Change for the elementary and middle school levels, adapting it to be developmentally appropriate for high school , collecting data from linked pre- and post- student surveys for students in grades 3-8, collecting mid year and end of year data from service partners, and piloting survey instruments at the high school level. Survey instruments this year have also been adapted into different versions for elementary vs. middle/high school service partners, to more accurately reflect issues for those grades and our service.

Narratives

Last, BCG will leverage data collected by all WSWC teams entered weekly in our enterprise-wide outputs database, cyImpact, to be able to look at CY dosage and characteristics of teams in relation to WSWC outcomes, and will use some student-level data on literacy and attendance as well.

WSWC QUESTIONS: As in FY09, a set of key questions guides the evaluation work in FY10:

1. What metrics are available at the school and district level that can be used as indicators to measure key outcomes of WSWC: attendance, behavior, and course performance? How can these be standardized across schools/districts for comparison purposes? What challenges remain in terms of data collection-- access, numbers, quality?
2. What is the nature and extent of the delivered program? How many students are being served, in what ways, and to what extent (by site and by overall grade level?) Are teams meeting their targets?
3. How well prepared and supported are corps members and teams for their work in WSWC?
4. How well-trained, prepared, and supported are corps members for their different roles (e.g. literacy training, attendance improvement) in WSWC schools at the different levels? What aspects of training and support are most related to CMs feeling ready at the different levels?
5. What is the quality of corps member and team performance in WSWC schools?
6. What is the extent of perceived impacts from City Year's work at the student, classroom, and school levels, especially impacts related to enhancing the overall learning environment?

Narratives

7. What student level outcomes are being realized, including those related to the attendance, behavior, and course performance? How do outcomes differ according to exposure to City Year?

8. What factors are related to differential outcome levels by teams, including a) quality of the team's performance and leadership; b) training and preparation; c) specific facets of the program being delivered; d) school support; e) contextual factors related to the school and school community; and f) student demographics.

STRATIFIED APPROACH TO OUTCOMES

As City Year more clearly outlined its WSWC model in FY08 and FY09, we were able to define three levels of intervention: Level 1: those receiving the full City Year program in a school: regular one-to-one or small group academic tutoring during class time AND regular participation in a City Year sponsored after school program; Level 2: those receiving individual or small group assistance OR participating in a City Year after school program; and Level 3: all other students in a school where City Year is present and, therefore, receiving the benefits of City Year school-wide interventions, such as special events, lunch clubs, family engagement, and school physical improvements.

NEXT STEPS

The FY10 WSWC Evaluation Plan builds on the FY09 goals of testing, understanding, and strengthening the model to assure that it is replicable and scalable. City Year is gearing up to full network implementation of the model by 2010 and sharpening its program across grade levels. Because WSWC is not yet a stable program, it is not yet "evaluable" in the traditional sense (through use of external comparison groups or more elaborate research designs). Thus, the emphasis continues to be on defining

Narratives

metrics, exploring factors that appear to contribute to or hinder success, and developing site level capacity for strong evaluation. As previously, an emphasis is placed on capturing information from a variety of stakeholders.

Specifically, the goals for FY10 WSWC Evaluation are:

- 1) Achieve additional clarity and focus regarding metrics to assess both performance and outcomes, including indicator and scale development.
- 2) Continue to refine ways to collect unique student or class level data from school districts on key outcomes related to Attendance, Behavior, and Course Performance and to aggregate across measures.
- 3) Refine our Theory of Change (TOC) for the high school grades.
- 4) Complete the development of new tools, instruments, and methods to collect information on both implementation and outcomes from a variety of stakeholders, including principals/school liaisons/after school coordinators, teachers, students, covering grades 3-9.
- 5) Continue to increase the quality of information collected by sites (higher response rates, more thorough and accurate information).
- 6) Develop a deeper understanding of how WSWC operates in the field.
- 7) Explore ways of creating more real time feedback on success for sites and encouraging appropriate data driven responses to both student level data and around CM preparation.

Beyond FY10, BCG and other external evaluators at key sites will continue to explore the questions noted above, using refined surveys and other evaluation tools that yield robust scales, and that can be further linked to student-level and other data.

For examples of past work by external evaluators for City Year, please refer to our website at:

<http://www.cityyear.org/researchstudies.aspx>

Narratives

Amendment Justification

Not applicable.

Clarification Summary

2011-2012 CLARIFICATIONS:

BUDGET Clarifications:

Budget revised to cost-per-MSY under consideration and/or additional detail provided in budget narrative.

PROGRAM Clarifications:

Executive Summary revised.

Requested Grant Award Period: July 1, 2011 -- June 30, 2012

Member Enrollment Period Start Date: July 5, 2011

- Team Leaders Start Date: July 5-6, 2011
- 1st Year Corps Member Start Date: August 1, 2011
- Anticipated Graduation Date: May 28, 2012.

Criminal History Check Verification: City Year conducts a registered sex offender check (nsopr.gov), state repository criminal checks through all applicable states, and a FBI fingerprint check on all newly hired AmeriCorps members and all organization staff.

Narratives

Clarification UPDATE:

As of 5/16/11: Performance measure phrasing for ED5 adjusted to reflect use of grades solely to demonstrate on-time course completion. (Per discussion with CNCS on 5/13/2011)

2010-2011 PROGRAM CLARIFICATION:

CRIMINAL HISTORY CHECKS:

City Year conducts National Sex Offender Public Registry and criminal background checks on staff at time of hire/enrollment or if there is a break in their employment or term of service that is longer than 30 days. Staff checks are completed by City Year Headquarters' human resources staff. Costs are not captured in the AmeriCorps budgets but are allocated to other private or public sector funds.

PERFORMANCE MEASURES:

City Year Cleveland is opting into the Education Corps and will be using the national performance measures. We have selected both the Education Corps and Other in order to include our member development performance measurement. For our service with elementary school aged youth, we will use the ED1, ED2 and ED5 aligned measurement to track improved in academic performance. For our service with middle and high school aged youth, we will use the ED3, ED4 and ED6 aligned measure to track improvements in attendance. Performance measure worksheets have been updated to include these aligned national measures.

Updated in eGrants:

Narratives

* National Performance Measure: Education: Improved Academic Performance

* National Performance Measure: Education: Mentoring

* Standard Performance Measure: Civic Leadership (member development)

MSY CHART:

Our MSY Grid for the Education Corps does not equal the total budgeted MSY for the grant application. The 45 school-based members spend approximately 80% of their time implementing the Education program, 15% of time in training and 5% of time in volunteer and physical service related projects. As described in our Re-Compete application, our school teams implement our AmeriCorps Education program Monday through Thursday in their assigned schools. On Friday members participate in training and physical service projects in the communities in which the members serve. Additionally, members plan and implement projects that engage volunteers on National Service Days such as Martin Luther King Day of Service, Global Youth Service Day and camps during school vacation week. We also have a Civic Engagement Team of 5 members who are focused on volunteer generation. This team recruits volunteers from the business community to serve in schools that are not served by City Year teams. In addition to providing service skills training, City Year provides professional and personal leadership development. We have included a performance measurement for our member development Civic Leadership Program. Members will also recruit 500 volunteers to contribute 2,500 volunteer hours to the community.

2010- 2011 BUDGET CLARIFICATION:

Narratives

Please revise your budget to equal the funding and MSY amount listed above: No changes necessary.

Explanation of allocation for Rent, Maintenance and Utilities Line: The program portion of these costs is greater than 47.57%, however, City Year uses other funds to cover the remaining portion of the rent.

Staffing Adjustments: The revised budget has 8.15 FTEs. We have restructured our organizational structure and the revised budget reflects those changes.

Mileage Rate Adjustment: The mileage rate has been changed to the \$0.50 current federal rate.

Itemization of Supply costs over \$1,000: Additional information included in budget narrative. There are no individual items that cost over \$1,000 in the budget.

Living Allowance Minimum: As a program that pre-dates the National Service Trust Act of 1993, City Year is exempt from issuing the required minimum living allowance. (\$ 2522.240)

5.10.2010 CLARIFICATION REQUEST

Allocation for Rent, Maintenance and Utilities Line: annual cost basis for calculation added to Budget Narrative.

Role of Program Managers: Program Managers (PM) provide direct day-to-day supervision of the school-based teams. Each City Year PM supervises one or two teams with team size ranging between 8

Narratives

and 15 members depending on school type and size. In Cleveland, 2 PMs will each be assigned 2 K-8 schools (18 members for each PM) and 1 PM will be assigned to the single high school team (9 members) due to the complexity and type of service provided in this age range. Compensation is based on seniority/years in position, experience, number of direct reports and deliverables.

These key individuals oversee daily team performance in each school or initiative, and are responsible for team goal setting and project planning, communicating daily with service partners, conducting one-on-one and team meetings on a regular basis to track progress towards service and professional development goals, managing members against City Year and AmeriCorps policies and code of conduct, verifying member service hours, evaluating members and reporting on teams' accomplishments, and supervising team projects and initiatives.

When determining the appropriate span of control for Program Managers (PM to corps member ratio), City Year takes several factors into consideration including our organizational mission and program design, the diversity and complexity of the service provided, the experience level and age of the corps members, the extent to which coordination between team members and service partners is required, geographic dispersion of the teams, and the expectations of the corps in regards to individual development and on-going coaching. Our ratio is in keeping with the national recommendation of one manager for every eleven employees (Alex Markels, "Critical Slot: Restructuring Alters Middle-Manager Role But Leaves It Robust," Wall Street Journal (September 25, 1995), p. A1.).

Clarification on prior budget items: Wherever possible, clarification items have been addressed in the Budget Narrative. Some items (e.g. exemption from the minimum living allowance) cannot be included due to the structure of eGrants.

Continuation Changes

Narratives

YEAR 3: 2011-12 CONTINUATION APPLICATION

PROGRAM CHANGES:

Corps Schedule/Training: City Year Cleveland (CYCLe) members will continue to serve Monday to Friday. Mon - Thurs members serve 7:30 a.m. to 5:00 p.m. and on Friday they serve 8:00 to 5:15. Mon - Thurs is school-based service and Friday blends physical service projects with training and implementation of our Civic Leadership Program. As with 2010-11, we intend to start our full corps in the first week of August so that our corps may be trained and ready to start service in schools on the first day of the school year, August 25, 2011. Corps graduation will be scheduled for the last week of May 2012.

School Partnerships: In program year 2010-11, CYCLe changed most of our school partnerships. In cooperation with the Cleveland Metropolitan School District (CMSD) and in support of their recently-implemented Transformation Plan, we placed teams at 4 high schools (JFK HS, East Technical HS, Glenville HS and Thomas Jefferson) and one K-8 school (FDR). At each of the high schools, members serve within the "Ninth Grade Academy" which is a self-contained school-within-a-school that is designed to help students successfully transition from middle school to high school in a caring, respectful environment. All five schools are designated as Title 1 and qualify for federal School Improvement Grants to implement turnaround strategies such as the ninth grade academies that provide transitional programming by creating small interdisciplinary teams of 4 or 5 teachers which work with a consistent set, or cohort, of students. In these schools, the teacher teams are matched with our corps members. CYCLe members work with their assigned teacher groups to identify students who need additional supports in English, math, attendance or behavior. This structured approach provides focused interventions to students at the right time in the year to put them on track for a strong entry

Narratives

into 10th grade.

Member Deployment Change: In 2010-11, CYCLe reduced the number of members serving on the Civic Engagement team to two positions. These two members are responsible for the organization of volunteer engagement events including coordinating volunteers for national service days and managing the Business/Schools Partnership in which the members match volunteers from local businesses with schools. These volunteers provide academic coaching and mentoring to students in schools that are not served by City Year corps member teams. These two-members serve out of the CYCLe office and are supervised by our external relations staff. This program will continue as currently structured in 2011-12. Overall for 2011-12, we are reducing the number of Team Leaders from 10 Team Leaders to six or seven. This is possible because we have reduced the number of K-8 schools that we are serving in. Because K-8 schools cover both elementary and middle school aged youth, it was necessary to have a Team Leader to focus on the elementary aged program and another Team Leader focus on the middle school aged program for each K-8 team. Moving service into the 9th grade academies reduces the need for multiple Team Leaders per team.

Curriculums: This year CYCLe is participating in City Year pilot programs for math interventions and Report Card Conferencing and is implementing the behavior curriculums 50 Acts of Greatness (elementary) or 50 Acts of Leadership (6-9th grade) through our Lunch Buddies mentoring program. Through Report Card Conferencing members lead a student through a structured conversation on their report card. The conversation is designed to help students understand how to interpret their report card and identify strategies to improve their grades, for example, a member may walk a student through why they got a C in a class by reviewing the timeliness and completeness of homework submissions, test preparation and test scores, attendance and tardiness, and in-class behavior and then provide guidance on the key components of negative actions that contributed to grade. We anticipate continuing all of

Narratives

these programs in 2011-12.

Student Selection: City Year has refined our Whole School Whole Child program's student selection process by setting clear definitions for leveled tiers of student performance (e.g. grade or assessment level) and matching appropriate interventions to that performance tier. In addition, as a network, City Year is focusing targeted interventions (e.g. 1:1 and small group academic support) on students in grades 3 to 9. As a whole, these refinements will narrow our student selection process for setting goals for our performance measures. Changes that are applicable to 2011-12 are noted below in the Performance Measure Changes section.

Staff Changes: In 2010-11, Gretchen Faro, our Executive Director, resigned and was replaced with Phillip Robinson. Mr. Robinson's prior experience includes an executive fellowship at the Cleveland Leadership Center, a senior account executive position at Marcus Thomas LLC, and service as a legislative aide to U.S. Senator Dianne Feinstein (D-California). In addition to Ms. Faro, our operations manager resigned. This position as well as a new position in development will be hired for 2011-12 (neither of these positions are captured in the grant budget).

BUDGET CHANGES:

City Year Cleveland is respectfully requesting a \$500 increase in the cost-per-MSY from \$12,500 to \$13,000 while keeping the same 47% match (justification described in next section). This will increase the total budget from \$1,179,245 to \$1,226,415 (a \$47,170 increase). The CNCS increases by \$25,000 (\$500 x 50 MSY) and the Grantee Share increases by \$22,170. The increases are captured almost entirely within Sections II and III of the budget.

Narratives

Decrease (\$859): Section I: Program Operating Costs: Total section costs decreased \$859 from \$519,011 in 2010-11 to \$518,152 in 2011-12. Changes in this section include:

- * We increased the overall Grantee Share by 1% (from 61% to 62%) for the section.
- * Section 1.A: Staff title changes (e.g. Recruitment Coordinator changed to Recruitment Manager) to reflect promotions and reassignment of the Civic Engagement Manager to a school-based team.
- * Section 1.A: Increased section cost by \$8,137 in total. Adjustments reflect annual cost of living increases and lower rates for new staff hires.
- * Section 1. B: Increased by fringe benefit rate from 18% to 20%. The \$7,461 increase in the section reflects this 2% rate increase and is commensurate to the increase in the total salary line (e.g. FICA increases).
- * Section 1.C: Travel lines adjusted to include the Ohio Conference on Volunteering and Service. Overall the section costs were decreased by \$14,441 primarily as a result of reducing the allocation of the RTA Bus Passes from 100% to 50%.
- * Section 1.E: Section costs decreased by \$16,262 to reflect cost savings in member uniforms.
- * Section 1.G: Section costs decreased by \$1,900 to reflect change in number of corps members and/or staff attending Summer Academy.
- * Section 1.I: Section costs increased by \$15,524 as a result of revising the percentage of actual costs allocated to the grant: telephone allocation decreased 40.97% from 90.97% to 50%, rent, maintenance and utilities allocation increased by 35.98% from 49.13% to 85.11%, postage and shipping allocation decreased 14.29% from 42.86% to 28.57%, and equipment and space rental allocation decreased by 6.51% from 16.51% to 10%.

Increase (\$43,313): Section II: Member Costs: Total costs in this section increased from \$542,320 in 2010-11 to \$585,633 in 2011-12 (a \$43,312 increase). Changes in this section include:

Narratives

- * Increasing member living allowance budgeted rate from \$9,253 to \$10,074.
- * Increasing member support costs by \$2,263 in line with the increase of the member living allowance, i.e. FICA increases.

Increase (\$4,716): Section III: Administrative/Indirect Costs: This section was increased by \$4,716 as a result in the increase in the cost-per-MSY and total grant budget.

JUSTIFICATION FOR INCREASE IN COST PER MSY:

Under the leadership of City Year's National Board of Trustees and City Year Cleveland's Site Board, over the next two years we intend to raise the first year living allowance to the AmeriCorps minimum and raise the Team Leader (second year corps members) rate commensurately. As a result, in two years member support costs are projected to increase by over \$180,000. Although we are exempt from the minimum living allowance and do not need to take on these costs, we wish to improve the quality of the corps experience, improve retention, and attract harder to reach cohorts to our applicant pool. However, this increase is dependent on securing new funding such as our request for a \$500 increase in the cost-per- MSY.

As a whole, this initiative requires increasing our first year corps members' living allowance from \$8,385 to \$12,100 and the Team Leaders from \$12,000 to \$14,000. With FICA included, raising the living allowance to the minimum will require an investment of \$4,000 per first year member (\$3,715 plus \$284 in FICA) and \$2,153 (\$2,000 plus \$153) per Team Leader. In 2011-12, we are increasing the living allowance by \$1,295 per member for our first year members and by \$960 per member for our Team Leaders and are planning to increase by the remainder in 2012-13. [As identified in the Budget Changes, the budgeted rate for living allowances increases from \$9,253 to \$10,074. The 2011-12 allowances will be

Narratives

\$9,680 for first years and \$12,960 for Team Leaders.] The \$25,000 in new funding from AmeriCorps in 2011-12 represents less than 15% of the total cost to raise the allowance to the AmeriCorps minimum.

In addition to match sources identified in our budget narrative, we intend to expand and diversify our funding sources to include city and school district funding. In 2010-11, we have been able to secure a contract with the District for our work with the ninth grade academies and we are seeking funding from Cuyahoga County which has a new emphasis on programs that support high school students with matriculating into college. We will also implement a new fundraising campaign, called 100 Donors in 100 Days, to increase both corporate and individual giving. Commitment from AmeriCorps is a critical component in our fundraising strategy, particularly in a city such as Cleveland that has a depressed economy and a limited pool of funders capable of substantial giving, as it demonstrates federal support for program operating costs and provides us additional leverage to attract non-federal donors.

ENROLLMENT:

In program year 2009-10, City Year Cleveland filled 100% [50/50] of member slots and, to date for 2010-11, we have filled 102% [51/50] of our slots by utilizing a refill slot.

RETENTION:

In program year 2009-10, we achieved a retention rate of 90% [45/50]. Two members who exited early without an award were dismissed for not adhering to program standards. Three members resigned to accept other job offers, citing financial hardship of living on the member allowance. To address these issues and improve retention, City Year Cleveland plans to:

- increase the member living allowance;

Narratives

- conduct more in depth screening and reference check interviews, e.g. additional standard questions will be asked by recruitment staff;
- clearly communicate the level of commitment required in terms of time commitment and financial benefits during the requirement process; and,
- provide additional orientation and training sessions around program standards to the corps.

COMPLIANCE:

All enrollment forms were completed within the 30-day deadline. The two Exit forms that are listed as complete after the 30 day deadline were a result of having to re-open and re-submit Exit Forms in order to correct errors in the member service hours.

PERFORMANCE MEASURE CHANGES:

For 2010-11, City Year Cleveland opted into the national performance measure pilot for the Education Corps. We selected two sets of aligned measures: 1) an academic support measure that aligned ED1, ED2 and ED5 to demonstrate improved academic performance, and, 2) a mentoring measure that aligned ED3, ED4 and ED6 to demonstrate improved school attendance. For 2011-12, we will eliminate (opt-out) our mentoring measure (ED3, ED4, and ED6) and incorporate all students (grades 3 -- 9) under the academic support measure. This program year we are testing the mentoring measure and the early indication is that our program design does not fully align with the mentoring definition, specifically the compliance requirements around length of relationship and the hour-per-week together. In addition to not meeting the mentoring definition, there have been challenges with the timing in collection of baseline data for prior attendance, meaning that we cannot achieve full compliance with the requirement that attendance metrics be fully collected prior to development of lists of students in need

Narratives

of targeted interventions.

Changes to the 2011-12 academic performance measure:

As a result of the elimination of the mentoring measure, necessary changes were made to the improved academic performance measure in order to accommodate for the 6th to 9th grade range. These changes include:

- student age range expanded to cover grades 3 to 9.
- refined student selection for measure as "Tier 2" students, i.e. those demonstrating either below-grade level on benchmark assessments for grades 3-5 or below average performance on course grades, <70%, for grades 6-9.
- increased number of students enrolled in academic support from 90 to 200.
- increased number of students completing academic support from 68 to 150.
- increased number of students who improve academic performance from 34 to 75.

Performance Measures

SAA Characteristics

- AmeriCorps Member Population - None
 Geographic Focus - Urban
 Geographic Focus - Rural
 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 40.8

Service Categories

- Tutoring and Child (Elementary) Literacy
Tutoring and Child (High Sch.) Literacy

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

City Year AmeriCorps members will provide one-on-one and small group tutoring in English to students at five Cleveland public schools, one K-8 school and 4 ninth grade academies based in 4 high schools. All schools are Title 1 schools and eligible for School Improvement Grants. Members follow the Cleveland Metropolitan School District curriculum and methodology Scale & Scope. This curriculum has been approved by the Cleveland Metropolitan School District, which operates under the No Child Left Behind Act. AmeriCorps members will be trained in the intervention and one-to-one tutoring sessions will occur in 30 minute blocks. Members will be assigned 4 students to work with on a continuous basis, meeting with each assigned student for 2 to 4 sessions per week depending on level of need and progress. Session time that is not scheduled for one-to-one tutoring will be used for 'second-dosage' instruction through small group (5-7 students) literacy development using the Guided Reading and/or Accelerated Reader methodology (for younger grades). AmeriCorps members will provide up to two hours of tutoring during the school-day with an additional hour of academic support (continuation of small group instruction or homework assistance) occurring during the after school period. In addition, members will provide supplemental academic supports such as Report Card Conferencing. Students who complete the program will receive at least 15 hours of tutoring. (attrition due to student mobility within Cleveland's low-income community) Students will be selected for tutoring who have demonstrated below or just at benchmark academic performance. Student progress will be measured based on on-time course completion.

Result: Intermediate Outcome

Result.

Students who complete the AmeriCorps Education Program will improve their academic performance, including on-time course completion.

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

Target : 75 students will improve academic performance, including on-time course completion.

Target Value: 75

Instruments: Reading diagnostics and Ohio Achievement Tests (assessments) and course grades (to be used only to show on-time course completion)

PM Statement: 75 students who complete the AmeriCorps Education Program will improve their academic performance as evidenced by on-time course completion.

Result: Output

Result.

Students will be enrolled in an AmeriCorps Education Program.

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

250 students will receive services

National Performance Measures

Result.

Target :

Target Value: 250

Instruments: student logs for entry into cylmpact Database

PM Statement: Member will enroll and provide services that promote academic achievement for 250 elementary school students.

Result: Output

Result.

Students will receive the minimum number of hours of tutoring to complete an AmeriCorps Education Program.

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

Target : 150 students will complete the Education Program

Target Value: 150

Instruments: student logs for entry into cylmpact Database

PM Statement: 150 students will receive the minimum number of hours of tutoring to complete an AmeriCorps Education Program.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable