PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)

1. TYPE OF SUBMISSION: Application [X] Non-Construction	

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 21-JAN-11	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11AC122401	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHLA0010002

5. APPLICATION INFORMATION

LEGAL NAME: City Year, Inc.

DUNS NUMBER: 622374122

ADDRESS (give street address, city, state, zip code and county):
287 Columbus Avenue
Boston MA 02116 - 5114
County: Suffolk

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):

NAME: Peggy Mendoza

TELEPHONE NUMBER: (504) 561-1290

FAX NUMBER:

INTERNET E-MAIL ADDRESS: pmendoza@cityyear.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN):
222882549

7. TYPE OF APPLICANT:
7a. Non-Profit

7b. Service/Civic Organization
Community-Based Organization
National Non-Profit (Multi-State)

8. TYPE OF APPLICATION (Check appropriate box).

[ ] NEW   [ ] NEW/PREVIOUS GRANTE

[X] CONTINUATION   [ ] AMENDMENT

If Amendment, enter appropriate letter(s) in box(es): [ ] [ ]

A. AUGMENTATION   B. BUDGET REVISION

C. NO COST EXTENSION   D. OTHER *(specify below):*

9. NAME OF FEDERAL AGENCY:
Corporation for National and Community Service

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

10b. TITLE: AmeriCorps State

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:
City Year Lousiana

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

Baton Rouge, East Baton Rouge Parish, Louisiana
New Orleans, Orleans Parish, Louisiana

13. PROPOSED PROJECT: START DATE: 07/01/11   **END DATE:** 06/30/12

14. CONGRESSIONAL DISTRICT OF: a.Applicant [MA 008]   b.Program [LA 006]

15. ESTIMATED FUNDING: Year #: [3]

a. FEDERAL	$ 900,000.00
b. APPLICANT	$ 830,767.00
c. STATE	$ 0.00
d. LOCAL	$ 0.00
e. OTHER	$ 0.00
f. PROGRAM INCOME	$ 0.00
g. TOTAL	$ 1,730,767.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

[ ] YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE:

[X] NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?
[ ] YES   if "Yes," attach an explanation.   [X] NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Evelyn Barnes	b. TITLE: CFO	c. TELEPHONE NUMBER: (617) 927-2373
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 11/12/10

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Executive Summary

City Year Louisiana is a full-time, team-based AmeriCorps program serving 1,800 low-income students in 8 public schools in Baton Rouge and New Orleans in 2011-12. Our 72 AmeriCorps members, ages 17 -- 24, provide targeted and school-wide interventions in literacy, math, attendance and behavior to students identified as at-risk to drop out. We will enroll 350 below-grade level students in our Academic Program and 50% of those completing will demonstrate significant academic improvement.

Rationale and Approach

City Year Louisiana (CYL) AmeriCorps program unites young adults ages 17-24 of all backgrounds in a full-time team-based community corps in Baton Rouge and New Orleans addressing focus areas 1, 2, and 5 of CNCS's strategic plan: mobilizing volunteers, ensuring a brighter future for America's youth, and helping communities recover from and prepare for disasters.

Community Need. The 2003 National Survey of Children's Health cited 22.6% of Louisiana's (LA) children ages 6 to17, repeated at least one grade in school--twice the national average--and 30.9% black children repeated. Data available via Standard & Poor's School Evaluation Services indicates student achievement since 2003 at CYL partner schools in East Baton Rouge Parish (EBR) has declined since 2003, making the need for tutors clear. Three of four of EBR partners were below the 2007 district proficiency level of 50.4% in reading, 49.1% in math. Our partner school in New Orleans' Recovery School District proficiency rates are 24.5% in reading, 30.8% in math. LA needs afterschool programs, especially for minority students, who attend majority minority schools. The2003 Afterschool Alliance "America after 3PM" study indicates 25% K-12 youth are unsupervised after 3PM. Black youth spend "significantly more time" unsupervised than other groups. Louisiana Department of Education reports reflect 2006-07 EBR student demographics as 79.5% black, and New Orleans is 76.1% black. The Afterschool Alliance found 21% Louisiana youth were unsupervised on average 6 hrs/week. Public schools are the largest afterschool provider in the state, but many schools have no programs. Parents of 54% of LA K-12 youth in self-care or kinship-care would be more likely to participate in afterschool if it

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were available. Half of CYL's EBR partners would not have afterschool without CYL and others partners cannot accommodate as many students without CYL. City Year (CY) members make it possible for 30-50% more students participants.

To meet these needs we propose to continue providing tutoring and afterschool services for students in Baton Rouge and New Orleans. In 2005-06, services in Baton Rouge were identified by representatives of the Mayor's and Lt. Governor's offices, local stakeholders. In 2007, we identified our initial service in New Orleans with the Recovery School District, leadership of Samuel J. Green and Arthur Ashe Charter Schools, and the New Orleans Kids Partnership Council. In identifying local service we have worked with Superintendents Charlotte Placide (EBR School District) and Paul Vallas (New Orleans RSD) and their chief academic officers, Samuel Green Charter Elementary Principal, Jay Altman, and New Orleans Charter Middle schools CEO, Anthony Recasner. These partners helped us assess needs, focus services, and identify partners.

Activities & Member Roles. In 2009-10, CYL will enter its 4th full year serving Baton Rouge's most disadvantaged children and youth and its 3rd year in New Orleans. Following a standard CY Whole School Whole Child program design, teams of members are assigned to tutor a specific cohort of students in grades K-8 at a partner school throughout the school year. Students requiring tutoring are identified by teachers and school personnel. Members will also provide in-class support in their tutees' regular classrooms, plan enrichment activities for students, and engage youth as volunteers by planning and leading community service projects. Beyond service described above, a mentoring pilot will be facilitated by a team at Cohen High School aimed at reducing truancy and negative behaviors indicating likelihood of dropping out of school.

Aligning with the academic year, City Year and our Whole School Whole Child model compliments existing school improvement plans using an integrated, 3-part approach: academic support, positive school climate, and afterschool programming. During school hours, members provide targeted tutoring and facilitate positive peer interactions. Members meet with students 2-4 times per week for 30-60

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minutes each session using research-based tutoring methods such as Reading First and Read 180 in collaboration with schools. For example, Read 180 is implemented by teachers and school literacy coaches in 3 parts: 1) direct instruction (20 min whole group); 2) rotation (60 min), which includes 20 min. sessions of small group instruction, instructional software, and independent and modeled reading; and 3) wrap-up (10 min.). Members' role is to work with students during small group instruction and independent/modeled reading rotations. Using data from the dynamic indicators of Basic Early Literacy Skills (DIBELS) assessment administered by schools, data is collected 3 times per year to gauge our progress in achieving outcomes.

During afterschool hours, members support and/or lead afterschool programs. In Baton Rouge, members support existing academic afterschool programming and facilitate CY's Starfish Corps program. The Starfish Corps program encourages students to explore social factors that influence the community through themed lesson units and empowers students to learn and contribute through service projects. Members recruit students, plan age-appropriate educational programming and corresponding service projects addressing social issues. Through this process, students learn to work in teams, exploring the qualities that make individuals unique while forging positive, cooperative relationships. Students from Magnolia Woods Elementary working on "Our Environment" unit designed and created a small community garden at a community center with the support and help of Baton Rouge Parks & Recreation Department. Other projects include painting community murals and sorting bag lunches for community kitchens. Enrolled students must participate at least 2 days per week (at least 30 hours) from Nov-May. In New Orleans, most schools have moved to an extended day model, precluding afterschool programming.

From Sept. to June, a diverse group of 89 full-time members will providing the service described above on 10 teams of 80 members (5 in Baton Rouge, 4 in New Orleans) 5 days-a-week, from 8:00 AM to 5:30 PM. Four days (M-Th) are dedicated to school-based service and a typical day for a includes: 2 hrs one-on-one or small group tutoring sessions (30-60 min), 1.5 hrs group reading activities, 30 min.

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mentoring or enrichment activities (i.e. student clubs, facilitating games, science and nature activities), 1 hr planning, preparing and documenting service, 1 hr homework assistance, and 1.5 hrs Starfish Corps. In New Orleans, members support enrichment activities scheduled throughout the school day (i.e., classes on music, art, physical education, and computers) in lieu of afterschool programming. Fridays are reserved for member development and training activities and whole corps community service projects.

Two additional goals of CY's Whole School Whole Child model are improving the school environment and increasing student and adult civic membership in schools and neighborhood community. We develop the "whole school" by engaging students, teachers, family members, and the community to support the "whole child." Members support, plan and implement school activities such as family events including literacy nights and ceremonies celebrating students' achievements. To engage the broader community, members plan and coordinate volunteer service projects that enhance the school's physical appearance and expand the school's capacity for programming. Members engage volunteers by inviting administrators, teachers, students, family members, CYL financial sponsors, local business owners and employees, and local civic groups to participate and spur on-going community involvement and support of the school.

City Year Louisiana members add unique value to existing school resources. Members are uniformed, ethnically and educationally diverse young adults who role model for students the values of academic achievement, volunteerism, and teamwork. Members are demonstrate good conduct, respect, and the importance of serving others. Their "near-peer" age makes them accessible and students identify with them as friends and role models. According to Public/Private Ventures, '97, this is an effective strategy because mentoring relationships are most beneficial using an approach that defines them as a friend, not a teacher. By serving in schools full time, members have the opportunity to establish familiarity and trust with students and teachers, forge an identity within the school, fill a critical gap between the end of school and the time when parents return home from work, and maintain continuous and consistent

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interaction with students throughout the entire day and school year.

Members are trained to conduct and document activities directly related to outcomes. Trainers include CY staff, school literacy coaches, school district trainers, and subject matter professionals from the community. Trainings on basic tutoring skills, evaluation, and behavior management are conducted in Sept prior to members entering service, and supplemental trainings occur throughout the year on Fridays and during a mid-year Advanced Training Academy.

Day-to-day supervision is provided by a full time CY staff Program Manager who reports to a Program Director. Program Managers track progress against goals, evaluate member performance, conduct weekly team meetings, and visit schools to provide on site supervision and observation at least twice a week. An additional layer of leadership and mentorship is provided by an experienced team leader, a corps member who has demonstrated leadership capabilities, as well as oversight from liaisons at partner schools.

Members are trained on the Prohibited Activities in an orientation Registration Day and sign a member contract. As current events necessitate (i.e. elections, teacher strikes), members are reminded of the restrictions to which they must abide. Prohibited Activities are included in each school's service partner agreement and are reviewed with partners at the beginning of each year. The AmeriCorps grant provisions and links to the Code of Federal Regulations and Policy FAQs are posted on CY's intranet for reference. Service is routinely monitored by CYL staff so that members do not engage in prohibited activities.

Measurable Outputs & Outcomes. CY's aligned performance measure focuses on tutoring K-8 students in reading and math. The first year, 480 K-8 students receive one-on-one or small group tutoring in reading or math. 85% improve their reading or math by one level as measured by the DIBELS assessment (intermediate-outcome). CY expects that 75% of the students who participate will improve in reading or math by two levels. In years 2 and 3, CY hopes to increase our corps size, which could allow us to increase the number of students who receive tutoring to 623 in year 2, and 735 in year 3. In the

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past 2.5 years we have been able to tutor 1,476 students--94.3% of who improved their reading or math. We anticipate the sustainable impact of this activity will improve student learning and grade level advancement with appropriate skills and knowledge.

For afterschool programs we propose the following output performance measure. Year 1: 200 students will participate in afterschool programs including Starfish Corps. We will increase output target to 240 in year 2, and 280 in year 3, contingent upon a proposed member increase being approved. To-date we have provided afterschool programming for 957 students.

Plan for self-assessment & improvement. CYL has clear and comprehensive systems for tracking progress toward performance measures targets and gathering feedback from members and stakeholders . This includes multiple means of identifying strengths and weaknesses, resolving problems, and sharing feedback with members, service sites, and partners. To track ongoing progress members use standardized forms to record their daily tutoring activities. Data is entered into CY's database weekly to track tutor hours, youth attendance, student improvement/challenges. Data is monitored against benchmark goals. Data is reviewed at bi-weekly program staff meetings, monthly Whole School Whole Child focused conference calls with CY Headquarters staff, and quarterly CY staff meetings. CYL program staff oversees regular collection and data entry, and Program Directors manage and review data and address areas for improvement. Program performance is assessed in real-time at regularly scheduled meetings: Program Managers meet weekly with each team, and bi-weekly with school partners (principal and/or faculty liaison) to address progress towards goals and performance or personnel challenges. Formal mechanisms are established to collect feedback from members and stakeholders, including surveys (i.e. member, youth, principal and teacher) administered at the beginning-, mid-, and end-of-year. At the beginning, middle, and end of year, Program Directors meet with principals and faculty liaisons at each school to discuss effectiveness of service in meeting student and school needs. Quarterly reports to CYL's advisory board and bi-annual reports to school boards provide additional structure for oversight and review.

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Community Involvement. CYL works closely with a variety of community agencies and institutions to identify needs and activities to effectively address the success of involvement (noted in the Compelling Community Needs section). Since our founding and initial entrance into the community, CY partners have played a role in the planning process. We regularly schedule planning and reporting meetings with Superintendents Charlotte Placide (EBR School District) and Paul Vallas (New Orleans Recovery School District) and their chief academic officers. Each spring during our RFP process CY staff reviews proposals from potential school partners and meets with school administration and staff to discuss and evaluate needs and proposed activities. Selected partnerships are then approved by district superintendents. Once partners are selected, CYL staff meets with principals, school liaisons, and faculty to further identify classroom needs and determine how to best utilize members. At each level, there are regularly scheduled meetings with the CYL staff to report results, solicit feedback, and ensure high quality service. In addition to meeting with partner schools, staff members stay current by attending civic forums, community meetings, and other events focused on discussing community issues and needs.

Relationship to other national service programs. CYL participates in Louisiana Serve Commission sponsored meetings and events, including staff conferences and outreach activities such as AmeriCorps Week. Our primary means of partnering with other national service programs is through service, including national days of service and disaster response. We have partnered with NCCC and VISTA members for large-scale service projects such as Make a Difference Day, MLK Day, and Global Youth Service Day. In May 2008, CY collaborated with regional Teach For America and Delta Service Corps staff to support a post-service job-fair with regional non-profits and state and local agencies hosted by the Baton Rouge Area Foundation. Additionally CY invites other programs to have presentation tables at quarterly open houses.

Replication potential. By design and strategic plan, CYL's program is replicable at other schools in our service region. Our Whole School Whole Child model offers comprehensive, full-school partnerships

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made of replicable components. The components include: presentation materials for potential partners, a standard partner agreement and contract, school partnership model outlining member roles and staff support, communication protocol with school officials and school district, program evaluation systems, and CY's national online database system and resource library. Bi-weekly conference calls from CY headquarters ensure that program staff and members have training and accountability on evaluation and materials, and ensure program consistency and quality. CYL uses these resources to meet local needs including use of presentation materials for presentations to schools partners, school boards, and potential school partners during our RFP process. In addition to standardized reference guides on afterschool models, each team completes a Legacy Binder to provide staff and future teams a record of best practices, challenges, and achievements relevant to each school partner. This enables replication of successful aspects of projects, components, and innovations. CYL's success replicating service is demonstrated by expansion from Baton Rouge to New Orleans and a 2008-09 expansion into new school partnerships with Dibert Elementary and Glen Oaks Park Elementary in Baton Rouge. With the support of our site advisory board, school district partners, and independent charter school systems in New Orleans, in 2009-10, we will continue to replicate by adding two more teams and hope to continue the same growth model each year.

Organizational Capability

Program & Fiscal Oversight. City Year (CY) was founded in 1988 in Boston, MA as a 50-person summer pilot and is now an international youth service program operating in 19 U.S. cities and Johannesburg, South Africa. All sites such as CY Louisiana (CYL) are part of one 501(c)3 nonprofit organization and adhere to central policies and procedures established by legal applicant City Year, Inc. All sites share the same mission, vision, and basic goals: to demonstrate, improve, and promote the concept of citizen service through youth leadership as a means to build a strong democracy. CYL was founded in Baton Rouge, in late 2005 and expanded to New Orleans in 2006. For the past 20 years CY has developed a replicable program while responding to local needs, priorities, and assets. In 1993, CY was one of 8

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demonstration models for AmeriCorps. Since 1994 we have implemented our mission entirely with teams of full-time AmeriCorps members. Our accomplishments show the success of our model: CY has graduated over 11,500 alumni, and members have served over 1 million children, served over 18.2 million hours, partnered with more than 1,050 corporations and 3,100 service organizations; and led over 1 million citizens of all ages in service. CYL has graduated over 136 alumni who served over 2,234 children and 124,000 hours, and led more than 1,090 volunteers of all ages in service. CYL, in response to the greatest natural disaster in our nation's history-Hurricanes Katrina and Rita--has provided hurricane relief and recovery efforts and much needed educational assistance in underprivileged and underserved schools.

CY has managed over 130 federal grants since 1992. CYL became an AmeriCorps program with the generous support of CNCS and is currently in it's 3rd year of funding via the Louisiana Serve Commission. CY has continuously operated via National Direct support since 1994 and is a grantee of multiple other state commissions (i.e. CA, FL, IL, MI, NH, NY, OH, RI, PA, SC, TX, and DC). Every federal dollar has been matched by $1.47M from private and other public sectors.

CY's 2008-09 operating budget is $60.6M of which CYL's budget represents 4.3%. All accounting, payroll, and fiscal management functions are centralized at CY Headquarters and maintained by an experienced 12-member finance department. CY's comprehensive financial policies follow OMB Circular A-122 Cost Principles to ensure reasonableness, allowability and allocability of grant costs. Internal controls are used to provide safeguards for all grant property and assure that it is used solely for authorized purposes. Controls include division of staff duties related to asset custody and payroll procedures, expenditures assigned by cost category in accordance with approved budgets and consistently supported by source documentation, monthly budget to actual reconciliations, invoice approval, compliant document retention policy, and timely deposit of cash receipts. Audits are conducted annually by an independent accounting firm, KPMG, in accordance with the provisions of OMB Circular A-133. 2007 financial statements and A-133 Audit show no significant findings or

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material weaknesses (FY 08 is due 3/ 31/09). Since 2001, 45 CY AmeriCorps grants have been audited by the CNCS Office of the Inspector General. Final reports indicate no material weaknesses. CY Headquarters manages insurance and legal services, a $6M line of credit, technology and infrastructure support, including Website and Web-based data management systems. Centralized program support includes development of and support for program policies and procedures; staff and member handbooks; performance evaluation systems; service research and development; standardized collateral for recruitment and media; internal evaluation tools and service impact analysis; staff training, including guidance on compliance requirements for member eligibility, activities and files; and management oversight. Headquarters works closely with CYL to ensure adherence to goals, policies, and procedures through bi-monthly conference calls, regularly scheduled meetings, and as-needed support.

CYL proposes one program located in Baton Rouge and New Orleans. The cities were selected when CYL was founded: first opening in the capital city, affording prime visibility and access to key governmental leaders and several months later adding service in New Orleans due to the devastation of the hurricane. CYL is committed to ensuring the overall mission and vision is maintained at both sites by programming bi-weekly trainings and site-wide physical service projects when members from both locations share best practices and build community. Both locations have the local leadership of a Co-Executive Director Peggy Mendoza in New Orleans and Katrina Shaw in Baton Rouge reporting into Regional Director, LaTonya Brown who provides oversight with assistance from one unified advisory board with representatives from both cities. Both sites are led by a local Program Director each site and service is members are managed by two Program Managers per site. CYL operates as one site with two locations. Each location is treated equally and the two sites function collaboratively to insure that programmatic and funding relationships are managed smoothly.

Board, Administrators and Staff: CY is governed by a national board of trustees who oversee organizational strategic planning and sustainability and approves all budgets, site launches, closings, and major policies and procedures. The national governing board is chaired by Stephen Woodsum,

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founding managing partner, Summit Partners. This board meets quarterly and holds quarterly committee meetings (e.g., finance/audit, program, etc.). CYL is governed by the national board of trustees, and also has a non-fiduciary local advisory board comprised of stakeholders from public, private, nonprofit, and corporate sectors who in an advisory capacity only. With Co-Executive Directors, the advisory board is responsible for local strategic planning, program focus, and personnel decisions, meets quarterly and divides into executive, development and leadership development subcommittees. CYL's board, co-chaired by Jennifer Eplett Reilly and Diana Lewis, represents diverse stakeholders including Brooke Smith, director of strategic partnerships, Office of Lt Governor Mitch Landrieu, Gerri Hobdy, director of grantmaking programs, Baton Rouge Area Foundation, Mike Polito, founder & president, MAPP Construction, LLC.

CY is led by co-founder and CEO Michael Brown, COO James Balfanz (10 years of youth service nonprofit management experience), and CFO Evelyn Barnes (26 years nonprofit fiscal management experience). The Executive Office and regional management hosts specific trainings for CY Executive Directors three times a year to share best practices and organizational changes or policies. CY's daily finance department operations are managed by Kathleen Donahue, Controller. Lindsey Noecker, an MBA graduate of the Tuck School of Business at Dartmouth is CYL's HQ-based grant accountant provides fiscal analysis for the site including budget preparation, allocations, forecasts, and actuals. The local staffing structureis comprised of four functional areas-executive & operations; program & service; recruitment; and, community outreach & external affairs. In this application, CYL proposes 17 staff positions responsible for direct member supervision and training including: 2 Co-Executive Directors, Deputy Dir, 2 Program Dir, 7 Program Mgr, 2 Service & Training Mgrs, Recruitment Dir & 2 Recruitment Mgr. Additional non-grant funded staff will support the program also. The staff represents over 36 combined-years youth development experience and 12 AmeriCorps alumni.

Plan for Self-assessment or Improvement. Following standardized protocol, CYL tracks performance against annual operating plans and quarterly goals. For example, the Q4 recruitment goal (ending 6/30)

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is 90% members recruited for Sept. enrollment. Quarterly reports to our advisory board and bi-annual reports to school boards and bi-annual meetings with school district superintendents, chief academic officers and CY leadership provide structures for oversight, review of progress, and discussion of growth and challenges.

Effective Technical Assistance. Staff program orientation and basic training is provided at CY Summer Academy, a week-long training focused on fundamental goals and organizational objectives, and conferences held throughout the year. Staff utilize CY's network of resources to troubleshoot recruitment and retention issues, and train incoming staff on policies and procedures. Cross-network, bi-weekly conference calls are organized around job functions and provide opportunities to share best practices and an Intranet and databases are used for information sharing. Locally, staff members leverage professional development opportunities via Baton Rouge Chamber of Commerce, Louisiana Non-profit Organizations conferences, Success-Lab Leadership Coaching Series, Louisiana's Promise Seminar, and United Way Community Impact seminars.

As discussed earlier in the context of sustainability, financial contributors are dedicated to donating their time and personnel to conduct trainings. CYL's alumni board is in its beginning phases and provides support particularly in the form of mentorship to members as well as providing a base of networking to other community resources. As CYL develops its annual dinner funding stream, a host committee, chaired by board member Lori Bertman of the Pennington Foundation, will plan, fundraise, and secure an honoree. Additionally, through relationships with local universities CY has secured interns to support administration, development, and recruitment.

Securing Match. CYL has been successful securing match resources each year beyond match levels committed in our grant: 66% of our $2.6M budget is raised from sources other than AmeriCorps funding.

CY has received numerous awards: Fast Company honored us in 2007 for the 4th year with the Social Capitalist Award, Charity Navigator rated CY as a 4-star charity twice. In Sept. 2008, CYL was

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recognized for disaster services during and after Hurricanes Gustav and Ike from The Times-Picayune, Louisiana Serve Commission, New Orleans Mayor Nagin, and Governor Jindal. In June 2008, CYL was 1 of 8 Louisiana Department of Education Distinguished Partners in Education Award honorees. Individually, staff commitment to community. Staff are represented in Advance Baton Rouge, Young Leadership Council, New Orleans Chamber of Commerce, Fellowship of Christian Athletes, Junior Achievement, St. Luke's Episcopal Day School Advisory Board, United Negro College Fund Alumni Association, Children's Defense Fund, National Urban League Young Professionals, and NAACP Council of Negro Women.

Success Securing Community Support. CYL has enjoyed success building collaborative faith-based partnerships and has been able to steward these partnerships to leverage reciprocal support. For example, during Hurricane Gustav and Ike, we served with Catholic Charities and Miracle Place Church. As a result we have partnered for recruitment efforts at youth group meetings, where they have hosted ice cream socials, game nights, and suppers for members. Church members have also become host-families for out-of-town members.

Financial and In-kind Contributions. The team sponsor program at CY is a significant and renewable source of income made appealing to many businesses and foundations due its co-branding opportunities, corporate service days, school service projects, good public relations, and community engagement of employees. In return, CY receives multi-year commitments of $100,000 per year in support of a member team. A number local "Founding Citizens," individual donors have also made multi-year financial commitments of $10,000, have clustered their smaller gifts in larger groups to form $100,000 sponsorship of teams. Nine of 12 current team sponsors have sponsored annually since 2005-06, including Huey and Angelina Wilson Foundation, CSX, Entergy Louisiana and Entergy Foundation, Woldenberg Family Foundation, and Goldring Foundation. The 2009 fundraising dinner planned will engage current and future donors and raise community awareness of CY. CY seeks to close fundraising in Q2 (ending 3/31), and begin fundraising 6 months prior to the following year. Through multi-year

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commitments, CY maintains team sponsorships over 3--5 year cycles, securing long-term sustainability.

Additionally our goal is to raise a surplus annually to build an operating reserve fund. Through

partnership with Capital Area Transit System in East Baton Rouge Parish, CY has secured yearly,

unlimited bus passes for members and is in negotiations for similar support from RTS Public Transit

System in Orleans Parish. Donations via discounts have included automobiles from AllStar Automotive.

Vehicles originally leased to transport members and staff to service, have since been sold to CY as the

AllStar relationship has grown. Conversations are in progress to solicit in-kind donation of vehicles.

This robust relationship is possible because of the good reputation and fine stewardship of CYL with this

partner.

Wide Range of Community Stakeholders. CYL stakeholders can be summarized into three broad

categories: private, public, and community-based. The site advisory board represents multiple sectors.

Other private stakeholders include 11 team sponsors, 365 individual donors, and 130 alumni. Non-

corporate team sponsors include: Founding Citizens Team, comprised of 9 individual donors; the

Foundations Team, funded by 3 private foundations. Corporate and business stakeholders include:

Community Coffee, Standard Coffee, Chase Bank, Wal-Mart, and Albertson's. Community-Outreach

Organizational Stakeholders Include: Live After Five, Arts in the Park, Sunday in the Park, Fest For All,

Jazz Fest, 100 Black Men, Urban League, Boys and Girls Club, YMCA, United Way of Greater New

Orleans, and the Capital Area United Way. Additional community based stakeholders include parents of

the Young Heroes, such as Gerri Hobdy. Public sector stakeholders include the Commissioner of

Education and the Louisiana Public Service Commission. Education specific public stakeholders include

the Louisiana Recovery School District, the Superintendent of Education in East Baton Rouge Parish

and Orleans Parish, and partner schools.

Cost Effectiveness and Budget Adequacy

Cost Effectiveness. CYL is requesting a $12,300 cost per MSY in this application, a decrease from

$12,600 in the current grant cycle. We have intentions decrease to $10,426/MSY in year 2 and

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$9,047/MSY in year 3 by requesting additional slots without requesting additional AmeriCorps funding. As we grow our corps, CYL's share of costs in the program would increase as a result. Total requested funds is $1,094,700 with and 48% match ($1,010,500 match), well ahead of required match. If approved for additional members in Years 2 &3, costs and CY's share of costs for the program will increase as we expanded services and corresponding opportunities for increased revenue, while providing more value per each federal dollar.

Diversity of Funding. CYL is committed to maintaining our diverse non-federal funding from sources identified in match sources of the budget and others. In order to ensure diversity of funding sources, we set percentage goals for non-federal funding streams. In FY10 we expect our targets to be 30% corporate, 30% foundations, 15% individuals, 15% local government, 10% other non-profits with future plans for decreased dependence on foundations and cultivation of and increased contributions from individuals . Funding sources for 2009-10 include Lamar Advertising, CSX, Entergy, Irene W. & C.B. Pennington Foundation, United Way Greater New Orleans, Huey & Angelina Wilson Foundation, Goldring Foundation, Woldenberg Family Foundation, and Greater New Orleans Foundation and Individuals (i.e., Bailey, Lamar, Noland, Polito, Reilly, Turner, Lyle).

Budget Adequacy. CY will continue to operate cost-effectively and as a centralized national organization, strive to achieve economies of scale. Our proposed budget includes benefits for all members, appropriate staffing levels, limited overhead costs such as space-rental and telecommunications, supplies, internal evaluation, corps and staff attendance at national conference, and requisite limits on administrative costs. CYL runs one program and thus all costs directly support the implementation of the proposed service activities. Member benefits include a full-time stipend based on a 43 weeks($8,600 for 1st-year members, and $10,750 for seniors/2nd year members), health care for full-time participants, and FICA and worker's compensation. Of special note: as an agency pre-dating AmeriCorps, CY is exempt from paying a living allowance and thus, allows us to provide a living allowance lower than the prescribed $11,400 minimum. Of the total requested funds, 54.9% ($600,584)

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will support member costs. CYL staff work directly and exclusively on the AmeriCorps program, and therefore 100% of salaries for the noted positions, with the exception fundraising time for Co-Executive Directors, are included. Staff members are paid at a competitive rate based on their professional experience, tenure, and comparable rates in localities. Staff benefits (i.e. FICA, SUI, group health and life insurance, 401K match and worker's compensation) are estimated at 20% of salary cost. Administrative functions performed by CY are shared across all CY operating sites. A portion of these costs are included in the administrative section. Federal funds are used only for allowable direct costs in this category.

Evaluation Summary or Plan

CITY YEAR'S APPROACH TO EVALUATION

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

EVALUATION OF WHOLE SCHOOL WHOLE CHILD MODEL

City Year's evaluation efforts are designed to achieve the following objectives:

-To assess student progress in academic skills (e.g., literacy)

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-To measure fidelity to the model

-To demonstrate our overall impact on outcomes of academic skills and school climate

-To provide a model of ongoing evaluation and data-driven approaches to school-based national service that is replicable to the national City Year network

EXTERNAL EVALUATION ACTIVITIES: OVERVIEW

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

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

-Capable and Committed learners: completion of assignments, use of good study habits, learning as fun, understanding of importance of learning, interest in learning, belief in ability to learn

-Connectedness to school: participation in school activities, feeling safe in school, feeling like they belong, liking school, feeling cared about

-Community-minded: students cooperate with each other, students are respectful to each other, students learn and apply strategies for monitoring their own behavior, students help make the school a better place, students believe they can make a difference

Focusing on these outcomes, Brett Consulting Group developed an evaluation plan that formulated key

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

An executive summary report by BCG accompanies this application.

In FY09, Brett Consulting Group (BCG) continues its work, refining the Theory of Change for the elementary school level, adapting it to be developmentally appropriate for middle school, collecting data from linked pre- and post- student surveys for students in grades 3-5, collecting mid year and end of year data from service partners, and piloting survey instruments at the middle school level. Survey instruments this year will add or refine items designed to capture information on school climate. Additionally, BCG will be conducting observations of several WSWC teams as part of an ethnographic component to the evaluation. Last, BCG will leverage data collected by all WSWC teams entered weekly in our enterprise-wide outputs database, cyImpact, to be able to look at CY dosage and characteristics of teams in relation to WSWC outcomes.

WHOLE SCHOOL WHOLE CHILD EVALUATION QUESTIONS

As in FY08, a set of key questions guides the evaluation work in FY09.

1. What is the logic of the standardized Whole School Whole Child (WSWC) model for the middle and high school levels? How is it the same or different from the elementary grade model?

2. What metrics are available at the school and district level that can be used as indicators to measure key outcomes of WSWC: attendance, behavior, and course performance?

3. What is the nature and extent of the delivered program? How many students are being served, in what

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ways, and to what extent (by site and by overall grade level?) Are teams meeting their targets?

4. How well prepared and supported are corps members and teams for their work in WSWC?

5. What is the quality of corps member and team performance in WSWC schools?

6. What is the extent of perceived impacts from City Year's work at the student, classroom, and school levels, especially impacts related to enhancing the overall learning environment?

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

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

CITY YEAR'S STRATIFIED APPROACH TO OUTCOMES

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

NEXT STEPS

The FY09 WSWC Evaluation Plan builds on the FY08 goals of testing, understanding, and strengthening the model to assure that it is replicable and scalable. City Year is gearing up to full network implementation of the model by 2010 and sharpening its program across grade levels. Because WSWC is not yet a stable program, it is not yet "evaluable" in the traditional sense (through use of external

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comparison groups or more elaborate research designs). Thus, the emphasis continues to be on defining metrics, exploring factors that appear to contribute to or hinder success, and developing site level capacity for strong evaluation. As previously, an emphasis is placed on capturing information from a variety of stakeholders.

Specifically, the goals for FY09 WSWC Evaluation are:

1) Achieve additional clarity and focus regarding metrics to assess both performance and outcomes, including indicator and scale development.

2) Determine ways to collect unique student or class level data from school districts on key outcomes related to Attendance, Behavior, and Course Performance.

3) Refine our Theory of Change (TOC) for the elementary grades and adapt the TOC for use in the middle and high school grades.

4) Refine our new tools, instruments, and methods to collect information on both implementation and outcomes in the elementary grades from a variety of stakeholders, including principals/school liaisons/after school coordinators, teachers, students, and City Year teams and adapt these tools and methods for use with middle and then high school grades.

5) Continue to increase the quality of information collected by sites (higher response rates, more thorough and accurate information).

6) Develop a deeper understanding of how WSWC operates in the field.

7) Explore ways of creating more real time feedback on success for sites and encouraging appropriate data driven responses.

Beyond FY09, BCG and other external evaluators at key sites will continue to explore the questions noted above, using refined surveys and other evaluation tools that yield robust scales, and that can be linked to student-level and other data.

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

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

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Amendment Justification

n/a

Clarification Summary

2011-2012 CLARIFICATIONS

Budget Clarifications:

- Minimum Living Allowance: As an agency that was in existence prior to September 21, 1993, City Year is exempt from the minimum living allowance under Statute Sec. 140 B.6 [42. U.S.C. 12594].

- Budget revised to reflect cost-per-MSY under consideration.

Program Clarifications:
- No items requested.

Desired grant award and member enrollment period start dates.
- Grant Award Start Date: July 1 2011 -- June 30 2012
- Member Enrollment Period Start Date: July 5 2011

Criminal History Check Verification.

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

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Performance Measure Clarifications:

- Civic Leadership performance measure removed from application.

*** 2010-2011 PROGRAM CLARIFICATIONS:

Request for Reduction in MSY:

City Year Louisiana recognizes and appreciates CNCS' support for expanding our corps to 91 MSY. At this time, based on current revenue projections for 2010-2011, we believe that 72 MSY is the most appropriate and fiscally responsible corps size for the upcoming year and are requesting that the application be put forward for consideration for 72 MSY at $900,000. Changes in our projections that impacted our decision:

* As noted in the original expansion request, funding for the expansion would be partially supported through additional Department of Education funding, specifically Race To The Top and Title 1 funding. The State of Louisiana did not make the first round of cuts for RTTT funding and will be reapplying in the second round. We feel that the Round Two awards will be announced too far into the next program year for us to be able to count on this funding for our match commitment.

* The Recovery School District in New Orleans recently decentralized its funding strategy which resulted in our service partner match shifting from the RSD budget to individual school budgets. We expect to see some reduction in funding as a result.

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* The Superintendent for the East Baton Rouge School District just resigned after nine months. Given the current uncertainty in the EBR district, we do not feel confident that they will be able to support our growth by raising their commitment.

* Two long time donors notified us in April that their 2010-2011 contribution would be 50% of their 2009-2010 funding commitment, representing a combined 150K reduction in funding.

This new request represents 7 teams of 10 corps members, inclusive of Team Leaders and Service Leaders, and 2 Project Leaders (one in Baton Rouge and one in New Orleans) who will support implementation and evaluation of the school programs. Teams will be assigned to one of seven schools. In total teams will serve in 2 high schools, 1 middle school and 4 K-8 schools (school selection to be finalized by June 30).

Criminal History Check:

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

Program Start Date:

City Year's fiscal and program year is July 1 to June 30. Traditionally, the corps' Team Leaders, Service Leaders and Project Leaders (second year corps members) begin their service in July in order to receive training on their roles and responsibilities. The first year corps members would then start the first

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business day in September and participate in training for the first four weeks. As Louisiana schools start in mid-August, the district and schools have requested that we enter the schools as close to the start date as possible. In response to this request, we will start our Leaders as of July 6th and our first-year members as of July 12th in order that they can receive the full month of training prior to the start of school service. The corps will complete their term and graduate in late May 2011.

Performance Measures:

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

Updated measures:

* National Performance Measure: Education: Improved Academic Performance

* National Performance Measure: Education: Improved Attendance

* Standard Performance Measure: Civic Leadership (member development)

MSY Grid:

Our MSY Grid for the Education Corps does not equal the total budgeted MSY for the grant application. The 72 members will spend approximately 85% of their time training for, planning, implementing and

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documenting the Education program, 10% of time in other training and 5% of time in volunteer and physical service related projects. As described in our Re-Compete application, our school teams implement our AmeriCorps Education program Monday through Thursday in their assigned schools. On Friday members participate in training and physical service projects in the communities which the members serve. For example, members will plan and implement projects that engage volunteers on National Service Days such as Martin Luther King Day of Service, Global Youth Service Day and camps during school vacation week. Through these events, members expect to engage 1,000 volunteers. In addition to providing service skills training, City Year provides trainings and workshops in professional and personal leadership development such as resume writing, interview skills, and teambuilding techniques.

Cost-Per-MSY:

City Year Louisiana requested a cost-per-MSY of $12,500 which represents an increase of $200 over 2009-10. We have kept the match at 48% by raising the total dollar amount of our match commitment commensurately. Although City Year has seen cost reductions in some areas, e.g. reduction in our corps member health insurance due to switching to a self-managed plan, we have seen significant increases in other areas, specifically transportation of the corps, as a result of inflation in the economy. The $200 requested increase reflects only a small portion of these increased costs. The remainder of the inflationary costs are allocated to our private sector funds.

BUDGET CLARIFICATIONS:

Budget revised to 72 MSY.

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Member Travel: Corporate Sponsor Training and Serve Events line item removed with budget adjustment to 72 MSY.

Van Lease versus Bus Rental: Passenger vans and/or mini-vans are leased for day-to-day use in service, e.g. transporting corps teams to- and from- service sites, meeting with service partners, transporting supplies to service sites, etc. Buses are rented for events in which the entire corps is present, e.g. bringing the New Orleans based teams to Baton Rouge for a training event or vice versa, bringing all corps together for opening day, corps member graduation, national service days, etc.

Office Rent: Rent includes utilities and common area maintenance, i.e. these costs are not itemized in the invoice.

Continuation Changes

YEAR 3: 2011-12 CONTINUATION APPLICATION

PROGRAM CHANGES:

School Partnerships: In program year 2010-11, City Year Louisiana (CYL) changed school partnerships in New Orleans. In cooperation with the Recovery School District, we switched McDonogh High School with Sarah Reed High School and replaced Carver High School with two newly formed Charter Schools serving grades K through 8. The change between McDonogh and Reed required that we lease an additional van for transporting the corps to service. The move to the two Charter schools resulted in smaller team sizes at our New Orleans based schools than originally planned. At this point in the year, we plan to continue our relationships with our current partners in 2011-12.

Corps Schedule/Training: CYL members will continue to serve five days a week. Monday through

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Thursday members will serve 7:15 AM to 5:00 PM and on Friday they serve 7:15 AM to 4:00 PM. Mondays through Thursdays are school based service and Fridays blend school based service with corps member training and implementation of our Civic Leadership Program. In 2011-12, we plan to replicate the training schedule that is currently implemented in New Orleans in Baton Rouge as well. This will reduce the number of Leadership Development Days to 2 Fridays per month and provide the opportunity for site-based (i.e. in the schools) training on an as needed basis.

Curriculums: City Year is currently piloting programming and curriculums at sites nationwide which will provide targeted interventions for students with attendance and behavior challenges. At this point in the program year, CYL is considering incorporating the behavior curriculums (50 Acts of Leadership and 50 Acts of Greatness) into our 2011-12 programming. Formal decision on this will be made in the spring of 2011.

Student Selection: City Year has refined our Whole School Whole Child program's student selection process by setting clear definitions for leveled tiers of student performance (e.g. grade or assessment level) and matching appropriate interventions to that performance tier. In addition, as a network, City Year is focusing targeted interventions (e.g. 1:1 and small group academic support) on students in grades 3 to 9. In Louisiana, we will be working with school partners to align our 1:1 and small group efforts with students in grades 3 to 9. We expect that full realignment to 3rd to 9th grade will be integrated gradually over the next couple of program years. As a whole, these refinements will narrow our student selection process for setting goals for our performance measures. Changes to the performance measures that are applicable to 2011-12 are noted below in the Performance Measure Changes section.

BUDGET CHANGES:

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City Year Louisiana is respectfully requesting a $500 increase in the cost-per-MSY from $12,500 to $13,000 while keeping the same 48% match. In total, this will increase the budget from $1,730,770 to $1,799,998 (a $69,228 increase). The CNCS Share increases by $36,000 ($500 x 72 MSY) and the Grantee Share increases by $33,228. This increase is captured entirely within Sections II and III of the budget. The budget changes are as follows:

Decrease ($58,945): Section 1: Program Operating Costs: Total Section I costs reduced from $762,831 in 2010-11 to $703,886 in 2011-12 (a $58,945 reduction). Changes in this section include:

- Entire Section: reducing the CNCS Share by 2% (from 52% to 50%)

- Section.A: reducing total personnel expenses by $40,515 primarily by reducing percentage of the Co-Executive Directors salary allocated to the grant from 70% to 50%.

- Sec.B: reducing total personnel fringe benefits by $8,103 in line with reduction in personnel expenses, i.e. FICA.

- Sec.B: increasing staff benefits calculation from 18% to 20% based on actual costs.

- Sec.C: reducing total staff and member travel by $6,848 primarily by removing the bus rental line item.

- Sec.E: reducing total supplies by $1,100 based on actual costs.

- Sec.G: reducing total member training by $556 by reducing number of Leader corps members from 12 to 10 and removing costs associated with 6 Leadership Development Days.

- Sec.I: reducing other program operating costs by $1,823 by revising the percentage of costs allocated to the grant: rent allocation increased 10.47% from 43.36% to 32.89%, equipment/space rental allocation decreased 5.8% from 25.8% to 20%, and telecommunications allocation decreased 13.74% from 46.05% to 32.315%.

Increase ($120,245): Section II: Member Costs: Total costs increased from $769,710 in 2010-11 to

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$889,955 in 2011-12 (a $120,245 increase). Changes in this section include:

- increasing the member living allowance rate from $9,167 to $10,720, representing an average $1,553 per member for a total increase of $111,816.

- increasing the member support costs by $8,429 in line with the increase of the member living allowance, i.e. FICA increases.

Increase ($7,928): Section III: Administrative/Indirect Costs: This section was increased by $7,928 as a result of the increase in the cost-per-MSY and total grant budget.

JUSTIFICATION FOR INCREASE IN COST PER MSY:

Under the leadership of City Year's National Board of Trustees and City Year Louisiana's Site Board, we intend to raise the first year living allowance to the AmeriCorps minimum by 2013 and raise the Leader (second year corps members) rate commensurately in order to improve the quality of the corps experience and attract harder to reach cohorts. As identified in the Budget Changes, we are making a significant investment to this end in 2011-12 by increasing the budgeted rate for living allowances from $9,167 to $10,720. The $500 increase in the cost-per-MSY represents less than 30% ($36,000/$120,245) of the total cost of the 2011-12 investment, which will increase the living allowance by $1,720 per member for our first year corps members and by $1,200 per member for our Leaders. The new rates for these positions will be $10,320 for first years and $13,200 for Leaders. We are asking for a $500 increase in the cost-per-MSY in order to demonstrate AmeriCorps' commitment in supporting our efforts to increase the member living allowance by 2013 to other funding partners. Commitment from AmeriCorps is a critical component in our fundraising strategy as it demonstrates federal approval and federal backing for cost of living increases in program operating costs. Additionally, this funding is necessary as we have seen a decline in funding interest from certain sectors such as the oil and gas

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industry as they have redirected their funds to costs or organizations that address issues resulting from the oil spill in the Gulf. Recommitment from AmeriCorps would provide us additional leverage to attract non-federal donors among the smaller pool of funding directed towards education based programs.

ENROLLMENT:

In program year 2009-10, City Year Louisiana filled 100% [60/60] of member slots our State Competitive grant (09ACHLA0010002) and 100% [11/11] of our ARRA grant (09RCHLA0020001). In 2010-11, we have filled 100% of the 72 MSY by enrolling 70 full-time members and converting 2 full-time slots into 4 half-time slots which were filled in December. These mid-year members serve in a full-time capacity and will complete the 900 hours by Graduation in May 2011.

RETENTION:

In program year 2009-10, we achieved a retention rate of 97% [58/60] for our State Competitive grant and 100% [11/11] for ARRA grant. One of the two members who exited early without an award was dismissed for not adhering to program standards and failure to show. The other member resigned citing financial hardship. To address these issues and improve retention, City Year Louisiana plans to:

- increase the member living allowance;

- assign two second year corps members (Leaders) to participate in recruitment outreach activities so that in-coming corps members fully understand the scope and responsibilities of the position from the perspective of a currently serving member; and,

- continue to provide differentiated trainings to our corps to match different levels of experience and skill sets among our corps.

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COMPLIANCE:

Enrollment forms that were completed past the 30 day deadline were delayed for technical issues with MyAmeriCorps that required involvement from the eGrants Help Desk. Two exit forms from 2009-10 were delayed, one of which was delayed as a result of a grievance being filed.

PERFORMANCE MEASURE CHANGES:

For 2010-11, City Year Louisiana opted into the national performance measure pilot for the Education Corps. We selected two sets of aligned measures: 1) an academic support measure that aligned ED1, ED2 and ED5 to demonstrate improved academic performance, and, 2) a mentoring measure that aligned ED3, ED4 and ED6 to demonstrate improved school attendance. Under these measures, we aligned our elementary school aged service beneficiaries with the academic measure and our middle and high school aged service beneficiaries with the mentoring measure. For 2011-12, we will be eliminating the mentoring measure (ED3, ED4, and ED6) and incorporating all students (grades 3-9) under the academic support measure.

Rationale for eliminating the Mentoring/Attendance Measure: Over the first few months of this program year (2010-11), we have determined that our program structure does not align well with the mentoring measure due to how we utilize a response-to-intervention approach. This approach allows for students to roll on and off a focus list as their performance improves or wanes. For example, if a student improves to the point that s/he is on-track with improved performance, s/he is rolled off the focus list for that specific intervention and replaced with another student, however, if his/her performance begins to slide, s/he is put back on the focus list and the intervention re-starts. This means that over the course of a year there may be gaps in time when a student is not receiving targeted interventions (1:1 or small group)

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from our members. Although members will maintain continuous contact with students over the course of the year, student movement on and off a focus list means that we may not meet the mentoring program definition of 1 hour per week of 1:1/small group intervention for specified number of months for a large percentage of students served. Between these gaps in 1:1 intervention and challenges with timing in collection of baseline data for prior attendance, we cannot achieve compliance with either the mentoring or attendance measures.

Changes between 2010-11 and 2011-12 measures:

Improved Academic Performance:

- student age range expanded to cover grades 3 to 9.

- adding READ 180 for grades 6 to 9.

- adding LEAP and student ELA course grades as an assessment tool for grades 6 to 9.

- refined student selection for measure as "Tier 2" students, i.e. those demonstrating either below-grade level on benchmark assessments for grades 3-5 or below average performance on course grades (i.e. <70%) for grades 6-9.

- increasing number of students enrolled in academic support from 140 to 350.

- increasing number of students completing academic support from 80 to 280.

- increasing number of students who improve academic performance from 40 to 140.

Improved Attendance (Mentoring):

- Eliminated

Civic Leadership (Member Development):

- No change

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MSY Grid: Corps members spend approximately 85% of their hours training and preparing for, implementing, and documenting our Whole School Whole Child education program. The remaining 15% of time is dedicated to professional and leadership development, Leadership After City Year career planning, and volunteer engagement projects. In 2011-12 we plan to recruit 800 volunteers through events on Make A Difference Day, Martin Luther King Day of Service, Global Youth Service Day and Camps during school vacation weeks.

Performance Measures

SAA Characteristics

☐ AmeriCorps Member Population - None ☐ Geographic Focus - Rural

☒ Geographic Focus - Urban ☐ Encore Program

Priority Areas

☒ Education ☐ Healthy Futures

Selected for National Measure ☒ *Selected for National Measure* ☐

☐ Environmental Stewardship ☐ Veterans and Military Familie

Selected for National Measure ☐ *Selected for National Measure* ☐

☐ Economic Opportunity ☒ Other

Selected for National Measure ☐ *Selected for National Measure* ☐

☐ Disaster Services

Selected for National Measure ☐

Grand Total of all MSYs entered for all Priority Areas 61.2

Service Categories

Secondary Education

Tutoring and Child (Elementary) Literacy

National Performance Measures

Priority Area: **Education**

Strategy to Achieve Results

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

City Year AmeriCorps members will provide 350 students (grades 3 to 9) one-on-one or small group tutoring in

reading or math using research based tutoring programs: Reading First, Read 180, Math Counts, and Buckle

Down Louisiana Mathematics. Assessment tools include DIBELS and EduSoft assessments and report card

grades. Each member will work closely with a consistent group of 6 to 8 students multiple times each week.

Members implement 1:1 and small group academic support sessions 3 times per week for 20 to 30 minutes each

session. Number of weeks of academic support will vary by rate of student improvement and students who

complete the program will receive at least 15 hours of tutoring. (attrition factors in student need and student

mobility within these communities)

Result: Output

Result.

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

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

Target : 280 students will complete the Education Program

Target Value: 280

Instruments: student logs for entry into cyImpact Database

PM Statement: 280 students will receive the minimum number of hours of tutoring to complete an AmeriCorps Education Program.

Result: Intermediate Outcome

Result.

Students who complete the AmeriCorps Education Program will improve their academic performance.

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

Target : 140 students will improve academic performance in literacy by increasing one level or remain

on benchmark

Target Value: 140

Instruments: DIBELS and EduSoft assessments (3-5th grade) and report card grades (6 ¿ 9th grade)

PM Statement: 140 students who complete the AmeriCorps Education Program will improve their academic performance by increasing one level or remain on benchmark.

Result: Output

Result.

Students will be enrolled in an AmeriCorps Education Program.

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

Target : 350 students will receive academic support services

Target Value: 350

Instruments: student logs for entry into cyImpact Database

PM Statement: Member will enroll and provide services that promote academic achievement for 350 third to ninth

National Performance Measures

Result.

grade students.

Required Documents

Document Name	**Status**
Evaluation	Already on File at CNCS
Labor Union Concurrence	Not Applicable