

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: 19-NOV-10	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC123853		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHNY0010009														
5. APPLICATION INFORMATION																	
LEGAL NAME: Cypress Hills Local Development Corporation DUNS NUMBER: 867645095		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Emily Van Ingen TELEPHONE NUMBER: (718) 647-2800 FAX NUMBER: (718) 647-2805 INTERNET E-MAIL ADDRESS: emilyv@cypresshills.org															
ADDRESS (give street address, city, state, zip code and county): 625 Jamaica Avenue Brooklyn NY 11208 - 1203 County: Kings																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 112683663		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization															
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: Eastern Brooklyn Collaborative for Youth Development															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Cypress Hills and East New York Brooklyn, Kings County New York.		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 09/01/11 END DATE: 08/31/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <u>NY 012</u> b.Program <u>NY 012</u>															
15. ESTIMATED FUNDING: Year #: <u>2</u>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 191,221.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 701,340.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 892,561.00</td> </tr> </table>		a. FEDERAL	\$ 191,221.00	b. APPLICANT	\$ 701,340.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 892,561.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
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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: Emily Van Ingen		b. TITLE: Director of Programs	c. TELEPHONE NUMBER: (718) 647-2800														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/28/11															

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Executive Summary

CHLDC seeks to implement an AmeriCorps program. We request \$191,221, with a match of \$701,340. We are a multi-services agency with extensive experience managing high quality youth programs. Our agency budget is over \$7 million, from public and private sources. We administer an AmeriCorps program currently. We have met or exceeded our past performance goals. Members will serve in our after-school and summer programs. We will participate in the national performance measure pilot in education.

Rationale and Approach

Cypress Hills Local Development Corporation (CHLDC) is a multiservice, community based organization. Local residents and merchants founded CHLDC in 1983 to improve their Brooklyn community. Our mission is to provide high quality services to the Cypress Hills/East New York neighborhood, which we will serve through the proposed AmeriCorps program. AmeriCorps members will support our afterschool programs, serving children ages 5-13. The AmeriCorps program will help us address three needs: the need to improve local students' literacy skills and social-emotional development; the need to increase youth civic engagement; and the need to increase volunteerism in schools. We chose these needs because, as service providers, we've observed these issues, and know that CHLDC is equipped to make a significant difference in these areas, with the support of the AmeriCorps program.

Our neighborhood is low-to-moderate income, with a large immigrant population. In 2006, 35.6% of children in Community Board 5, where our neighborhood is located, were below the poverty level, as compared to 28.8% citywide. The unemployment rate was 8.2%, as compared to 4.9% citywide. (www.cccnewyorkkeepingtrack.org). 95% of local students are eligible for free lunch, and 23% have limited English proficiency (New York State Report Cards, 2008). 65% of Cypress Hills' residents age 5 and older speak a foreign language at home and the median household income in Cypress Hills is

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\$32,241 or 74% of the City's median income. 53% of local residents age 25 and older do not have high school diplomas, and 22% of adults have achieved less than a 9th grade education. (US Census, 2000). In 2004, there were 20 felony arrests and 65.3 total arrests per 1,000 people in CB 5, as compared to 12.3 felony arrests and 42.8 total arrests per 1,000 people citywide (data collected by NYPD's 75th Precinct).

These conditions make it challenging for youth to succeed in school. Since parents typically have low levels of educational achievement, they cannot always support their children's learning. With the prevalence of gangs, many young people, beginning in the middle school years, begin to neglect academics, in the face of peer pressure to join gangs, or join in other negative behaviors. While academic performance in local elementary schools is fair, there is a real drop in achievement in the middle school years, when social pressures begin to affect young people's engagement with school. (Cook, et. al., 2007). In 2008, 44% of students in local elementary schools did not meet state standards in English, and 13% did not meet standards in math. In our intermediate schools, 67% of students did not meet standards in English, and 50% did not meet standards in math. (New York State Report Cards, 2008). It is critical to equip youth with the social and academic skills they need to succeed in both elementary and middle school. Our afterschool programs intervene in critical hours of the day with homework help and project-based learning to help youth improve their literacy skills, while building self-confidence and strong relationships with peers and adults. We aim to help children succeed in elementary school, lay a foundation for success in middle school, and continue their success through the middle school years.

According to Fight Crime: Invest in Kids, "Research ... consistently shows that on school days, the hours from 3 to 6 PM are the peak hours for teens to commit crimes, be victims of crime, be in or cause a car crash, and smoke, drink or use drugs." (Issue Brief, 2007) "Teens who are unsupervised after school are 37 percent more likely to become pregnant." (The Afterschool Corporation (TASC), Information Kit,

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January 2008, www.tascorp.org). TASC has found that afterschool programs can help youth avoid these negative outcomes, and improve their academic achievement and self-esteem. In their January 2008 TASC Toolkit, they state: "Kids who attend high quality programs improve significantly in their feelings and attitudes toward school, in their behavior, and in school and achievement test scores (Durlak & Weissberg 2007). Kids who attend are more engaged in school, more committed to homework, and their parents are more involved (Kane 2004). Parent involvement is the best indicator of student success."

TASC has supported our afterschool programs since 1999. TASC evaluated our programs in 2007-08, which had a combined enrollment of 619, and found that 72% of regular participants improved their math grades, and 70% improved their English grade, from the fall to the spring. 81% of regular participants met or exceeded state standards in math, and 60% met or exceeded English standards. Teachers reported that the majority of regular participants improved their behavior in areas including homework completion, attention in class, and academic performance. 88% of participants reported that our program helped them to complete their homework, and 59% said that the program helped them read and understand more.

Research has also shown that youth community engagement has a positive effect on achievement. Weiler et al (1998) and Stephens (1995) found that middle school students who engaged in quality service learning programs showed increases in measures of personal and social responsibility, communication, sense of educational competence, problem-solving skills, and interest in academics. Supik (1996) and Rolzinski (1990) found that students who participated in service-learning tutoring programs were less likely to drop out of school, and increased their grade point averages. The schools which host our afterschool programs do not offer service learning programs. We will fill that gap by training AmeriCorps members to help our afterschool participants design and implement community service projects which will help them develop leadership skills and make an impact on issues which

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affect their community.

When parents are involved in their children's schooling, it has a real effect on students' academic performance and commitment to school achievement. (Michigan Department of Education, 2002; Learning Leaders, 2002; edweek.org, September 21, 2004). Research shows that when parents volunteer in afterschool programs, the bonds between families, schools and communities are strengthened, leading to greater parent involvement in students' education (Kakli and Kreider, 2005). However, people of color and those lacking higher education (both are characteristics of local residents) are less likely to volunteer. While 43.6% of college graduates volunteer, only 32.9% of non-graduates do so; 29.4% of whites volunteer, compared to 19.2% of blacks and 15.7% of Hispanics (Monthly Labor Review, August, 2003, Bureau of Labor Statistics). An AmeriCorps award will allow us to recruit parents to volunteer in our programs, and strengthen the connection between children, families, schools and community.

We will use 2 full time members, 15 Half Time members and 15 Reduced Half Time members to serve in our five school based after-school programs. All program sites will provide 15 hours of after-school academic enrichment serving 640 youth (ages 5-14) per week during the school year. All sites will run intensive summer programs for a minimum of 450 students for 45 hours per week for eight weeks. Our programs provide literacy curricula and homework help, along with mentoring, community service, athletics and recreation, camping, creative arts, science, and high school advising. Programs feature a low staff-student ratio of one adult to ten children.

We currently provide afterschool and summer programs at the sites described here. Support from AmeriCorps will allow us to enhance our programs with an enriched literacy and civic engagement focus, provided by the members, and increased volunteer participation, as members will recruit

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volunteers and coordinate volunteer activities. We also collaborate with other current CHLDC programs, to refer our participants and their families for services. These include CHLDC's family counseling, college counseling, employment, GED, and ESL programs; community organizing to help parents and teens advocate for better public schools; affordable housing development and housing counseling services; child care; and services to connect local residents with public benefits. The host schools for our afterschool program currently serve local children, in grades K-8, and support them in developing literacy skills. Our partners such as NYC's Department of Youth and Community Development (DYCD) and the Partnership for Afterschool Education (PASE) currently support our staff through providing training to develop their youth development skills.

AmeriCorps members will serve in our afterschool programs. Each afterschool site is led by a site coordinator. Afterschool participants are divided into groups of 20, and each group is staffed by a Group Leader and a Program Aide. Group Leaders are supervised by Unit Leaders, who are supervised by the Site Coordinators. Our full-time members will serve as volunteer coordinators, and, during the afterschool hours, will be unit leaders. They will be assigned to our intermediate school programs at IS 171 and IS 302. At both schools, the members will recruit parents to volunteer in the afterschool program, and coordinate volunteer activities. They will facilitate our parent advisory boards, track volunteer hours and coordinate parent participation in special events. At IS 302, the member will also be assigned to our Intergenerational Services Program (IGS), which is part of our afterschool program. Afterschool participants who are part of IGS participate in community service activities with local seniors. They do chores and friendly visits for homebound or frail seniors, and join in intergenerational cultural events. The AmeriCorps member will be the Senior Liaison for the IGS program, recruiting seniors, assessing needs for chores, assigning participants to perform the chores, and planning activities for seniors and youth together, which will emphasize literacy skills and community service. Students may write oral histories, based on their conversations with seniors, or create a newsletter about their

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experiences. Seniors and youth will also participate in joint community service activities. Our half-time members will serve as Group Leaders in our afterschool programs, and our reduced half-time members will serve as Program Aides. We have chosen these levels of service for the members, to align with the time commitments and responsibilities of each of these roles.

CHLDC's afterschool programs use curricula rooted in research to promote literacy that connects to, but is different from, the school day curricula. We have developed a read-aloud curriculum that presents high quality literature in a fun and engaging way. Reading aloud to students promotes oral language and vocabulary development, listening skills, knowledge of narrative structure and genre, and crucially, motivation to read. (Martin and Emfinger, 2008) Members lead these activities and supplement them with techniques such as reading readiness and phonics instruction for kindergartners, textual analysis for elementary students, and review of word-problem techniques in math for older students. Students spend at least 4 hours per week after-school, and an additional 7 hours per week in the summer, in literacy instruction and reading enhancement activities.

In 2008 we were awarded a NY Council on the Humanities grant to implement 'The Meaning of Service' curriculum, a literature-based discussion group, in which all AmeriCorps members will participate. Members engage in a facilitated discussion on what service means to them. They will read and reflect on a short piece of literature which explores questions about service. These discussions will help members gain a deeper connection to each other and their work.

Our afterschool program includes arts and recreation activities that are infused with literacy. For instance, this year a drama teaching artist helped students to write and produce a musical production. We work with consultants such as Development Without Limits and Community Resource Exchange to develop our literacy and arts curricula. We've also consulted with teachers in our host schools, who've

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helped us to design our project-based learning curriculum. Our AmeriCorps Director will design our community service curriculum in partnership with our AmeriCorps members. Children will keep journals about their community service experiences, and document their projects for a community service fair. We work to align our after school programming with in-school curricula. For example, when PS 7's curriculum focused on ancient Egypt and Africa, our visual arts and dance instructors developed projects on African dance and ancient Egyptian art. Our staff have coordinate with host schools through representation on various school committees. Program staff meets frequently with school principals to discuss concerns, attends PTA and school leadership team meetings and consults with students' classroom teachers to support their efforts.

Homework Help occurs four days a week for forty-five minutes during the after school program. AmeriCorps members will be trained in homework help strategies, and the school day curriculum for the grades with which they work. Full-time members will also engage family members to act as volunteers during homework help time. Students are grouped by grade, so that members can efficiently assist all students, and gather information on where students have common struggles. Members will seek learning resources, games and activities to reinforce academic skill-building in those areas of common struggle. Afterschool participants will receive Homework Agenda Books, and will responsible for recording their daily homework assignments in the book. They bring the book to the after-school program. Staff will use the books to confirm assignments and make comments for parents and teachers, who can respond with their own comments. Students receive consequences for failing to bring the agenda book to after-school and incentives for bringing it consistently.

Service-learning has been found to have a positive impact on students' academic achievement, career aspirations, and social/personal development (Billig, 2000; Conrad and Hedin, 1991). Members will lead students to design and implement at least one community service project each year. Students will

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identify issues that affect their daily lives, read and educate themselves about the issues, enlist the support of local community groups with similar interests, and engage elected officials to implement the projects. Examples of past projects include intergenerational arts projects at local senior centers, canned food drives for food pantries, pen-palling with children on a cancer ward, and contributing to a local children's garden. We expect that, following a minimum of 10 hours engaged in service-learning, 90% of students will be able to articulate a greater understanding of the importance of service by the end of year three. AmeriCorps members will differ from other staff who perform these roles (Unit Leaders, Group Leaders, and Program Aides) in our programs in that they will gain additional resources to implement high quality community service projects. The AmeriCorps Director, through regular coordination and monthly roundtables, will teach members about community resources and curriculum. Members will take the lead on ensuring that our community service projects will help participants to develop skills and make a meaningful impact. Without the two full time members, our program would not have staff dedicated to coordinate volunteers.

Our program will not violate non-duplication, non-displacement and non-supplementation requirements. Without AmeriCorps funding, we would not be able to provide the proposed services at the scale proposed here, and with an enhanced focus on community service. Current employees will not be displaced by AmeriCorps members.

Our plan for member development, training and supervision is coherent with our proposed outcomes in the areas of youth literacy development, volunteerism and civic engagement. CHLDC's comprehensive child and youth development programs include daycare, after-school programs, community centers, drop-out prevention, college access counseling, and other education and career programs for youth. We recruit members who have themselves been participants in our youth programs. They enter into AmeriCorps with experience with CHLDC that has fostered their educational achievement, and their

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commitment to civic engagement. As local residents and youth leaders, they have established relationships with youth participants, parents, school staff and other local leaders. They have also experienced the needs of the young people and families of this community, which motivates them to achieve our program outcomes.

We carefully screen applicants to choose potential members who are enrolled in college and focused on educational goals. We also look for a history of civic engagement, however informal and local. Our AmeriCorps Director, with program staff and former AmeriCorps members, communicates to prospective members about the mission of AmeriCorps service. We are clear about the seriousness of the commitment, the effort that we expect and the value of the experience. New members enter service understanding the program's expectations, its benefits to them, and the support they will receive.

Once members are enrolled, they are assigned to serve in one of five after-school programs. The AmeriCorps Director works closely with the Site Directors of those programs to train, supervise and support members' development. The Director of Youth and Family Services supervises all five Site Directors and the AmeriCorps Director. These staff create a training and member development program, using CHLDC's resources to support the members' capacity to contribute to the desired outcomes. The term of service for AmeriCorps members begins with a week-long training institute. (A second week-long training institute takes place at the beginning of the summer.) Workshops are led by after-school professionals and in-house specialists such as certified teachers and licensed social workers. Members are trained to provide homework assistance and other literacy activities, and to implement project-based learning activities. Members provide daily homework help to their after-school group, and lead a weekly session in project-based learning. They implement several projects that promote literacy development, at least one of which is a community service project. The training institute is planned and led by the site directors, the AmeriCorps Director and the Director of Youth and Family Services, joined

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by several experts in key areas. Homework assistance training emphasizes introduction to the concepts and learning approaches of the school curriculum; techniques to support and incentivize student learning; strategies to facilitate communication between teachers, students, parents and the after-school staff and information on the impact of child development and diverse learning styles on homework assistance. Training on project-based learning incorporates hands-on activities, small- and large-group problem-solving, critical thinking, and a tangible result relevant to the participants. After this week of training, members understand the task of fostering literacy development in the after-school setting through extending the learning approach of the school through homework assistance, and complementing it through project-based learning. A recent example of project-based learning include a project at PS 65, where, in connection with the presidential elections, students participated in an election for "Group Leader for a Day," where they nominated candidates, wrote and delivered speeches, made signs and slogans, conducted a debate and held the election. Additional training topics during this week include first aid, communicating with parents, detecting and reporting child abuse, conflict resolution, and positive youth development principles.

Over the course of the program year, the program managers provide and identify ongoing training that reinforces the skills introduced in pre-service training. Each member participates in at least 15 additional hours of training over the year. The program managers observe the members as they carry out their duties. They assess the ongoing training needs of members, and plan and implement in-house training to address those needs. Program managers also identify trainings provided by external organizations that address member needs. They alert members to the availability and value of these trainings, and facilitate their enrollment.

Supervision is another key element of member development. Each member receives weekly individual supervision from the Site Director where they are assigned. Members are expected to arrive at

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supervision with an agenda including skills they want to develop, issues in their assigned group that affect their participants' development, and areas of activity where they need help in planning. Site Directors observe members regularly, and use supervision to provide feedback and also provide coaching in the classroom. The site director conducts a weekly meeting for staff and AmeriCorps members, which includes training, and gives staff the chance to voice their needs, reflect on their work and provide feedback and support to each other.

The AmeriCorps Director works with the members and the Site Directors to support member development, focused on achieving program outcomes, and on members' personal development Using the education and career development resources within the agency such as the College STEPS program, which provides college counseling, and the YouthLEAD Program, which provides GED instruction and job training services, the AmeriCorps Director meets regularly with each member to map out an individual success strategy. The AmeriCorps Director conducts monthly roundtable sessions. These sessions strengthen members' civic engagement, and arm them to engage youth in civic engagement. At roundtables, using the Meaning of Service curriculum, members engage in a facilitated discussion on what their service means to them. They read and reflect on a short piece of literature which explores essential questions about service. The AmeriCorps Director also uses roundtables to provide technical assistance to members on developing community service projects for their participants, and on engaging parent volunteers. In this way, s/he will equip members to contribute to program outcomes.

The AmeriCorps Director will be well versed in which activities are prohibited for AmeriCorps members. Each member will also receive a written set of responsibilities and prohibited activities, such as attempting to influence legislation, organizing boycotts or strikes, or conducting voter registration, among other activities. The Director will train members and site directors on all aspects of AmeriCorps service, including rules on prohibited activities. Each member will create a weekly work plan. The

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Director will review each plan, and observe members' work regularly, to assure that no work activity is prohibited for AmeriCorps members.

The purpose of our existing service activities, which are our after-school programs, is to foster local youth's holistic development and support their academic achievement. To do this well, we must partner with school, parents and the community. Research on quality youth development programs identifies common elements that strong programs foster. (Catalano, et al, 1999) They include a sense of safety, structure and supervision, supportive relationships, a sense of belonging, positive social norms, a sense of efficacy, a sense of mastery, and coordination between parents, school and community. Receiving an AmeriCorps grant will allow us to deepen and extend our effectiveness in several of these elements. AmeriCorps's emphasis on educational achievement will help us to recruit members from the community who are focused on both their own educational achievement and that of our afterschool participants. They can be powerful role models who will set high educational aspirations for themselves and our afterschool participants. The AmeriCorps Director and the team of after-school professionals form a web of support for members. Through experiencing this support, they will be equipped to form supportive relationships with participants. Young people need a sense of belonging, and will find it in negative groups if it is not available in positive ones. The members will experience the power of belonging to AmeriCorps, and will be trained and supervised to in turn develop it in their groups of young people. Youth need a sense of efficacy. The AmeriCorps grant will allow us to strengthen our community service programming. The AmeriCorps Director will provide technical assistance to members to plan community service projects, and will conduct roundtables where members will reflect on the meaning of service. This work will strengthen our ability to provide high quality community service activities. An AmeriCorps program will help us to increase our capacity for family volunteer participation. The Director will provide technical assistance to the site directors and the members on engaging parent volunteers. The members will create work plans that foster parent involvement with

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flexible use of service hours. The coordination between parents, school and community will be much more effective when parents are engaged as volunteers.

Through our AmeriCorps program, we expect to make a significant impact on afterschool participants' development, in the area of Education. We will use standard performance measures. We will provide 135 hours of academic assistance and 54 hours of educational enrichment to 600 youth in the after-school hours during the school year. We will provide at least 70 hours of educational enrichment to 500 youth during the summer. We will use results from the standardized test administered to students by the New York City Department of Education to determine if the children who complete our literacy program meet or exceed the reading standard at a higher rate than the general population of students in the area. By the third year of the program, we expect that the students who have completed the literacy program will meet or exceed standards in reading at a rate 10% greater than the general population of students in the school served. The after-school programs maintain a database developed by the New York City Department of Youth and Community Development. We will use that database to track enrollment, attendance and retention data for participants. We will retain the services of TASC, a training, research and evaluation organization, to obtain and analyze the standardized tests scores of students who participate in our programs.

Our program is evaluated in a number of ways to measure and document our success. In addition to regular performance appraisals for staff and Members, measurements include: tracking the number of youth participating in each program against projections set at the start of each year, retention rates, and young people's adherence to program attendance guidelines; regular collection of participant demographic data and annual program evaluations completed by participants. The AmeriCorps Director will track and coordinate data for our outputs and outcomes. We will also engage TASC to collect and analyze data for our Academic Enrichment outcome. Constant evaluation will help to identify program

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problems and weaknesses. The AmeriCorps Director will have quarterly meetings to share challenges with the AmeriCorps Self Assessment and Improvement Committee that we will establish in house to resolve them. The committee will include the five site directors, the AmeriCorps Director, and the Director of Youth and Family Services. The AmeriCorps Director will provide reports based on feedback from members gathered at roundtables. As appropriate, members will be invited to the committee to discuss programmatic concerns. At the end of each quarter, the Director and Committee will conduct a comprehensive review of the program. The Director will collect and analyze outcome data as a basis for measuring success, learning lessons and planning.

We are strongly grounded in the communities that we serve. The majority of our Board members works and/or lives in our community, and we prioritize recruiting and hiring staff and members who are local residents. Our Board has been involved in the development and approval of all our current and proposed programs, including this one. Each of our afterschool sites has a parent advisory council, which regularly gives its input into program design and planning. We have incorporated their ideas and goals as part of this proposal. Our full time members will hold regular parent advisory council meetings, where they will collect and document parents' ideas for program design and improvements. The community service projects will also build strong and diverse partnerships with community stakeholders. We expect strengthened connections with local senior centers, day care centers, schools, arts organizations, businesses, public officials, and environmental organizations. Program staff meet regularly with school principals about program design and connections to the school day curriculum. Our staff participate in curriculum planning meetings at schools, and, at our IS 171 site, a staff developer from the school works in our program to develop our project-based learning curriculum.

Although we do not currently run an AmeriCorps program, we ran one in the past, where members served in our afterschool programs. For several years, CHLDC has collaborated with SeedCo, a national

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nonprofit organization, to host an AmeriCorps member in our Economic Development Division, who assists with our IRS VITA program, which provides free tax prep services to low-income individuals and families. We also collaborate with Public Allies, which places a full-time AmeriCorps member in our Community Organizing Division, to assist with youth organizing, where teens work collectively to improve local public schools. We have a partnership with the Community Service Society, which places members of its Retired Senior Volunteer Program to tutor students in our GED classes. We also have a partnership with Green City Force, where our Youth LEAD program participants join in their weatherization job training program, which also uses VISTA volunteers.

In the past, we received funding to run an AmeriCorps program similar to the one proposed here. This program has been replicated by another community based organization, Groundwork. We have also worked with the NYC Department of Youth and Community Development to overcome technical obstacles to use DYCD funds as a match for member stipends, which will allow other New York City organizations to do the same. Our model of using local young adults to work with younger children and youth can be replicated by other community organizations. We are an active participant in citywide organizations which include other youth services organizations, and settlement houses, such as United Neighborhood Houses and Partnership for Afterschool Education. We will share information about our program model at meetings convened by these organizations, to educate other groups about our experience.

Organizational Capability

CHLDC is a 26 year old nonprofit organization, established in 1983, which is dedicated to community revitalization through housing preservation, economic development and the education and service of youth. CHLDC serves 8,000 neighborhood residents annually from 15 locations and over 50 programs. The agency has an impressive track record of delivery high quality youth development services, beginning in the toddler years through our Child Care Corporation, spanning the school-aged years with

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after-school programming, youth recreation and counseling supports and culminating in college access and employment work teens and young adults. CHLDC presently runs after-school programs at five schools for 640 youth and runs two school-based community centers which provide education, recreation, counseling and leadership development programs to over 5,000 youth and families annually. CHLDC's college access center counsels 200 high school students and out-of-school youth a year, raising awareness about college options and providing concrete assistance to gain access and line up financial resources; last year we helped 119 high school seniors and out-of school youth gain admissions to college. Through the Cypress Hills Child Care Corporation, staff administers a federally funded Head Start program, a city-funded child care center with a Universal Pre-kindergarten component and a family day care network. Preschool children in the Head Start program have far outdistanced their peers in letter and number recognition on new national testing by HHS. In the last year, CHLDC was also awarded a US Department of Labor YouthBuild grant, where we provide GED instruction and employment training in the construction field to young adults, and a US Department of Justice Weed and Seed grant, which brings law enforcement officials and community stakeholders together to design and implement collaborative strategies to address local crime and safety issues. CHLDC also founded a dual language, parent-governed alternative K-8 public school in the neighborhood -- Cypress Hills Community School -- for 280 students and Cypress Hills Collegiate Prep, an alternative public high school which opened in 2006. CHLDC administered an AmeriCorps grant for five years. The agency's community development division oversees several multimillion dollar construction projects concurrently, meeting reporting requirements for the IRS under the Low Income Tax Credit program, the City's Neighborhood Redevelopment Program, Neighborhood Homes Program, Mixed Income Rental Program and HUD's 203 K program. In FY '10, CHLDC has several grants and contracts for over \$200,000, including five from the New York City Department of Youth and Community Development, one from the NYS Education Department for our 21st Century Community Learning Center at IS 171, our US Department of Labor YouthBuild grant, a grant from the Robin Hood Foundation, for our work

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with young adults, a grant from SeedCo for employment services, and a grant from United Way for our attendance improvement/dropout prevention counseling services for local high school students.

CHLDC's subsidiary Child Care Corporation has been a direct HHS Head Start grantee since 1996, successfully completing rigorous tri-annual reviews since its inception.

CHLDC has significant experience managing complex grants and currently operates on an annual budget of \$7.9 million, which includes support from 14 different government agencies and 39 private sources. CHLDC adheres to written fiscal policies and procedures approved by its Board of Directors and uses the fund accounting software Blackbaud, which produces receipts, disbursements and general ledgers as well as "budget vs. actual" reports per fund and restricted grant. Blackbaud readily generates financial statements, which are analyzed monthly by CHLDC's Director of Finance and Executive Director. The Board of Directors and its Finance Committee work directly with auditors, perform monthly bank reconciliations, review quarterly financial statements, sign all checks and work with the executive director to draft and approve the annual budget, internal controls and fiscal procedures.

At the Executive Director level, we possess a highly competent and qualified leader. CHLDC Executive Director Michelle Neugebauer has held that position for 25 years and holds master's degrees from Columbia University in Social Work and Urban Planning. She has taught community organizing and development at York College and participated in the public policy program, 'Leadership New York.' She is ultimately responsible for all aspects of the AmeriCorps program. She has led a team of other senior staff members in developing the program. She supervises CHLDC's Director of Administration, Director of Finance, Director of Planning and Development, and Director of Programs.

Emily Van Ingen is our Director of Programs. She has an MSW from Columbia University School of Social Work and a BS degree in Human Services from Springfield College. Emily joined the organization

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in 1994 as the Director of Youth and Family Services and held that position for six years. In 2003, after supervising youth programs at Good Shepherd Services, she rejoined CHLDC as the Director of Development. She became the Director of Programs in 2004. She supervises Division Directors, including the Directors of Career and Education Programs, Community Organizing, Economic Development, Housing Counseling, and Youth and Family Services.

Rob Abbot is our Director of Youth and Family Services. He has a BA from Swarthmore College, and an MSW from Hunter College School of Social Work. He joined CHLDC in 2004, after leading youth programs at Good Shepherd Services for ten years. He is responsible for supervising the afterschool site directors at PS 7 and PS 65, the Beacon Director, and the Director of the 21st Century Community Learning Center, as well as the Director of the Beacon Family Place, our family counseling program. Currently, PS 89 is housed in the same building as IS 302, where our Beacon program is located, and the afterschool programs for both schools are combined. During the proposed grant period, PS 89 will move into its own building, and we will hire a site director for that afterschool program. Rob will supervise that site director, as well as the AmeriCorps Program Director.

We will hire an AmeriCorps Program Director, who will have a BA, and significant experience with young people. S/he will be dedicated to member-related activities, including program and grant administration, trainings, roundtables and reports as well as serving as a caseworker who can encourage member academic, personal, civic and career development, address specific employment concerns and facilitate teamwork and healthy interpersonal communications. The Program Director will also act as a counselor for members, encouraging academic, personal, civic and career development, addressing specific employment concerns and facilitating teamwork and healthy interpersonal communications. S/he will facilitate member orientation, monthly roundtables for AmeriCorps members and celebrations for all members, developing a strong team spirit and understanding of the objectives of the AmeriCorps

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Program. The Program Director will also oversee the implementation of service learning and the personal development of participants at their respective service sites. S/he will visit each service site weekly.

Lisabeth Cohen is the Afterschool Site Director at PS 7. She has a BA from Skidmore College, and an MS in Experiential Education from Minnesota State University, Mankato. She joined CHLDC in 2009, with extensive experience in youth services. Milagros Cortes is the Afterschool Site Director at PS 65. She is currently pursuing a BA in Childhood Education at Brooklyn College. She has worked at CHLDC in our youth programs since 2004, and has been in her current position since 2008. We will hire an Afterschool Site Director at PS 89, preferably with a BA, and with experience working with children. Carol Prud'homme is the Director of our 21st Century Learning Center. She joined CHLDC in August of 2008 coming to us with 10 years of afterschool experience. Carol has a BFA in Fine Arts from Texas Christian University and a Masters in Administration from Bank Street College of Education. She will supervise the Afterschool Site Director at IS 171, Anthony Frascatore. He is currently studying for a BA at Queensborough Community College. He has held his current position since 2007, and has worked in CHLDC's youth programs in several capacities (including as an AmeriCorps member) since 1999. Our Beacon Director position is currently open. We seek a candidate with a minimum of a BA, and at least five years experience in youth services. Erica Oquendo is the Afterschool Site Director at IS 302. She is studying for a BA in psychology at Hunter College. She has worked in CHLDC's youth programs since 2002, and has held her current position since 2006. All of the Afterschool Site Directors -- Lisbeth Cohen, Milagros Cortes, Anthony Frascatore, Erica Oquendo, and the Director to be hired at PS 89 -- will provide direct supervision for the AmeriCorps members at their sites, and will meet with them weekly to track progress towards their goals.

Danine Hodge is our Director of Finance. She joined CHLDC in 2006. She has over 10 years' experience

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in nonprofit finance and administration, most recently at El Puente in Brooklyn. She has a BA in business from the University of Maryland, and an MS in Organizational Management from St. Joseph's College. Danine is responsible for overseeing the agency's finances, and supervising our bookkeeping staff. Jason Brown will be the bookkeeper assigned to our AmeriCorps contract. He has a BS in Accounting from Brooklyn College. He joined CHLDC in 2007. He will produce monthly AmeriCorps fiscal reports and he and our Finance Director will review them with the Executive Director, Director of Programs, Director of Youth and Family Services, and AmeriCorps Director.

All CHLDC staff meet weekly with their supervisors to track outcomes, integrate all program activities, and address any challenges which arise.

CHLDC has a neighborhood Board of Directors. The majority of our board members either live or work in the neighborhood and bring a vested interest to their position. Three of our board members were former program participants or part time staff members. They have witnessed first hand the depth of our program offerings. Our Board of Directors provides oversight and is involved in all major programming and planning initiatives. The Board supervises and evaluates our Executive Director and receives monthly updates from her which includes our progress on attainment of outcomes.

CHLDC has implemented and sustained strong internal systems for self assessment and continuous improvement. Our organization has invested in agency-wide, comprehensive strategic planning which occurs every three years and encompasses surveying neighborhood residents about needs and their perception of our organization; interviewing stakeholders; analysis of population, housing and education trends; and a discussion and updating of our organizational structure and administrative, Board Development and program division specific planning. We track our progress on the plan through quarterly reports to the Board of Directors. Every three years, CHLDC also assesses its financial

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management and personnel practices and procedures and updates its operating manuals. We have solid supervisory and program reporting/assessment mechanisms in place. Every program director meets with his/her supervisor weekly and reports on progress in carrying out projected service activities, attaining program objectives, and meeting outcome targets. During these supervisory sessions, staff brainstorm around challenges, analyze data and identify best practices which are then shared through agency-wide forums. We have developed a culture of learning at the agency and regularly track and analyze trends in our community. Division Directors submit monthly written reports to the agency's Executive Director and Board of Directors that detail program goals, anticipated outcomes for the year and monthly accomplishments towards these goals. These reports are carefully reviewed by our Director of Programs and Executive Director and any concerns are flagged and then tackled through the supervisory structure and special work groups. We also use monthly agency-wide staff meetings to assess and improve our systems. The agency's Management Team meets once a month and includes all program division leaders, our Executive Director, Director of Programs, Director of Administration, Director of Finance, and Director of Planning and Development. Together staff sets agency wide program priorities, discusses funding opportunities and concerns, and discusses and develops professional development plans for staff. The agency's Leadership Team also meets once a month and includes the Executive Director, Director of Programs, Director of Finance, Director of Administration, and Director of the Child Care Corporation. This team develops the agency's annual budget, develops our fundraising plan, discusses city wide advocacy issues and potential community collaborations. Our programs are and will continue to be evaluated in a number of ways to measure and document the proposed program's success. As previously mentioned, our management team provides structured and ongoing oversight, constantly evaluating programs and staff to ensure effectiveness and safety. The senior program staff meets regularly to review benchmarks and set goals for the coming week. Lastly, it is an agency expectation that all full time staff receive at least an hour of supervision per week and part time staff receive at least one half an hour per week.

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We have developed strong working relationships with many technical assistance and training providers in the youth services and community development field. We plan to continue using these resources to ensure that the proposed program receives all necessary resources. In the past, AmeriCorps staff and members have received training from TASC and Partnership for After School Education, which typically offer training in Developmentally Appropriate Practice; Academics, Enrichment, and Learning; Maintaining Healthy and Safe Environments; Family and Community Engagement; and Program Development and Management, Bank Street College of Education, which offers training on academic enrichment, Materials for the Arts, which provides training on visual and multi-media arts; and Child Care Inc., and Dignity for Children, which train our staff on the Department of Health School Aged Child Care regulations. Our staff has also received training from DYCD, Development Without Limits, 21st Century, NY Cares, and Community Resource Exchange.

We are also experienced at identifying and using technical assistance for our administrative functions. We have worked with Non-Profit Connection to plan and create an agency strategic plan. We have received technical assistance from Community Resource Exchange around board development; technology and fundraising needs, and from Financial Management Associates and the Non-Profit Finance Fund to train our finance staff. We have also worked with Cause Effective to develop and refine our individual giving program. We will draw on these technical assistance providers' expertise, and will cultivate new partnerships. We will identify the programs' ongoing training and technical assistance needs through two methods. Senior staff will solicit feedback on training and technical assistance needs will be solicited from program staff regularly, particularly through an annual performance review process. In addition, AmeriCorps roundtables will enable members to discuss ongoing training and technical assistance needs for the program. Both of these sources will help us to plan relevant and effective training and technical assistance interventions.

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We recruit volunteers from the local neighborhood we serve and New York City as a whole. Our Board of Directors is made up of local residents and/or merchants who volunteer their time. These individuals give a significant amount of time to the organization and share their expertise to plan budgets, modify and improve programs, create strategic plans, and give ongoing advice and support to the organization. We have strong relationships with local graduate schools, and have hosted volunteer interns from Hunter, Columbia, and the New School's Milano School for Management and Urban Policy. These students have significantly increased our agency's capacity to provide services and to conduct needed research to improve our programs. In the last year, we have developed STEPS Partners, a group of young professionals who support our college counseling work through volunteering directly with students, and participating in fundraising activities.

CHLDC is a leader in New York City's non-for-profit and youth and community development sectors. In 2004 the agency was one of two organizations selected in New York City from over 250 applicants to receive Bank of America's inaugural Neighborhood Builders Award, which recognized the organization's accomplishments in housing and education and conveyed a \$200,000 prize along with intensive leadership development training. Capital One Bank has also chosen our organization as their first Signature Partner. This partnership has included general operating support for our work, along with financing for our affordable housing development projects, and pro bono consultancies on branding and human resources. Michelle Neugebauer, CHLDC's Executive Director, serves as Board Member of the Association of Neighborhood & Housing Development, a trade association for the City's 300 nonprofit housing developers and organizers and of the New York Mortgage Coalition, a coalition of ten banks and eight nonprofit housing counseling agencies, working to increase homeownership in low income and minority neighborhoods. She serves on the School Leadership Teams of the Cypress Hills Community School and Cypress Hills Collegiate Prep. CHLDC's Director of Administration serves on Community

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Board #5 and on the 75th Police Precinct Council. CHLDC is the lead community organization in the Cypress Hills community committed to building community leadership and solving pressing neighborhood problems through several grassroots advocacy efforts which we have spearheaded, including: Cypress Hills Advocates for Education, Future of Tomorrow, Cypress Hills Tenants Coalition and the East Brooklyn Business and Professional Partnership. These civic groups, all organized and supported by CHLDC, with over 500 members, have won public funding for new school construction in Cypress Hills, tackled graffiti and safety problems, run neighborhood wide forums and events and organized young people to improve conditions at a failing public high school in Cypress Hills.

While we are not a current grantee, we have operated an AmeriCorps program in the past, and always met or exceeded our match requirement.

We have developed strong relationships with other agencies and individuals to increase the quality and reach of our services. CHLDC has developed close ties to community institutions and leaders including elected representatives, public agencies, community-based organizations, businesses, colleges and universities and tenants associations. CHLDC is a member of United Neighborhood Houses (UNH), the Association for Neighborhood and Housing Development (ANHD), the New York Mortgage Coalition, the New York Employment and Training Coalition (NYCETC), the Neighborhood Family Services Coalition, and the College Access Consortium of New York (CACNY). We collaborate with other community based organizations on specific common projects. CHLDC is part of Moving Towards Achievement, a pilot project which includes CHLDC, the Youth Development Institute, New York City Technical College (City Tech) and Kingsborough Community College. We regularly reach out to local faith based organizations. Through our Community Organizing work we have partnered with several local storefront churches to mobilize community residents around education concerns. One local church, St. Peter's has partnered with us to provide free space for our monthly organizing meetings.

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The area's largest Catholic church, Blessed Sacrament has provided the agency access to its church bulletins to announce agency events and programs and provides space for community events. Blessed Sacrament is also partnering with us to launch Cypress Hills Verde, a community based planning process to "green" our neighborhood. Lastly, our local senior center provides space monthly for the agency to host its staff meeting and co hosts our annual Senior Housing Fair. All of these collaborative relationships help our organization to build and provide stronger programs for the community.

We benefit from a variety of local financial and in-kind contributions which have increased in scope and size as programs have grown. Our afterschool programs are supported through several sources, including the NYC Department of Youth and Community Development, the NYS Office of Children and Family Services, the New York State Education Department, and Capital One Bank. The NYC Department of Education provides our programs with in-kind programming space, and snack services at each of our public school sites during the after school, summer and on school vacation days. Security personnel are also provided in-kind. Local corporations, such as KeySpan, donate items such as baseball tickets each summer for students.

We benefit from the involvement of various stakeholders including community residents, parents, students, corporations, foundations, individual donors and government agencies. Parents and participants are both actively involved in programs, as parent volunteers, and as members of Youth Councils, which are made up of youth participants and provide staff with programming advice and ideas. CHLDC also receives support from foundation, corporate, and government sources. Currently, CHLDC receives funding from 14 government sources (DYCD, and New York State Office of Children and Family Services are the largest), and 39 corporate funders and private foundations.

As previously mentioned, CHLDC is a 26 year old agency with strong ties to the community it serves.

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Our agency's budget and breadth of programming has grown significantly over our history. In the last year, our budget grew from \$6.3 million to nearly \$8 million, and we have substantially increased our employment services, and added a Weed and Seed program to address local crime issues. In Cypress Hills, over 66% of children are born into poverty (2000 Census). Cypress Hills has changed over the past two decades from a middle-aged, home-owning and mostly Italian enclave to a low-income, renting, younger, and predominantly Latino neighborhood. Cypress Hills contains a large immigrant population and as such, many residents are not native English speakers. Over 36% of the households have an annual income of less than \$10,000. Only 53% of the area's adults have high school diplomas and nearly one in five have less than a 9th grade education further contributing to the cycle of poverty (2000 Census). East New York has one of the highest concentrations of children born into poverty (70.6%) in all of New York City, and 32.6% of all residents live below the poverty line. Of East New York's 173,198 residents, 49% are black and 37.7% are Latino. According to the most recent Prevention Risk Indicator Services Monitoring Systems Profiles, released by the New York State Office of Alcoholism and Substance Abuse Services, East New York residents are in the highest risk category for violence and crime, poverty, and academic failure as compared to other New York City neighborhoods. Overall health needs are woefully underserved, with East New York in the bottom 25% of city neighborhoods in 2001 with regards to general health, maternal and child health, instance of infectious disease, chronic disease, and access to medical care (NYC Department of Health and Mental Hygiene). The high school graduation rate in East New York is less than 40%, compared to 65% citywide, and less than 10% of graduating students go on to higher education (NYC Department of Education).

Cost Effectiveness and Budget Adequacy

Cost Effectiveness-

We run efficient, high performing, cost-effective programs with a lean staff and a grassroots mentality.

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Cost per MSY --The EBCYD Corporation member costs are \$108,503 \$12,576 per MSY. This is below the average statewide cost per member of \$13,000. We are requesting 15.21 members.

We have extensive experience in fundraising for youth programming and will continue to leverage our past successes and existing fundraising capacity to obtain additional non federal resources for the program. We are committed to diversifying our base of funding so as to eliminate reliance on a particular source of funds and to minimize the potential effects of changes in the fundraising landscape. Currently, the EBCYD will match the Corporation's funds with a combination of state and local funds totaling \$705,135. The local and state support represents multi year commitments from the newest significant source of youth funding available in New York City -- DYCD OST initiative. Since our last proposal we have granted another much larger contract through the DYCD OST initiative. This new grant will allow us to deepen our impact and broaden our reach increasing the number of children we can serve and lessen our reliance on federal funds. The EBCYD also receives in kind support from New York City Department of Education through the use of school facilities, provision of security and of snack, free of charge. We will continue to secure additional non federal funds through a combination of strategies. Building on the success of our existing relationships, we will request grant expansions and multi year commitments from our current private supporters. Staying abreast on all state and local funding opportunities including OCFS and DYCD, we will respond to all RFPs that offer funding for the type of youth and community programming that the EBCYD provides.

2. Budget Adequacy

The budget presented for the EBCYD represents the resources to offer a rich, year round educational youth development experience to 600 children during the school year and 485 children during the summer. In addition to the required matching member support costs, the budget provides for

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significant executive and program management capacity as well as a cadre of youth programming specialists with expertise in teaching literacy, arts, music, dance, physical activity, and other engaging activities. This year we will engage two full time members who will spear head our volunteer recruitment efforts at two of our largest afterschool sites. Their work will allow us to successfully meet our volunteer generation performance measure. In addition, our administrative structure which includes our Director of Programs, our Director of Youth and Family Services, and our AmeriCorps director will provide a continuum of support for our AmeriCorps members. Together they will provide support to members in designing and implementing their service projects and literacy activities. Finally, the budget provides for sufficient capacity for program research and evaluation to ensure that the program is able to document our success toward the stated goals.

Evaluation Summary or Plan

We are not a current AmeriCorps grantee, but have received AmeriCorps funding in the past. The following is from our August 2009 report, and covers the period 9/1/08-8/30/09.

PERFORMANCE MEASURES

Academic Enrichment

OUTPUT PERFORMANCE MEASURE STATEMENT

At least 412 students will receive quality literacy-promoting experiences which complement their school experience.

OUTPUT PERFORMANCE MEASURE TARGET

At least 412 students will receive a minimum of 120 hours of literacy programming during the school year, and 225 will receive a minimum of 70 hours during the summer.

ACTUAL-TO-DATE

TOTAL: 610

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INTERMEDIATE-OUTCOME PERFORMANCE MEASURE STATEMENT

Completion of the literacy program will lead to an increase of interest in and enjoyment of reading. By the third year, 75% of participants will be able to demonstrate and articulate increased interest in and enjoyment of reading as measured by their group leaders or program teachers through surveys.

INTERMEDIATE-OUTCOME PERFORMANCE MEASURE TARGET

Target: 75% of students who complete the literacy program will demonstrate and/or articulate increased interest in and enjoyment of reading.

ACTUAL-TO-DATE

TOTAL: 610

Progress Towards Measures: We exceeded the targeted number of students. Staff completed student surveys to assess students' interest/enjoyment of reading. Our evaluation team compiled data for those students who completed the literacy program and took the SCALE test in school to determine growth in their reading level.

Describe Successes: 610 students received a minimum of 120 hours of literacy programming during the school year and 400 received a minimum of 70 hours during the summer. 64% of students read more than when they first started afterschool; 52% have an increased interest in reading; 44% of students maintained an interest in reading; 53% enjoy reading for a longer period of time; 65% can read at a higher level; 60% participate in literacy activities more; 60% show more satisfaction during reading activities; and 100% received an adequate amount of help during homework time. Our evaluation team compiled the data on those students who complete the literacy program and take the SCALE test in school to determine reading level. 65% (as compared to 30.1% district wide) met or exceeded standards in reading and 83% met or exceed standards in math. Last year only 52.2% of our students met or exceeded standards in reading, a 12.8% increase over last year's work.

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Challenges: While we fell short on our intermediate outcome we have shown tremendous improvement in our students literacy scores on the SCALE exams, demonstrating that students have improved both their literacy and math abilities.

Did improvements work? Surveys show that students feel that their own reading abilities have improved and the SCALE exams prove that.

Mobilizing More Volunteers

OUTPUT PERFORMANCE MEASURE STATEMENT

Family members of participants will become active community volunteers, thereby increasing the incidence of volunteerism in low income communities of color, where rates of volunteerism currently lag behind.

OUTPUT PERFORMANCE MEASURE TARGET

125 family members will contribute at least five hours each for a total of 560 hours.

ACTUAL-TO-DATE

TOTAL: 128

Progress Towards Measures: Sept. 1-Feb. 28: We recruited a total of 128 volunteers, exceeding our goal.

Describe Successes: Our volunteers are mostly parents of our afterschool participants who are deeply connect to our work and believe in the importance of afterschool education. Although most of our parents work long hours, they make the time to volunteer and participate in our program events.

Challenges: Many of our afterschool parents who are often our program volunteers work more than one job and have very little time for volunteering. We are working to be creative in designing volunteer opportunities for these parents.

Did improvements work? We continue to get strong support from parents especially when their children are presenting work/skills they have created.

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Service Learning Member Development

OUTPUT PERFORMANCE MEASURE STATEMENT

Members spend at least 10% of their time in planning and implementation of, and training in, service learning. By the third year, 95% of members will spend at least 10% of their time in planning and implementation of, and training in, service learning. Year 1: 80% of members will spend at least 10% of their time in planning and implementation of, and training in, service learning. Year 2: 90% of members will spend at least 10% of their time in planning and implementation of, and training in, service learning. Year 3: 95% of members will spend at least 10% of their time in planning and implementation of, and training in, service learning.

OUTPUT PERFORMANCE MEASURE TARGET

At least 80% of students will spend at least 10 hours in service learning projects. Members will spend 10% of their time in service-learning training, reflection and planning

ACTUAL-TO-DATE

TOTAL: 27 members, 488 students

INTERMEDIATE-OUTCOME PERFORMANCE MEASURE STATEMENT

By the third year of program participation, 80% of members will show an increase in civic knowledge and skills.

INTERMEDIATE-OUTCOME PERFORMANCE MEASURE TARGET

After six months of participation, 80% of members will show an increase in civic knowledge and skills.

ACTUAL-TO-DATE

TOTAL: 27

Progress towards measures: Members completed all planned service projects. In June active members completed a Service Learning Self Assessment Survey.

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Describe successes: All of our member researched community needs and planned and implemented community service projects carried out by the members and the students they lead. Members received training and technical assistance in conducting service learning. They gathered monthly for reflection and sharing of best practices. All of our members spent at least 10% of their time in planning and implementation of, and in training in, service learning as documented by their time sheets and WBRS reporting. The results of our Service Learning Self Assessment survey show the following results: 95% of our members reported that their knowledge of community resources increased or greatly increased; 66% of members reported that their interest in collaborating with community agencies has increased or greatly increased; 83% of members reported that their skills in and knowledge of collaboration with community agencies has increased or greatly increased; 70% of members reported that their ability to plan, implement and complete a service learning project has increased or greatly increased; 83% of members reported that their ability to see/identify needs in their community has increased or greatly increased; 66% of members reported that their ability to use training information/materials towards community work has increased or greatly increased; 91% of members reported that since the start of their AmeriCorps service their desire to help address the needs of the community has increased or greatly increased; and 83% of members reported that since the start of their AmeriCorps service their confidence that they can make a difference in their community has increased or greatly increased. Although we did not receive AmeriCorps funding this year, 18 of the 27 members (66%) who completed the AmeriCorps program returned for another afterschool service. This percentage is up dramatically from last years re enrollment number of 33%.

Challenges: All of our members completed their service by the end of July 2009. Although we had projected end dates of June 30th, a few members have fallen behind and need a few extra weeks to complete their service.

Did improvements work? Each month at our round table meeting members received an update on the

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number of hours they had completed and a projected schedule of weeks/hours they needed to complete. We heard from members that this consistent communication was helpful in their struggle to juggle service, school and family obligations.

SUCSESSES AND CHALLENGES

Successes: Strong and positive involvement from the community has inspired 1st year AmeriCorps from last year's program to sign up for a 2nd year. Our 2 full-time AmeriCorps members are strong leaders, assisting in the program's overall performance. Members successfully planned and implemented community service projects.

Challenges: Many of the members have obligations to their education, family and personal lives, which, at times, affects their availability. Training in time management and prioritizing tasks has helped them be more in control of these factors.

MATCH AND SUSTAINABILITY

We secured the following match sources: NYC DYCD OST at PS 7 \$210,000; NYS Advantage Afterschool program at PS 7 \$80,000; General operating support: \$36,675; NYC DYCD OST at IS 171 \$130,000; NYC DYCD OST at PS 65, \$200,000; NYC DYCD OST at PS 89 \$200,000; NYS Advantage Afterschool Program at IS 302 \$50,000

We enrolled a total of 30 AmeriCorps members, including 2 full time, 22 half time, and 6 reduced half time. Our retention rate was 90%.

What retention challenges has your program faced?

In total, 3 of our members did not complete the AmeriCorps service term, due to personal reasons.

What steps has your program taken to support AmeriCorps members?

We created ample opportunities for the members to complete their service hours. They have been volunteering at agency events and programs as well as their service with our afterschool programs.

Upon completion of their service, members are given the opportunity to apply for employment with our

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organization.

Our members served a total of 26083.45 hours over the program year. We did not exceed the maximum number of training hours. We provided training that was consistent with that proposed in our AmeriCorps application.

Amendment Justification

N/A

Clarification Summary

Clarification Item for 2011-12 Americorps grant application:

*Please confirm your desired grant award start date and member enrollment period start date.

Our desired grant award start date is October 1st, 2011. Our member enrolled period start date is September 1st 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.

CHLDC is committed to the safety and well-being of the children and youth who participate in our program, and has currently implemented a criminal history screening process for all staff, full time and part time, as well as AmeriCorps members, which complies with the requirements detailed in the Federal Registers published on August 24th, 2007 and September 10, 2009. The screening process begins at the time of application. Each applicant's identity is verified, utilizing Federally approved forms of identification, including driver's license or state- issued identification card, Social Security Card and Birth Certificate. Applicants provide written authorization to the agency, agreeing to a state and federal

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criminal history check and allowing the results of the check to be shared with CHLDC. Specifically, each member is fingerprinted by L-1 Enrollment Services for the New York City Department of Health and Mental Hygiene (DOHMH.) L-1 completes a check against the New York State Department of Criminal Justice and the Federal Bureau of Investigation. DOHMH provides CHLDC with the initial results of the check, and any subsequent 'hit' on those fingerprints. CHLDC also conducts a National Sex Offender Public Registry check on each applicant before they begin their service. Applicants also undergo a screening for child abuse allegations with the New York State Office of Children and Family Services State Central Registry. Applicants are informed that their participation is contingent on the complete criminal history review. While the New York State criminal history check is pending, no applicant is allowed unsupervised access to our participants. The results are confidentially maintained in the agency's administrative office in a locked file. Applicants are also provided the opportunity to challenge results. Our screening process meets all AmeriCorps requirements for criminal history checks of members.

Clarification items from the 2010-2011 AmeriCorps Grant Application

- * Please clarify the supervisory plan for members. If members will be unit and group leaders, please define their specific responsibilities, as AmeriCorps members are not allowed to supervise other AmeriCorps members.
- * Please ensure that member roles and activities are allowable. The application mentioned members involved in voter registration and baby-sitting, these are not activities for which members can receive service hours.
- * Please provide a justification for the very high cost per MSY requested for this program, particularly given the level of match designated for program operations.
- * Performance Measurement:

Thank you for opting in to the Education Priority Area.

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For each Priority Area you select, you will have to complete an MSY chart indicating the proportion of AmeriCorps members' time they expect to be devoted to that Priority Area. The total of MSYs in all Priority Areas (including Other) should be equal to your total budgeted MSYs. If they are not equal, then please provide an explanation in the "clarification" section of the application narrative.

Americorps members will serve as unit leaders, group leaders and program aides in the CHLDC after-school programs. Unit leaders, group leaders and program aides will be supervised by the After-school Program Directors at the site to which they are assigned. Unit leaders are full-time members with responsibility to serve as parent coordinators and assistant site coordinators. As parent coordinators, they plan and implement all volunteer activities, they recruit parents to serve on advisory boards, as homework helpers, as field trip chaperones and other volunteer roles. They facilitate the parent advisory boards, keeping parents informed on the progress of their children and the program, and working with the After-school Program Director to integrate the input of parents on program improvement. As assistant site coordinators, unit leaders support the daily operation of the program through assisting the Program Director in maintaining systems and procedures that ensure safety and program quality. They provide support to group leaders and program aides through identifying resources and materials for delivering quality programming, assisting with conflict resolution and group management issues, and teaming with group leaders to implement programming. Group leaders have primary responsibility to provide care for and to lead a dedicated group of 20 to 25 after-school participants and are assisted by program aides. Together they plan and implement activities and projects that promote the program's goals of fostering the development and educational achievement of the participants while insuring their safety and well-being. Program aides serve as assistants to Group Leaders during afterschool activities. AmeriCorps members serving in the role of unit leaders will not supervise other AmeriCorp members fulfilling the role of group leaders. The Program Director at each

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site will supervise all Americorps members whatever their role.

CHLDC AmeriCorps Members will only receive service hours for allowable activities which advance the goals of our program. These activities all relate directly to serving in our after-school programs as group leaders, program aides and unit leaders. The goals of these programs is to foster the positive development and education achievement of the children we serve, and to strengthen their families. All the activities the members engage in will advance these goals, and will not include baby sitting and voter registration.

Our proposed cost per MSY is \$12,576 which is well below the New York State wide average of \$13,000. All of our members live in one of New York City's five boroughs where the cost of living is extremely high. Our members face high housing, transportation and food costs and need an appropriate stipend amount to support themselves during their year of service. Many of our members come from low income households where their families count on their financial contribution to the household income.

Continuation Changes

While we are proposing no substantial changes to our program such as expansion to new sites, changes in the budget or addition of new activities or MSYs, we have included updates to, and elaborations on, our existing program below.

To the Rationale and Approach section of the narrative, we submit the following updates:

Public School 89 is one of the 5 original site locations for our program proposed in the competing proposal. It continues to be but is now in its newly-built school building, and is no longer co-located with Junior High School 302.

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The following are more current statistics documenting the needs of this community. In 2008, 39.4% of children in Community Board 5, where our neighborhood is located, were below the poverty level, as compared to 26.2% citywide. In 2009, the unemployment rate was 15%, as compared to 9.2% citywide. (www.cccnewyorkkeepingtrack.org). 81% of students in the schools where we work are eligible for free or reduced price lunch, and 21.7% have limited English proficiency (New York State Report Cards, 2008-09). In our community, we have seen low levels of performance overall. In 2010, 58% of students in local elementary schools did not meet state standards in English, and 61% did not meet standards in math. In our intermediate schools, 76% of students did not meet standards in English, and 68% did not meet standards in math. (New York City Department of Education, 2010).

The job description of the two full-time members has undergone some slight modification since we submitted our competitive AmeriCorps proposal. We are now proposing that our full-time members will serve as volunteer coordinators in addition to acting as Group leaders during the After-school Program. They will be assigned to our programs at PS 89 and IS 302. At both schools, the members will recruit parents to volunteer in the afterschool program, and coordinate volunteer activities. They will facilitate our parent advisory boards, track volunteer hours and coordinate parent participation in special events. The Full-time members will also take responsibility at their assigned programs for engaging youth participants as leaders within the program. They will form and staff Youth Advisory Councils designed to provide a forum for participants to contribute their thinking to the shape and the direction of the program. The full-time members will train the Youth Advisory Council participants in leadership and decision-making skills, and will facilitate the formulation and implementation of youth-led actions plans within the program.

We would also like to provide greater detail about our approach to Academic enrichment. We have developed a multi-pronged approach to academic enrichment. Students have regular opportunities to

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engage in independent reading for pleasure. All participants and staff understand that they must have reading material for pleasure with them at all times. Independent reading involves everyone, staff and students, reading for pleasure communally for longer or shorter periods of time, depending on age group, and the specific window of opportunity in the afterschool schedule. AmeriCorps members are powerful role models as readers for pleasure for the children in their care, and after-school and summer camp programs are perfect venues for emphasizing the pleasures of reading outside the exacting academic demands of the school day. Additionally, each afterschool group participates weekly in project-based learning. Project based learning involves students working as a team over a period of time to create a final product of meaning and significance. Students learn by doing, through their experiences. A project-based approach allows students to build valuable "real-world" skills needed for success in the modern workplace. (Gallagher, Stepien, Rosenthal, 1992) These include: sustained work on a project over time, teamwork and collaboration, problem solving and critical thinking, and attention to both the work process and the final product. An example of project-based learning currently being conducted by an AmeriCorps member is the 'Chefs of the Future' project which engages 5th and 6th graders in learning to cook, and planning and implementing their own one-night-only restaurant for their families. In addition to the hands-on experiences of cooking, touring area restaurants and putting together their own establishment, they are learning about healthful eating, and the nutrition-related health challenges in their community and are excited to share what they are learning with their families. At one of our schools, the program is working closely with the day school to implement the Morningside Center for Teaching Social Responsibility's "4 Rs Program," which integrates conflict resolution and violence prevention with English Language Arts instruction. The curriculum uses high quality children's literature. Children read and discuss the books, and then engage in hands-on activities to explore the themes of building community, being a good listener, understanding diversity, and making a difference. This curriculum is co-taught by AmeriCorps members and the school's guidance counselor.

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Since proposing our current AmeriCorps program, we now take a more eclectic approach to reflection on service, drawing on Material beyond the Meaning of Service curriculum. At roundtables, members engage in a facilitated discussion on what their service means to them. They read or write about different civic topics which explore essential questions about service.

At several places within the narrative sections above, it states that we are not a current grantee, although we have five years of previous experience. We are now a current grantee.

To the Organizational Capacity section, we submit the following updates.

Since the submission of the competing proposal, we have raised the number of high school seniors whom we have helped gain admissions to college. CHLDC's college access center counsels 200 high school students and out-of-school youth a year, raising awareness about college options and providing concrete assistance to gain access and line up financial resources; last year we helped 230 high school seniors and out-of-school youth gain admissions to college.

There have been several successful hires and changes in staffing since the submission of the competing proposal.

Yalenis Cruz is our AmeriCorps Program Director. Yalenis has a BA from Baruch College, and is pursuing a Masters of Public Administration from Baruch. Yalenis joined CHLDC in 2010 to administer our newly awarded AmeriCorps Program. Yalenis has two years of experience administering a high quality AmeriCorps Program as a Zone Director at City Year, where she was responsible for managing 8 school partnerships and an 80-member AmeriCorps Cohort. Previous to her work at City Year, Yalenis worked for the Children's Aid Society for 9 years in progressively more responsible positions, where her

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last position was Community School Director. She is dedicated to member-related activities, including program and grant administration, trainings, roundtables and reports as well as serving as a caseworker who can encourage member academic, personal, civic and career development, address specific employment concerns and facilitate teamwork and healthy interpersonal communications. She also acts as a counselor for members, encouraging academic, personal, civic and career development, addressing specific employment concerns and facilitating teamwork and healthy interpersonal communications. She facilitates member orientation, monthly roundtables for AmeriCorps members and celebrations for all members, developing a strong team spirit and understanding of the objectives of the AmeriCorps Program. Yalenis also oversees the implementation of service learning and the personal development of participants at their respective service sites. She visits each service site weekly.

Larry Acosta is the Director of our 21st Century Community Learning Center Program at IS 171. Larry has worked in CHLDC's youth programs in progressively more responsible positions for 11 years. He is pursuing a Bachelors Degree in Social Work at Queens College. Joseph Cruz is the Director of our Beacon Program at IS 302. Joseph holds a Masters Degree in Administrative Recreation Education from Lehman College. He has 11 years of experience in youth programs, most recently as an Assistant Beacon Director at Harlem's Children's Zone.

Ismael DaSilva is our Director of Finance. He joined CHLDC in 2010. He has over 20 years' experience in nonprofit finance and administration, most recently as Controller at Triangle, Inc. in Malden, Massachusetts. He has a BS in accounting from Johnson and Wales University, and an MBA, also from Johnson and Wales. Ismael is responsible for overseeing the agency's finances, and supervising our bookkeeping staff.

Narratives

Since the submission of the competing proposal, we have initiated several projects to strengthen our practice with our youth participants. We are currently working closely with Development without Limits to train and coach our staff on Project-based learning, and to document strong projects for replication. Selected supervisors and line staff are also participating in a year-long pilot training in applying the skills of Social Group Work to youth development programs, sponsored by the Hunter College School of Social Work and the Association for the Advancement of Social Group Work.

College STEPS Partners has been renamed College Success Partners. The Partners are a group of young professionals who support our college counseling work through volunteering directly with students, and participating in fundraising activities.

Performance Measures

SAA Characteristics

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

Priority Areas

- Education
Selected for National Measure
 Environmental Stewardship
Selected for National Measure
 Economic Opportunity
Selected for National Measure
 Healthy Futures
Selected for National Measure
 Veterans and Military Families
Selected for National Measure
 Other
Selected for National Measure

Grand Total of all MSYs entered for all Priority Areas 15.21

Service Categories

Afterschool Programs

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

CHLDC will use AmeriCorps members to serve in our five school based after school programs. Our after school programs provide literacy curricula and homework assistance combined with mentoring, community service, athletics and recreation, camping, creative arts, science, and high school advising. Program feature a low staff-student ratio of one adult to ten children. CHLDC's afterschool programs use curricula to promote literacy that connects to, but is different from, the school day curricula. We have developed a read-aloud curriculum that presents high quality literature in a fun and engaging way. Reading aloud to students promotes oral language and vocabulary development, listening skills, knowledge of narrative structure and genre, and crucially, motivation to read. (Martin and Emfinger, 2008). Members lead these activities and supplement them with techniques such as reading readiness and phonics instruction for kindergartners, textual analysis for elementary students, and review of word problem techniques in math for older students. Students spend at least 4 hours per week after school, and an additional 7 hours per week in the summer, in literacy instruction and reading enhancement activities.

Our program includes arts and recreation activities that are infused with literacy. For instance, this year a drama teaching artist helped students to write and produce a musical production. We've also consulted with teachers in our host schools, who've helped us to design our project-based learning curriculum. Our AmeriCorps Director will design our community service curriculum in partnership with our AmeriCorps members. Children will keep journals about their community service experiences, and document their projects for a community service fair. We work to align our after school programming with in school curricula. For example, when PS 7's curriculum focused on ancient Egypt and Africa, our visual arts and dance instructors developed projects on African dance and ancient Egyptian art. Our staff have coordinated with host schools through representation on various school committees. Program staff meets frequently with school principals to discuss concerns, attends PTA and school leadership team meetings and consults with students' classroom teachers to support their efforts.

Homework Help occurs four days a week for forty-five minutes during the after school program. AmeriCorps members will be trained in homework help strategies, and the school day curriculum for the grades with which they work. Full-time members will also engage family members to act as volunteers during homework help time. Students are grouped by grade, so that members can efficiently assist all students, and gather information on where students have common struggles. Members will seek learning resources, games and activities to reinforce

National Performance Measures

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

academic skill-building in those areas of common struggle. Afterschool participants will receive Homework Agenda Books, and will responsible for recording their daily homework assignments in the book. They bring the book to the after-school program. Staff will use the books to confirm assignments and make comments for parents and teachers, who can respond with their own comments. Students receive consequences for failing to bring the agenda book to after-school and incentives for bringing it consistently. Service-learning has been found to have a positive impact on students' academic achievement, career aspirations, and social/personal development (Billig, 2000; Conrad and Hedin, 1991). Members will lead students to design and implement at least one community service project each year. Students will identify issues that affect their daily lives, read and educate themselves about the issues, enlist the support of local community groups with similar interests, and engage elected officials to implement the projects.

Result: Output

Result.

During the school year, 640 youth will enroll, and during the summer, 450 students will enroll.

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

Target : We will target students in grades K-8 in Cypress Hills/East New York, Brooklyn, to enroll in our afterschool and summer programs.

Target Value: 1090

Instruments: We will measure our output through a database maintained by the New York City Department of Youth and Community Development, which tracks enrollment and attendance.

PM Statement: We will recruit students in grades K-8 from Cypress Hills/East New York Brooklyn to enroll in our afterschool and summer programs, and we will enroll 640 students during the school year and 450 during the summer.

Result: Output

Result.

Of the students who enroll in our programs, 85%-544 during the school year and 383 during the summer, will complete the program.

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

Target : We will target the students who are enrolled in our afterschool and summer programs, including 640 students during the school year and 450 during the summer.

Target Value: 927

Instruments: We will measure our intermediate outcome through a database maintained by the New York City Department of Youth and Community Development, which tracks attendance and retention.

PM Statement: Of the 640 students who enroll in our afterschool programs, and 450 who enroll in our summer program, we expect that 85%, or 544 during the school year, and 383 during the summer, will complete our programs.

National Performance Measures

Result: Intermediate Outcome

Result.

By the third year of the program, we expect that the students who have completed the literacy program will meet or exceed standards in reading at a rate of 10% greater than the general population of students in the school served.

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

Target : We will target the students who are enrolled in our afterschool and summer programs, and will specifically look at results for those who have completed the program, which will be at least 544 during the school year, and 383 during the summer.

Target Value: 462

Instruments: We will measure our end outcome using students results on the New York State English Language Arts standardized exam. This exam is given to all students in targeted grades to assess student reading and comprehension abilities. Test scores of students who participate in our programs, will be obtained and analyzed by the Afterschool Corporation, our evaluation partner. All students in the targeted grades: 3rd - 8th grades will sit for the New York State English Language Arts exam and have available results to compare with our afterschool participants.

PM Statement: We expect that the 462 students who complete our program will meet or exceed standards in reading at a rate 10% greater than the general population of students in the school served.

Required Documents

Document Name

Status

Evaluation

Not Applicable

Labor Union Concurrence

Not Applicable