

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction															
Modified Standard Form 424 (Rev.02/07 to confirm to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):		3. DATE RECEIVED BY STATE: 11-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC123100		4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHIL0010001														
5. APPLICATION INFORMATION																	
LEGAL NAME: City Year, Inc. DUNS NUMBER: 622374122		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Lisa Morrison Butler TELEPHONE NUMBER: (312) 464-9899 FAX NUMBER: (312) 464-1737 INTERNET E-MAIL ADDRESS: lmorrisonbutler@cityyear.org															
ADDRESS (give street address, city, state, zip code and county): 287 Columbus Avenue Boston MA 02116 - 5114 County: Suffolk																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 222882549		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization Community-Based Organization National Non-Profit (Multi-State)															
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: City Year Chicago															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Chicago, IL		11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
13. PROPOSED PROJECT: START DATE: 07/01/11 END DATE: 06/30/12		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 008"/> b.Program <input type="text" value="IL 007"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>		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;">\$ 1,550,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 1,550,000.00</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;">\$ 3,100,000.00</td> </tr> </table>		a. FEDERAL	\$ 1,550,000.00	b. APPLICANT	\$ 1,550,000.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 3,100,000.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 1,550,000.00																
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f. PROGRAM INCOME	\$ 0.00																
g. TOTAL	\$ 3,100,000.00																
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																	
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Evelyn Barnes		b. TITLE: CFO	c. TELEPHONE NUMBER: (617) 927-2373														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 12/10/10															

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Executive Summary

In 2011-12, City Year Chicago is a full-time, team-based AmeriCorps program serving 2,200 low-income students in 18 Chicago public schools. Our 175 AmeriCorps members, ages 17 -- 24, provide targeted and school-wide interventions in literacy, math, attendance and behavior to 6th-9th grade students identified as at-risk to drop out. We will enroll 1,000 below-grade level students in our Academic Program and 50% of those completing will demonstrate significant academic improvement.

Rationale and Approach

1) NEED

In poor, urban communities where City Year Chicago (CYC) has served over the past six years--Austin, Garfield Park, Grand Boulevard, North Kenwood/Oakland, Hyde Park, Marquette Park, and Englewood--African-American youth continue to struggle in school. CYC partners with nine Chicago Public Elementary Schools, where such youth make up 99% of the student population and 95% qualify for free or reduced price lunch. Results from the 2008 Illinois Standards Achievement Test indicate that just 31% of 3rd graders in these schools are meeting state standards in reading comprehension, below the average for Chicago Public Schools (50.9% meeting standards with an 85% poverty rate), and far beneath the state average (70.7% with a 12% poverty rate). (www.greatschools.net). They behind grade level over a period of 2-3 years and research shows that they urgently need intensive, individualized tutoring to begin to reach grade level (Neuman & Dickinson, "Handbook of Early Literacy Research", 2001). Yet funding for such support is not easily available. Illinois is 49th in the country in the amount of funding the state provides for education, and 50th in the size of the gap in per-pupil education spending between the highest and lowest poverty districts ("The Funding Gap", the Education Trust, 2008).

With nearly 400,000 students, the Chicago Public School district (CPS) is the third largest in the country. Its staggering rate of high school dropouts -- almost half of CPS students do not graduate

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(Consortium on Chicago School Research (CCSR), July 2007) -- illustrates the sad end outcome for a student population that is so challenged in early years. Students don't make the decision to drop out overnight but go through a process of feeling less connected and engaged at school, missing classes, failing subjects and eventually giving up (AP "Study of Illinois High Schools" October 2007). Research from Johns Hopkins University also concludes that predictors of high school failure can be spotted as early as 6th grade (Nield, Balfanz, Herzog, "An Early Warning System", Educational Leadership 2007).

School-based strategies to support Chicago's struggling students must also include accessible, affordable out of school time programs. According to Illinois Kids Count 2008, 80% of Chicago's children are on their own during the high-risk hours of 2-6 pm, or require substantial out of home care, because just 1 in 5 are growing up in traditional "nuclear" families (two parents, one in the labor force) (www.voices4kids.org). Students who participate in high-quality after-school programs are more likely to exhibit better academic performance, task persistence, study skills and improved attitudes; as well as higher school attendance rates and are less likely to resort to aggression as a conflict-resolution tactic. ("The Quality of Child Care in After-School Settings." Child Care and Early Education Research Connections vol. 7 (2007). The Commissioner for the Chicago Department of Youth Services cited the expansion of out of school time programs as one of the two top priorities for Chicago ("The Well-Being of Chicago's Children: A 20-Year Snapshot" Illinois Kids Count 2008, Ch. 6).

In 2009-2010, City Year Chicago (CYC) will enter its 15th year as an AmeriCorps program dedicated to serving Chicago's most disadvantaged children and youth. In alignment with the Corporation for National and Community Service's strategic priority of ensuring a brighter future for all of America's youth, CYC proposes to field 125 full-time, diverse, 17-24 year old AmeriCorps members to meet these needs. CYC established literacy tutoring as its primary service in 2001 in response to the recommendation of a Steering Committee, comprised of Chicago civic officials, CPS leadership,

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community stakeholders and CYC staff, created to assess the needs in Chicago's public schools and CYC's role in addressing them. Since then, CYC has broadened its strategic approach to long-term success by incorporating tutoring, after-school programming, and civic engagement into a research-based, "Whole School Whole Child" service model implemented at individual Chicago schools.

The demand for CYC's interventions continues to grow. CPS is in the midst of a "turnaround" effort, asking organizations such as the Academy for Urban School Leadership (AUSL) to take over failing schools and reopen them under new curriculum and methods. Leadership at AUSL has requested to partner with CYC in all of these turnaround schools (CYC is in 3 of 11 as of FY09). Requests from principals of traditional CPS schools continue to outnumber the amount of CYC members available. Former CPS CEO and current U.S. Secretary of Education nominee Arne Duncan recently stated, "Our goal in Chicago is to make the Chicago Public Schools the best urban school system in America. I really see City Year at the forefront of this evolution."

2) ACTIVITIES AND MEMBER ROLES

CYC places teams of 8-10 members for a full academic year in partner schools and members provide targeted tutoring and informal mentoring, implement after-school programming, facilitate positive peer interactions and opportunities to serve, and offer students consistent connections with a caring adult throughout the school day. The Whole School Whole Child (WSWC) approach utilizes a tiered intervention structure such that children and youth with greatest need receive targeted support, those with less need receive group support, and the rest of the school population benefit from school-wide support activities. Through these interventions, CYC members impact each partner school's community by a) helping to develop students' ability to thrive socially and emotionally in school and after-school, b) improving literacy skills of students with the greatest academic need and the school-wide learning environment in general and, c) increasing student and adult civic membership in the school and

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neighborhood community.

This year, members are serving at the following K-8th grade schools on Chicago's West, Mid-South, and Far South sides: Howe School of Excellence, Spencer Math and Science Academy, Morton School of Excellence, Doolittle East Elementary School, Donoghue Charter School, North Kenwood/Oakland Charter School, Reavis Elementary, Marquette Elementary, and Harvard School of Excellence. CYC expects to renew each partnership and add three more in 2009-10. A typical day for members will include: 3 hours of 1:1 tutoring, 1 hour of homework assistance after-school, 1.25 hours of after-school enrichment activities, 1 hour of informal mentoring during transition periods (facilitating peaceful playgrounds before school and during recess, and helping with student dismissal), and 2 hours of planning, preparation, documentation of service, and communicating and co-planning with teachers, literacy and after school coordinators, and administration at the school. An additional .75 hour is spent debriefing with the team.

Program Structure: CYC's program year aligns with a typical academic calendar. From August to June, members serve five days a week 8:15AM -- 5:30PM. Four days are dedicated to direct service delivery and Fridays are reserved for member development, including content area trainings, civic leadership, corps-wide service days and other volunteer events. The 2009 corps will be divided into 15 teams with 5-9 members per team. Each team will be supervised by a staff Program Manager and led daily by two experienced Team Leaders (members who have demonstrated leadership capabilities and receives extra training in order to lead the team). Twelve WSWC teams (108 members) will be placed in partner CPS schools. Two teams (10 members) will be responsible for all aspects of CYC's youth volunteer programs called "Heroes" and one team (7 members) will organize and implement all CYC civic engagement initiatives (discussed under Community Outputs and Outcomes). Members will be trained to conduct full-time activities and evaluation directly related to these outcomes and closely supervised to ensure

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adherence to goals as represented in this proposal.

Literacy Tutoring: CYC will continue to use The University of Chicago's Urban Education Institute's (UEI) research-based tutoring methodology, called STEP (Strategic Teaching and Evaluation of Progress) in collaboration with 12 partner schools. The methodology incorporates instruction in word knowledge, fluency, comprehension, and writing. Members tutor 6 consistent students in grades 1-3 per day, for 30 minutes each, providing approximately 62 sessions over the course of the year per child. Team Leaders tutor 2-4 students each, due to their increased duties overseeing and leading the team. Teachers select students for tutoring who scored in the lower 3rd quartile of achievement on DIBELS pre-assessments conducted in late September. A total of 540 students will receive this intensive tutoring intervention.

After School/Starfish Corps (SFC): 108 members will recruit 450 3rd-5th grade elementary school participants for a specialized afterschool program called "Starfish Corps" (SFC), that members plan, resource, and implement on-site at all 12 partner schools. Members will facilitate 28 weeks of programming Monday-Thursday 3:00-5:30 PM, including 1 hour of homework help and 1.25 hours of curricula focused on community service themes. During SFC, members recruit and lead students in four 5-week issue-based modules (e.g. "Peace in our Communities", "Environment"). Children "graduate" SFC when they complete 4 themed units.

Camps: CYC operates week-long school Spring Break "camps" in two different Chicago Park Districts, typically chosen for their locations on the south and west sides of the city. The Camps offer elementary school students a free, safe, accessible and structured alternative during school vacation weeks. More than 270 students attended in 2007-08, and activities included external facilitators, field trips, carnivals, and more. Members plan, recruit participants for and lead all aspects of Camps. The camps not only

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provide working parents with child care options but offer students unique and rare opportunity to interact with students from other schools in different neighborhoods. CYC also provides bus service for campers.

Positive School Climate: Each team will support the general school climate through activities that benefit all youth, such as facilitating peaceful playground activities during recess, special rallies to boost 6th-8th grade attendance, a 6th grade physical service day that addresses needs in the students' own communities, and hosting Family Fairs and Reading nights to engage parents. All partner schools will agree to host a team of CYC members who run CYC's middle school youth volunteer program, Young Heroes, twice during the year to perform physical service on site benefiting the school, and also to introduce 6th-8th grade students to the Heroes program.

Valued added to schools: CYC's AmeriCorps members add unduplicated value to existing school resources. They are uniformed, ethnically and educationally diverse young adults who function as a team. They are trained as energetic role models who demonstrate good conduct, respect, teamwork and the importance of serving others. Members' age proximity and accessibility helps students see them as friends and not simply authority figures (Public/Private Ventures, '97). CYC's full-time member deployment model uniquely supports CPS' mission to be the premier urban school district in the country and aligns with achieving program objectives. Effective tutoring programs have a high dosage level (frequency and length of session), which can only be achieved by deployment of corps serving in a full-time capacity. By serving in schools all day, members have increased opportunity to work with children, creating familiarity and trust and forging an identity within the school. Members also fill the critical gap between the end of the school day and when most parents return home from work.

Prohibited activities: Members are trained in Prohibited Activities during pre-service orientation and

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sign a Member Contract with the activities included. Prohibited Activities are part of standard Service Partner Agreements signed with each school, and reviewed at the start of year with partners. Service will be routinely monitored by CYC's Program and School Partnerships Directors.

3) OUTPUTS/OUTCOMES

Tutoring: (1) 540 students in grades 1-3 in 12 Chicago Public elementary schools will progress in reading, resulting in 95% advancing by one level, and 75% advancing by two levels, as measured by STEP formative assessments administered by UEI in October, December and May.

Afterschool Programming: (2) 450 students will regularly attend Starfish Corps (SFC) programs, with a total of 224 hours of programming available across 28 weeks.

Systems and tools will include: the STEP literacy assessment, CYHQ's web-based data collection system (ProServe database), attendance and enrollment records for after school programming, and standardized mid-year and end-of-year teacher and principal surveys. Members are responsible for basic data entry on a monthly basis and survey distribution.

Teams will also administer a pre/post survey designed for 3rd-5th grade students to measure changes in student academic behavior, sense of connection with school, and level of trust and confidence in CYC members. The survey is being piloted in 2008-09 for lower grades, with plans for full implementation for 6th-8th grades in FY10. Further external evaluation of the effectiveness of the STEP methodology and WSWC model will be implemented in 2009-2010. Please see Evaluation Summary for detail.

4) SELF ASSESSMENT/IMPROVEMENT

CYC staff relies on monthly team data reports and twice-annual survey results to track progress towards

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outputs and outcomes. Stakeholder feedback (from members, parents and school staff) is solicited throughout the year and reviewed during bi-weekly staff meetings to identify WSWC program strengths and weaknesses, adjust member trainings and performance in real time, and incorporate lessons learned into school services for the following year. The School Partnerships Director oversees all tutoring assignments, reporting, results and survey collection. She visits each school at least once per month to observe and take suggestions from corps, school staff and students, and shares students' tutoring progress with members and school partner staff in February and June. Members provide feedback on team and service performance during twice-monthly meetings with staff supervisors, as well as on year-end surveys. Parents receive member and staff contact information and are encouraged to offer feedback directly, or during school report card pick-ups and after-school program conferences scheduled four times during the year. Student input is gathered through pre/post surveys and will be reviewed by CYC staff in August to understand how children are experiencing member support. All principals and teachers are surveyed in December and May on their team's performance and impact, and the results are reviewed in January and July by CYC's leadership staff and shared with CYC's Board, CPS officials, principals and other stakeholders.

5) COMMUNITY INVOLVEMENT

CYC's original Steering Committee was comprised of CYC's founder, board members, the CPS Chief of Professional Development and the CPS Chief Literacy Officer, Mayor Daley's Chief of Staff, and various other community representatives. Since that time, CYC has continued to deepen its commitment to school-based service. The Chief Budget Officer for CPS is now a CYC board member, who augments CYC's service approach by interpreting CPS needs and changes. CYC also meets at least twice each year with the Chicago Office of Extended Learning Opportunities and the CPS Office of After School Programs. In 2008, CYC has begun dialogue with the Office of High School Prevention and Dropout Recovery to expand service to students in 6th-8th grade. Over the three-year grant period, CYC will

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continue to define each school partner's roles and responsibilities through annual RFP and contracting processes, both at the district and school level. Schools commit to funding and to identifying space, resources, a liaison for each team, and participation in all CYC evaluation efforts.

5) RELATIONSHIP TO OTHER NAT'L/COMMUNITY SERVICE PROGRAMS

In 2007, CYC founded Illinois Dome Day, an event focused on meetings with legislators and a large-scale service project in Springfield. The goal of Dome Day is to engage as many AmeriCorps programs as possible in a day of informing and educating Illinois' elected officials about local service impact. CYC staff led the formation of a state-wide Steering Committee, comprised of Serve Illinois Board members, the Director of the CNCS State Office, and AmeriCorps program staff from across the state. In 2008, Dome Day engaged 240 participants from 17 AmeriCorps State Programs, six Learn-and-Serve Programs, and three Senior Corps programs in meetings with nearly 50 elected officials at the State Capitol. CYC also helped shape the Illinois LeaderCorps initiative since its inception in 2005 and has selected qualified corps members to represent CYC each year.

6) REPLICATION

The WSWC model used in all partner schools is comprised of replicable components, such as a full-day, full-year schedule, academic support structure, module-based after-school programming, and a roster of positive school climate activities. All of CYC's school service, including the STEP methodology, is standardized and able to be immediately used in new partner schools. Both WSWC and CYC's after-school program are standardized across all City Year sites and documented in manuals produced and updated annually by City Year's headquarters, which detail how to plan, implement and resource the programs. A similar manual for the tutoring program is produced by CYC staff. All CYC teams are required to create "legacy binders" at the end of each year, detailing the program, what was accomplished, and any new components introduced.

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Organizational Capability

PROGRAM AND FISCAL OVERSIGHT

1) PROGRAM HISTORY AND EXPERIENCE

History: City Year was founded in 1988 in Boston, Massachusetts as a 50-person summer pilot and today is an international youth service program operating in 19 U.S. cities and in Johannesburg, South Africa. All City Year sites such as CYC operate as part of one 501(c)3 nonprofit organization and adhere to central policies and procedures established by legal applicant City Year, Inc. All City Year sites share the same mission, vision, and basic goals: to demonstrate, improve, and promote the concept of citizen service through youth leadership as a means of building a strong democracy. CYC was established in Chicago in 1994 as City Year's 4th operating site.

Experience: For the past 20 years City Year has worked to develop a replicable program while responding to local needs, priorities, and assets. In 1993, City Year was selected as one of eight demonstration models for AmeriCorps. City Year, and all operating sites including CYC, has implemented its mission entirely through full-time, team-based AmeriCorps members since 1994. CYC's recent accomplishments show the success of the City Year model. Since its inception, CYC has graduated 785 members. Since 2003-04 (when the literacy model was first adopted) CYC members have tutored 2,303 children, of whom 2,233 showed measurable improvement on standardized assessments; provided afterschool programming for 1,693 children; and achieved a 98% satisfaction rate from principals and teachers. According to one teacher, "The most important impact that City Year tutors have had on my class is the academic progress--all of my students tutored met the benchmarks for second grade!" CYC members have graduated 441 middle and high school youth from the Heroes volunteer program; and recruited more than 5,400 adult and youth volunteers to provide over 41,000 hours of service.

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Capacity to Manage Federal Grants: City Year has managed over 130 federal grants since 1992. City Year currently receives AmeriCorps funds through multiple other State Commissions (California, Florida, Louisiana, Illinois, Michigan, New Hampshire, New York, Ohio, Rhode Island, Pennsylvania, South Carolina, Texas, and the District of Columbia) and has continuously operated through National Direct support since 1994. As a multi-state AmeriCorps grantee since 1994, City Year's fiscal staff operates with systems specifically built to support AmeriCorps requirements. Launched as a National Direct site, CYC became an AmeriCorps program with the generous support of Serve Illinois in 1997 and has been continuously funded as an AmeriCorps grantee (with the single exception of 2004).

Staff Experience: CYC retains key staff members for an average of 4-5 years. Under Executive Director Lisa Morrison Butler's leadership, staff are closely mentored, offered professional development opportunities and promoted internally wherever possible. CYC's staff represents over 70 combined years of experience in youth development, and 55% are AmeriCorps alumni, who contribute experience in corps leadership as well as compliance and mission dedication. CYC's staff has substantial experience with AmeriCorps grant management. At the HQ level, City Year's 4-member Government Relations staff represents more than 35 years combined experience in working with the National and Community Service Trust Act, Regulations, and interpretation of the OMB circulars for the City Year program. CYC regularly meets all required reporting deadlines, including 30-day member enrollment and exits, progress and fiscal reports, and responds promptly to all requests for information from Serve Illinois.

Fiscal Structure and Systems: City Year, Inc.'s FY09 operating budget is \$60.6M of which CYC's total budget represents 6.1%. While CYC is a self-sustaining, locally operated enterprise, it benefits from shared fiscal, program and management resources as part of the City Year network. All accounting, payroll and fiscal management functions are centralized at City Year's Boston-based Headquarters

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(CYHQ) and maintained by an experienced 12-member Finance Department led by CFO Evelyn Barnes (26 years of nonprofit management experience). City Year's comprehensive financial policies follow OMB Circular A-122 Cost Principles to ensure reasonableness, allowability and allocability of grant costs. Appropriate internal controls are used to provide safeguards for all grant property and assure that it is used solely for authorized purposes. Audits are conducted annually by the independent accounting firm KPMG in accordance with the provisions of OMB Circular A-133. Fiscal 2007 Financial Statements and A-133 Audit show no significant findings or material weaknesses (FY08 is due March 31, 2009). CYHQ also manages insurance and legal services; a \$6 million line of credit; and technology and infrastructure support, including website and web-based data management systems.

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

2) BOARD OF DIRECTORS, ADMINISTRATORS, AND STAFF

CYC Site Board: CYC, like all City Year operating sites, is a self-sustaining, locally operated enterprise with a Site Board of Directors comprised of stakeholders from Chicago's public, private and nonprofit sectors. Together with CYC's Executive Director Lisa Morrison Butler, the Board is responsible for CYC's strategic planning, revenue and sustainability, program focus and key personnel decisions. CYC's Board, comprised of 27 members, meets quarterly and is divided into issue-specific subcommittees (e.g.

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development, finance, executive and program). City Year Site Board Chairs from across the country convene at one-day conferences hosted by CYHQ in November and March, and at City Year's annual convention in June. The Board is chaired by Stephen Quazzo, CEO of Transwestern Investment Co, and vice-chaired by Beth Swanson, Director, Office of Management and Budget, Chicago Public Schools. Board members include such civic-minded private sector leaders such as: Michael J. Alter, President of The Alter Group and founder of CYC, Jennifer Steans, President of Financial Investments Corporation, Ken Porrello, Managing Director of Deloitte Consulting and other leaders from local, national and international businesses and not-for profit organizations.

CYC Staffing Structure: CYC's staffing structure is made up of five functional areas: Executive and Operations; Development; Program and Service; Recruitment; and, Community Outreach and External Affairs. For 2009-12, CYC proposes a staffing model of 19 full-time positions excluding development, of which 15 are captured fully or in part in this budget. Allowable staff positions include: Executive Director, Director (3 positions, for WSWC School Partnership, Heroes, and Program/Corps Management), Program Managers for each area (8 positions), Recruitment Manager (2 positions), and Outreach/Admissions Manager (1 position). The 15 positions incorporated under this application include all staff responsible for direct corps supervision and training.

Executive Director: Responsible for overall site direction, management, fundraising and operations; and meeting all quarterly goals for revenue, recruitment, service and retention. LISA MORRISON BUTLER joined CYC as Executive Director in 2004. Prior to joining the CYC team, Lisa was the founder and President of TRACE, Inc, a marketing communications consulting practice based in Chicago. Lisa brings over 10 years of marketing and corporate communications experience gained while holding various executive positions with SBC Ameritech and the CBS Radio Networks.

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Director of School Partnerships. Oversees all school partnership relationships, including: managing relationships with principals and after-school partners; co-supervising 5 school-based Project Managers and Senior Corps Members, ensuring the quality of all service in schools, and developing new school partnerships. AMANDA RESCH is a former teacher and has consulted in the field of literacy for many different organizations, including the University of Chicago and Chicago Public Schools.

Program Director. Responsible for supervising Project Managers, Team Leaders and has primary oversight of all corps, corps training and development. JEWAN GARNER, originally from Chicago, has served twice as an AmeriCorps member and six years as an AmeriCorps Program Director with City Year New York.

Program Managers (8). Five school-based Program Managers each provide daily supervision of 18-22 members. Responsibilities include: team goal setting and project planning, communicating daily with service partners, meeting with team and members on individual basis to track progress, evaluating members and reporting on teams' accomplishments, and supervising team projects and initiatives. The Heroes Program Manager is also responsible for implementation of the Young Heroes program and team oversight (5 members). The Civic Engagement Manager is responsible for all aspects of service event production, including volunteer engagement, resources and service partnership development, and oversees the Civic Engagement team (5 members).

Heroes Director. The Heroes Director oversees all aspects of the Heroes programs including corps selection, planning, partnership development, participant recruitment, and directly supervises the City Heroes team (5 members). ROMEO HEREAU joined City Year Chicago in early 2004 shortly after completing a year of service with the AmeriCorps National Civilian Community Corps in Washington, D.C. Prior to his current role as the Heroes Director, Romeo served City Year Chicago as admissions

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manager.

Recruitment/Admissions Managers (3). Recruitment staff are responsible for quarterly recruitment goals, all recruitment events and outreach, and creating and implementing a strategic plan and partnerships with feeder organizations. The Admissions Manager oversees the interview process, selection, confirmation and communication with recruits.

Fiscal Management. Grant Accountant LINDSEY NOECKER has provided fiscal support services, including budget preparation, allocations, forecasts, and actuals to CYC since 2007 and will complete all fiscal reporting for these funds. Lindsey has 8 years of for profit and nonprofit finance experience, and earned her MBA from the Tuck School of Business at Dartmouth.

3) SELF ASSESSMENT AND IMPROVEMENT

Annual Operating Goals: CYC relies upon an Annual Operating Plan to manage quarterly goals, tracking progress against recruitment, retention, service management, employee retention, revenue and collections. CYC's leadership staff assesses progress in regularly scheduled meetings.

Organizational Growth Planning: With Site Board leadership, CYC launched a business planning process in 2008. The goal of the plan is to significantly increase the number of students that CYC serves on an annual basis in response to CPS' identified needs. Prior to this and in preparation, CYC worked with a consultant from The Alford Group to evaluate fundraising processes, staffing model and systems. An Oversight Committee was formed comprised of a combination of board members, foundation funders and corporate sponsors. In addition, 25 one-on-one interviews were conducted with Chicago business and community leaders. These interviews focused on growing impact, brand awareness and potential fundraising support.

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Service Model Assessment: To continuously assess service efficacy, in 2008, CYC launched its second 10-member Literacy Task Force. Its goal is to assess the extent to which the current literacy tutoring model aligns with the needs of the CPS, provides an appropriate level of student instruction, measurable impact, and is readily trainable for a corps of 17-24 year olds. Members include: CPS Reading Coaches, CPS Instruction Officers, Literacy Specialists, the Senior Program Officer for Education at the Chicago Community Trust, an education professor at the University of Illinois at Chicago, and the President of the OSA Foundation, a local family foundation supporting education. CYC's Director of School Partnerships and Executive Director lead the Task Force, which meets every 4-6 weeks.

4) PLAN FOR TECHNICAL ASSISTANCE

Staff Training Retreat: CYHQ leads program orientation and basic training for staff and Team Leaders through City Year Summer Academy, a week-long summer training program for all City Year staff and Team Leaders, as well as departmental training conferences and workshops held throughout the program year. The summer program focuses on fundamental program goals and organizational objectives. Special workshops are conducted on team building, compliance issues and member performance management, planning high impact service, volunteer engagement and management, local financial management, fundraising goals and strategies, leadership skill development for members and other topics as requested by field staff. Field staff that work directly with members are trained and supported in team building and stages of team development, mediation and conflict resolution, service and member development goal setting, and leading a team towards achieving goals.

Ongoing Training and Support: During the year, CYC's staff utilizes City Year's national network of resources to troubleshoot recruitment and retention issues, support IT, fiscal and other administrative needs, and train incoming staff on policies and procedures. Cross-network twice monthly conference

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calls organized around job function provide ongoing opportunity for City Year staff to share best practices. Where possible, City Year sites rely on information sharing through Intranet and databases to flag and solve local site problems. CYC sets aside funds for Program Managers to attend conferences or workshops of their choosing, for their own professional development, on Youth Leadership Development, educational reform, and successful business practices. CYC will also continue to work with the Project on Civic Reflection, which helps civic groups build capacity, commitment and community through reading and discussion, and works with many AmeriCorps groups.

SOUND RECORD OF ACCOMPLISHMENT

1) VOLUNTEER GENERATION AND SUPPORT

Program Alumni Boards: CYC has established a variety of Boards to capitalize on key constituencies as volunteer resources. In addition to the Site Board of Directors, CYC formally launched an Alumni Association in 2004 which now has a membership of nearly 800 alumni. The Association's purpose is to create opportunities for CYC alumni to volunteer at service projects, mentor current corps members, participate in City Year events, promote the growth of the national service movement and foster a lifelong ethic of service. CYC is developing a 5-7 member Alumni Board in 2008-09 with a mission of engaging CYC's alumni all aspects of CYC's service work. The Alumni Board will meet quarterly and will focus on recruiting Board members and volunteers, serving as CYC champions, planning and hosting alumni events, connecting with City Year's national Alumni Association, and supporting CYC efforts to reach goals in all key departments -- recruitment, service, program and development. CYC is also creating two Heroes Alumni Boards in 2008. These Boards offer an opportunity for middle and high school Heroes alumni to lead their peers in each Heroes program, expand their experience as civic leaders, and prepare them for future educational challenges in high school.

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Visitor's Program: CYC will host at least 400 potential new donors, service partners, volunteers and recruitment champions through our Visitor's Program. Visitors tour either the CYC office or the elementary school partners' location. They participate in a roundtable discussion with staff and corps and hear members give a personal testimonial. Last year 484 people visited the CYC offices and elementary school service sites as part of this program.

2) ORGANIZATIONAL AND COMMUNITY LEADERSHIP

CYC has been recognized in two major written publications over the last year. Lisa Morrison Butler, Executive Director of CYC was named one of "The Chicago Defender's Women of Excellence, 2008" by the Chicago Defender. The Chicago Tribune published an editorial written by CYC founder Michael Alter and Board Chair Stephen Quazzo which calls on each presidential candidate to focus on national service (October 2008). CYC has also been chosen by Youth Service America as the local lead agency for Global Youth Service Day (GYSD) since 2006. Lead Agencies are organizations across the United States that increase the scope, visibility, and sustainability of Global Youth Service Day by leading city, regional, or statewide service projects. As a Lead Agency CYC has recruited a coalition of 12-15 organizations to participate in and plan service projects for the GYSD event.

City Year, Inc. has received numerous awards as an organization. Co-Founders Alan Khazei and Michael Brown were honored by U.S. News & World Report as two of "America's Best Leaders" (October 2006). Fast Company, in partnership with consulting firm Monitor Group, honored City Year in 2007 for the fourth straight year with the prestigious Social Capitalist Award. For the second year in a row, City Year, Inc. has received a 4-Star rating (out of 4) by Charity Navigator, the non-profit independent evaluator. City Year was featured in Time Magazine's first two Annual National Service Issues, "A Time To Serve: The Case for National Service" (September 2007) and "21 Ways to Fix Up America" (September 2008) and the Young Heroes program was the subject of a Time "Power of One" column penned by Caroline

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Kennedy (March 2007).

3) SUCCESS IN SECURING MATCH RESOURCES

CYC has raised more than \$20.5 million in non-federal cash and in-kind revenue since its inception in 1994 to support service to Chicago's communities. Between 2005 and 2008 CYC has raised \$6.2 million, bringing in \$2.2 for every AmeriCorps dollar invested. CYC has sustained a match percentage that is well above required levels for the past 3 years (51% in 05-06, 49.27% in 06-07, 52.91% in 07-08, 49% in 2008-09).

SUCCESS IN SECURING COMMUNITY SUPPORT

1) COLLABORATION

CYC has developed several key collaborative relationships with government and community organizations which have helped to develop its reach and quality of services. Most notably, CYC's service model has been focused around partnership with Chicago Public Schools (CPS). As CYC has improved and expanded member service, CPS has steadily increased its level of investment and has become established as a critical source of program income for CYC, with each team valued at \$29,000. CPS' investment flows from multiple different departments within the District, supporting each element of CYC's service. CPS overall support has increased from \$308,000 in 2006, to \$480,000 in 2009 and with the projected corps expansion, to more than \$680,000 in 2010.

CYC also has sustained a relationship with the Chicago Transit Authority (CTA) for over 6 years. CTA's commitment to CYC's mission allows members and staff to travel at no cost to service sites, and saves the organization \$65,000 a year. Due to state regulations, CYC is not allowed to receive this extraordinary benefit for free, so members and staff support the CTA as off-hours volunteers in a

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number of community outreach capacities.

2) LOCAL FINANCIAL AND IN-KIND CONTRIBUTIONS

CYC's Team Sponsor program is a significant and renewable source of income with multiple benefits for both CYC and the sponsor. With many co-branding opportunities ranging from their logo on team T-shirts to speakers to event banners, the sponsor, typically a foundation or corporation with a significant employee base or interest in the area, benefits from good public relations, increased brand recognition, employee engagement, civic engagement, and customer engagement, this strategy appeals to many businesses. In return, CYC receives \$75,000 - \$100,000 to support the team sponsored. While few current site sponsors make 'official' multi-year financial commitments, a significant number of donors commit to support CYC on an annual basis. Four out of five of current team sponsors have supported CYC annually since 2002. The Alter Group and Northern Trust have both signed multi-year commitments to support CYC's Team Sponsor Program, intended to support CYC's three-year growth and serve as a point of leverage for CYC's growth campaign, which will launch in January 2009.

In addition to six years of team sponsorship, Joseph Freed and Associates has provided rental space and build-out construction to City Year valued at over \$1,000,000 over the past 3 years. Local foundations have provided substantial financial support for CYC which continues to grow every year. CYC gained two new foundation funders this year: The Starbucks Foundation (\$20,000) and the Verizon Foundation (\$9,000). CYC receives support from The Polk Foundation (\$50,000), Arie and Ida Crown Memorial (50,000) and The Fry Foundation (\$35,000). The McCormick Tribune Foundation generously increased their support this past fiscal year by providing a \$75,000 grant, an increase of \$25,000 from the previous year.

CYC's fundraising calendar and organizational goals are structured to allow a proactive, strategic

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approach to reaching financial goals. CYC seeks to close fiscal year fundraising by the second quarter (December 31st) and each site begins raising funds six months in advance for the next fiscal year. In January 2009, CYC plans to launch a growth campaign anchored by an anonymous \$900,000 grant, and a \$1 million gift specifically for growth and capacity-building from The Alter Group.

3) WIDE RANGE OF COMMUNITY STAKEHOLDERS

CYC maintains an increasingly broad range of community stakeholders ranging from public officials to young Chicago-based professionals to parents. CYC has made it a priority to engage elected officials at every level over the past three years. President-elect Barack Obama delivered the keynote address at CYC's fundraising dinner in June 2006, and U.S. Senator Dick Durbin, Lt. Governor Pat Quinn and Mayor Richard Daley have each spoken during Opening Day and at Ripples of Hope events. CYC has also recruited several aldermen and state representatives to participate in CPS school attendance rallies and graduation ceremonies. U.S. Secretary of Education nominee Arne Duncan has been a strong supporter of CYC since 2001. He has consistently participated in CYC's Opening Day ceremonies and most recently has appeared in a national PSA produced by Comcast to promote City Year's Whole School Whole Child initiative (scheduled for release January 2010).

In 2004, CYC established an Associate Board, young professionals supportive of CYC who meet 6 times annually and more frequently as committees. Total membership has grown from 20 to 41 individuals. The Associate Board strives to increase awareness of CYC and its community service, and raise money via social networking events with an annual goal of 3 events and \$40,000 in funds. The Associate Board plans to host its 4th Annual Winetasting event in the fall of 2009 and looks forward to surpassing last year's attendance of 250+ people.

Cost Effectiveness and Budget Adequacy

1) COST PER MSY

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For 2009-2010 CYC respectfully requests a grant award of \$1,499,000 at a competitive cost per MSY of \$11,992. These funds will be used to support member costs and a portion of staff and operating costs. CYC is proposing an overall match share of 50% (\$1,499,000) exceeding its Year 7 match requirement of 38%.

2) DIVERSE NON FEDERAL SUPPORT

CYC has detailed \$1.5 million in 2009-10 match sources in the Budget Narrative. Specifically, CYC has secured \$550,000 in cash commitments and an additional \$260,000 in pledges, from private sector sponsors. CYC will continue to expand its CPS funding base--which has provided over \$2,000,000 in funding over the last 7 years--and has secured a preliminary commitment of \$684,000 based on corps presence in 12 partner schools. CYC anticipates renewal of City Year's national leadership sponsor support from Timberland (in-kind donations of full uniforms, coats, backpacks and boots valued at \$700/each) for \$115,000, as well as communication devices for staff and corps from T-Mobile (\$85,000), renewal of CYC's partnership with the Chicago Transit Authority (\$65,000). CYC will also seek renewal sponsorships for annual events including Opening Day, sponsored for the past four years by Smith Barney and Comcast (\$35,000), 100 Hours of Power sponsored for the past two years by Comcast (\$25,000), service days (\$20,000) and the Ripples of Hope dinner, with corporate and individual support ranging from \$5,000 to \$25,000 (over \$450,000 total revenue).

In Years 2 and 3 CYC anticipates leveraging the AmeriCorps investment of \$1.5 million by adding another 50 full-time members at no federal cost except education awards, thereby significantly decreasing cost per MSY and overall reliance on this grant as a percentage of total budget. As previously discussed, growth planning has been initiated, led, and seed funding committed by CYC's Board, in response to the enormous need for CYC's school-based teams within the Chicago Public School district and with strong partnership from CPS officials. With the creation of various stakeholder Boards,

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operational improvements, and commitment to validating results through external evaluation, CYC hopes to leverage the outpouring of local support into long-term, sustainable growth. With CNCS' investment in 125 AmeriCorps members, CYC expects by 2012 to serve in 4 more partner schools, intensively tutor 300 more children, provide regular afterschool programming for another 120 children, build sustainable middle school retention initiatives, and increase Heroes participants by 25%.

3) BUDGET ADEQUACY

City Year's fiscal year runs from July 1 -- June 30. CYC will continue to operate cost-effectively and as part of a centralized national organization strive to achieve economies of scale. CYC's proposed budget includes benefits for all corps, staffing levels that we know from experience will set us up for sustainability particularly in a challenging urban environment; some overhead costs such as telecommunications; supplies; internal evaluation; corps and staff attendance at our national conference and trainings; and requisite limits on administrative costs. CYC runs only one program, AmeriCorps, and therefore all costs directly support the implementation of the proposed service activities and objectives. Of the total requested amount of \$1,499,000, 63.7% (\$954,900) will support member benefits (Budget Section 2). As noted under Member Recognition, CYC members receive non-cash benefits in addition to the living allowance.

CYC staff will work directly and exclusively on the AmeriCorps program, and therefore 100% of site salaries for the noted positions, with the exception of Development costs, are included here. Staff members are paid at a competitive rate based on their professional experience, tenure, and comparable rates in our localities. Staff benefits (FICA, SUI, Group Health & Life Insurance, 401K match and Worker's Compensation) are estimated at 20% of salary cost.

Administrative functions performed by City Year are shared across all City Year operating sites. A

Narratives

portion of these costs are included in the Administrative section (III). Federal funds will be used only for allowable direct costs in this category.

Evaluation Summary or Plan

CITY YEAR CHICAGO LOCAL EVALUATION PLAN

Due to the changes in CYC's service model, two evaluations will be performed during the 2009-2010 program year, both regarding the Junior Great Books program, an intervention provided to all 6th-8th graders regardless of ability. One is a summative tactical assessment to determine members' strengths and weaknesses in delivering the specific instruction: inquiry into and interpretation of literature. An outside evaluator (Margo Criscuola, PhD, consultant with JGB) will design and administer written pre and post tests (at the beginning and end of the program period) containing an interpretive question for students to answer after reading a selection. As it is an exact replica of their Junior Great Books lessons the assessment will show members' ability to understand their training and break down the strategies judging by the students' improvement.

The other evaluation is qualitative and formative. An education researcher from the University of Illinois at Urbana-Champaign (Lizanne DeStefano, PhD, Quantitative and Evaluative Research Methodologies) will spend approximately 10 days in the schools, observing Junior Great Books sessions and interviewing students, corps members, teachers and principals about their specific experiences with the program. She will create a report for CYC which will discuss Junior Great Books' implementation variance across corps members, strengths of instruction, and impact of the program on student achievement (anecdotal through the interviews).

The goal of these evaluations is to assess what works and why, and to establish a frame of reference for formal measurement of per student improvement in English Language Arts as a result of the JGB program.

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CITY YEAR -- NATIONAL EVALUATION PLAN

Approach: Brett Consulting Group (BCG), based in Boston, has been contracted as an external evaluator of City Year's Whole School, Whole Child (WSWC) model. BCG measures both process (the extent to which 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). BCG considers the extent to which particular characteristics of students, schools, communities, and sites may moderate the attainment of CY's goals, which can also help to modify national level training and practices. BCG seeks to capture multiple perspectives and to use multiple research methods, both qualitative and quantitative, to measure multiple facets of City Year's 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)
- 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

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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, BCG developed an evaluation plan that formulated key evaluation questions, worked with staff to align service activities to this model and goal outcomes, and developed and piloted survey tools to measure student and service partner perceptions of City Year's outcomes on students and schools. Surveys piloted in FY08 showed high internal reliability and useful scales to look

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at students' attitudes and commitment to learning, feelings about school climate, connection to school, and community-mindedness. An executive summary report by BCG accompanies this application.

In FY09, 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.

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

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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 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.

Specifically, the goals for FY09 WSWC Evaluation are:

- 1) Achieve additional clarity and focus regarding metrics to assess 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 elementary grades and adapt the TOC for use in middle and high school grades.
- 4) Refine new tools, instruments, and methods to collect information on both implementation and outcomes in elementary grades from 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.

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

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

Amendment Justification

n/a

Clarification Summary

11AC123100 City Year Chicago

CLARIFICATION RESPONSE 2011 PART 2 -- BUDGET

Move space rental for training to member training line item. Move bus rental to member travel line item.

-Complete.

CLARIFICATION RESPONSE 2011 PART 2 -- PERFORMANCE MEASUREMENTS

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

1. Remove grades from the list of instruments for ED5. Grades do not meet the standards of rigor for this instrument. Please refer to the NOFO background document and confirm that the instruments identified meet the standards of rigor identified.

-With regard to ED5, we respectfully request an extension for our response regarding use of grades as a measure of academic progress per student. Please note that we have received approval from Lois Nembhard at CNCS to submit by May 13th, for the reasons outlined below.

Briefly, our research around Early Warning Indicators (including course performance in English/Math, behavior and attendance) supported by Johns Hopkins University, verifies that grades are an acceptable means of assessing student progress in a given academic subject. The use of grades becomes particularly

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important at the middle school level (6-9) because tutoring interventions tend to follow classroom based curricula. By contrast, at the elementary school level interventions are structured around separate tutoring programs with unique assessments. City Year currently collects comparative grade data for 6th-9th grade students across all 20 operating sites. We seek to align our cross network data practice, protocols and reporting with CNCS measures.

We recognize that we will need time to comprehensively describe our research and findings and confer with external stakeholders at JHU and elsewhere, who will meaningfully inform our response.

2. Explain why only 50% of students completing the program are expected to demonstrate improved academic performance.

-Multiple factors impact the rate of improvement expected for students who complete a requisite amount of 1:1 and small group tutoring time with City Year corps members. City Year assesses progress based on a full grade improvement, not a partial grade or a percentage grade. While we expect a majority of students to make some improvement, according to our results from 2009-2010, it is reasonable to expect that about half of the 6th-9th grade students participating will reach this high benchmark. The low income students we work with frequently start with our corps reading at two or more grade levels below proficient, and often have behavior or attendance issues that need to be addressed simultaneously with academic skills. Reasons for poor academic performance can include motivation, work and organizational study habits, or challenges at home in addition to basic educational skills.

CLARIFICATION ITEMS - 11AC123100 City Year Chicago

This application is under consideration for:

A grant in the amount of \$1,550,000

125 Member Service Years (MSYs)

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125 member positions

Start Date and Member Enrollment Period

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

-Member Enrollment Period Start Date: July 5 2011

Budget Clarification Items

-Please make the following changes directly in the application budget in eGrants:

Please revise your budget to equal the funding and MSY amount listed above.

-Complete

Section 1E: Supplies

Please provide detail to explain the two separate uniform line items.

-Corps Member Uniforms consist of 4 dress shirts, 4 pairs of pants, 1 vest, 1 heavy weather jacket, 1 bomber jacket, 1 backpack, and 1 belt. These items are projected to cost \$375 per corps member.

Section 1I: Other

Space Rental-Please provide more detail for items included in this line. Separate the space rental calculation by square footage from the utility costs.

-Our cost is \$23,083.33 per month including Utilities and Operating Expenses of which we are allocating 6.50%. We can't identify the charge per square foot or break it out by utilities because this is an in-kind donation, and the single statement we receive at year end summarizes the value.

Telecommunications-Please add more detail for these expenses.

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-This covers the cost of Wide Area Network (WAN - \$1833.33/mo x 12) for corps and staff to access the CY network while on site locations, plus T-Mobile cell phone for all staff & corps (\$933.34/month x 12 charges). Allocating 30.12%.

Section 1D: Equipment

Please describe the purpose for the space rental charge in this line item. In addition add more detail to the Van/bus rental charges to establish that the charges are not duplicative.

-The cost of \$732 for event space rental includes but is not limited to space to accommodate 125 corps and guests for Opening Day, Graduation, leadership days, and spring break camps), plus \$5020 bus rental & expenses to transport entire corps & children to events.

Performance Measure Clarification Items

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

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

When we submitted our Continuation application in January, we had not yet gathered enough data to determine if revision was necessary. We revised our target for enrolled students [ED1] to align with the number of unique students per corps member who, according to our current experience and research, can be expected to consistently receive the tutoring program in English Language Arts or Math. We

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have also revised our completion rate [ED2] to more accurately reflect the amount of tutoring needed (a minimum of 15 hours) based on a Response to Intervention model and factoring in student mobility. For 6th-9th grade students, we will work towards 50% of students achieving a full letter grade improvement. [ED5]

In summary, we expect to enroll 450 6th-9th grade students; of these, 337 (75%) will complete a minimum of 15 hours of tutoring provide by corps members, using ELA interventions selected in partnership with BPS next year. We expect that of those who complete, 50% of 6th-9th grade students (169) will show improvement across summative assessments.

Please remove member development and volunteer generation performance measures.

-Complete

2010-2011 CLARIFICATION SUMMARY -- CITY YEAR CHICAGO

BUDGET ITEMS

1. Revise budget to equal 125 MSY and \$1,550,000 -- completed.
2. Training: Itemize costs for Academy, Basic & Mid-Year Retreat, Leadership Training Days -- completed.

Junior Great Books (JGB): Please note that City Year Chicago has opted into another literacy curriculum for 2010-11, based on this year's pilot experience with JGB. The new, research-based literacy curriculum is Balanced Literacy Framework, which aligns directly with 6th-8th grade in-class

Narratives

instruction in all seven of City Year Chicago's partner AUSL turnaround schools. By implementing Balanced Literacy Framework (BLF), members will coordinate directly with teachers to reinforce familiar lessons and existing teaching plans, instead of introducing an unrelated literacy instruction and duplicative assessment. Members will evaluate student progress with BLF using summative and formative assessments from Northwest Evaluation Association Measure of Academic Progress, and Fountas and Pinnell Levels. Members will also implement McDougal Littell's "MathThematics" as directed by teachers for identified students.

Member training will address both these specific curricula and general tutoring and mentoring instructional techniques, classroom behavior management, working with adolescents, and urban education principles. As part of City Year Chicago's Cooperative Agreements (called "service partner agreements") with each school, the school provides access to all related curriculum, materials and resources, including raw data from assessments at no cost to City Year Chicago. Training costs included in this budget break down as follows:

\$23,000 - Content area trainers (socio-emotional, math, literacy specialists) and corresponding materials (12 days of training *3 trainers per day @\$500/day = \$18,000, plus \$5,000 professional development and reference materials for 13 teams). Trainers will be recruited primarily from within the Chicago Public School system and local universities, and other nonprofit institutions such as YMCA.

\$2,500 - After school specific trainers for 6-9th grade programming and corresponding materials (4 days of training *1 trainer @\$500/day = \$2,000, plus \$500 in materials and resources)

\$2,000 - Team Leader socio-emotional training for adolescents and materials (1 day of training *3 trainers @\$500/day = \$1500, plus \$500 in materials and resources)

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3. Evaluation: City Year allocates a portion of the cost of internal evaluation support for all operating sites, including City Year Chicago, on a per capita basis at \$150/member. City Year's internal evaluation is implemented through a headquarters-based Research and Evaluation Department, led by Dr. Gretchen Biesecker and supported by three full-time staff. This department conducts annual survey development, distribution, aggregation and analysis, for City Year's 1500-member corps (3x per year), principals and teachers in over 250 schools (2x per year), and for thousands of students (1-2x per year), processing over 20,000 surveys each year. The department is responsible for designing and maintaining data collection tools and databases, including a web-based system to house student level data. The department works with sites to track and analyze data in specific education programs such as per student dosage, completion and assessment results, and provides City Year sites with timely and expert interpretation of results. Information from periodic corps surveys is used to identify areas for continuous improvement, and assess member satisfaction and progress through the leadership development components of the City Year program in real time. In addition, this department supports all external evaluation efforts of City Year's education-based work, coordinating City Year's network-wide external evaluation efforts and assisting operating sites in evaluation provider selection, definition of focus and questions, and report review. Please see "Evaluation Summary" for further detail.

New Evaluation Line Item: On a local level, City Year Chicago will continue to invest in external evaluation of the programs' effectiveness in improving student academic and socio-emotional learning. This evaluation is expected to include a comparison-group based component. City Year Chicago will ask Holly Downs and Lizanne Destefano from the Illinois STEM Education Initiative (I-STEM) to again serve as an external evaluation partner in 2010-11. I-STEM conducted an implementation study this past year on one of City Year's literacy interventions. It provided summative and formative data which then informed members' practice in this service delivery. This cost has been captured as a new

Narratives

evaluation line item: I-STEM charged City Year approximately \$3,500 for a study of one phase of service delivery this past year, and based on this experience anticipates a total cost of \$20,000 for a 6-phase, comprehensive evaluation of City Year Chicago's reading, math and socio-emotional interventions.

4. Member Living Allowance: Because City Year was in existence prior to the enactment of the National and Community Service Trust Act of 1993, the living allowance may fall below the required minimum (\$ 2522.240). City Year Chicago first year members will receive \$10,320 (\$240/week *43 months) and Team Leaders will receive \$13,680 (\$285/week *48 weeks), reflecting their greater experience and responsibility for team mentorship and service delivery. City Year bundles a full benefits package to offset members' living costs including Harvard Pilgrim health insurance; a full Timberland/Aramark uniform valued at \$750 and including boots, all-weather protective clothing, backpack, and full business professional uniform; Chicago Transit Authority Transit Passes valued at \$86/month, supplied at no cost to the member; and free, non-contract binding T-Mobile cellular phones during members' term of service.

5. Member Support Costs: Health care premiums for all members are included at \$100/month, and discounted to 75% of total cost. This reduction takes into account the new Affordable Care Act of 2010, under which students up to the age of 26 are allowed to stay on their parent's health insurance. City Year presumes that under the new law approximately 25% of our 18-24 year old corps will elect to waive coverage next year. Every member who chooses to receive City Year's coverage will receive 100% of benefits according to City Year's Harvard Pilgrim Health Plan.

PERFORMANCE MEASURES

Performance measures have been entered to align with the Education Priority Corps and the National

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Performance Measure Pilot, and are adjusted to reflect the reduction from 150 to 125 MSYs. In addition, City Year Chicago has retained the member development measure (titled Civic Leadership) and volunteer generation measure.

Total MSYs: 99.45. Please note that City Year Chicago's MSY Grid for the Education Corps does not equal the total budgeted MSY for the grant application. The 117 members who support in-school services spend approximately 85% of their time implementing the Education program and participating in service skills trainings, 10% of time in other training and 5% of time in volunteer and physical service related projects. In addition, 8 corps members captured under "Other" in the MSY Grid focus on capacity building and volunteer outreach.

These percentages derive from City Year's basic program design and emphasis on leadership development, as represented in City Year Chicago's 2009-2010 proposal. Thirteen school-based teams implement education programming Monday through Thursday in their assigned schools. On Friday members participate in training and physical service projects in the communities where schools are located. 8 members will support non-school based services, such as building the capacity of our programs through community outreach, and planning and implementing large-scale service projects to engage volunteers in service in their communities. For example, these 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. In addition to providing service skills training, City Year provides professional and personal leadership development such as resume writing, interview skills, and teambuilding techniques.

Continuation Changes

YEAR 3: 2011-12 CONTINUATION APPLICATION

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PROGRAM CHANGES

NEW SITES: In 2011-12, City Year Chicago (CYC) respectfully requests 175 MSY, representing a 40% expansion of our current Education-focused corps (125 MSY). Members will serve in 18 high-need Chicago public schools, up from 13 this year. The corps will be divided into teams of 8-10, with each team assigned to a specific year-long school partner and serving students in grades 6-9. New locations under consideration include four schools overseen by the Chicago Public School District (CPS), two schools operating a comprehensive and collaborative reform model called Diplomas Now, and 3-5 "turnaround schools" overseen by the Academy for Urban School Leadership (AUSL). School partners will be selected based on one or more of the following: high school graduation rate of 50% or less; location within CYC's priority feeder pattern of schools in Austin, Englewood, North Lawndale and Garfield Park neighborhoods; status as a designated turnaround school, either as a federal School Improvement Grant (SIG) recipient, and/or classification as such under AUSL; direction from CPS' Office of School Improvement and Office of Student Support and Engagement regarding alignment with the District's "Culture of Calm" initiative; and school leadership experience and willingness to work with conditions for success for CYC. Such conditions include school culture and values, collection and use of student-level data to inform instruction and willingness to share data, and established use of clear and consistent math and literacy curricula. Prospective school partners are invited to complete CYC's standard open application process for teams. Selection will be guided by CPS' offices of School Improvement /Student Support and Engagement and completed through individual school negotiations. New school partners will be finalized by May 2011.

NEED: In 2010-11, CYC teams serve only a fraction of Chicago's 122 public high schools and 482 elementary schools (K-8), the majority of which continue to struggle to raise student achievement, on-time graduation rates, and create safe, supportive environments for students. Of the more than

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409,000 students attending public schools, 86% are low income and qualify for free or reduced lunch, and 95% are minority, predominantly African American and Latino. The average ACT (American College Test) composite score across the district is 17.3, and just 16.2 for black students, placing CPS students in the bottom quartile of achievement nationally. In 6 high schools where CYC teams currently serve (up to 11 in 2011-12), the attendance rate falls below 75% with one school (Robeson High School) reporting daily attendance of less than 60%, compared to a district-wide high school attendance rate of 85%. One-third of CPS freshmen (31%) were not on track to graduate in 2010 (www.cps.edu).

In response to serious violence in Chicago's impoverished south side affecting the safety and security, academic performance and behavior of CPS high school students, CPS has undertaken an ambitious reform initiative. (258 public school students were shot in Chicago in 2009, 32 fatally, on their way to or from school, <http://www.nytimes.com/2010/07/02/us/02chicago.html>). Known as the "Culture of Calm/Safe Passage" this initiative has two goals: to reduce the likelihood that at-risk students will engage in or become victims of violence; and to create a safe, secure and supportive environment for CPS students to improve attendance and excel academically. Simultaneously, CPS is facing a budget deficit as high as \$900M in 2011 and expects to cut support services and lay off more than 1,000 employees ("Chicago Public Schools officials brace for FY2011 \$900 million shortfall", www.cps.edu/News/Press_releases/Pages/02_25_2010).

CYC's AmeriCorps members provide a key human capital resource and a consistent, replicable program that can deploy quickly and return clear results within a 3-year period in extremely challenging environments. Each year, CYC receives at least 20% more requests from principals/schools than available teams. Since September, CYC has received unsolicited inquiries from 4 different principals for CYC teams for 2012. CYC has a proven track record, and has met or exceeded AmeriCorps academic achievement goals for elementary school students since 2003, improving over 2,800 1st-3rd graders'

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literacy skills, with more than half advancing a full grade level or more each year. In 2010 to date members are providing nearly 800 targeted students with in-class literacy and math support and supporting positive behavior and attendance for 700 students. On December 2010 midyear surveys, members' performance was rated highly by 64 teachers (averaging 4.4 - 4.6 on a scale of 5, for preparation, ability to work well with teachers and students, emotional maturity, professional conduct, strong work ethic, serving as positive role models, and setting high expectations for students). 20 of 23 principals/vice principals reported being satisfied or very satisfied with the overall experience of working with CYC teams, a significant accomplishment given that CYC transitioned into serving 6th-9th grade students and multiple new school partners, just this year.

MEMBER ACTIVITIES: CYC's 50 expansion members will implement the Whole School Whole Child model as discussed in our original proposal at all 18 schools next year. The 45 additional first year members (plus 5 Team Leaders) will result in 300 more 6th-9th grade at-risk students served, each of whom will receive about 120 hours of targeted instruction and support. Members will also provide mentorship programs for targeted students that promote positive behavior, goal setting, conflict resolution and connection to school, entitled "Leadership Development" (occurring during lunch breaks) and "50 Acts of Leadership".

Within Chicago Talent Development Charter High School and potentially two new partner turnaround schools, CYC will continue to implement "Diplomas Now". This unique collaborative unites school reform provider Talent Development (from Johns Hopkins University), City Year, and Communities in Schools to provide comprehensive and appropriate interventions to at-risk students in high-need schools. Interventions range from targeted academic support and attendance checks, to professional social services. Like the Whole School Whole Child model, Diplomas Now utilizes lists of targeted students who have demonstrated key off-track indicators, and CYC members work with a rotating

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cohort throughout the year. The Diplomas Now model was recently selected through a highly competitive process for a \$30M, i3 Validation Award by the Department of Education, meaning that the model is being tested over a 3-year period using a comparison group approach. All CYC school-based teams' member activities will support CNCS' national Academic Improvement performance measure. Applicable changes for 2011-12 are noted in the Performance Measure Changes section.

ORGANIZATIONAL CAPACITY: CYC has planned for expansion to 175 members by securing funding, identifying staffing, training and logistical needs, and assessing prospective school partnerships in collaboration with CPS, AUSL and Diplomas Now well in advance. CYC has demonstrated organizational capacity to manage and sustain growth over the past two years, most notably by a consistent track record of enrolling 100% of 125 slots for the past two years and achieving a 93+% retention rate in 2008-09 and 2009-10. In 2011-12, three Program Managers will be added to maintain a direct supervisory ratio of at least 1:7 corps:staff. Utilizing feedback from members and teachers, CYC will improve member preparation by strategically refining the quality and scope of literacy and math trainings, adding workshops on youth behavior management and on Race, Class and Culture, and engaging CPS expert trainers in each area.

CYC's continues to cultivate a broad and diverse funding base to sustain a projected 50% match of \$2,327,500. CYC's funding relationship with CPS spans 5 years, with FY12 renewal anticipated at \$1.5M based on CYC's track record of positive results and increasing number of students served each year. CYC expects \$790K from team and corporate sponsors; a \$600K gift from the McCormick Foundation; a series of signature fundraising events for individual donors expected to yield \$800K; and renewal of the Chicago Transit Authority's important in-kind contribution of transit passes, valued at over \$150K.

BUDGET CHANGES

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CYC respectfully requests a competitive cost per MSY of \$13,300 and a total award of \$2,327,500, to support 175 MSY. The CNCS Share increases from 2010-11 by \$777,500, while CYC will continue to share the costs 50%/50% and Grantee share increases by \$777,500. The budget changes are:

Sec. 1: Program Operating Costs: Total Section I costs increased from \$1,164,051 in 2010-11 to \$1,573,925 in 2011-12 (a \$409,874 increase). CNCS share of costs have decreased from 38% to 35% for this section. Changes are:

- Sec.A: Personnel expenses up by \$124,236 with the addition of 3 Program Managers. Some salaries increased to capture actual rates. Total FTE: 21 (from 18).
- Sec.B: Fringe benefits up by \$35,750 in line with personnel expenses, i.e. FICA, Staff benefits calculation up from 18% to 20% based on actual costs.
- Sec.C: Staff travel down by \$1,480 to capture additional 6 staff.
- Sec.C: Member travel up commensurately with corps size and removing the discount of 58% by \$86,215.
- Sec.E: Supplies up by \$61,100 to reflect FY10 actuals for school-based teams (approximately \$2,400/team), and based on an adjustment to uniform cost. Timberland in-kind value increased to \$250 from \$200 per member, together with a decrease from \$550 to \$178/member cost for uniform purchase from Aramark. All uniform costs are in Grantee Share.
- Sec.G: Staff Training up by \$750 capture additional 4 staff.
- Sec.G: Member training up by \$16,000 for new Project/Team Leaders to attend Academy and costs for 2 Basic and Mid-year retreats and Tutoring/Literacy Training (up commensurately with corps size).
- Sec.H: Internal evaluation up by \$7,500 based on a per capita allocated cost of \$150/MSY.
- Sec.I: Telephone expenses up by \$43,000 based on actual FY10 cos. 87% of telephone costs fall under grantee share.

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- Sec.I: Criminal background check costs up by \$9,375, from \$30 to \$75 per MSY to capture school, state and nationwide check expenses and commensurately with corps size.

Section II: Member Costs: Total costs increased from \$1,583,716 in 2010-11 to \$2,542,976 in 2011-12 (a \$959,260 increase). Changes are:

- Sec. A: Member living allowance rate up from \$10,320 to \$12,100 for 175 MSY, for a total increase of \$1,780/MSY.

- Sec. B: Member support costs up by \$116,025 for FICA, workers compensation and health insurance increases commensurate with corps size.

Section III: Administrative/Indirect Costs: Section up by \$176,656 as a result of the increase in the cost per MSY and total grant budget.

INCREASE IN COST PER MSY

CYC respectfully requests a \$900 increase in cost per MSY from \$12,400 to \$13,300. Under the leadership of City Year's National Board of Trustees and CYC's Site Board, we intend to raise living allowance for our first year members to the AmeriCorps minimum next year and raise the Team Leader rate commensurately in order to improve the quality of the corps experience and attract harder to reach cohorts. The \$900 increase in cost per MSY represents 6% ($\$157,500/\$2,542,976$) of total Member Costs, which will raise the living allowance by \$1,780 per member for our first year members (rate: \$12,100) and by \$1,944 per member for our Team Leaders (rate: \$15,600). Overall, CYC's combined member living allowance will increase by \$1,753 per MSY, excluding related increases in fringe costs and criminal background checks. The AmeriCorps investment in this line item will provide a critical component in our fundraising strategy as it demonstrates federal approval and backing for cost of living increases in program operating costs.

ENROLLMENT

In program year 2009-10, CYC filled 100% [90/90] of full-time member slots (Grant ID#

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09ACH00IL10001); and 100% [35/35] of full-time slots under our 2009-10 ARRA award (Grant ID# 09RCHIL0020002) for a total enrollment of 125 members. For 2010-11, we have achieved 100% enrollment under this Grant [125/125].

RETENTION

In program year 2009-10, we achieved a retention rate of 93.3% [84/90] under this Grant and 97% [34/35] for our ARRA members. We have steadily improved our retention rate over the past four year, improving from 87% (aggregate of 2006-2008, with 90% in 2008) to 93% in 2009. Of the 7 members who left the program last year, 5 resigned for other professional or college opportunities; 1 left due to stress or financial hardship; 1 was dismissed due to poor program fit. To improve retention, CYC will continue to focus on recruiting the right corps by developing tactics to clearly communicate program expectations to confirmed applicants, such as:

- Sending out sample schedules to confirmed applicants to illustrate time commitment and level of responsibility;
- Providing tools and resources, such as budgeting templates regarding surviving on a living allowance, and hosting financial literacy trainings during the year provided by Deloitte;
- Providing detailed City Year program standards and AmeriCorps prohibited activities one pager to facilitate good understanding of City Year's rules, policies and regulations.

PERFORMANCE MEASURE CHANGES

For 2011-12, we are significantly increasing the impact of one of our National Performance Measures, Academic Improvement, by enrolling 755 more students; expecting 554 to complete; and projecting grade-level improvement for 258 more 6th-12th grade students. We also plan to eliminate our

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mentoring measure (ED3, ED4, and ED6). Our program structure does not align well with the mentoring measure due to how we utilize a response-to-intervention approach, which allows students to roll on and off a focus list as their performance improves or wanes. Although members will maintain continuous contact with students over the course of the year, student movement on and off a focus list means that we may not meet the mentoring program definition of 1 hour per week of 1:1/small group intervention for a specified number of months for a large percentage of students served.

2011-12 versus 2010-11

Improved Academic Performance:

- * Student age range is expanded to cover grades 6-9.
- * Student ELA and math course grades will be utilized as our primary assessment tool for per student improvement in grades 6-9.
- * Student selection will be based on Early Warning Indicator data (attendance, behavior, course performance in English and Math) for baseline assessments.
- * Tutoring methodologies utilized by members will adhere to the research-based curriculum used at each school or within specific classrooms. Examples include McDougall Little Math Thematics, Read 180, Glencoe Writer's Choice: Grammar and Composition Grade 7, Algebra I Illinois Edition.
- * Students are expected to continue tutoring for the full academic year with an assigned member, over 30 weeks, 4 days per week, 1 hour p/day; for a total per student dosage of approximately 120 hours.
- * Number of students enrolled in CYC Education programs will increase from 245 to 1,000; number completing from 196 to 750; and number improving a level from 117 to 375.

Performance Measures

SAA Characteristics

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

Priority Areas

- | | | | |
|--|-------------------------------------|---|--------------------------|
| <input checked="" type="checkbox"/> Education | | <input type="checkbox"/> Healthy Futures | |
| <i>Selected for National Measure</i> | <input checked="" type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Environmental Stewardship | | <input type="checkbox"/> Veterans and Military Families | |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |
| <input type="checkbox"/> Economic Opportunity | | <input checked="" type="checkbox"/> Other | |
| <i>Selected for National Measure</i> | <input type="checkbox"/> | <i>Selected for National Measure</i> | <input type="checkbox"/> |

Grand Total of all MSYs entered for all Priority Areas 106.25

Service Categories

Secondary Education

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Chicago Public School students will be enrolled in 6th-9th grade literacy education programs. Students will participate in education programs for 10-30 weeks, depending on student need, with a target of 4 days per week, for a minimum of 15 hours per student of 1:1 or small group instruction. Members will be assigned to a classroom and conduct in-class tutoring for targeted students, collaborating closely with teachers and using various evidence-based Literacy curricula as a basis for tutoring, depending on school and teacher preference. Students will be selected for tutoring who have demonstrated just below or just at benchmark academic performance. Student progress will be measured based on on-time course completion.

Result: Output

Result.

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

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

Target : 337 students will receive a minimum of 15 hours of tutoring, to complete City Year Chicago's AmeriCorps Education program.

Target Value: 337

Instruments: student logs for entry into cyImpact database

PM Statement: 337 students will receive the minimum number of hours of tutoring, to complete City Year Chicago's AmeriCorps Education program.

Result: Output

Result.

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

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

Target : 450 students will be enrolled.

Target Value: 450

Instruments: student profiles for entry into cyImpact database

PM Statement: Members will enroll 450 6th-9th grade students into City Year Chicago's AmeriCorps Education program, to receive tutoring in literacy.

Result: Intermediate Outcome

Result.

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

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

Target : 169 students will improve academic performance in literacy or math.

Target Value: 169

For Official Use Only

National Performance Measures

Result.

Instruments: Course grades (to be used only to show on-time course completion)

PM Statement: 169 students who complete City Year Chicago's AmeriCorps ED program will improve their academic performance, as evidenced by on-time course completion.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable