

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 conform to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE: 24-NOV-10	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC123101		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHNY0010012														
5. APPLICATION INFORMATION																	
LEGAL NAME: City Year, Inc. DUNS NUMBER: 622374122		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Itai Dinour TELEPHONE NUMBER: (646) 452-3626 FAX NUMBER: (212) 647-9744 INTERNET E-MAIL ADDRESS: idinour@cityyear.org															
ADDRESS (give street address, city, state, zip code and county): 287 Columbus Avenue Boston MA 02116 - 5114 County: Suffolk																	
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 New York															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): New York City (Long Island City, Harlem, South Bronx and East New York)		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="NY 008"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 2,921,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 2,921,010.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 5,842,010.00</td> </tr> </table>		a. FEDERAL	\$ 2,921,000.00	b. APPLICANT	\$ 2,921,010.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 5,842,010.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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f. PROGRAM INCOME	\$ 0.00																
g. TOTAL	\$ 5,842,010.00																
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																	
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Evelyn Barnes		b. TITLE: CFO	c. TELEPHONE NUMBER: (617) 927-2373														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 11/23/10															

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Executive Summary

City Year New York is a full-time, team-based AmeriCorps program serving low-income students in public schools in the South Bronx, Long Island City, East New York and East Harlem. Our AmeriCorps members, ages 17-24, provide targeted and school-wide interventions in literacy, math, attendance and behavior to at-risk students. In 2011-12, approximately 1,000 below-grade level students will be enrolled in our Academic Program and 60% of those who complete will show significant academic improvement.

Rationale and Approach

NEED

Children attending public elementary and middle schools in New York City's economically disadvantaged and under-resourced communities struggle to achieve grade-level success in school and stay on track to graduate. City Year New York (CYN Y) serves K-8th grade public schools in four such communities: East Harlem (EH), East New York (ENY), Long Island City (LIC), and the South Bronx (SB).

These communities are predominantly African American and Hispanic (EH is 85%, ENY is 86%, LIC is 61%, and SB is 96%) and characterized by poverty and low levels of educational attainment. For example SB is the poorest community east of Mississippi and the Congressional District with the highest poverty rate in the US [Michael Barone, *The Almanac of American Politics*, 2008]. In SB, 55% of adults have not received a high school diploma, while more than a third of adults are high school dropouts in the other 3 communities. All of CYN Y's current 20 partner schools qualify for Federal Title I funding and more than 80% of students qualify for free or reduced lunch. The average enrollment in CYN Y's partner schools is 530 students, just 35-46% of whom achieved proficiency in English in 2009 compared to district averages of between 64-75%. Math scores were about 20% lower. Attendance rates for 7 partner schools fall at or below 90%, and all are below the NYC average daily attendance for middle school and elementary schools (92%). While participation in afterschool programs is widely recognized as an

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effective means of increasing school success, more than 8,800 middle school youth and 9,200 elementary school youth lack access to afterschool programs in these communities [Committee for Children (CCC), Keeping Track of New York City's Children; 2008].

These early struggles have far-reaching consequences. The NYC public school system is the largest in the U.S. with 1.1 million students enrolled, and only half graduate on time--58% compared to a state average of 65% and a national average of 75% [CCC], with just 51% of NYC's African American students graduating in 4 years in 2008 [NYC DOE, "High School Graduation Rate" June 22, 2009]. Students don't decide to drop out overnight but experience significant academic, social and/or emotional difficulty often several years prior to their departure ["The Invisible Dropout Crisis in Boston and America", Boston Private Industry Council, 2006]. Research from Johns Hopkins University concludes that predictors of high school failure can be spotted as early as 6th grade [Nield, Balfanz, Herzog, "An Early Warning System", Educational Leadership 2007]. According to this comprehensive longitudinal study, 6th grade students who fall off-track in attendance, behavior, and/or fail English or Math have less than a 20% chance of graduating.

APPROACH

In 2010-11, CYN Y will enter its 7th year as an AmeriCorps program addressing the academic and social needs of children and youth, schools, and neighborhoods in these four communities. Continuing a 5-year partnership with the New York City Public School District, next year CYN Y proposes to place teams of full-time, diverse young adults in 21 K-8th grade public schools from September -- May, serving from before school starts to after the last bell rings, to improve school success rates for NYC's most disadvantaged children and youth.

Service Model: CYN Y is part of CY, Inc., a national network of AmeriCorps programs dedicating to

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helping children stay on-track in schools in 19 urban areas across the U.S. In alignment with the goals of the Education Corps under the Edward M. Kennedy Serve America Act, CY's approach to long-term school success is organized around a research-based, "Whole School Whole Child" (WSWC) service model. CYNV members implementing WSWC serve as tutors, mentors and positive role models who are present in schools all day and during after-school programs, addressing the academic and socio-emotional needs of individual students who demonstrate off-track indicators in early grades. They work to improve the whole school environment by leading activities that foster a strong connection between students, parents, and the school community (positive peer interactions, an engaging learning environment, and high expectations of students). As a result, targeted students improve their academic performance and attendance as they become more capable, committed and confident learners, and ultimately stay on track to graduation. Launched in 2004 and developed over the past 5 years, CY's WSWC approach has been constructed using nationally recognized research studies and with the input of expert advisors in the area of education. Advisors included: Dr. R. Balfanz, Johns Hopkins University (Early Intervention Warning System, tiered response, and dropout prevention); Dr. D. Osher, American Institutes for Research (school climate); Dr. M. Nakkula, Harvard University (effective academic support); and, Dr. K. Vander Ven, University of Pittsburgh (after-school activities). Through their input, CY developed a Theory of Change in 2006 for the WSWC model that links student needs to core strategies to activities to first line, interim and end outcomes for school success. Please see Evaluation Summary for further detail.

ACTIVITIES AND MEMBER ROLES

Structure: In 2010 CYNV will field a corps of 254 members, representing a modest increase of 20 members over 2008-2010 levels. The corps will be divided into 24 teams of 8-11 members each. Twenty-two teams (240 members) will implement the WSWC model in partner public schools. One additional team (10 members) will be dedicated to meeting volunteer recruitment goals as outlined in the Serve

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America Act. This team, based in CYN's headquarters, will be responsible for organizing and implementing all CYN's civic engagement initiatives across all boroughs. Finally, 4 members will serve as capacity builders for CYN (these teams are discussed under Community Outputs and Outcomes). Each team is led by an experienced Team Leader, members who have demonstrated leadership capabilities and who receive extra training in order to lead the team. Typically, over 50% of Team Leaders are returning members.

Member Placement: CYN will continue serving with current school partners, as approved by the New York City Department of Education (NYCDOE). These include 14 elementary schools and 6 middle schools, including PS50, PS57, MS45, JHS13, PS 112/206, and PS83 (East Harlem); PS149, PS13, PS213, and PS345 (East New York); PS111, PS112, MS204, and MS126 (Long Island City); and PS48, PS75, PS154, PS333/335, MS424, and MS320 (South Bronx). CYN plans to select a new partner middle school SB based on exceptional need, strong community relationships and demand (6 new schools requested teams in 2009). Because the average size of SB middle schools is so large (600-800 students), CYN will place two teams in a single school (about 20 members) to allow a lower student: member ratio.

Calendar and Typical Day: CYN's program year aligns with the NYCDOE school calendar. Members serve 5 days a week 7:45AM -- 6:00 PM, starting in July/August with training and concluding with graduation in June. Four days are dedicated to direct service delivery and Fridays are reserved for member development, including content area trainings, civic leadership, corps-wide service days and other volunteer events. Beginning in September, one member is assigned per classroom. A typical day includes: 3 hours of small group tutoring, classroom assistance, or group literacy activities; 1.5 hour of informal mentoring during transition periods (before school and during recess/dismissal), 1 hour of lunch clubs (to practice conversation/social skills, mentor, and promote conflict resolution), 1 hour of

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homework help after-school, 1.5 hours of after-school enrichment activities, and 1.5 hour of preparation, documentation, and co-planning with teachers, Reading Coaches, after school coordinators and school administrators. An additional 30 minutes is spent debriefing with the team.

Academic Tutoring: Teams assigned to elementary schools (152 members total) will provide 1:1 and small group literacy tutoring for 825 K-5th graders. Members will use 7 distinct, research-based tutoring methodologies and related assessments. These include Great Leaps Reading Program; Nelson Education USA - New Heights Intervention Program; Sopris West - Read Well; Read Naturally; American Reading Company - 100 Book Challenge; Reading First Programs; and Balanced Block. Per school direction, members also work with state of the art data management tools such as Accelerated Reader Software to track students' profiles and progress. Methodologies are selected by principals to align with their instructional programs, taking into consideration teacher preferences and class curricula. Each tutoring program is high quality, research-based, consistent with State academic content standards, and focused on phonics, fluency, vocabulary, comprehension and motivation. Schools assess students' baseline literacy competency in September, the results of which are shared with CYN Y in early October and serve as the basis for tutoring assignments. Assessments occur at mid-year and year-end and typically track students' progress towards grade level proficiency, through leveled books (e.g. Fountas and Pinnell, Reading Levels, Rigby Literacy Levels), or benchmark measurements (KIDPACE, DIBELS, Developmental Reading Assessment, Early Childhood Literacy Assessment System). Targeted students will be "enrolled" in CYN Y's web-based data system (cylImpact), receive 1:1 or small group tutoring 3 times per week, and complete participation in 6 to 12 weeks (4.5 -- 9 total hours of tutoring, depending on teacher guidance and student need). Each member will be assigned 5 students at any given time. Members will also provide whole class support to 2,055 additional students in classrooms as directed by teachers. Examples include helping students with in-class math assignments, behavior management, and other teacher support.

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Attendance Coaching: 88 members will work with 6th-8th grade students in 7 middle schools. In addition to running the basic WSWC model, each member will be matched as a mentor with 5 students who have shown trouble with attendance, course performance in English or math, and/or behavior issues (such as disciplinary referrals). For those "focus list" students, members will run morning attendance checks, phone calls home if their assigned students are still not present at the end of homeroom, close of school day checks, positive behavior reinforcement in-class and during transitional periods, supplemental academic support (e.g. ensuring homework is done so that the student does not avoid school), lunch buddies and mentoring activities throughout the day. Targeted students will receive 1:1 support for at least an hour each week over the course of the school year and their improvement will be tracked through school attendance records. Members will also run school-wide attendance initiatives such as promotional assemblies and incentives.

After-school Programs: As a key component of WSWC, members operate enrollment-based after-school programs Monday-Thursday serving 970 students from all partner schools, often in collaboration with area nonprofits such as HPAC Beacon, Jacob Riis, The Point, Say Yes, Children's Aid Society, and Harlem RBI. CYNV adds critical capacity to these providers, who are responsible for participant recruitment, enrollment, resources, and end of day dismissals. Members make it possible for hundreds of additional students to participate by facilitating programming and managing participants. Programs begin with 1 hour of homework help and healthy snack, followed by enrichment activities.

Members will also plan, resource and implement two signature service-learning programs after school as a means of introducing children to civic values and community service. For elementary school students, "Starfish Corps" is offered 1x per week, includes 5 themed units (on topics such as Healthy Choices or the Environment) with instruction, hands-on service, and reflection. Starfish Corps is run on-

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site at 14 partner schools or after school sites. "After-school Heroes" evolved from CYN's weekend service programs called "Heroes" for middle and high school youth. Members are responsible for all aspects of the new version which runs over 10 months and is offered 2x per week. 140 middle school students will choose from topics such as addressing violence, hunger, homelessness, and others and participate in workshops and practical service projects.

Positive School Climate and Culture: WSWC teams support a positive school climate of high expectations and civic engagement by leading at least 5 school events--assemblies, student celebrations and family nights that foster strong connections to the school community and build students' motivation to succeed and serve others. Members will also continue a library-based literacy enrichment program called Bringing Books to Life (BBL), designed in 2006 by CYN staff to increase children's library usage and reading for pleasure. Working with rotating class groups on a weekly basis, members read a select book aloud with students and add age-appropriate activities. Members facilitate the program Monday-Thursday, meeting with 200 classes and serving over 4,000 students annually. In 2010, CYN will participate in a research project funded by the Einhorn Family Charitable Trust to identify unique elements of City Year's culture and how they impact student behavior and school learning environments, using BBL as a case study.

How members are different from school staff or volunteers: CYN's corps adds unique value to existing school resources. CYN members are uniformed, ethnically and educationally diverse young adults who function as a team. They are trained as energetic role models who demonstrate good conduct, respect, teamwork, and the importance of serving others. As young adults (members are 17-24) their age proximity and accessibility helps students see them as friends and not simply authority figures.

Type of Positions: CYN's full-time member deployment model supports NYCDOE's school

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improvement mission and is central to achieving program objectives. Effective tutoring programs have a high dosage level (frequency and length of session), which can only be achieved by deployment of corps serving in a full-time capacity. By serving in schools all day, members have increased opportunity to work with children, creating familiarity and trust and forging an identity within the school. For at-risk students, this kind of relationship may be critical. According to recent research, the relationship between students and caring adults, whether positive or negative, is the most important factor in students' school experience [Boston Private Industry Council, 2006].

How member training and supervision will contribute to outcomes: Members are trained to conduct full-time activities and evaluation directly related to these outcomes and closely supervised to ensure adherence to goals as represented in this proposal.

Non-displacement: CYNY's contract with NYCDOE clearly acknowledges that members are non-employees and establishes a set of responsibilities that are distinct from and non-overlapping with the responsibilities of NYCDOE staff.

Prohibited Activities: Members are trained in Prohibited Activities during pre-service orientation and sign a Member Contract with the activities included. Prohibited Activities are part of the NYCDOE contract and Service Partner Agreements, and are reviewed at the start of the year with partners. The AmeriCorps provisions are posted on CYNY's intranet for staff reference with hard copies accessible in CYNY's office. Service is routinely monitored by CYNY staff for compliance.

How AmeriCorps adds value: CYNY is a stand-alone, full-time AmeriCorps program, therefore the only program run is the one proposed here. AmeriCorps adds irreplaceable value to CYNY because it establishes baseline program structure and member positions and drives CYNY's ability to leverage

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significant private/public sector investment to support programs for children and youth. AmeriCorps also provides an important national service network through which CYN Y builds resources, relationships, and promotes members' civic identity.

MEASURABLE OUTPUTS AND OUTCOMES

For 2010-2011, CYN Y will opt into the Education Corps and also into CNCS' national performance measure pilot for this priority area. CYN Y plans to assess improved Academic Performance for targeted elementary school students as a primary aligned measure and improved Attendance for targeted middle school students as a secondary measure. Draft targets are outlined below:

Academic Performance (Measures 1, 2, 5): 152 members will enroll 825 K-5th grade students in literacy tutoring programs. Of the targeted students, 80% will complete participation in literacy programs, defined as receiving tutoring for 45 minutes per week, for a minimum of 6 weeks and maximum of 12 weeks, or between 4.5 and 9 hours total. Of those who complete, 75% will show improvement based on standard assessments as selected by the school (including DRA-2, DIBELS, ECLAS, Rigby, Fontas & Pinellas, etc.).

Attendance (Measures 3, 4, 6): 88 members will be paired as mentors with at least 350 disadvantaged 6th-8th grade students who show off-track indicators. Of relationships initiated, 50% will be sustained throughout the school year from October-June. Of students in sustained mentoring relationships, 85% will attend 90% of school days or show significant improvement over the course of the program year.

CYN Y will utilize the following systems and tools to measure outputs and outcomes:

* Scaled, standardized teacher and principal surveys administered in November and May, aggregated and analyzed by CY's national Research and Evaluation Department using SPSS software.

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- * CY's Impact Database, a web-based data collection system launched in 2008 to archive programming, participants, volunteers, and events. WSWC teams collect, review, and enter data monthly;
- * Student-level assessments (using DIBELS, DRA-2, Fountas & Pinnell, and others) and school-wide ELA test scores will be collected by teams at start, mid and end of year from school partners.
- * CYNV is working with NYCDOE to gain critical access to its Achievement Reporting and Innovation System (ARIS) which tracks student-level data on attendance, course performance, credit accumulation, and behavior.

TRACK RECORD

CYNV has reported on 11 distinct performance measures in the current grant cycle and met or exceeded 9 in 2007-08 and 8 in 2008-09. Members have tutored more students, enrolled more children in after-school programs, and recruited and retained more youth in Heroes service-learning programs than projected. Although CYNV could not measure outcomes for the library-based program (Bringing Books to Life) due to data collection challenges, more teachers and students opted into the program than expected. CYNV has also exceeded volunteer generation goals for the past 6 years, falling short only in 2009 due to the recession's impact on corporate employee volunteer programs, but still completing target number of projects.

PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

WSWC program assessment occurs through regular stakeholder meetings, surveys, annual contracting process, and annual third party evaluation. NYCDOE, CYNV's largest single investor, requires external evaluation of CYNV's impact in schools. Together with CY Headquarter's (CYHQ) Evaluation Department (30+ years of professional experience) these assessments contribute evidence-based recommendations for ongoing improvement. CYNV's current design already reflects changes based on evaluator RMC Research Corporation's July 2009 report, such as sharpening focus on tutoring, revising

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BBL, and assigning a consistent group of students to members. To check program effectiveness during the year, CYN's Service Director oversees school meetings, data collection and reporting and program design review. Zone Directors (staff in charge of program implementation in SB, LIC, EH, and ENY respectively) visit classes in each school 2x per month and solicit feedback from current principals 3x per year. CYN's leadership team meets with NYCDOE administrators quarterly to share information on school curriculum development, facilities and system-wide areas of focus, and to review program successes and challenges. Teachers and their assigned members meet weekly to plan and resolve problems. Program Managers, who have front-line responsibility for team goal achievement, lead a goals/progress review monthly with their teams. Results from formal principal and teacher surveys are reviewed in January and July and shared with CYN's Board, NYCDOE officials, school principals, and other stakeholders. CYN's leadership staff adjusts school services in real time and for the future based on these meetings and reports.

COMMUNITY INVOLVEMENT

CYN's school-based focused was guided by the NYCDOE, the Department of Youth and Community Development (DYCD), the Mayor's Volunteer Center (MVC) and the NYC Council who helped select CYN's four partner communities. In 2006, CYN finalized a 5-year partnership with the NYCDOE to expand CY's in-school service model to up to 40 public schools over 5 years. Informed by the vision and leadership of NYCDOE Chancellor Joel Klein and approved by CYN's Advisory Board, CYN's school partnership approach is consistent with the NYCDOE's goals for school reform. The NYCDOE will continue to play a major role in CYN's program implementation, both by providing critical funding and new resources (such as access to technology for student level data) and by insisting on demonstrable results. In 2008, as CYN expanded to over 200 members a "zone" model was developed, separating the corps into 4 distinct groups by borough, establishing Directors and launching a deeper level of connection within each community. Last year, CYN created Zone Advisory Boards to build formal

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ongoing partnerships with community leaders, school representatives, elected officials, and citizens to help identify needs and assets. Principals and teachers will continue to shape CYN Y's service through Service Partner Agreements finalized 6 months in advance, which confirm CYN Y activities, deliverables, and school partner responsibilities such as providing physical space for teams, training in tutoring methodologies, and collaborating with CYN Y on data collection and evaluation efforts.

RELATIONSHIP WITH NAT'L SERVICE PROGRAMS

Beyond participating in NYC Program Director meetings, CYN Y works to strengthen the AmeriCorps network in NYC by:

- * Exchanging recruitment referrals and applications with programs such as Public Allies, Harlem Children Zone, Teach for America, Groundwork, and Jumpstart for Children.
- * Sharing best practices for trainings, evaluation systems and board development initiatives and offering access to CYN Y networks and office space.
- * Recruiting monthly service day volunteers from AmeriCorps organizations and encouraging members to volunteer and support NYC partner programs' service events.
- * Coordinating large-scale volunteer mobilization days with partners such as New York Restoration Project for Earth Week. CYN Y served as NYC's lead agency (responsible for planning, prep, recruitment, resourcing, marketing) for MLK Day 2010 projects, recruiting 1118 volunteers including members from TASC, Jumpstart, and the NYC Civic Corps.

REPLICATION

The WSWC model is a comprehensive, full-school partnership model made up of replicable components, such as team deployment with 1-2 members per classroom, organized and enrollment-based after school programming, and a roster of specific positive school climate initiatives designed to meet each school's goals for student and family engagement in school communities. CYN Y's teams

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utilize standard field guides developed by City Year's Headquarters for WSWC and After School programming, with details on how to plan, implement, and resource elements of in-school service. All CYNY teams preserve historic knowledge through "legacy binders" at the end of each year. During the Service Partner Agreement contracting process CYNY will work closely with schools to incorporate the goals of the Corporation's new performance measure pilot. As part of a multi-state organization, CYNY participates in research and evaluation initiatives across cities, conferences and technological upgrades to continuously improve and standardize best practices around the WSWC service model.

Organizational Capability

1. ORGANIZATIONAL STRUCTURE

PROGRAM AND FISCAL OVERSIGHT

History: CY was founded in 1988 in Boston, Massachusetts as a 50-person summer pilot and today is an international youth service program operating in 19 U.S. cities and in Johannesburg, South Africa. All CY sites, such as CYNV, operate as part of one 501(c)(3) nonprofit organization and adhere to central policies and procedures established by legal applicant City Year, Inc. CY sites share the same mission, vision and basic goals: to demonstrate, improve, and promote the concept of citizen service through youth leadership.

Experience: For the past 20 years CY has worked to develop a replicable program while responding to local needs, priorities, and assets. In 1993, CY was selected as one of eight demonstration models for AmeriCorps. Since its inception, CYNV has graduated 655 corps members who have completed over 1.3 million hours of service and over 250,000 hours of training. Through intensive tutoring programs, CYNV has served 3,822 children, more than 70% of whom progressed at least one level in their respective literacy programs (2006-2009). Through after-school programming CYNV has benefited 5,624 youth in the following 8 communities East Harlem; Harlem; the South Bronx; Long Island City,

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Queens; Corona, Queens; East New York, Brooklyn; Bedford Stuyvesant, Brooklyn, and Manhattan's Lower East Side. CYNY has organized 190 day-long service projects in schools, parks and community centers, engaging more than 23,000 non-AmeriCorps volunteers in 120,000 hours of service.

Furthermore, 179 of these service days were sponsored by 35 corporations, while 12 corporations have actively sponsored CYNY teams on an ongoing basis.

Capacity to Manage Federal Grants: CY, Inc. has managed over 150 federal grants since 1992. CY currently receives AmeriCorps funds through multiple State Commissions (California, Florida, Louisiana, Illinois, Massachusetts, Michigan, New Hampshire, DC, Ohio, Rhode Island, Pennsylvania, South Carolina, and Texas) and has continuously operated through National Direct support since 1994. CYNV became an AmeriCorps program in 2001 as a National Direct operating site and expanded with the generous support of New Yorkers Volunteer in 2007.

Fiscal Structure and Systems: CY, Inc.'s 2009-10 operating budget is \$61.3M of which CYNV's total budget represents 12.5%, making it the largest CY site in the U.S. CYNV benefits from shared fiscal, program and management resources as part of the CY network. All accounting, payroll, and fiscal management functions are centralized at CY's Boston-based Headquarters (CYHQ) and maintained by an experienced 12-member Finance Department led by CFO Evelyn Barnes (27 years of nonprofit management experience). CY'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

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conducted annually by the independent accounting firm KPMG in accordance with the provisions of OMB Circular A-133. Fiscal 2008 Financial Statements and A-133 Audit show no significant findings or material weaknesses (FY09 is due March 31, 2010). 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.

Program Oversight: Centralized program support from HQ includes development of and support for CY's standard operating calendar; comprehensive program policies and procedures; staff and member handbooks and performance evaluations systems; service research and development; standardized branding and collateral materials for recruitment and media; internal and external 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 CYN's program staff to ensure adherence to all operating goals, policies, and procedures.

BOARD OF DIRECTORS, ADMINISTRATION, AND STAFF

Legal Applicant: CY, Inc. is governed by a Board of Trustees that oversees organizational strategic planning and sustainability and approves all budgets, site launches or closings, and major policies and procedures. The Board meets quarterly with separate committee meetings (Finance/Audit, Program, etc.) scheduled on a quarterly basis. The Board is led by Chair Stephen Woodsum, Founding Managing Partner, Summit Partners, and Vice Chair Ilene Jacobs, Executive Vice President (Retired) Fidelity Investments. CY continues to be led by co-founder and CEO Michael Brown, as well as COO James Balfanz (12+ years of youth service-based nonprofit management experience).

CYN Site Board: CYN is led by a Site Board of Advisors that includes 21 prominent New Yorkers from government and the private sector. Board Chair Stephanie Mudick, Executive VP of JPMorgan Chase

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was a founding member, and Vice Chair David Caplan, a retired executive, volunteers full-time for CYNY. The Board is responsible for guiding CYNY's growth and fiscal as well as program management, ensuring that the organization is efficient, effective, and sustainable. CYNY currently has senior representation from Credit Suisse, Comcast, BLB&G, Cisco Systems, Alcoa, Clifford Chance, Widmeyer Communication, T-Mobile, Bain & Company, Equinox, the Mayor's Office, Chelsea Piers, and Fireman Capital Partners. In 2009, distinct Board Committees were developed (Executive, Development, Corps Enrichment, Brand), to capitalize on Board members' individual expertise in areas of strategic need. CYNY's average Board member tenure demonstrates deep commitment to CYNY's mission (9 members are in their 6th year), as well as continuous growth (4 joined in the past 12 months).

Staffing: CYNY staffing structure is made up of four functional areas: Executive and Operations; Program and Service; Recruitment; and, Community Outreach and External Affairs. Each functional area's staff reports through a Deputy Executive Director to the Executive Director. For 2010-11, CYNY proposes a staffing model of 36 full-time positions excluding development, of which 18 are captured fully or in part in this budget. CYNY's staff represents over 150 combined years of experience in youth development, and 60% of staff members are AmeriCorps alumni, who contribute experience in corps leadership as well as compliance and mission dedication.

Executive Director: ITAI DINOUR is responsible for overall site direction, management, fundraising and operations; and meeting all quarterly goals for revenue, recruitment, service, and retention. Itai served as CYNY's founding Chief of Staff focusing on strategic partnerships and external affairs. A graduate of Cornell University and Coro Leadership New York, Itai is currently pursuing his MBA at the NYU Stern School of Business.

Deputy Executive Director of Program: ANTHONY SHAW is responsible for program calendar and

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corps training, development, and retention and manages CYNYS contractual relationship with NYCDOE and individual partner schools. Anthony is a Teach for America alumnus and holds an MA in Education from Harvard University.

Zone Directors: CYNYS Zone Directors are responsible for program quality, partnerships, deliverables and corps supervision by community. JEN HARWOOD (South Bronx) came to CY from AIESEC, an international non-profit whose mission is to break down cultural barriers through exchange programs; SCOTT EDWARDS (E. Harlem), a CY alum, served as a CYNYS Program Manager for 2 years in East Harlem; YALENIS CRUZ came to CYNYS with 8 years of experience as Community Schools Director for the Children's Aid Society.

Service Director: AMANDA BRUCE is responsible for district, school, and service partner contract management, school relationships, WSWC data analysis, AmeriCorps reporting, and training staff and corps in basic research and evaluation data collection procedures, expectations, and reflection. Amanda is an alumna of NCCC and CYNYS.

Program Managers: 12 school-based Program Managers (PMs) each provide daily supervision of 1-2 teams (9-22 members) and report to their respective Zone Directors. Responsibilities include team goal setting and project planning, service partner communication, member and team progress and evaluation, ensuring data collection and reporting, and supervising team projects. Nine of CYNYS 10 current PMs have served as full-time AmeriCorps members, completing their terms with CY sites.

Recruitment Director: KEVIN CUMMINGS is responsible for quarterly recruitment goals, all recruitment events, and strategic recruitment planning and partnerships. Kevin brings 13 years of experience in youth development to CYNYS and holds a bachelors degree in psychology from Williams

Narratives

College.

Fiscal Management: Grant Accountant MARIE GLORIEUX (9 years of for-profit/nonprofit accounting/finance experience) provides fiscal support services, including budget preparation, allocations, forecasts, and actuals to CYNV and will complete all fiscal reporting for these funds.

SELF ASSESSMENT AND IMPROVEMENT

CYNV uses multiple management tools for continuous organizational improvement. CYNV's Annual Site-Wide Operating Plan helps staff manage quarterly goals and track progress against recruitment, retention, service management, employee retention, revenue, and collections. Progress against goals, successes and challenges are reviewed by CYNV leadership staff quarterly, and with CYNV's Board at quarterly meetings. CYNV's 5-year Strategic Plan was completed in partnership with Bain & Company consulting as part of a pro-bono project and includes monthly and quarterly milestones with clear deliverables. CYNV's Leadership Team meets weekly to assess progress toward these goals and discuss challenges.

TECHNICAL ASSISTANCE

Staff Training Retreat: CYHQ facilitates "Summer Academy", a week-long training program for all CY staff and Team Leaders. This July training includes orientation to organizational standards and curriculum development for new staff, while focusing on fundamental program goals and organizational objectives for the CY network. Special workshops are conducted on team building, goal setting, policies and procedures, 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.

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Ongoing Training and Support: CYN Y program and fiscal staff attend all New Yorkers Volunteer-sponsored trainings, including fiscal orientation sessions. CYN Y's staff works with CYHQ staff to manage program calendar and operations, troubleshoot recruitment and retention issues, support IT, fiscal and other administrative needs, and train any incoming staff on policies and procedures. Cross-network twice-monthly conference calls organized around job function provide ongoing opportunity for CY staff across the country to share best practices. CYHQ staff also host departmental training conferences and workshops in the Boston headquarters. CYHQ's Grant Accountants and Government Relations staff review and support CYN Y on changes to fiscal rules, regulations, and/or reporting protocols.

2. RECORD OF ORGANIZATIONAL ACCOMPLISHMENT

VOLUNTEER GENERATION AND SUPPORT

CYN Y benefits from the donated full-time services of David Caplan, Board member since 2005. David, a retired corporate executive, WWII Navy pilot and civic leader, recruits and mentors members, was CYN Y's 2006 Dinner honoree, and personally raises over \$350,000 annually while introducing key local civic, education, and philanthropic leaders to CYN Y. Beyond their regular responsibilities, Board efforts on behalf of CYN Y include: fundraising, leadership development for corps and staff, alumni mentorship and recruitment. For example, Board members facilitate recruitment outreach at their companies, alma maters and children's schools such as Credit Suisse Associate Deferral Program, Fieldston and Dalton schools.

CYN Y's active, 22-member Alumni Board meets quarterly. CYN Y's Alumni have introduced CYN Y to elected officials such as Mayor Bloomberg and Council member Gioia (now a Board member); donate their time generously as speakers, sponsors, and service day volunteers; plan and lead events for the

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corps such as "Meet and Greet" to welcome new members, a networking event about post-service life planning, Friends and Family Service Days and a Young Professionals Fundraiser.

ORGANIZATIONAL AND COMMUNITY LEADERSHIP

CYNY's Executive Director, Itai Dinour, serves on the founding Board of Repair the World, an organization focused on making service the defining element of modern Jewish American life. Itai is also on the planning committee for the National Conference on Service and Volunteerism to be held in NYC in June of 2010. SB Zone Director Jennifer Harwood works closely with Hunts Point Alliance for Children, and recently received a Fellowship offered through the Bronx Borough President's Office. CYNY co-sponsored the creation of the Empire State AmeriCorps Alliance alongside the West Seneca Youth Bureau with the goal of providing an opportunity for 12+ AmeriCorps programs to share best practices, resources, and strategize on state-wide activities. Since 2007, CYNY has been featured in more than 39 print media outlets and 32 television outlets including in the New York Times, Newsday, Daily News, Metro, ABCNews, Fox News and several community newspapers. In 2009, CY received a 4-star rating from Charity Navigator for the 4th consecutive year, has been featured as a recommended gap-year option by US News and World Report (2007) and has been a recipient of Fast Company's Social Capitalist Award since 2004.

SUCCESS IN SECURING MATCH RESOURCES

Since 2002, CYNY has raised over \$22.5 million in non-federal funding: \$6 million (27%) from local and national foundations, \$8 million (36%) from local corporate donors, \$4 million (18%) from individual donors, and \$4.5 million from city sources (20%). Over the years CYNY's budget increased substantially with steady growth in each sector up to the 2008-09 Recession. Between 2006 and June 2008, corporate and foundation donations increased by 2%, individual donations increased by 87%, and local government funding doubled. For in-kind donations, CYNY has received \$1,315,560 since 2002 largely

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as the result of CY national sponsorships (such as T-Mobile). CYN Y has met a 56% matching requirement for the past 3 years and begins raising operating funds at least 6 months in advance of a new fiscal year.

3. SUCCESS IN SECURING COMMUNITY SUPPORT

COLLABORATION

CYN Y's collaboration with the NYCDOE continues to flourish. Ten of CYN Y's current school partnerships have been in place for 3-6 years. As part of CYN Y's 5-year contract with the DOE, the DOE continues to guide selection of school partners, provide training resources for staff and members and assist with member recruitment through DOE high schools. Chancellor Joel Klein and other DOE officials personally champion CYN Y and fellow service programs, speaking at several CYN Y events including the AmeriCorps Town Hall, MLK Day of Service and CYN Y's Annual Dinner. This year CYN Y worked closely with the DOE's Division of Human Services to become the first nonprofit to utilize PETS, the DOE's electronic fingerprinting clearance system, allowing 48 hour access to results. The DOE's sizeable funding commitment of \$8.5 million expires in 2011 and CYN Y is currently in negotiations to renew this support.

LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

CYN Y's Team Sponsor program proves to be a significant and renewable source of income with multiple benefits for CYN Y, its members, and the sponsor. With co-branding opportunities ranging from their logo on team T-shirts to speakers to event banners, the sponsor -- typically a foundation or corporation with a significant employee base or interest in the area-- benefits from good public relations, increased brand recognition, employee engagement, civic engagement, and customer engagement. In return, CYN Y receives \$75,000 - \$100,000 to support the team sponsored. Six of CYN Y's current 11 site

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sponsors -- Alcoa, Bain and Company, CSX, New York Life, Bank of America, and National Grid -- have made multi-year financial commitments to CYNV. CYNV has successfully retained 11 of 12 original team sponsors losing only one in 2009 due to the financial crisis. Team Sponsors and other corporate partners such as New York Life and Citi also provide free professional development and financial literacy training to members.

WIDE RANGE OF COMMUNITY STAKEHOLDERS

CYNV maintains a broad range of community stakeholders ranging from public officials to parents. Parents play a key role in the development of CYNV's After-School Heroes middle school program. Mayor Bloomberg recently reflected in a letter his belief in CY's work: "... nothing means more to me than providing New York's children with the tools they need in the classroom and in life, and no organization has done a better job of helping me achieve this goal than CY." CYNV's presence in the Queens community of Long Island City occurred with the support of NYC Councilmember Gioia, who now serves as an honorary member of the Board. CYNV continues to develop reciprocal relationships with NYCDOE, including with Chancellor Klein and Senior Counselor to the Chancellor, Brian Ellner. Former President Bill Clinton and Deputy Secretary of State Jack Lew were honorees at CYNV's May 2009 annual dinner. More than 200 active CY alumni in the NYC area support CYNV, as volunteer team leaders, fundraisers, recruiters and corps mentors.

Cost Effectiveness and Budget Adequacy

1. COST PER MEMBER SERVICE YEAR

For 2010-11 CYNV respectfully requests a grant award of \$2,921,000 at a competitive cost per MSY of \$11,500. Compared to the FY07-FY10 funding cycle, the proposed cost per MSY represents an increase of \$2,500 per member while remaining well below the Corporation's target maximum of \$13,000 per MSY. CYNV will continue to match each federal dollar invested with one dollar raised, at 50% of the total proposed budget (\$2,921,000), and exceeding the Year 8 match requirement of 42%.

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DIVERSE NON-FEDERAL SUPPORT

For 2010-11, CYN Y has to date secured \$2,636,700 (90% of projected match) from diverse corporate, individual and local government sources. The NYCDOE will provide 55% of CYN Y's match commitment (\$2,016,700), in fulfillment of Year 4 of a 5-year contract. Corporate partners The Alcoa Foundation (5-year sponsor), Bain and Company (7-year sponsor), and CY national sponsor CSX Corporation (first year sponsor), have committed to CYN Y team sponsorships at \$100,000 each, while National Grid has committed \$75,000 (Year 1 of a 3-year sponsorship). CYN Y anticipates team sponsorship renewals from Credit Suisse Americas Foundation (\$200,000), Barclays Capital (\$100,000), and the New York Life Foundation (\$100,000), together with general operating and program-specific support from the Starr Foundation (\$250,000), New York City Council (\$188,500), the Einhorn Family Charitable Trust (\$150,000), Carnegie Corporation of New York (\$100,000); all of whom have supported CYN Y at these levels for the past 3-6 years. Major individual donors are expected to provide at least \$150,000, together with CYN Y's annual dinner fundraiser net income of at least \$200,000 based on historic performance.

FEDERAL SUPPORT

CYN Y will continue to utilize its network of local and national relationships to dramatically leverage the Corporation's investment and create deeper impact and broader reach in the four Zones. In 2006, CYN Y developed a strategic plan and target level of CNCS reimbursement per member (\$9,000) based on exceptionally successful fundraising, fueled by the booming local economy and Wall Street profits, and significant, long-term investment from NYCDOE. At that level, CYN Y anticipated that AmeriCorps funding would not need to represent more than 25% of the total operating budget. Until the Recession of 2008-09, CYN Y sought to decrease reliance on federal funding each year, supporting an overall budget of \$7-8 million and absorbing up to three-quarters of costs. Last year, for the first time since 2001 CYN Y finished with a deficit (a \$500,000 gap in revenue) instead of a surplus. CYN Y is re-diversifying but as

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the recession wanes it will take about two years to rebuild sponsorships to equal that funding volume. A higher yet still competitive cost per MSY will help CYNV remain sustainable. Furthermore:

* CYNV will raise an additional \$248,000 in match over 2008-09, and nearly \$3 million in match funding overall.

* CYNV has dramatically improved cost efficiencies over the past 4 years, decreasing site-wide, organizational cost per member by 19.6%. This is the result of aggressive cost containment, economies of scale, and streamlined staff structure.

* CYNV's ability to attract long-term, local investment remains formidable and stakeholders remain completely committed to CYNV's mission.

* CYNV's cost per MSY remains below \$13,000 in spite of the fact that NYC is the most expensive city in the nation. CYNV also continues to provide a living allowance that exceeds the maximum required (an average of \$12,385 per full-time term), due to higher costs of living in NYC to promote corps retention.

* CYNV has increased key cost categories that impact member preparedness, experience, and program quality, specifically service-based training and ongoing social worker support.

2. BUDGET ADEQUACY

CY's fiscal year runs from July 1 -- June 30. CY runs only one program, AmeriCorps, and therefore all costs directly support the implementation of the proposed program, outputs and outcomes. Member benefits include full-time stipend, health care, FICA and worker's compensation. Of the total requested amount of \$2,921,000, 79% (\$2,304,986) will support member benefits and training (Budget Section 2 and CM training under Section 1).

CYNV's proposed 2010-2011 budget will help sustain current corps size, manage a modest 20-member expansion, and leverage further investment as sponsors recover their philanthropic capacity. This budget continues to capture a portion (about 77%) of CYNV's total allowable costs. For example, of

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CYNY's 30 non-development staff positions (including program, training, supervision, service management, evaluation, recruitment and civic engagement functions), only 18 are included here. CYNY's comprehensive, external evaluation (cost: \$44,000 in 2008-09) is excluded and CYNY will continue to absorb that cost as per agreement with the DOE. Rent and utilities have typically been included at a fraction of actual cost (in FY09, just \$37,200 of an actual cost of \$120,000 annually was included). Last year, supplies were included at 6% (\$7,000 compared FY09 actual program-related expense of \$115,000), and costs for copiers, printers, postage, and space/equipment rental for service events not captured at all. The current budget more adequately represents actual expenses.

CYNY staff will work directly and exclusively on the AmeriCorps program, and therefore 100% of site salaries for the noted positions are included here. Staff members are paid at a competitive rate based on their professional experience, tenure, and comparable rates in the area. Staff benefits (FICA, SUI, Group Health & Life Insurance, 401K match and Worker's Compensation) are estimated at 20% of salary cost. Administrative functions performed by CY are shared across all CY operating sites. A portion of these costs is included in the Administrative section (III). Federal funds will be used only for allowable direct costs in this category.

Evaluation Summary or Plan

In 2010 City Year New York (CYNY) will participate in two separate evaluations, both measuring the effectiveness of City Year's Whole School, Whole Child (WSWC) model. One will be conducted by Policy Studies Associates (PSA) of CYNY's local program implementation. The other will be conducted by Brett Consulting Group for City Year as a whole, including CYNY. CYNY's previous evaluations conducted by RMC Associates (2007, 2008, 2009) have been forwarded under separate cover, together with the PSA proposal and City Year, Inc.'s WSWC evaluation report from 2009.

EVALUATION OF WHOLE SCHOOL WHOLE CHILD MODEL 2010

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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 ACTIVITIES: OVERVIEW

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 Whole School Whole Child 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:

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-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. An executive summary report from FY09 by BCG accompanies this application.

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..

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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.

WHOLE SCHOOL WHOLE CHILD EVALUATION QUESTIONS

1. As in FY09, a set of key questions guides the evaluation work in FY10:
2. 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?
3. What challenges remain in terms of data collection--access, numbers, quality?
4. 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?
5. How well prepared and supported are corps members and teams for their work in WSWC? 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?
6. What is the quality of corps member and team performance in WSWC schools?
7. What is the extent of perceived impacts from City Year's work at the student, classroom, and school

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levels, especially impacts related to enhancing the overall learning environment?

8. 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? How do they differ according to other demographic and contextual factors?

9. 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.

CITY YEAR'S 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

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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 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.

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

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

Amendment Justification

n/a

Clarification Summary

CLARIFICATION ITEMS - CONTINUATIONS

As of 5/16/11: Performance measure phrasing for ED5 adjusted to reflect use of grades solely to demonstrate on-time course completion.

CITY YEAR, INC. -- CITY YEAR NEW YORK (11AC123101)

This application is under consideration for a grant in the amount of \$2,921,000, 254 Member Service Years (MSYs) and 254 member positions.

Budget Clarification Items:

Please revise your budget to match the funding and MSY level for which you are being considered. You may revise the slot configuration as appropriate, not to exceed the funding and MSY level for which you are being considered.

Complete

Section I. B. Personnel Fringe Benefits: Please review calculation. 20% of total salaries for fringe is \$191,756.

Complete

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Section I. G. Member Training: Basic and Midyear Retreats line item references 2010 number of members. Please align with number of members for 2011.

Complete

Programmatic Clarification Items:

The Executive Summary referenced a specific number of AmeriCorps members, students, and public schools. Please revise the Executive Summary by removing the number of proposed AmeriCorps members (and other specific targets, if these numbers might change depending on the number of members).

- Complete

In the Clarification narrative field, please confirm your desired grant award start date and member enrollment period start date.

- Grant Award Start Date: July 1 2011 -- June 30 2012

- Member Enrollment Period Start Date: July 5 2011

Please verify that the criminal history checks conducted for members and staff will include an FBI fingerprint check in addition to the state registry check and the NSOPR for anyone with recurring access to vulnerable populations.

- 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.

Performance Measure Clarification Items:

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All Measures:

Please review all your performance measures and determine if any changes are needed to reflect the funding and MSY amount specified above.

- Complete.

- We have updated our National Performance Measure target in accordance with the revised number of MSYs. We have also moderately adjusted our performance measure targets based on results over the past 9 months working with the National Performance Measure Pilot for the Education Corps.

When we submitted our Continuation application in January, we had not yet gathered enough data to determine if revision was necessary. We revised our target for enrolled students [ED1] to align with the number of unique students per corps member who, according to our current experience and research, can be expected to consistently receive the tutoring program in English Language Arts or Math. We have also revised our completion rate [ED2] to more accurately reflect the amount of tutoring needed (a minimum of 10 hours) based on a Response to Intervention model and factoring in student mobility. Finally, we are revising our expected percentage of 3rd-5th grade students who show improvement from 60% to 70%, comparing student-level data collected across two points during the academic year (start of year, mid-year, or end of year depending on when the student is enrolled). For middle school students, we will work towards 50% of students achieving a full letter grade improvement. [ED5]

In summary, we expect to enroll 965 3rd-9th grade students; of these, 579 (60%) will complete a minimum of 10 hours of tutoring provide by corps members, using ELA interventions selected in partnership with each principal across our 20 schools next year. We expect that of those who complete, 70% of 3rd-5th grade students and 50% of 6th-9th grade students (373) will show improvement across summative assessments.

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Volunteer Generation Measure:

Since volunteer generation isn't the primary focus of your program, please remove this performance measure from your application.

- This measure has been eliminated in eGrants.

Civic Leadership Measure:

Please eliminate this member development measure from your grant application so you won't be required to report on them to the Corporation.

- This measure has been eliminated in eGrants.

2011-12 CLARIFICATIONS - FOLLOW UP 5/10/2011

In 20 schools, City Year New York will use either Qualitative Reading Inventory-5 (QRI-5), Fountas & Pinnell, or Rigby PM, each of which is a research-based, individually administered assessment tool for students in grades Kindergarten through high school. Individual student advancement will be tracked through either WPM score, Comprehension score, or Word Recognition score. The amount of improvement will be demonstrated by comparing student achievement related to baseline data, across two data points (start of year to mid-year, start to end of year, or mid to end of year depending on when the student is enrolled in the tutoring program). Improved academic performance will be defined as advancing in score on the QRI-5, Fountas & Pinnell, or Rigby in any one of the following score categories--Reading Comprehension, Word Recognition, and Words Per Minute--or improving by a grade level, as measured by teacher determined grades.

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2010-2011 CLARIFICATION SUMMARY -- CITY YEAR NEW YORK

BUDGET ITEMS

1. Training: See Budget Narrative.
2. Staff Criminal Background 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. For 2010-11, all CYNY staff are returning and none will have been absent from the program for more than 30 days.
3. Use of funds for all training line items: See Budget Narrative.

PROGRAMMATIC CLARIFICATION ITEMS

1. Justification for increase in cost/MSY:

Overview

In 2006, CYNY developed a strategic plan that included a target level of CNCS reimbursement of \$9,043 per member--based on exceptionally successful fundraising, fueled by the booming local economy and Wall Street profits, and significant, long-term investment from New York City Department of Education (DOE). At that level, we anticipated that AmeriCorps funding would not need to represent more than

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25% of the total operating budget--with DOE funding going toward 25% and private funding representing approximately 50% of the budget. Until the Recession of 2008-09, we sought to decrease reliance on federal funding each year, supporting an overall budget of \$7-8 million and absorbing up to three-quarters of costs. In 2009, for the first time since inception, CYNY finished with a deficit (a \$500,000 gap in revenue) instead of a surplus.

During the FY10 program year, CYNY has invested in its private fundraising capacity and-- with the support of federal ARRA funds-- we have experienced success with respect to meeting our FY10 budgetary goals. As the economy improves, we anticipate that our investments in private fundraising will result in augmented revenue from that sector. However, given current economic conditions and projected cutbacks from some partners in FY11, we do not believe that private funding will increase at a pace sufficient to retain our current funding-sector proportions through long-term organizational growth.

Our internal analysis indicates that if we assume the current rate of MSY (\$9,043), modified DOE funding (\$1.8 million), and an achievable level of private sector funding (\$3.7 million, which is our current level), we will be unable to sustain 254 members. Our organizational budget would amount to \$8,509,000, and the revenue described above would leave us with an approximate \$700,000 deficit. With the generous support of CNCS, an increased MSY of \$11,500 will provide an additional \$624,078, bringing us within reach of sustainable growth, as we deploy 254 corps members in New York City's highest needs communities.

Recent Revenue Reductions

While we have retained almost all of our partnerships with corporations and foundations throughout the financial crisis, a number of private funders were harmed by the recession and driven to cut their

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level of giving to CYNY. In 2009, for example, we experienced a reduction in funding that totaled \$1.1 million. This included cutbacks from: the Starr Foundation (\$750,000), whose asset-base was reduced by nearly a third, due to the decrease in value of AIG investments; T-Mobile (\$200,000); Metlife (\$50,000); the Rita J. and Stanley H. Kaplan Family Foundation (\$50,000); the Apfelbaum Family Foundation (\$25,000); and the Saul S. and Amy Z. Cohen Family Foundation (\$25,000). In FY10, we have established some new partnerships in the corporate and foundation sectors although giving levels have been outstripped by our million dollar private sector loss.

Projected Revenue Reductions

Through conversations with existing private funders, we have identified cuts in private revenue totaling \$300,000 for FY11. Due to the lingering effects of the recession, four corporate funders have communicated that their giving levels will decline in the coming year. Corporate sponsors Cisco and CSX have both indicated that they will decrease their annual gifts by \$100,000 each. Bank of America will likely reduce its funding by \$75,000 and Citi by \$25,000. This loss of revenue will present an additional challenge to CYNY's private fundraising efforts in FY11, and has influenced our conservative projections for private revenue in the year to come.

Another challenge to fundraising in FY11 regards our partnership with the New York City Department of Education. With our long-term benefactor, Chancellor Klein, facing well-publicized budget cuts of between \$600 million and \$1.2 billion, the DOE is preparing for drastic cost-saving measures, including teacher layoffs. Given this climate, we expect that our DOE revenue will not increase in FY11, as outlined in our contract, and we are preparing for potential cuts in funding. Through recent meetings with its leadership, we are confident that the DOE recognizes CYNY's value in schools, both in terms of impact and cost-effectiveness, and we remain optimistic that our funding level will be sustained throughout these cuts.

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Cost/MSY Remains Competitive:

CYNY continues to operate cost-effectively and provide maximum return on the Corporation's investment. Our proposed cost per MSY of \$11,500 remains competitive, well below the maximum level of \$13,000 despite the fact that New York City is the most expensive city in the nation. The higher costs of operating in NYC are directly related to exorbitant rent levels, higher material costs, and increased salary levels that accompany the competitive landscape. In fact, CYNY continues to provide a living allowance that exceeds the maximum required by CNCS (an average of \$12,385 per full-time term), to promote corps retention in a city with such high costs.

2. Meeting Match Requirement in FY11

In FY10, we are on track to meet our match requirement and reach our budgetary goals. Both achievements are made possible by the ARRA match replacement funding, which has helped us fill in a gap in revenue from the private sector. FY10 is the second consecutive year we have seen private revenue levels lower than anticipated--a trend which we expect to improve-- so the one-time support of ARRA funds has played an important role in sustaining our level of service during difficult economic times.

CYNY works to raise funds at least 6 months in advance for the following fiscal year. For FY11, we continue to generate significant support from a diverse group of funders and have written or verbal commitments of over \$2 million to date. Anticipated local government renewal support includes: the New York City Department of Education at \$1,800,000; the New York City Council at \$188,000; and the New York City Department of Youth and Community Development at \$90,000. From private foundations, we project the following renewal support: \$250,000 from the Starr Foundation; \$100,000

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from the Carnegie Corporation of New York; \$100,000 Charles Hayden Foundation; and \$50,000 from the Lowenstein Foundation. Renewed corporate support would include the Alcoa Foundation at \$100,000; Credit Suisse at \$200,000; Barclays at \$100,000; Bain and Company at \$100,000; American Express at \$50,000; JP Morgan Chase Bank at \$75,000; New York Life Foundation at \$100,000, and National Grid at \$75,000. These projected sources of revenue equal \$3.3 million, comfortably exceeding our match requirement.

PERFORMANCE MEASUREMENTS

Performance measures have been entered to align with the Education Priority Corps and the National Performance Measure Pilot for 254 MSYs. In addition, City Year New York has retained the member development measure (titled Civic Leadership) and volunteer generation measure.

Total MSYs: 204.85. Please note that City Year New York's MSY Grid for the Education Corps does not equal the total budgeted MSY for the grant application. The 241 members who support in-school services spend approximately 85% of their time implementing the Education program and participating in service skills trainings, 10% of time in other training and 5% of time in volunteer and physical service related projects. In addition, 13 Corps Members captured under "Other" in the MSY Grid focus on capacity building and volunteer outreach.

These percentages are derived from City Year's basic program design and emphasis on leadership development, as represented in City Year New York's 2010-2011 proposal. Twenty-one school-based teams implement education programming Monday through Thursday in their assigned schools. On Friday all members participate in training and physical service projects in the communities where schools are located. Thirteen members will support non-school based services, such as building the

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capacity of our programs through community outreach, and planning and implementing large-scale service projects to engage volunteers in service in their school communities. For example, these members will plan and implement projects that engage over 5,200 volunteers to provide more than 21,000 hours of service, on Friday Community Builds and National Service Days such as Martin Luther King Day of Service, Global Youth Service Day and camps during school vacation week. In addition to providing service skills training, City Year provides professional and personal leadership development such as resume writing, interview skills, and teambuilding techniques.

Continuation Changes

YEAR 2: 2011-12 CONTINUATION APPLICATION

PROGRAM CHANGES

New Sites: In 2011-12, City Year New York (CYN) respectfully requests 314 MSY, an increase of 60 MSY from the current year. We propose to expand our successful partnership with the NYC Department of Education (NYC DOE) by placing teams of 10-15 members full-time in 24 low-performing public schools (up from 20 schools this year) located in the high poverty neighborhoods of Hunts Point, South Bronx; East New York; Long Island City; and East Harlem. Two new partner schools will be elementary schools located in Hunts Point. Two will be high schools piloting City Year's collaborative Diplomas Now initiative, with locations to be determined within our four zones. Specific school partners will be selected by March 2011 based on need as evidenced in student standardized test scores and attendance records; status as a designated turnaround school and federal School Improvement Grant (SIG) funding recipient; and school leadership plus teachers' willingness to work with conditions for success for City Year (such as sharing student level data and identifying appropriate tutoring curricula). Selection will be guided by the NYC DOE and finalized through individual school negotiations.

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Need: There is a significant need for per student academic support in the four low-income zones CYNY serves. Only 51% of K-8th grade students are meeting State and City reading standards in Hunts Point, in contrast to a city-wide average of 60%. More than 1400 children lack access to afterschool programs, typically a resource for homework help. Seven of our 20 current partner schools have among the lowest attendance rates in NYC as defined by the Mayor's office. These schools chiefly serve African-American and Hispanic youth, recognized as having a persistent achievement gap and a 10% lower graduation rate than other cohorts (NYT, Proficiency of Black Students Lower, 11/9/10). The City's highest drop-out rates occur in these areas--52% in East New York, while in South Bronx, 55% of adults have not received a high school diploma, and more than a third of adults dropped out in Long Island City and East Harlem (Source: Citizen's Committee for Children, Keeping Track of New York City's Children, 2010).

CYNY is now in our 5th partnership year with the NYC DOE to meet these needs and provide full-day peer mentorship for children at risk for failing out of school. Our proposed expansion continues to fulfill our multi-year contract to expand into 26 NYC public schools within our four zones. Backed by results from ongoing external evaluation (conducted in FY10 by Policy Studies Associates), the NYC DOE has supported CYNY with an \$1.8 million annual investment, doubling our number of team placement sites in 4 years, from 10 schools in 2007 to 20 schools in 2010. Our track record demonstrates our program's efficacy: last year, 80% (642/806) students who participated in literacy tutoring progressed a level on their schools' EOY assessments. We will be entering negotiations to renew our NYC DOE contract in Spring 2011, for which our AmeriCorps grant provides important leverage.

Beyond the DOE's commitment, civic leaders and nonprofits want to bring CYNY into more schools. CYNY participated in a 2010 community assets/needs assessment sponsored by the Hunts Point Alliance for Children, which identified the demand for additional tutoring and extended day programming. CYNY was also named by Mayor Bloomberg as a leading partner in his Truancy initiative

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"Every Child Every Day" to reduce absenteeism and truancy in NYC schools, with a request to expand to more schools in 2011-12.

Member Activities: In our proposed new locations, 27 CYNY members will implement the Whole School Whole Child model (as discussed in our original proposal) at the two new elementary schools and 30 members will implement the Diplomas Now collaborative at the two high schools. Diplomas Now unites Talent Development (from Johns Hopkins University), City Year and Communities in Schools to provide comprehensive and appropriate interventions to at-risk students in high-need schools. Interventions range from targeted academic support and attendance checks, to professional social services. The model utilizes "focus lists" of students in grades 6-9 who have demonstrated key off-track indicators, and CYNY members will work with a rotating cohort of students throughout the year. The Diplomas Now model was recently selected through a highly competitive process for a \$30M, "i3" Validation Award by the U.S. Department of Education, to be widely implemented and tested over a 3-year period using a randomized comparison study. CYNY's two high schools are likely to be selected as part of this effort. The NYC DOE actively supported the i3 application and has established a commitment to bring Diplomas Now to two of the city's lowest-performing high schools starting in 2011, with plans to expand in the following years pending approval of CYNY's application to serve as an NYC DOE "school turnaround partner" beginning in 2011. Three Project Leaders (second year members with added leadership roles and responsibilities) will be office-based and support school team evaluation efforts, post-service education and professional development opportunities for the corps, and recruitment outreach at colleges and career fairs.

CYNY anticipates an earlier start date for all members to fall between mid-July and mid-August, to ensure that all members receive basic and skills-specific training and are placed in schools when students arrive in September. All school-based teams' member activities will support CNCS' national

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Academic Improvement performance measure. The additional 60 MSY will allow CYNY to increase the number of students enrolled in our Education Programs by 450 students. Changes to the performance measures that are applicable to 2011-12 are noted in the Performance Measure Changes section.

Organizational Capacity: CYNY has planned for expansion to 314 members by securing funding, staffing, management practices and partnerships well in advance. CYNY has demonstrated organizational capacity to manage and sustain growth over the past two years, most notably by enrolling 100% of slots for the past 3 years, achieving a 90% retention rate in FY10 with a corps enrollment of 243, and managing to replace \$1.2 million in lost funding as a result of the recession. CYNY has also improved internal data collection processes (collecting complete data sets for more than 800 students in 2010); streamlined program design to focus exclusively on in-schools service; and standardized member training to include an in-schools practicum component. Staffing to support our expansion has been included in our budget, adding 3 Program Managers plus a Director of High School Partnership Development/ Diplomas Now to provide direct member supervision and maintain an overall corps:staff ratio of 1:7. We have secured new funding commitments for 2011-12 from the Alcoa Foundation, HSBC, and the Einhorn Charitable Trust together with renewals from nine current corporate and foundation sponsors, the New York City Council, and the Department of Youth and Community Development (a funder since 2005). Beyond this support we anticipate ongoing funding from the NYC DOE of approximately \$90K-100K per school.

BUDGET CHANGES

CYNY respectfully requests a competitive cost per MSY of \$12,000 and a total award of \$3,768,000, to support 314 MSY. The CNCS Share increases from 2010-11 by \$847,000, while CYNV will maintain the same 50% match, increasing our Grantee share of costs commensurately by \$847,000. The budget

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changes are as follows:

Sec. 1: Program Operating Costs: Total Section I costs increased from \$1,579,589 in 2010-11 to \$2,059,985 in 2011-12 (a \$480,396 increase). CNCS share of costs remains at 32% for this section.

Changes are:

- Sec.A: Personnel expenses up by \$243,788 with the addition of 3 Program Managers, and a Diplomas Now Director. Total FTE: 18 (from 14).
- Sec.B: Fringe benefits up by \$63,058 in line with personnel expenses, i.e. FICA, Staff benefits calculation up from 18% to 20% based on actual costs.
- Sec.C: Staff travel up by \$117 to capture additional 4 staff.
- Sec.C: Member travel up commensurately with corps size by \$150,580 and including NYC transit passes cost increase from \$65 to \$100/member.
- Sec.E: Supplies down by \$56,108 based on an adjustment to uniform cost. Timberland in-kind value increased to \$250 from \$200 per member, together with decreased from \$550 to \$178/member cost for uniform purchase from Aramark. All uniform costs are in Grantee Share.
- Sec.G: Staff Training up by \$1,000 capture additional 4 staff.
- Sec.G: Member training up by \$12,400 for 6 new Project/Team Leader MSY to attend Academy; costs for 2 Basic and Mid-year retreats and Tutoring/Literacy Training up commensurately with corps size.
- Sec.H: Internal evaluation up by \$9,000, based on a per capita allocated cost of \$150/MSY.
- Sec.I: Criminal background check costs up by \$67,580, from \$30 to \$200 per MSY to capture school, state and nationwide check expenses.
- Sec.I: Telephone expenses up by \$1,381 based on actual costs.

Section II: Member Costs: Total costs increased from \$3,598,623 in 2010-11 to \$4,619,749 in 2011-12 (a \$1,021,126 increase). Changes are:

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- Sec. A: Member living allowance rate up from \$12,385 to \$12,840 for 314 MSY, for a total increase of \$886,044.

- Sec. B: Member support costs up by \$135,082 for FICA and health insurance increases commensurate with corps size, plus \$50/MSY worker's compensation premium increase based on actual costs.

Section III: Administrative/Indirect Costs: Section up by \$192,478 as a result of the increase in the cost per MSY and total grant budget.

INCREASE IN COST PER MSY

We plan to increase our first-year corps members' living allowance to adhere to the AmeriCorps minimum in 2011-12 (to \$12,126) and raise the rate for 26 Project/Team Leaders commensurately (to \$18,336). The \$500 increase in our cost per MSY will cover a portion of increases to direct member support costs of \$1,025/MSY as follows:

- 1) Combined average member living allowance will increase from \$12,385 to \$12,840, or by \$455/MSY;
- 2) Worker's compensation will increase by \$50/MSY;
- 3) Criminal background check costs will increase from \$30 to \$200, or by \$170/MSY;
- 4) Monthly public transit MTA passes provided to all members has increased from \$65 to \$100/month over 10 months, or by \$350/MSY.

The \$500 increase from AmeriCorps further provides a critical component in our fundraising strategy, as it demonstrates federal approval and federal backing for cost of living increases in program operating costs.

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ENROLLMENT

In program year 2009-10, CYNV filled 100% [234/234] of member slots (Grant ID# 06ACHNY0010014), plus 3 refilled slots, and 6 HT slots for a total enrollment of 243 members. For 2010-11, we have filled 100% [254/254] of our member slots (Grant ID# 09ACHNY0010012).

RETENTION

In program year 2009-10, we achieved a retention rate of 89.7% [218/243]. Of the 25 members who left the program early, 3 left due to compelling personal circumstances, 3 resigned for other professional or college opportunities; 9 left due to stress or financial hardship; 4 left due to poor program fit; and 6 were dismissed for not adhering to program standards. To address these issues, CYNV will:

- provide weekly access to 4 trained social workers;
- create affinity groups for corps;
- increasing amount of communication with recruits to between 5-8 touch points over 60 days, and adding specific details about the corps experience, to ensure applicants' accurate understanding of program; confirmed applicants receive monthly communications.

COMPLIANCE

Enrollment forms that were completed past the 30 day deadline (17%) were delayed due to staff unfamiliarity with My AmeriCorps and internal communication challenges. We addressed these issues during the program year and exited 95% of 2009-10 members within 30 days. To ensure ongoing excellence, we created a cross departmental "compliance alliance" team and added a dedicated staff position specifically to support corps member human resources. In 2010-11, CYNV enrolled 252 of 254

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members within 30 days, with 2 outstanding due to technical challenges.

PERFORMANCE MEASURE CHANGES

For 2011-12, we will eliminate our mentoring measure (ED3, ED4, and ED6) and incorporate all students (grades 3-9) under the academic support measure. Our program structure does not align well with the mentoring measure due to how we utilize a response-to-intervention approach, which allows students to roll on and off a focus list as their performance improves or wanes. Although members will maintain continuous contact with students over the course of the year, student movement on and off a focus list means that we may not meet the mentoring program definition of 1 hour per week of 1:1/small group intervention for a specified number of months for a large percentage of students served. Between these gaps in 1:1 intervention and challenges with timing in collection of baseline data for prior attendance, we cannot achieve compliance with either the mentoring or attendance measures.

2010-11 versus 2011-12

Improved Academic Performance:

- * Student age range is expanded to cover grades 3-9.
- * Student ELA course grades are added as an assessment tool for grades 6-9.
- * Number and type of tutoring methodologies has been expanded from 7 to 15, to accommodate preferences required by individual school partners. All methodologies are research-based and conform to AmeriCorps requirements.
- * Number of students enrolled in CYN Education programs will increase from 750 to 1,200; number completing from 600 to 840; and number improving a level from 300 to 504.

Volunteer Generation:

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* Number of volunteers and hours rounded down to 5,250 and 21,000 respectively.

* Increase to volunteer capacity reported by partner organizations changed to 5%, instead of number of individuals/hours, to allow for variances in CBO size and need.

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 204.85

Service Categories

Tutoring and Child (Elementary) Literacy

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Members will provide 1:1 and small group literacy tutoring for 3rd-9th graders in 20 NYC public elementary, middle and high schools. Members will use 15 distinct, research-based tutoring methodologies and related assessments. These include Great Leaps Reading Program; Nelson Education USA - New Heights Intervention Program; Read Naturally; American Reading Company - 100 Book Challenge; READ 180; Good Habits Great Readers; Reading Mastery; Imagine Learning; Shared Reading; System 44; Chief 3,000; and Rewards. Members also work with state of the art data management tools such as Accelerated Reader Software to track students' profiles and progress. Methodologies are selected by principals to align with their instructional programs, taking into consideration teacher preferences and class curricula. Schools assess students' baseline literacy competency in September, with additional assessments occurring at mid-year and year-end to track students' progress towards grade level proficiency, through leveled books (e.g. Fountas and Pinnell, Reading Levels, Rigby Literacy Levels), or benchmark measurements (KIDPACE, DIBELS, Developmental Reading Assessment, Early Childhood Literacy Assessment System). Targeted students will be "enrolled" in CYNY's web-based data system (cylmpact), receive 1:1 or small group tutoring 3 times per week, and complete participation in 6 to 12 weeks (4.5 -- 9 total hours of tutoring, depending on teacher guidance and student need). Each member will be assigned 4-6 students at any given time. 6th-9th grade student progress will be measured based on on-time course completion.

Result: Intermediate Outcome

Result.

Students who complete City Year New York's AmeriCorps Education program will improve their academic performance, as evidenced by literacy assessments and on-time course completion.

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

Target : 373 students will improve academic performance in literacy.

Target Value: 373

Instruments: Various assessments: KIDPACE, DIBELS, Developmental Reading Assessment, Early Childhood Literacy Assessment System; and Fountas and Pinnell, Reading Levels, Rigby Literacy Levels; and Course grades (to be used only to show on-time course completion).

PM Statement: 373 students who complete City Year New York's AmeriCorps Education program will improve their academic performance, as evidenced by literacy assessments and on-time course completion.

Result: Output

Result.

Students will be enrolled in City Year New York's AmeriCorps Education Program, to receive tutoring in literacy.

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

National Performance Measures

Result.

Target : 965 students will be enrolled.

Target Value: 965

Instruments: student profiles for entry into cylmpact database

PM Statement: Members will enroll 965 3rd-9th grade students into City Year New York's AmeriCorps Education Program to receive tutoring in literacy.

Result: Output

Result.

Students will receive the minimum number of hours of tutoring in literacy to complete City Year New York's AmeriCorps Education program.

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

Target : 579 students will receive at least 10 hours of tutoring.

Target Value: 579

Instruments: student logs for entry into cylmpact database

PM Statement: 579 students will receive the minimum number of hours of tutoring to complete City Year New York's AmeriCorps Education program.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable