

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: 20-JAN-11 | STATE APPLICATION IDENTIFIER: |
| 2b. APPLICATION ID: 11AC123102 | 4. DATE RECEIVED BY FEDERAL AGENCY: | FEDERAL IDENTIFIER: 09ACHDC0010002 |
| 5. APPLICATION INFORMATION | | |
| LEGAL NAME: City Year, Inc. DUNS NUMBER: 622374122 ADDRESS (give street address, city, state, zip code and county): 287 Columbus Avenue Boston MA 02116 - 5114 County: Suffolk | NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Jeff Franco TELEPHONE NUMBER: (202) 742-7371 FAX NUMBER: INTERNET E-MAIL ADDRESS: jfranco@cityyear.org | |
| 6. EMPLOYER IDENTIFICATION NUMBER (EIN): 222882549 | 7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization Community-Based Organization National Non-Profit (Multi-State) | |
| 8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below): | | 9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service |
| 10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State | 11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: City Year Washington, DC | |
| 12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Washington, DC, Wards 7 and 8 | 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="DC 001"/> | |
| 15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/> | | 16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? |
| a. FEDERAL | \$ 1,495,000.00 | <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372 |
| b. APPLICANT | \$ 1,495,000.00 | |
| c. STATE | \$ 0.00 | |
| d. LOCAL | \$ 0.00 | |
| e. OTHER | \$ 0.00 | |
| f. PROGRAM INCOME | \$ 0.00 | |
| g. TOTAL | \$ 2,990,000.00 | |
| 17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO | | |
| 18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED. | | |
| a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Evelyn Barnes | b. TITLE: CFO | c. TELEPHONE NUMBER: (617) 927-2373 |
| d. SIGNATURE OF AUTHORIZED REPRESENTATIVE: | | e. DATE SIGNED: 01/06/11 |

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Executive Summary

In 2011-12, City Year Washington, DC is a full-time, team-based AmeriCorps program serving 5,400 low-income students in 15 public schools chiefly in DC's Wards 7 and 8. Our AmeriCorps members, ages 17 - 24, provide targeted and school-wide interventions in literacy, math, attendance and behavior to students identified as at-risk to drop out. We will enroll 640 below-grade level students in our Academic Program and 50% of those completing will demonstrate significant academic improvement.

Rationale and Approach

NEED

Many of the District of Columbia's (DC) poorest children live in Wards 7 and 8, in single-parent homes, with poverty levels 15% above the DC average. In these predominantly African American communities, 82-85% of children in elementary and middle schools qualify for free or reduced lunch (Bureau of Labor Statistics Feb. 2009; Annie E. Casey Kids Count 2008). Most struggle desperately with basic academic skills and the majority fail to reach grade level each year. In the seven K-8th grade schools where City Year Washington DC (CYDC) AmeriCorps members currently serve, the number of students who scored proficient in literacy on 2008 DC CAS standardized tests ranged from less than one-fifth to one-half of students per school: 15% at Stanton Elementary, 26% at Turner at Green Elementary, 27% at Malcolm X Elementary, 28% at Browne Education Campus, 35% at Ferebee-Hope Elementary, 45% at Simon Elementary, and 50% at Francis Stevens Education Campus. Math scores were worse. Averaged across the schools, just 27% of students achieved grade-level proficiency ranging from 10% at Stanton to 46% at Francis Stevens. The low scores are not limited to these schools. In 2008 just 14% of 4th grade DC Public School (DCPS) students met the National Assessment of Educational Progress for both math and reading, declining to 8% in math and 12% in reading for 8th graders (DC Public Schools @ dcps.dc.gov: 2008 DC CAS results). DC public schools also report attendance rates significantly below average (82.5%, compared with 94.8% in neighboring Montgomery County, 95% in Fairfax County, and 92% in Arlington County). Truancy (defined as 15 unexcused absences per academic year) is a chronic problem

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with rates in recent years as high as 23% (The Washington Times, "DC Students Raise Truancy Rate," Jan. 2008).

These early struggles have far-reaching consequences. Studies show that if children have not learned to read at grade level by 6th grade, the chances of catching up during middle school are significantly diminished ("Waiting Rarely Works" American Educator, Fall 2004). Research from Johns Hopkins University concludes that predictors of high school failure can be spotted as early as 6th grade, and that middle school students who fall behind in attendance, behavior, or core course performance have less than a 20% chance of graduating (Nield, Balfanz, Herzog, "An Early Warning System," Educational Leadership 2007). According to the DC Public School District (DCPS), 2009 graduation rates at Ward 8's Anacostia High School and Ballou High School were only 58.9% and 61.4%. Nationally, a 2006 America's Promise study found that the average graduation rate of the largest 50 urban cities is around 70%.

DC students are not only falling behind in school, but they are engaging in risky behaviors outside of school. The 2007 Youth Risk Behavior Survey (YRBSS) reports that DC's students are more sexually active and thus at significantly greater risk (5-10 point increase) of sexual behaviors that contribute to unintended pregnancies and STDs, including HIV infection, than their national peers. Washington, DC's Metro TeenAIDS reports that between 2,500 and 3,500 infected young people ages 13-24 live in the DC area, yet only a fraction even know they are HIV positive. The CDC recently reported that DC has the highest rate of new AIDS cases in the country with 179 cases per 100,000 people -- 12 times the national average.

The barriers to success in school for the extremely disadvantaged children and youth in Wards 7 and 8 are daunting. CYDC proposes to meet the challenge by fielding 150 full-time, diverse 17-24 year old AmeriCorps members in a comprehensive schools-based strategy to increase student academic

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achievement in grades K-8, promote student civic engagement, and facilitate HIV/AIDS education for students in grades 7-12. In 2010-11, CYDC will enter its 11th year as an AmeriCorps program serving DC's families, schools, and neighborhoods. CYDC's mission is to provide interventions that will lead DC's at-risk, off-track youth on to the path to high school graduation and help them make smart, healthy choices for their future.

APPROACH

CYDC is part of CY, Inc., a national network of AmeriCorps programs dedicating to helping children stay on-track in schools in 20 urban areas across the U.S. In alignment with the goals of the Education Corps under the Edward M. Kennedy Serve America Act, City Year's approach to long-term school success is organized around a research-based, "Whole School Whole Child" (WSWC) service model. CYDC members implementing WSWC serve as tutors, mentors and positive role models who are present in schools all day and during afterschool programs, addressing the academic and socio-emotional needs of individual students who demonstrate off-track indicators in early grades. They 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, City Year'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, City Year developed a Theory of Change in 2006 for the WSWC model that links student needs to core

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strategies to activities to first line, interim and ultimate outcomes for school success.

Complimenting these goals, CYDC will also facilitate health and volunteer programs to foster a sense of personal responsibility in DC's middle and high school aged youth. Working in close collaboration with DC's MetroTeen AIDS, CYDC will provide an in-depth curriculum on HIV/AIDS in schools. To build civic engagement and increase out of school time opportunities, CYDC will run an enrollment-based, 6-month weekend volunteer program for 6th-12th grade students. In response to AmeriCorps' ongoing mission to engage volunteers in service, CYDC has constructed an approach to adult volunteer recruitment over the past decade which leverages multiple nonprofit and corporate partnerships to deliver projects benefiting DC school environments. Taken together, all these programs are intended to help students invest in their own health and school success, as well as their schools and communities.

ACTIVITIES AND MEMBER ROLES

Structure: CYDC's program year aligns with the DCPS school calendar. From August to June, members serve five days a week 8:00AM -- 5:30PM. 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. The CYDC corps will be divided into 15 teams of 9-12 members each, supervised by a staff Program Manager and led by an experienced Team Leader (members who have demonstrated leadership capabilities and receive extra training in order to lead the team). In DCPS schools, twelve teams (117 members) will implement the Whole School Whole Child model. One team (12 members) will facilitate the HIV/AIDS "HOPE" program. Operating from CYDC's headquarters, one team (10 members) will be responsible for all aspects of CYDC's Young Heroes youth volunteer program; and one team (11 members) will organize and implement all CYDC civic and community engagement initiatives.

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School Locations and Typical Day: In 2010-11, CYDC proposes to continue serving with seven current DCPS school partners and expanding to five more. This year, members are serving at the following K-5th grade and K-8th grade schools: Malcom X, Ferebee-Hope, Turner at Green, Simon, Francis-Stevens, Stanton, and Browne. A typical day includes: 3.5 hours of small group tutoring and classroom assistance, 1 hour of homework help after-school, 1.5 hours of after-school enrichment activities, 1 hour of informal mentoring during transition periods (before school and during recess and dismissal), 1 hour of lunch clubs (to practice conversation/social skills, mentor, and promote teamwork and conflict resolution), and 1 hour of preparation, documentation, and co-planning with teachers, after school coordinators, and administrators at the school. An additional 15 minutes is spent debriefing with the team.

Academic Tutoring: Members provide 1:1 and small group literacy tutoring at all 12 schools, using scientifically-based, age appropriate tutoring methodologies selected by DCPS. Members working in grades K-3 utilize BURST Reading curricula and technology to tutor individual students in basic literacy skills and prepare them for the DIBELS (Dynamic Indicators of Basic Early Learning Skills) standardized literacy assessment. Members working in grades 4 and up implement Houghton Mifflin's Soar to Success tutoring curriculum which reinforces phonics and builds comprehension, strategies, and fluency. For small group tutoring, members use Houghton Mifflin's Leveled Readers program, which consists of mini-books that members go through with students, as well as lesson guides that provide questions to ask and activities and worksheets to do with the students. Students reading below proficiency are identified by each school's Academic Coach and teacher based on start-of-year benchmark assessment tests. A total of 480 students will consistently receive one-on-one or small group tutoring. The benefits of members' academic tutoring impact each class as a whole (more than 1,500 students altogether). For example, in year-end surveys 81% of 39 teachers reported that having CYDC members' assistance allowed them to differentiate their instruction, noting that the added capacity

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allowed them to support all students at all levels in their classrooms.

Attendance Coaching: Teams will work with middle school students in grades 6-8 in 4 schools. In addition to running the basic WSWC model, each member will be matched with up to 10 students who have shown trouble with attendance, course performance in English or math and/or behavior issues (such as disciplinary referrals), from October-June. For those students, members will run morning greetings and activities, morning attendance checks, phone calls home if their assigned students are absent, 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) and mentoring activities throughout the day.

After School Programs: WSWC teams will serve 600 K-8th grade students through enrollment-based after-school programs Monday-Thursday from 3:00-5:30 PM. Programs will maintain a 1:5 member to child ratio, operate at all 12 partner DCPS schools, provide continuity for students and ease student transition periods. All programs incorporate nutrition and 1 hour of DCPS' standard "Academic Power Hour" homework help. Members recruit 360 students to participate in 1.5 hours of service learning or enrichment clubs following Power Hour. CYDC partners with each school's After School Program Coordinator, who oversees the student enrollment process at the beginning of the year and is the school's on-site liaison at all times.

Camps: Members run a week-long "camp" during DCPS' spring vacation, operated at three different CYDC partner school facilities and in neighborhoods with a concentration of school partners. The camp provides 450 elementary school students a low-cost, safe, accessible and structured alternative during spring vacation. Members plan, recruit participants for and lead all aspects of the camp, as well as recruit and deploy at least 45 non-CYDC volunteers.

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Positive School Climate: WSWC teams will support the general school climate through 4 events per school promoting family involvement and community awareness. Together with informal mentoring activities and recess support, these events help foster a safe, welcoming, and respectful school environment, and build trust among students, parents, and teachers. These activities will serve more than 2,000 students across CYDC's 12 partner schools.

Healthy Choices Curriculum: One team will implement the HIV/AIDS Outreach, Prevention, and Education (HOPE) program to educate 2,100 middle and high school students about the causes and prevention of HIV/AIDS. Delivered in partnership with Metro TeenAIDS, members facilitate a 10-week "Making Proud Choices" curriculum to students during in-school time. The curriculum is approved by the Centers for Disease Control and Prevention. Members provide ten interactive one-hour modules to students. Based on results from the past 6 years of implementation, CYDC expects that 85% of participating students will gain a greater knowledge of HIV transmission and prevention, and at least 85% will be better able to combat peer pressure and make responsible decisions, as self-reported on post-surveys. Members administer pre- and post-curriculum surveys to each student which are analyzed by a third-party evaluator specializing in health and education, Shattuck and Associates, Inc. Next year, the HOPE program will enrich health education at 20 DC middle schools and 5 high schools.

How members are different from school staff or volunteers: CYDC's corps adds unique value to existing DCPS school resources. CYDC 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. Members' age proximity and accessibility helps students see them as friends and not simply authority figures.

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Type of Positions: CYDC's full-time member deployment model supports DCPS' school improvement mission and is central to achieving program objectives. Effective tutoring programs have a high dosage (frequency and length) 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 with children and forging an identity within the school. For at-risk students, this kind of relationship may be critical. According to recent dropout study 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: CYDC and DCPS recognize that members must not displace existing job functions, such as substitute teaching or janitorial services. CYDC's contract with DCPS contains explicit reference to CYDC members as non-employees, and adherence to principles in the Washington Teacher's Union Contract (such as allowing teachers appropriate planning time in order to strengthen instructional practices and meet students' needs). Teachers also have the right to refuse a member's assistance.

How AmeriCorps adds value: CYDC is a stand-alone, full-time AmeriCorps program, therefore the only program we run is the one discussed in this proposal. AmeriCorps adds irreplaceable value to CYDC because it establishes baseline program structure and member positions and drives the ability to leverage significant private/public sector investment to support programs for children and youth. AmeriCorps also provides an important national service network through which CYDC builds resources, relationship, and promote members' civic identity.

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MEASURABLE OUTPUTS AND OUTCOMES

From 2006-2009, CYDC met, nearly met or exceeded all service performance measures, including target outcomes for literacy tutoring, after-school program enrollment, and the HIV/AIDS curriculum team.

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

1) Academic Performance (Pilot Measures 1, 2, and 5): A total of 480 students will be enrolled in K-5th grade literacy tutoring programs, of whom 80% (384) will complete participation, defined as receiving 20 half-hour tutoring sessions. Of these, 60% (230) will improve by a level. This target takes into consideration the BURST reading methodology pre-selection process, in which students who are in need of intensive intervention (i.e. with bottom baseline scores) receive tutoring as well as those just below grade level. Progress will be assessed through DIBELS (for grades K-5) and DC BAS quarterly standardized tests (grades 3-5).

2) Attendance (Pilot Measures 3, 4 and 6): 160 6-8th grade students will be served through qualifying mentor-mentee matches. Of these, 75% (120) will be sustained over the course of the program year (Oct-June). Of these, at least 50% of students (60) will attend 90% of school days OR make significant improvement in attendance from start to end of year.

CYDC will develop complete performance measures for these goals as requested by Serve DC and CNCS. CYDC will utilize the following systems and tools to measure outputs and outcomes:

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

* DIBELS (Dynamic Indicators of Basic Early Learning) and DC BAS literacy assessments per child, administered up to three times during the year by teachers;

* City Year'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;

* Team Activity Trackers, completed daily by members and including program rosters and daily attendance forms.

External evaluation of the effectiveness of the WSWC model has been implemented since 2007-08 and is ongoing through 2010-11 conducted by the Brett Consulting Group, together with comparison-group based evaluation conducted by DCPS. Please see Evaluation Summary for details.

PLAN FOR SELF-ASSESSMENT AND IMPROVEMENT

CYDC's Deputy Director and WSWC Director oversee data collection, reporting, review, and program design adjustment. They visit each school at least twice per month, meet at least three times each year with each principal, and meet with DCPS administrators regularly for information on curriculum development, facilities and system-wide areas of focus, and to review program successes and challenges. Per contractual requirement with DCPS, teachers and their assigned members confer on a weekly basis to plan, resolve problems, and share ideas. Program Managers, who have front-line responsibility for

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team goal achievement, lead a goals progress review monthly with their teams, and meet weekly with WSWC leadership staff to identify strengths, weaknesses and assess progress towards output and intermediate outcome goals. Results from principal and teacher surveys are reviewed in January and July and shared with CYDC's staff, Board, DCPS officials, school principals, and other stakeholders. Results from DIBELS and DC BAS tests are assessed as soon as they become available and shared with all stakeholders. CYDC's WSWC leadership staff continually adjusts and improves all school services in real time, and for the future, based on these meetings and reports.

COMMUNITY INVOLVEMENT

The need for expanded interventions in the DC Public Schools was identified by DCPS in 2007 as part of a district-wide reform strategy led by Chancellor Michelle Rhee. To understand what role CYDC could play, staff met with numerous DCPS stakeholders for almost a full year, including Chancellor Rhee, staff members in DCPS' Office of Teaching and Learning, Office of Community Engagement, and Office of Data Accountability, and principals. With these stakeholders CYDC focused on alignment with the DCPS Teaching and Learning Framework and the DCPS Learning Standards, which encompass the district's core beliefs and teaching strategies. CYDC also consulted non-profit experts such as Communities in Schools and America's Promise Alliance. CYDC engaged the DC Children & Youth Investment Trust Corporation to blend the goals of the after-school programming with the principles used by all DCPS after-school program providers and outlined in their Field Guide to Best Practices and Indicators. CYDC's HIV/AIDS-education service, delivered in partnership with Metro TeenAIDS, was developed in direct response to requests from DC school principals and the DC Department of Health's HIV/AIDS Administration. Both DCPS and Metro TeenAIDS are fully invested in CYDC's success, and in 2010-2013 will continue to contribute funding, staff and materials to support new school partnership development, evaluation collaboration and feedback through annual assessments.

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RELATIONSHIP TO OTHER NAT'L SERVICE PROGRAMS

CYDC members regularly recruit other national service program members to participate in monthly physical service projects and Make A Difference Day, MLK Day, and Global Youth Service Day. Recent projects have included volunteers from Heads Up, Latin American Youth Center, NCCC, and Jumpstart. CYDC also partners with other AmeriCorps programs to deepen the impact of the WSWC program. For example, at Ferebee-Hope Elementary CYDC members are working closely with an AmeriCorps*VISTA to design and implement a Parent Engagement strategy at the school. At Turner at Green Elementary, CYDC members partner with Playworks members (formerly Sports 4 Kids) to facilitate recess activities that encourage non-violence and an active lifestyle. CYDC has recruited two members to represent CYDC on the DC AmeriCorps Leadership Council for the past 5 years.

REPLICATION

The WSWC model used in all DCPS partner schools 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 DCPS' goals for student and family engagement. CYDC's after school program is already standardized and documented in a manual that details how to plan, implement, and resource the program. All CYDC teams preserve historic knowledge through "legacy binders" at the end of each year. In Spring 2010, CYDC will work closely with the DCPS central office to conduct a new RFP process for prospective and current partner schools. CYDC has already been approached by many principals and teachers that would like the program to be implemented at their school next year.

Organizational Capability

1. SOUND ORGANIZATIONAL STRUCTURE

PROGRAM AND FISCAL OVERSIGHT

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History: City Year 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 City Year sites, such as CYDC, operate as part of one 501(c)(3) nonprofit organization and adhere to central policies and procedures established by legal applicant City Year, Inc. All City Year sites share the same mission, vision, and basic goals: to demonstrate, improve, and promote the concept of citizen service through youth leadership.

Experience: For the past 10 years CYDC has provided the opportunity for young people to participate in a year of full-time, team-based service through delivering a high-impact program that responds to DC's greatest needs. Since its founding in 2000, CYDC has enrolled more than 480 members, who have completed 685,000 hours of service, engaged 9,344 volunteers in service, and served more than 62,000 of DC's neediest children. Specifically, over the last 10 years CYDC members have provided one-on-one and small group tutoring to 3,124 students and in-class academic assistance to an additional 3,438 students. In addition, since the HOPE program's inception in 2004, CYDC members have delivered the CDC-approved HIV/AIDS education curriculum to 12,509 DC students.

Capacity to Manage Federal Grants: City Year, Inc. has managed over 150 federal grants since 1992. City Year currently receives AmeriCorps funds through multiple other State Commissions (California, Florida, Louisiana, Illinois, Massachusetts, Michigan, New Hampshire, New York, Ohio, Rhode Island, Pennsylvania, South Carolina, and Texas) and has continuously operated through National Direct support since 1994. CYDC became an AmeriCorps program in 1999 as a National Direct operating site and expanded with the generous support of Serve DC in 2004.

Staff Experience: CYDC has a diverse, professional staff, 83% of whom are AmeriCorps alumni who have experience in corps leadership as well as AmeriCorps compliance and mission dedication. At the HQ

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level, City Year's 4-member Government Relations staff represents more than 35 years combined experience in working with the National and Community Service Trust Act, Regulations, and interpretation of the OMB circulars for the City Year program. CYDC regularly meets all required reporting deadlines, including 30-day member enrollment and exits, progress and fiscal reports.

Fiscal Structure and Systems: City Year, Inc.'s 2009-10 operating budget is \$61.3M of which CYDC's total budget represents 5.328%. CYDC benefits from shared fiscal, program and management resources as part of the City Year network. All accounting, payroll, and fiscal management functions are centralized at City Year'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). City Year's comprehensive financial policies follow OMB Circular A-122 Cost Principles to ensure reasonableness, allowability, and allocability of grant costs. Appropriate internal controls are used to provide safeguards for all grant property and assure that it is used solely for authorized purposes. These controls include division of staff duties related to asset custody and payroll procedures, expenditures assigned by cost category in accordance with approved budgets and consistently supported by source documentation, monthly budget to actual reconciliations, appropriate invoice approval, compliant document retention policy, and timely deposit of cash receipts. Audits are conducted annually by the independent accounting firm KPMG in accordance with the provisions of OMB Circular A-133. Fiscal 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 City Year's standard operating calendar; comprehensive program policies and procedures; staff and

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

BOARD OF DIRECTORS, ADMINISTRATION, AND STAFF

Legal Applicant: City Year, 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. City Year 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).

CYDC Site Board: CYDC is directly overseen by a 14-member Site Board of Directors comprised of stakeholders from DC's public, private, and nonprofit sectors. Together with CYDC's Executive Director Jeff Franco, the Board is responsible for CYDC's strategic planning, revenue and sustainability, program focus and key personnel decisions. CYDC's Board meets quarterly and is divided into issue-specific subcommittees (e.g. with oversight of development, board development, and program areas). It includes representatives from government (Housing Authority General Manager Michael Kelly), business (Atlantic Media Company General Council Chris Murphy, Global Environment Fund CEO Jeffrey Leonard, and Comcast Vice President of Government Affairs Donna Rattley Washington), nonprofits (Year Up Donor Relations Manager Roxana Garcia Marcus), and alumni (Jason Mayer). Board members

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also dedicate their personal resources to CYDC, with 100% of board members giving an annual gift.

CYDC Staffing: CYDC's staffing structure is made up of four functional areas: Executive and Operations; Program and Service; Recruitment; and Development and External Affairs. For FY11-FY13, CYDC proposes a staffing model of 21 full-time positions (excluding development), all but three of which are captured fully or in part in this budget. Budgeted positions cover all staff responsible for corps recruitment, supervision, and training. All of CYDC's current staff plan to return in 2010-11.

Executive Director: JEFF FRANCO is responsible for overall site direction, management, fundraising and operations; and meeting all quarterly goals for revenue, recruitment, service, and retention. He joined CYDC in 2008 from the private sector with 12 years' experience in business development and management, as a Senior Consultant at BearingPoint Consulting, Associate Director of Marketing and Sales at Corporate Executive Board, and as a Consultant at the International Finance Corporation. Jeff received a Masters in International Affairs and an MBA from American University.

Deputy Director of Program and Service: PATTY VARGAS is responsible for program calendar and corps training, development, and retention. She manages CYDC's contractual relationship with DCPS and individual partner schools and is responsible for CYDC's service strategy and progress towards goals and skills training for the corps. Patty is a Peace Corps/Bolivia alumna, and co-founded a nonprofit cultural exchange organization CARAS of the Americas. Patty holds a MA in Education and Human Development from George Washington University.

Program Director: City Year Alumna TINA FERNANDES plans and implements all corps training, facilitates leadership development, oversees corps human resources and administration, ensures compliance with AmeriCorps regulations, and is CYDC's primary liaison with Serve DC. Tina received

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her BA from UMass Amherst in 2001.

WSWC Director: (New position in 2010) Will manage district, school, and service partner contracts, school relationships, WSWC data analysis, completing AmeriCorps reporting, and training staff and corps in basic research and evaluation data collection procedures, expectations, and reflection.

Evaluation Manager: (New position in 2010) Will ensure data outputs and data entry for all service programs, survey administration, external evaluation requirements, and serve as the primary liaison to the DCPS Office of Data and Accountability.

Training Manager: (New position in 2010) Will develop and implement all service, civic, and professional skills development for members. Responsible for securing external trainer and logistics to ensure members complete all CYDC trainings required for graduation and for effective service delivery.

Program Managers (10): (3 new positions in 2010) Seven school-based Program Managers (PMs) each provide daily supervision of one to two teams (7-18 members) and will report to the WSWC Director. 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. Six of CYDC's 7 current PMs have served as full-time AmeriCorps members, and four completed their terms with City Year sites. Collectively they bring 12 years of experience leading teams of young people at City Year and with programs such as NCCC, as well as teaching experience (through Teach for America) and nonprofit experience (KaBOOM and Habitat for Humanity).

Recruitment Director: City Year Alumna KRISTEN WALEGA (captured at 50% of time) is responsible for quarterly recruitment goals, all recruitment events, alumni affairs, and strategic recruitment

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planning and partnerships. Kristen holds a MPA from George Washington University.

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

CYDC plans to add six new positions (WSWC Director, 3 Program Managers, Evaluation Manager, Training Manager) to support a 50% increase in corps and nearly twice the number of school partners, from 7 to 13. Recruitment will begin in March for a July 1, 2010 start. CYDC will advertise the positions through City Year's national and alumni network, as well as Idealist.org. For the frontline PM positions, CYDC will seek to recruit qualified AmeriCorps graduates from City Year's national pool of 250 Team Leaders. New staff will train on site during July/August, and also attend City Year's national Academy in July (see Plan for Technical Assistance).

SELF ASSESSMENT AND IMPROVEMENT

CYDC uses multiple management tools and feedback mechanisms for continuous improvement as an organization. CYDC relies upon an Annual Operating Plan to 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 CYDC leadership staff quarterly, and with CYDC's Board at quarterly meetings. CYDC's 5-year Strategic Plan was completed in partnership with McKinsey & Company consulting and includes monthly and quarterly milestones with clear deliverables related to ten key goals, such as growing private revenue sources, ensuring adequate staffing, providing professional development, and demonstrating impact. CYDC's Senior Management Team meets on a bi-weekly basis to assess progress toward these goals and discuss challenges. Each CYDC department conducts a retreat in August and at mid-year to review data and surveys from

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teachers, principals, and service partners; and staff and Team Leaders participate in weekly Village Meetings to receive specific information and present on initiatives, partnerships, and provide operational feedback to CYDC leadership.

PLAN FOR TECHNICAL ASSISTANCE

Staff Training Retreat: CYHQ leads program orientation and basic training through City Year Summer Academy, a week-long summer training program for all City Year staff and Team Leaders, and special orientation in organizational standards and curriculum development for new staff. CYHQ also hosts departmental training conferences and workshops throughout the program year. The summer training focuses on fundamental program goals and organizational objectives. Special workshops are conducted on team building, goal setting, 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.

Ongoing Training and Support: CYDC's staff utilizes City Year's national network of resources to troubleshoot recruitment and retention issues, support IT, fiscal and other administrative needs, and train incoming staff on policies and procedures. Cross-network twice-monthly conference calls organized around job function provide ongoing opportunity for City Year staff to share best practices. CYDC program and fiscal staff also attend Serve DC-sponsored trainings, including fiscal orientation sessions.

2. SOUND RECORD OF ORGANIZATIONAL ACCOMPLISHMENT

VOLUNTEER GENERATION AND SUPPORT

CYDC engages volunteers with corporate and community expertise to participate as guest speakers,

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build CYDC capacity, and provide no-cost member trainings. For example, corporate volunteers trained members on the financial education curriculum "MoneyWi\$e" (Capital One employees), basic computer skills and management (Deloitte Consulting), and resume writing and interviewing (Comcast Human Resources Department). The McKinsey & Company consulting team provided hundreds of hours of pro bono support over 6 months to draft CYDC's 5-year strategic growth plan. CYDC also benefits from more than 450 DC, Baltimore and Virginia-area City Year alumni as volunteers. These efforts are led by an 11-member CYDC Alumni Board (launched in 2006) whose mission is to "engage alumni socially and in service, support the current corps, and support CYDC and national service through financial support and advocacy." City Year alumni boost capacity as trained volunteers at physical service days, promote corps retention by mentoring CYDC members, and support sustainability by organizing fundraisers.

ORGANIZATIONAL AND COMMUNITY LEADERSHIP

CYDC staff members are active in the community beyond their service to City Year. Executive Director Jeff Franco serves as a member of 2009 class of Leadership Greater Washington and is involved with DC nonprofits Hands on Housing, So Others Might Eat, and Net Impact, an organization that seeks to develop a community of new leaders who use business to improve the world. Other staff members serve with DC Young Non-profit Professionals, Kiwanis Club, Delta Gamma Fraternity House Corporation Board, Girl Scouts of America, have been awarded the Silver Congressional Service Medal, and the Presidential Volunteer Service Award. CYDC has been recognized locally for its excellence by all sectors, including the "Award for Organizational Support" (in recognition of critical public service in support of students and teachers) presented by DC Urban Debate League (2006) and the "Roll Away the Stone Award" (for outstanding commitment, support and work with the Neighborhood Tutoring Program) presented by For Love of Children (June 2006). This past year, CYDC provided support and leadership for the DC AIDS Walk, the first DC Department of Parks and Recreation Beautification Day, the MLK Day Task Force (led by Serve DC), and the Ward 8 Community Forums. CYDC has also been recognized

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by local and national media. Since 2006, CYDC received 41 print, 29 television, and numerous radio and website hits.

SUCCESS IN SECURING MATCH RESOURCES

CYDC has raised over \$7.15 million in non-AmeriCorps dollars in the past four years, 93.7% of which is non-federal, bringing in 70% of total expenses as non-federal revenue. CYDC has also assumed a greater share of its AmeriCorps budget in each year of the current grant cycle. In 2009-10, responding to DCPS' urgent request to expand, CYDC is raising over \$450,000 to support 15 new members, 11 with Serve DC's support through a state formula grant, and 4 through a partnership with The Corps Network's Education Award Only program. CYDC has already met a 50% matching requirement for the past three fiscal years. In 2007, CYDC matched at 51% (\$712,299 for 55 MSYs); in 2008, CYDC matched at 50% (\$1,073,572 for 85 members); in 2009, CYDC matched at 50% (\$1,077,136). CYDC begins raising operating funds at least six months in advance of a new fiscal year. CYDC has already secured 84% (\$910,000) of the 2009-10 match commitment in written and verbal pledges and collections.

3. SUCCESS IN SECURING COMMUNITY SUPPORT

COLLABORATION

CYDC has been fortunate to develop a robust partnership with the DC Public School District with the key support of Chancellor Michelle Rhee. Inspired by the WSWC model, Chancellor Rhee piloted WSWC in 4 schools in 2008-09 and on the basis of performance, expanded to 7 schools this year, projecting 13 schools in 2010-11 as outlined in this proposal. The new contract spans 5 years and is renewable on an annual basis. With the commitment, DCPS provides \$100,000 per school -- an investment of \$1.2 million next year -- and provides critical resources, such as a detailed contract outlining goals and objectives for schools, access to student level data for comparison groups as well as students served,

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evaluation planning, and free, fast background checks including fingerprinting. The formal support from the central office has led to enthusiastic participation in WSWC objectives by DCPS principals, teachers and after school coordinators in each partner school. While CYDC has served in the DC public schools since 2000, the broad partnership with the District has exponentially multiplied CYDC's capacity and impact, and puts within reach CYDC's vision to serve 50% of all DCPS students who are at risk and off-track to graduate.

LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

CYDC's Team Sponsorship program continues to be a strong, renewable source of income with multiple benefits for both CYDC and the sponsors. With many co-branding opportunities (their logo on team T-shirts, speaking at events, event banners), sponsors benefit from good public relations, increased brand recognition, employee engagement, civic engagement, and customer engagement. Typically a sponsor is a foundation or corporation with a significant employee base or interest in the area. In return, CYDC receives \$75,000-\$100,000 to support the sponsored team. Five out of six current team sponsors have renewed annually since 2007, including The Acacia Foundation, CareFirst BlueCross BlueShield, Comcast, and CSX. The Case Foundation has sponsored teams since CYDC was founded in 2000 and the National Cable & Telecommunications Association joined in 2009. Since 2007, CYDC has received over \$32,000 in in-kind donations of food and supplies to support service events and programs. Businesses like Au Bon Pain, Starbucks, Buca di Beppo, Honest Tea, Giant Foods, and Harris Teeter are frequent CYDC in-kind partners, donating supplies for service days, the Heroes program, Opening Day, and Graduation.

WIDE RANGE OF COMMUNITY STAKEHOLDERS

CYDC's stakeholders can be described in three broad sectors: private, public, and community-based. CYDC's diverse Board spans all three sectors. CYDC's 60 Leadership Circle members are individuals

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who make a generous personal financial commitment and often go beyond a monetary donation to introduce CYDC to other potential Leadership Circle members and donors. In exchange for their financial contribution, they are included in special CYDC briefings and, as important unofficial advisors, investors, and stakeholders they offer key input and feedback.

CYDC's public stakeholders include national and local government representatives. Most recently, Secretary of Education Arne Duncan attended CYDC's Turner at Green Elementary service project (August) and Make A Difference Day service project (October). Local supporters include Congresswoman Eleanor Holmes Norton, who recently spoke at CYDC's Opening Day ceremony, DC Public Schools Chancellor Michelle Rhee, Mayor Adrian Fenty, and DC Councilmembers Gray, Graham, Thomas, Wells, and M. Brown. Finally, community-based partners include all service partners, the CYDC Alumni Association, and the Heroes Parent Advisory Board all of whom regularly offer advice and input on strengthening programs.

Cost Effectiveness and Budget Adequacy

1. COST PER MEMBER SERVICE YEAR

For 2010-11 CYDC respectfully requests a grant award of \$1,950,000 at a cost per MSY of \$13,000. These funds will be used to support member costs and a portion of staff and operating costs. CYDC is proposing an overall dollar-for-dollar match share of 50% (\$1,950,000) exceeding its Year 7 match requirement of 38%.

2. DIVERSE NON-FEDERAL SUPPORT

For 2010-11, CYDC has secured or expects to renew \$475,000 in commitments from 6 corporate/foundation sponsors including The Acacia Foundation, CareFirst BlueCross BlueShield, The Case Foundation, National Cable & Telecommunication Association, Comcast and CSX. CYDC also anticipates renewed funding from The Morris and Gwendolyn Cafritz Foundation (\$50,000), NBC

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Universal Foundation (\$25,000), the Children and Youth Investment Trust Corporation (\$30,000) and SAP America (\$18,850). CYDC also plans to raise at least \$200,000 in individual support. This year, CYDC has launched initiatives aimed at increasing individual giving, including a series of individual donor dinners, an e-appeal, a family service day, and a larger presence at workplace giving events such as those hosted by United Way at local companies. Together with the key long-term commitment from DCPS of \$100,000 per school (\$1.2 million in 2010), CYDC has identified over \$2.2 million in FY11 match sources. CYDC will raise at least another \$1 million dollars in private support to cover the staff, operating, and overhead expenses not captured in this request. This funding will come from law firms (Clifford Chance, Ropes & Gray, WilmerHale, etc.), local and national foundations (Cafritz Foundation, Kathryn W. Davis Foundation, World Bank Foundation, NBC Universal Foundation, etc.), and individual supporters including alumni, alumni parents, board members, and community champions. This will allow CYDC to significantly expand the number of members and increase community impact, but keep the federal investment at the same percentage of CYDC's total budget.

3. BUDGET ADEQUACY

City Year's fiscal year runs from July 1 -- June 30. CYDC will continue to operate cost-effectively and as a centralized national organization strive to achieve economies of scale. The proposed budget includes benefits for all corps, some overhead costs such as telecommunications; supplies; internal evaluation; corps and staff attendance at our national conference; and requisite limits on administrative costs. City Year runs only one program, AmeriCorps, and therefore all costs directly support the implementation of the proposed service activities, related outputs, and outcomes.

Member benefits include full-time stipend, health care, FICA and worker's compensation. Please note that as an agency pre-dating AmeriCorps, City Year is exempt from paying the minimum living allowance, which is why the first year stipend amount is lower than the \$11,800 minimum for 2010.

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However, CYDC continues to increase this amount gradually and sustainably to move closer to the minimum. The increase of \$400 from \$12,600 per MSY in 2009 to \$13,000 per MSY proposed in this budget contributes exclusively to member living allowance and benefits. Of the total requested amount of \$1,950,000, 59.8% (\$1,166,938) will support member benefits and training (Budget Sections 2, 3). Member background checks at the State level, including fingerprinting, are administered and processed by the DC Public School District at no cost to CYDC.

This model cost-effectively increases program staff capacity by 35% (6 new positions) relative to CYDC's proposed 50% growth in corps size and school partnerships. CYDC staff will work directly and exclusively on the AmeriCorps program, and therefore 100% of site salaries for the noted positions, with the exception of development costs and a portion of the Recruitment Director, 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. CYDC leverages nonprofit status and funder relationships to reduce local administrative costs as much as possible: for example, space rental from the Academy for Educational Development is obtained at \$37/sq. ft., a 10% discount based on standard building rates, and nearly half of comparable space rental costs (\$60/sq. ft.) in DC. Administrative functions performed by City Year are shared across all City Year 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

CITY YEAR WASHINGTON, DC EVALUATION

The DC Public School District (DCPS) is currently conducting an evaluation on CYDC's Whole School Whole Child Model to assess its effectiveness. Overseen by the Office of Youth Engagement, DCPS will in

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2009-2010 expand upon early favorable findings (from the 2008-09 program year).

DCPS Research Questions

1. Did City Year achieve its intended outcomes?
2. What is the effect of City Year on students' attitudes toward learning and school, as measured by the DCPS Stakeholder Survey?
3. What is the effect of City Year's school-wide treatment on student achievement?
4. What is the effect of City Year's intensive classroom treatment on student achievement?
5. What is the effect of City Year on schools' average daily attendance?

Data + Analytic Strategy

The following section details the various methodologies DCPS will use to answer the research questions at hand. The existence of student-level administrative data from STARS (including enrollment, testing and demographic data) for SY2008/2009 enables DCPS to assess the correlation between City Year and various outcomes in the program's first year of implementation. At the conclusion of year two (SY2009/2010), the evaluators will add the additional year of data to enhance estimates and assess correlation in the new cohort of treatment schools. Ultimately, DCPS will be able to delineate the effect of varying "dosages" of the program on students over time. When possible, analyses will be conducted for multiple comparisons (ie, across treatment and comparison schools, between treatment students

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and all District students, between students within treatment schools and among various student subgroups). Final analyses will be complete by September 2010.

CITY YEAR EVALUATION OF WHOLE SCHOOL WHOLE CHILD MODEL

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:

- 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

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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.. 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

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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 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?

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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 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.

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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.

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

CITY YEAR, INC. -- CITY YEAR WASHINGTON, DC (11AC123102)

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

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CLARIFICATION FOR CONTINUATION YEAR 2 (2011-12) - PART 2

Improved Academic Performance Measure:

ED5: Please specify (in the intermediate outcome results statement) the amount of progress required to count as "improved academic performance," per performance measure background document.

- Members provide 1:1 and small group literacy tutoring at all 12 schools, using three varied scientifically-based, age appropriate tutoring methodologies selected by DCPS. In each case progress is assessed by comparing 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.)

Members working in grades K-3 utilize BURST Reading curricula and technology to tutor individual students in basic literacy skills and prepare them for the DIBELS (Dynamic Indicators of Basic Early Learning Skills) standardized literacy assessment. DIBELS measures students' ability to improve or maintain average distance from benchmark. The benchmark moves over time (changing from start, to mid to end of year).

Members working in 4th-5th grades implement Houghton Mifflin's Soar to Success tutoring curriculum, measuring progress using the DC-BAS assessment. DC-BAS measures student proficiency level against four benchmarks (below basic, basic, proficient and advanced).

Members working in grades 7 and 8 implement Scholastic's Read 180 Curriculum, using Scholastic Reading Inventory (SRI) scores to assess student progress. The SRI measures reading fluency based on grade level (where students should be based on their grade level).

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CLARIFICATION FOR CONTINUATION YEAR 2 (2011-12)

1. 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. C. Travel: Please provide cost basis for \$500 per trip under "Travel to Training and Conference".

-Included detail in eGrants.

Section I. G. Training: Member Training Basic and Mid-Year Retreat: Please itemize \$17,000 cost per retreat.

-Included detail in eGrants.

Section I. H. Evaluation: Please confirm that evaluation costs do not exceed consultant maximum daily rate of \$750.

-Confirmed. \$150 per corps member includes allocated cost of City Year's Internal Evaluation

Department's support: annual survey development, distribution, aggregation and analysis, and design and maintenance of data collection tools and databases.

Section I. I. Other Program Operating Costs: Please see language below about criminal history check requirements and revise budget as necessary.

-No revision necessary.

Section I. I. Other Program Operating Costs: please define CAM in Utilities line item.

-CAM has been removed in eGrants.

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2. Programmatic Clarification Items:

Executive Summary:

Revised to remove number of MSY and adjusted targets for expected number of children served.

Clarification Summary:

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.

3. Performance Measure Clarification Items:

All Measures:

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

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performance measures in eGrants.

-Complete.

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.

Understandably your program may find it valuable to collect member development data even if this measure isn't part of the AmeriCorps grant application and subsequent grant award.

-As requested, the measure is being separately submitted to Serve DC and will be included in OnCorps reporting.

Volunteer Generation Measure:

Since volunteer generation isn't the primary focus of your program, please remove this performance measure from your application. Volunteer generation outputs are captured in the annual progress report.

-This measure has been eliminated in eGrants.

Understandably your program may find it valuable to collect volunteer generation data even if this measure isn't part of the AmeriCorps grant application and subsequent grant award.

-As requested, the measure is being separately submitted to Serve DC and will be included in OnCorps reporting.

HOPE: HIV/AIDS Curriculum Measure

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Intermediate outcome counts multiple items in one statement. Please streamline to clearly measure only one outcome.

-CYDC will redeploy corps members formerly assigned to the HOPE and Heroes teams to fund 2 new teams in schools and therefore both these measures have been eliminated. Our goal is to increase our impact in schools in alignment with our long-term strategic plan to provide service in 11 DCPS schools, and reach at least 50% of students at risk of dropping out of high school within a 5 year period. By streamlining our corps deployment, we are also aligning 100% of our members within the Corporation's strategic priority area of Education.

National Performance Measures:

Improved Academic Performance Measure:

ED2 target statement measures more than one thing, which can make it difficult to accurately report performance. Consider re-wording or splitting into two measures to count only one thing in each statement.

ED5: The target statement references two possible outcomes: increasing one level or maintaining benchmark. Having 2 items in the statement can make it difficult to accurately report performance. Consider re-wording or splitting into two measures to count only one thing in each statement.

-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. Please note that our revisions include streamlining reporting language such that we are measuring single metrics, as recommended.

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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 15 hours) based on a Response to Intervention model and factoring in student mobility. Finally, we are revising our expected percentage of students who show improvement from 60% to 80%, 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).

In summary, we expect to enroll 400 K-8th grade students; of these, 300 (75%) will complete a minimum of 15 hours of tutoring provide by corps members, using BURST, Read 180, Soar to Success, and possibly another ELA intervention selected in partnership with DCPS next year. We expect that 80% (240) of students who complete will show improvement across summative assessments.

YEAR 2: 2011-12 CLARIFICATION SUMMARY

NARRATIVE

1) Describe what has been accomplished by CYDC in Washington, DC schools during Year One of this Grant.

ACADEMIC IMPROVEMENT: During the 2009-2010 service year, members provided one-on-one and

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small group tutoring to 763 students at seven DC Public Schools. Of the K-2 grade students who received tutoring support for at least one semester, 61% maintained benchmark or improved one level on the DIBELS literacy assessment. Of the 3rd-5th grade students who received tutoring from a member, 41% remained proficient or improved a level on the literacy section of the DC-BAS standardized test. In addition, 86% of teachers with members serving in their classrooms agreed that members helped improve the overall academic performance of the students they tutored.

ATTENDANCE IMPROVEMENT: The current 2010-2011 service year is the first year City Year Washington, DC has tracked attendance improvement, so there is no past performance to report. During the 2010-2011 service year to-date, members have been mentoring 238 6th-8th grade students at three DC schools.

HIV/AIDS (HOPE): During the 2009-2010 service year, members delivered the "Making Proud Choices" CDC-approved HIV/AIDS prevention curriculum to 2,133 students at 34 DC schools. Of the 2,133 students who participated in the curriculum, 97.5% indicated that they now have a greater knowledge of HIV transmission and prevention and 95% indicated that they are now better able to combat peer pressure and make responsible decisions.

HEROES: During the 2009-2010 service year, 162 middle and high school students were enrolled in the Heroes program and they completed 12,452 hours of service. Of the 162 students enrolled, 91% (148 students) graduated from the program and earned the Presidential Volunteer Service Award. In addition, 100% of middle school students reported that being a part of the Heroes program improved their ability to make a positive difference in their community and 87% reported that they now know how to lead others in making a positive difference in their neighborhood or city.

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CIVIC LEADERSHIP: During the 2009-2010 service year, 82% of teachers and 89% of principals and after-school coordinators reported that members were well prepared for the academic work they did in the schools. In addition, during the 2009-2010 service year 86% of members who completed at least half of their term of service increased their Civic Competency Point Average by at least 3.0 points, from a baseline of 0. Furthermore, 92% of City Year graduates indicated their long-term career will involve service to others.

VOLUNTEER GENERATION: During the 2009-2010 service year, members engaged 1,977 volunteers in 9,613 hours of service. Specifically, members planned and executed 12 service projects that helped revitalize 13 schools, parks, and community centers throughout Washington, DC.

2) Serve DC recommends providing more detail on member supervision and the internal structure in place. An organizational chart would be helpful in visualizing the structure.

Members are supervised by Program Managers. Each Program Manager supervises 1 or 2 teams of members (8-12 members per team). Program Managers are on site part-time with their teams and available via phone and email at other times. Program Managers report to Program Directors who serve on the Senior Management Team of the City Year Washington, DC site. In the event that a Program Manager is unavailable, a member may contact a Program Director.

PERFORMANCE MEASURES

3) If possible, please re-order your performance measures to follow this order: output, intermediate outcome, end outcome. -- Completed

Narratives

4) Civic Leadership: Please add an output to demonstrate the number of members this measure will cover. -- Completed

5) Please re-order the National Education Measure to begin with ED1, then ED2, and lastly ED5. -- The order defaults to ED2, ED5, then ED1.

BUDGET

6) Please provide a breakdown of costs for CNCS travel (\$2,000 on Grantee Share).

The CNCS travel includes travel to CNCS-sponsored financial trainings, and the National Conference on Service and Volunteering to be held in New Orleans. Costs cover travel for 2 City Year DC staff per trip (\$150/round trip airfare + \$350/lodging x 4 staff).

7) Please provide more information on the Travel to Training and Conference for Directors. What specific training or conference is City Year interested in attending?

The Travel to Training and Conference for Directors includes 10 trips, at a cost of \$500/trip, for CYDC staff to attend issue-specific trainings called "superchargers" hosted by City Year, Inc. in Boston, MA throughout the program year. Trainings are focused on executive, recruitment, and program and service functions.

8) Please explain "Academy" listed under Staff and Member Travel.

CYHQ leads program orientation and basic training through City Year Summer Academy, a week-long summer training program for all City Year staff and Team Leaders, hosted in Boston, MA. The summer training focuses on special orientation in organizational standards and curriculum development for new staff, fundamental program goals, and organizational objectives. Special workshops are conducted on

Narratives

team building, goal setting, compliance issues and member performance management, train-the-trainer workshops in literacy and math tutoring techniques, child behavior management and other education-based service skills, planning high impact volunteer engagement and management, local financial management, fundraising goals and strategies, leadership skill development for members, and other topics as requested by field staff.

9) Please define BTR/ATR travel for the cost of \$2,000.

BTR and ATR stand for Basic Training Retreat and Advanced Training Retreat respectively. The cost of travel to BTR/ATR, which is incurred through bus rentals, has been removed from the Member Travel line item. It is now included in its entirety under Member Training. The Member Travel line item now refers exclusively to CYDC's van expenses during the year which are \$5,000 (\$3,000 for fuel plus \$2,000 for insurance for 2 vans). Estimates are based on historic actuals.

10) Where will the basic and mid-year retreat be located? Explain the \$100 expense per member for travel.

The basic and mid-year retreats are the BTR and ATR retreats referenced above. BTR will be held at Camp Wabanna in Edgewater, MD. ATR will be held at the West River Center in West River, MD. CYDC will rent buses to transport members to Basic and Advanced Training Retreats in August and January, respectively. The budgeted expense of \$17,000 includes transportation of all 170 corps members to BTR and ATR at \$100/member for 2 trips, and includes bus fuel, insurance and mileage reimbursement.

11) Explain difference in Worker's Compensation costs. Serve DC calculated:

CNCS: \$3,657 versus \$3,718

Narratives

Grantee: \$1,969 versus \$2,002

The cost difference was due to a rounding error. City Year Washington, DC has adjusted its budget to reflect Serve DC's budget calculations.

Continuation Changes

YEAR 2: 2011-12 CONTINUATION APPLICATION

PROGRAM CHANGES

New Site Locations: In 2011-12, City Year Washington, DC (CYDC) proposes to expand our successful partnership with the DC Public School District (DCPS) by placing teams of members full-time in 15 low-performing schools (up from 11 schools this year) predominantly located in the high poverty neighborhoods of Wards 7 and 8. CYDC currently fields 140 corps members through 3 AmeriCorps grants, who implement CYDC's Education Programs (Whole School Whole Child and Diplomas Now) in 11 schools (115 MSY) and CYDC's 3 additional service initiatives, Civic Engagement, HIV/AIDS awareness and Young Heroes programs (25 MSY). Eighty-eight members captured under our Serve DC State Competitive grant serve on teams at 8 schools (Hart Middle School, Winston Education Campus, Francis-Stevens Education Campus, and Ferebee-Hope, Malcolm X, Turner, Stanton, and Kimball Elementary Schools). Ten City Year, Inc. National Direct members serve on a team at Simon Elementary, and 15 Education Award Program (EAP) members, enrolled under intermediary The Corps Network, serve at Spingarn Senior High and Browne Middle. The 15 EAP members are piloting City Year's collaborative Diplomas Now initiative through a specially secured one-year grant from DCPS. For 2011-12, we propose to keep all current teams and add four new teams (55 new MSY) at the following school partners: Ballou High School, Savoy Elementary School, Wheatley Education Campus, and Johnson Middle School.

Narratives

For 2011-12, we respectfully request to consolidate our 115 MSY funded through Serve DC State Competitive, 10 MSY funded through National Direct, 15 MSY fielded through The Corps Network and add 55 new MSY under one single Serve DC State Competitive Continuation award. In total, our Continuation Request increases the number of corps supported under this grant award from 115 to 170 MSY.

Justification: This expansion fulfills our 5-year contract with DCPS, leverages new private sector funding commitments, and follows our strategic plan to expand our service into high schools. In 2008, CYDC established a multi-year contract with DCPS to place teams of 8-12 members full-time in 4 of DCPS's troubled schools, with new schools added each year based on CYDC performance. Backed by strong survey results and pre/post test scores from targeted students, and supported with significant funds from DCPS, CYDC has nearly tripled our number of partner schools, expanding from 4 schools in 2008 to 11 schools in 2010. CYDC worked closely with principals and central administrators at DCPS to identify new partner schools for this year based on school leadership, standardized test scores, school desire for a CYDC team, other organizations serving at the school and overall need of the school. For new schools proposed in 2011-12, populations range from 1,100 (Ballou Senior High) to 277 (Johnson Middle), all are 99-100% African-American, and between 85-100% qualify for free/reduced price lunch. At Spingarn, Ballou, Johnson, Savoy, Wheatley, Simon, and Browne, the number of students testing proficient in reading ranged from 14% - 22%, and math proficiency scores ranged from 14% - 20%. (Source: DCPS Website's School Profiles). The selected schools form a "feeder pattern", whereby CYDC members will be serving in the majority of elementary and middle schools that send students to Spingarn and Ballou. By targeting schools aligned into feeder patterns, CYDC and DCPS provide a continuous City Year member presence that will support students who attend DCPS schools with the highest dropout rates throughout their entire school experience.

Narratives

Member Activities: CYDC members will continue to implement the Whole School Whole Child model as discussed in our original proposal at Simon Elementary, and at three of the schools new to CYDC next year: Johnson, Savoy and Wheatley. For Spingarn Senior High, Browne Middle and Ballou Senior High, CYDC will implement the Diplomas Now collaborative. 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 CYDC members 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 Department of Education, meaning that the model is being tested over a 3-year period using a comparison group approach. CYDC's Ballou Senior High Diplomas Now school is likely to be selected as part of that effort. All school-based teams' member activities will support CNCS' national Academic Improvement performance measure. The additional 55 MSY will allow CYDC to increase the number of students enrolled in our Education Programs by 280 students. Changes to the performance measures that are applicable to 2011-12 are noted below in the Performance Measure Changes section.

Organizational Capacity: CYDC has planned for expansion to 170 members by securing funding, staffing, management practices and partnerships well in advance. CYDC has demonstrated organizational capacity to manage and sustain growth over the past two years (100 MSY in 2009-10, by adding a CYDC State Formula grant and 4 Corps Network slots; and 140 MSY in 2010-11, again by adding AmeriCorps members through other sources). Each year, CYDC has enrolled 100% of slots and has maintained a retention rate of 89-90%. Our proposed expansion from 140 to 170 members represents an actual increase of 21% in corps size, significantly less than the 40% growth from 100 to 140 members we

Narratives

successfully navigated this year. Staffing to support our expansion will ensure adequate supervision (5 Program Managers, plus 1 Program Director, promoted internally). We are building recruitment capacity (including a Recruitment Manager and Admissions Manager captured in this budget) and revising confirmed applicant goals to an earlier March deadline. To improve our expertise in district partnership management, we are hiring a Director of School Partnerships, who will oversee contracts, implementation and quality of our expanding DCPS relationship. Our strong pipeline of prospective funders includes sponsorships from CSX (\$200,000), Comcast (\$100,000), The Acacia Foundation (\$100,000), and CityBridge Foundation (\$25,000). We have significantly increased our capacity in individual fundraising by hiring a full-time dedicated employee and anticipate raising at least \$250,000 more from individuals next year. Also, next year will represent the fourth year in our contract with DCPS, which calls for a financial investment of \$100,000 per school (for a total of \$1,500,000).

BUDGET CHANGES

CYDC respectfully requests a cost per MSY of \$13,300 and a total award of \$2,261,000, to support 170 MSY. The CNCS Share increases by \$766,000, while CYDC will maintain the same 50% match, increasing our Grantee share of costs commensurately by \$766,000. The budget changes are as follows:

Section 1: Program Operating Costs: Total Section I costs increased from \$1,294,656 in 2010-11 to \$1,498,021 in 2011-12 (a \$203,365 increase). Changes in this section include:

- Entire Section: reducing the CNCS Share by 8% (from 42% to 34%)
- Sec.A: increasing personnel expenses by \$101,817 primarily by the addition of 4 Program Managers, a second Program Director and three new positions (Director of School Partnerships, Recruitment Manager, Admissions Associate). Three positions have been eliminated (Recruitment Director, Admissions/Alumni Affairs Manager, WSWC Director). Total FTE increases from 14.25 to 19.75.

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- Sec.B: increasing personnel fringe benefits by \$31,869 in line with reduction in personnel expenses, i.e. FICA.
- Sec.B: increasing staff benefits calculation from 18% to 20% based on actual costs.
- Sec.C: increasing staff travel by \$2,825, primarily for CNCS-sponsored meetings.
- Sec.C: increasing member travel commensurately with corps size, by \$79,875, with Metro passes allocated at 85% of actual cost.
- Sec.E: increasing supplies by \$13,490 based on an adjustment to uniform cost. Timberland in-kind value increased to \$250 from \$200 per member, together with a decrease from \$550 to \$178/member cost for uniform purchase from Aramark. All uniform costs are in Grantee Share.
- Sec.G: reducing Staff Training section overall by \$625, by shifting CNCS travel to Section C. Per participant Academy cost increases by 5.5 FTEs.
- Sec.G: increasing member training by \$12,500 by adding 6 new Team Leader MSY for Academy, plus increase in costs for 2 Basic and Mid-Year retreats of \$5,500/each, to accommodate a corps of 170 members.
- Sec.H: increasing Evaluation total cost by \$8,250, based on a per capita allocated cost of \$150/MSY.
- Sec.I: increasing other program operating costs by \$19,656 by revising the percentage of costs allocated to the grant, including a portion of rent allocation, printing and postage decreased by \$4,000, and adding cost for nationwide criminal background checks of \$5,950.

Section II: Member Costs: Total costs increased from \$1,355,610 in 2010-11 to \$2,510,174 in 2011-12 (a \$1,154,564 increase). Changes in this section include:

- Sec. A: increasing the member living allowance rate from \$9,946 to \$12,730, for a total increase of \$1,020,310.
- Sec. B: increasing the member support costs by \$134,254 in line with the increase of the member living allowance, i.e. FICA increases.

Narratives

Section III: Administrative/Indirect Costs: This section was increased by \$174,071 as a result of the increase in the cost-per-MSY and total grant budget.

INCREASE IN COST PER MSY

Under the leadership of City Year's National Board of Trustees and CYDC's Site Board, we intend to raise the first year living allowance to the AmeriCorps minimum in 2011-12 and raise the Team Leader rate commensurately in order to improve the quality of the corps experience and attract harder to reach cohorts. The \$300 increase in the cost-per-MSY represents less than 3% (\$51,000/\$2,164,100) of the total cost, which will raise the living allowance by \$3,127 per member for our first year members (rate: \$12,157) and by \$1,335 per member for our Team Leaders (rate: \$16,215).

The \$300 increase in cost per MSY from AmeriCorps 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. It also helps offset the mandatory criminal background check cost, which will increase by more than \$5,000.

ENROLLMENT

In program year 2009-10, CYDC filled 100% [85/85] of member slots in our State Competitive grant (06ACHDC0010003) and 100% [11/11] of our State Formula grant (07AFHDC0010010). For 2010-11, we filled 100% [115/115] of our member slots (09ACHDC0010002), 100% [10/10] of our City Year, Inc. National Direct slots (09NDHMA0030011), and 100% [15/15] of our slots through The Corps Network (09EDHDC0010008).

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RETENTION

In program year 2009-10, we achieved a retention rate of 89.4% [76/85] for our State Competitive grant and 100% [11/11] for our State Formula grant. Of the 10 members who left the program early, 1 left due to compelling personal circumstances, 8 resigned due to family issues, financial hardship, or job opportunities; and 1 was dismissed for not adhering to program standards. To address these issues, CYDC will:

- significantly increase the member living allowance;
- include retention as a standing agenda item on weekly Program and Service Department meetings to identify early warning indicators,
- expand our Alumni mentoring to permit each corps member the opportunity to work with a peer mentor.

COMPLIANCE

Enrollment forms that were completed past the 30 day deadline were delayed for technical issues with MyAmeriCorps that required involvement from the eGrants Help Desk. Five exit forms from 2009-10 were delayed for a day while issues were resolved.

PERFORMANCE MEASURE CHANGES

For 2011-12, we will eliminate the mentoring measure (ED3, ED4, and ED6) and incorporate all students (grades K-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

Narratives

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 K-9.
- READ 180 tutoring curriculum is added for grades 6-9. Students will receive six hours of tutoring over a 9-week period under this research-based curriculum.
- SOAR to Success tutoring curriculum is discontinued for grades 3-5, because DCPS is moving away from using the methodology.
- Student ELA course grades are added as an assessment tool for grades 6-9.
- Number of students enrolled in CYDC Education programs will increase from 360 to 640; number completing from 288 to 480; and number improving a level from 173 to 240.

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 97.75

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 provide 1:1 and small group literacy tutoring at 11 DCPS schools, using scientifically-based, age appropriate tutoring methodologies selected in partnership with DCPS. Members working in grades K-5 utilize Fountas and Pennell formative tutoring curriculum with its related Benchmark Assessment System, plus BURST Reading curricula and technology to tutor individual K-2 students in basic literacy skills and prepare them for the DIBELS (Dynamic Indicators of Basic Early Learning Skills) standardized literacy assessment. To complete, students receive a minimum of twenty half-hour sessions. Members working with students in grades 6-9 will use READ 180 to improve reading comprehension. During READ 180 instruction the class is divided into three cohorts with members providing direct support to students in the Independent Reading Space. Students completing the READ 180 tutoring program will receive a minimum of 18 twenty-minute tutoring sessions (over one marking period, or 9 weeks. Students reading below proficiency are identified by each school's Academic Coach and teacher based on start-of-year benchmark assessment tests. 6th-9th grade student progress will be measured based on on-time course completion.

Result: Output

Result.

Students will receive the minimum number of hours of tutoring to complete CYDC's AmeriCorps Education program.

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

Target : 300 students will receive at least 15 hours of tutoring.

Target Value: 300

Instruments: student logs for entry into cyImpact database

PM Statement: 300 students will receive the minimum number of hours of literacy tutoring to complete CYDC's AmeriCorps Education program.

Result: Intermediate Outcome

Result.

Students who complete CYDC's AmeriCorps Education program will improve their academic performance, as evidenced by pre/post literacy assessments and on-time course completion.

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

Target : 240 students will improve academic performance.

Target Value: 240

Instruments: DIBELS (for grades K-2) and Fountas and Pennell BAS quarterly standardized tests (grades 3-5); Course grades for grades 6-9 (to be used only to show on-time course completion)

PM Statement: 240 students who complete CYDC's AmeriCorps Education program will improve their academic performance, as evidenced by pre/post literacy assessments and on-time course completion.

National Performance Measures

Result: Output

Result.

Students will be enrolled in CYDC's AmeriCorps Education program, to receive literacy tutoring.

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

Target : 400 students will be enrolled.

Target Value: 400

Instruments: students logs for entry into cylmpact database

PM Statement: Members will enroll 400 students into CYDC's AmeriCorps Education program to receive literacy tutoring.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable