

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: 21-JAN-11	STATE APPLICATION IDENTIFIER:														
2b. APPLICATION ID: 11AC124179	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHMI0010003														
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: Penny Bailer TELEPHONE NUMBER: FAX NUMBER: INTERNET E-MAIL ADDRESS:															
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 Detroit															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Detroit, Michigan and greater metropolitan areas. Includes: Wayne County, Oakland County, and Macomb County.	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="MI 013"/>															
15. ESTIMATED FUNDING: Year #: <input type="text" value="2"/>	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 888,069.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 888,069.00</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;">\$ 1,776,138.00</td> </tr> </table>	a. FEDERAL	\$ 888,069.00	b. APPLICANT	\$ 888,069.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 1,776,138.00	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	\$ 888,069.00															
b. APPLICANT	\$ 888,069.00															
c. STATE	\$ 0.00															
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e. OTHER	\$ 0.00															
f. PROGRAM INCOME	\$ 0.00															
g. TOTAL	\$ 1,776,138.00															
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

City Year Detroit is a full-time, team-based AmeriCorps programs serving low-income students in public schools in metropolitan Detroit. Our AmeriCorps members, ages 17 - 24, provide targeted and school-wide interventions in literacy, math, attendance and behavior to students identified as at-risk to drop out before graduation. Below-grade level students will be enrolled in our Academic Program and those completing will demonstrate significant academic improvement.

Rationale and Approach

1. COMPELLING COMMUNITY NEED

In Detroit's greater metropolitan area, 41 of the 190 high schools are considered 'dropout factories' in which less than 60% of freshmen graduate on time (www.all4ed.org). In alignment with the goals of the Education Corps under the Edward M. Kennedy Serve America Act, City Year Detroit will implement City Year's research-based service model called Whole School, Whole Child in Detroit schools to address the need of putting students on track to graduate from secondary school on time by improving Detroit's student academic performance in English and math and improving student attendance.

On December 12, 2009, Detroit Public Schools' Emergency Financial Manager, Robert Bobb, called on parents and the community to volunteer 100,000 hours to teach Detroit children to read (Detroit Free Press, 12/12/09). This appeal came in response to the December 8th publication of The Nation's Report Card: Mathematics 2009 Trial Urban District Assessment that placed the District's performance as worst in the nation setting record lows. In this the first time that the District has participated in the National Assessment of Educational Progress (NAEP) for math, Detroit 4th graders scored an average 200 (Michigan 236, US 239) and 8th graders scored 238 (MI 278, US 282). With Basic level starting at 214 for 4th grade and 262 for 8th grade, this puts 69% of Detroit 4th graders and 77% of 8th graders Below Basic in math. These students score below the ability to recognize the result of multiplying by 10 (4th grade) and below the ability to use estimation to find a difference (8th grade). The most recent

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NAEP for Reading (2007) places the state of Michigan in line with the national results (only statewide results available). However, the Michigan Educational Assessment Program (MEAP) for Reading and Math places schools in the Detroit Public Schools (DPS) district well below state average. For example, at four of the six schools in which City Year Detroit AmeriCorps members currently serve, 5th grade students at Roberto Clemente Learning Academy scored a 50% on the MEAP Reading portion compared to the state average of 82%; 7th graders at Vetal K-8 scored a 23% on the MEAP's Reading portion (state 72%); and, 6th graders at Academy of Americas and Brenda Scott K-8 scored a 48% on the MEAP's Math portion (state 73%). All of these schools have received a C or lower on the School Report Card and the number of students eligible for free or reduced lunch ranges from 61% to 96% compared to the state average of 37% (MI Department of Education).

At over twice the national average of 5.5%, the most recent Youth Risk Behavior Survey, 2007, indicates that 11.4% of Detroit students did not go to school at least once in the past 30 days. Across the DPS district, the attendance rate is 85% compared to the state average of 95%. At Vetal and Brenda Scott K-8 school attendance is at 90% and 83% respectively and drops significantly in the two high schools served by City Year where attendance is 62% at Osborn and 61% at Cody (www.greatschools.net). The April 2009 "Cities in Crisis 2009" 10-year report on graduation rates commissioned by America's Promise Alliance, concludes that only 38% of Detroit students achieve high school graduation, far short of the 71% national average. It is therefore no surprise that the US Secretary of Education, Arne Duncan, has compared the state of Detroit's education to that of post-Hurricane Katrina New Orleans (Detroit Free Press 12/8/09).

Program Approach: Implemented in Detroit since 2007-08, the Whole School Whole Child (WSWC) service model is designed to deploy a diverse team of corps members to an assigned school four days a week where they lead a series of core activities throughout the school and after school hours. Activities

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are designed to respond to community need to decrease the dropout rate by increasing students' academic performance and engagement in their school experience. Within the WSWC service model, we will engage the entire school community. With Detroit Public Schools (DPS) officials and individual school Principals we select schools and set goals. With teachers and student case workers we identify at-risk students and type of service the student needs and track progress. With local and national experts in education we define local services provided and develop best practices. And, with corps members, community residents, parents and students we receive input and feedback on services provided to identify areas for improvement.

Drawing from nationally recognized research studies and with the input of expert advisors in education, City Year developed the Whole School Whole Child service model to provide school-wide and targeted supports through age-appropriate activities in academic support, after-school programming, and positive school climate enrichment. Advisors included: Dr. Robert Balfanz, Johns Hopkins University (Early Intervention Warning System, tiered response, and dropout prevention); Dr. David Osher, American Institutes for Research (school climate); Dr. Mike Nakkula, Harvard Graduate School of Education (academic support); and, Dr. Karen Vander Ven, University of Pittsburgh (after-school activities). Through their input, City Year developed a Theory of Change (TOC) for the WSWC model that links student needs to core strategies to activities to first line, interim and ultimate outcomes. Performance against the TOC is measured through surveying youth, teachers and principals, and by collecting data such as academic achievement, grade promotion, attendance, active participation in school activities, and behavior marks. In collaboration with City Year's Evaluation Department, in December 2009 Brett Consulting Group completed an external evaluation of the TOC, our data collection methodologies, and program design which included teacher and student surveys, and student-level literacy, math, and attendance data from key prototype service sites across the City Year network. The overall goal of this evaluation was to continue to test, understand, and strengthen the WSWC model

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to assure that it is replicable and scalable.

The work by Johns Hopkins is an example of how research guides our program development. Led by Dr. Balfanz, Johns Hopkins and the Philadelphia Education Fund (PEF) conducted a large scale study of Philadelphia youth that found that there are four key distress signals to help predict youth likely to dropout. These Early Warning Indicators (EWI) are: failing either math or English, attending school less than 80% of the time, and receiving a low final grade in behavior (An Early Warning System, Educational Leadership, 2006). Through a collaborative partnership between Johns Hopkins, PEF, Talent Development, Communities In Schools (CIS) and City Year Greater Philadelphia, City Year piloted and tested tools and activities that relate to specific EWIs, e.g. morning greetings to improve attendance. This collaborative partnership model, called Diplomas Now, integrates our WSWC model into a package of services provided by CIS, City Year and Talent Development to directly address the EWI. The uniqueness of the model allows each organization to play to our respective core strengths to maximize our impact and we saw strong results at the Feltonville Middle School test site in 2008-09. Among Feltonville students who received focused intervention, from start to end of year there was a 52% decrease in students with less than 80% attendance, 45% decrease in those exhibiting poor behavior, 83% decrease in those failing math and an 80% decrease in those failing English.

2. MEMBER ACTIVITIES & ROLES

From July to June, City Year Detroit (CYD) will enroll a diverse group of 71 full-time members to serve five days a week 8:30 AM -- 5:30 PM. The corps is divided into 9 teams with 7 -9 members on each team. Teams are led by a Team Leader (typically a 2nd year member with demonstrated leadership capabilities). At seven DPS schools, Monday to Thursday, seven (7) teams will implement the WSWC service model of academic support, after-school programming and positive school climate at their assigned school. Fridays are reserved for member development and physical service projects. The

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remaining two (2) teams will implement volunteer recruitment programs including the Heroes youth programs which engage students in their communities through service on Saturdays. These teams are referred to as WSWC Teams and Heroes Teams respectively.

CYD works with DPS and the individual school to set goals and determine which grade levels that CYD members will work with at each individual school during the service partner selection process each spring (i.e. service partner selection for 2010-11 will occur in spring 2010). The WSWC service model is differentiated by grade range (elementary, middle or high) and activities are designed to directly respond to the Early Warning Indicators of course performance in English and math, attendance and behavior. WSWC Teams provide: 1) literacy and math tutoring at all schools; 2) whole-class academic support at all schools; 3) attendance or behavior coaching for middle and high school students; and, 4) enrichment programming and educational after-school programs at all schools. In addition WSWC Teams run special events, e.g. parent nights and beautification projects, which provide volunteer opportunities for the school community.

English and Math Course Performance: At each of the 7 schools, WSWC teams provide academic support Monday to Thursday from 9:00 am -- 3:00 pm (elementary) or from 8:30 to 2:00 (middle/high). Members provide consistent 1-on-1 and small group tutoring for students identified by teachers as below benchmark on standardized test/s. Each student participating in 1-on-1 or small group tutoring receives a minimum of 30 minutes of instruction each week. For elementary literacy tutoring, the methodology is selected by the individual school and meets federal No Child Left Behind standards. CYD utilizes the phonics based literacy programs Reading Recovery and Open Court. In addition, each corps member is assigned to a classroom for the entire year where they build meaningful relationships with student learners to better support student achievement. Activities include helping students complete in-class assignments, answering questions, and providing extra attention to students in need.

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Members also provide academic support after-school through homework assistance. For students that receive tutoring, members collect and record data on the individual student performance, such as enrollment, attendance, hours/minutes of intervention, progress (e.g. test performance, unit or assignment completion, etc), and academic status (e.g. class grades or test scores) on tutoring logs.

Behavior & Attendance Coaching: At schools which enroll students in grades 6 through 10, members provide coaching and activities that support positive behavior and improve attendance. At these schools, members are matched with 5-7 students identified through the EWI for targeted coaching and interventions related to attendance and behavior. Specific activities that members engage in include morning greetings and activities, morning attendance checks, phone calls home if their assigned students are still not present at the end of homeroom, close of school day checks, positive behavior reinforcement in-class and during transitional periods, and mentoring activities.

Enrichment and After-school Programming: CYD teams provide after-school programming until 5:30 PM. Members recruit students, plan, implement and operate after-school programs that provide a safe and structured environment for up to 500 students. After-school activities include academic coaching, citizenship education, community service clubs, homework labs, sports teams, cultural dance, creative writing and arts and crafts. School-wide enrichment programming that improves the school climate includes running school clubs and programs during lunch breaks and free periods, e.g. recycling programs, assemblies, and special interest clubs, and running evening events that engage parents such as the Family Literacy Nights at Salina Elementary and a Health and Wellness Night at Roberto Clemente Learning Academy. In addition, during school vacation week in the Spring, members run Camp City Year which provides 250 children in DPS a safe and engaging place to go while their parents work.

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Training, Supervision & Prohibited Activities: During recruitment members are screened to meet AmeriCorps and tutoring qualifications and are trained in prohibited activities during pre-service orientation. Additionally, the Prohibited Activities are included in the Member Contract and Member Handbook. The Prohibited Activities are also included in the Service Partner Agreements signed by school administration. The collaborative service partner selection process ensures that displacement does not occur. Through workshops, goal setting exercises, performance management plans, and these Agreements, corps members, their supervisors, and our service partners are all trained on the goals and outcomes of member service activities. Service is monitored by each team's CYD supervisor through weekly-check ins with teachers and principals to ensure that members do not engage in prohibited activities or veer from the anticipated activities of the grant.

As a stand-alone AmeriCorps program, we do not run any programming that does not directly support the grant. The full-time AmeriCorps model provides unique value to our program and the schools in which we serve by allowing for members to be placed in the school the entire day bridging in-school and after-school staff. Effective tutoring programs have high dosage levels (frequency and length of session) which can only be achieved through full-time deployment of members. Additionally, the 17-24 age range of our members and the diversity of our teams positions members as powerful role models because they can bridge generational and cultural gaps between youth, teachers, and families.

3. MEASURABLE OUTPUTS & OUTCOMES

City Year Detroit will opt into the national performance measure pilot issued by the CNCS for the Education Corps priority area. As of January 19, 2010, we are still assessing the CNCS performance measures, however, as a tutoring program our intent is to select as our aligned measure:

- Output Measure # 1: Number of students who start in an AmeriCorps education program.

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- Output Measure # 2: Number of students who complete participation in an AmeriCorps education program.
- Outcome Measure # 5. Number of students with improved academic performance.

We will also develop a measure for Outcome Measure # 6: Number of youth who have improved their school attendance by matching middle and high school students who are at risk to leave school without a diploma based on the EWI (course performance, attendance and behavior) with corps members. Over the next several months, we expect to refine our approach to these measures. For example, for Measure # 2, we will work with teachers and principals in order to define program completion appropriate to the services provided, such as whether we should use the 12 -- 20 weeks for Reading Recovery, semesters for math, or another determinate for starting and stopping such as number of tutoring sessions or hours received. All WSWC teams maintain activity trackers, e.g. tutoring and afterschool attendance logs. Data is collected, reviewed and entered into our database monthly. We currently assess academic performance against report card grades, classroom test scores and DIBELS testing. Through our current partnership with DPS and our developing Diplomas Now partnership, CYD will contract with these agencies to collect student level data that accurately reflects students' course performance, attendance, and behavior.

In total, in 2010-2011, through our programs we expect that we will: 1) tutor 800 targeted K-12th grade students, of which 75% of elementary students who are enrolled in and complete the program will increase their academic performance (pending review of CNCS approved assessment tools); 2) increase attendance to 80% for students served by CYD for at least 8 months through the Diplomas Now partnership; 3) provide out-of-school time programming to 500 students in after-school hours and 120 middle and high school students on weekends through the Heroes programs; and, 4) provide volunteer service opportunities to 1,000 children, youth and adults. By improving student academic performance

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and student engagement, we will reduce the number of Detroit youth at risk to exit secondary school without a diploma.

Performance against measures: CYD has a strong track record in meeting or exceeding our proposed AmeriCorps performance measures annually. Between 2006 and 2009, CYD provided tutoring services to 5,469 students at 24 schools of which 80% (goal 75%) have improved their academic performance by at least one test level; ran after-school and out-of school programs that enrolled 2,444 students in after-school programming and 393 students in the Heroes program; and, we have engaged 5,362 volunteers in 164 one-day service projects. As reported in the 2008-2009 Final Progress Report, 86% of teachers and 100% of principals reported satisfaction with the CYD program.

4. SELF-ASSESSMENT & IMPROVEMENT

CYD's Deputy Executive Director meets with school principals three times each program year to discuss the teams' performance in the school, make changes when appropriate, and set goals for the service partnership. These conversations are guided by team results and analysis of our mid- and end-of year evaluations and pre-and-post surveys from our stakeholders. On-going assessment is conducted through weekly check-ins by CYD staff with school staff. Corps meet at least twice a month with teachers to discuss student performance.

Strengths, improvement areas and wished-for services are identified through the aggregated feedback from students, parents, principals, and teachers, captured in mid- and/or end-of year surveys. For example, survey results may indicate that our member training on classroom behavior needs to be revised or that teachers need more time to meet with corps members. Volunteers and Camp City Year participants complete post-event evaluation surveys that allow for the opportunity to offer feedback on

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their experience and provide suggestions for improvement.

Members and Young Heroes participants complete program specific surveys at the start and end of the program. The surveys are designed to measure outcomes of the program, demonstrate how experience in the program leads to these outcomes, and, as applicable, allows for feedback on program quality and implementation through reflection questions. For example, questions related to member assessment of their Team Leader's effectiveness identifies whether more training in communication or conflict resolution may be needed for Team Leaders.

Data Resources: City Year has a robust data collection methodology that is overseen by a dedicated professional Evaluation Department at City Year Headquarters. This department provides training and consultation on how to collect, record, and analyze data, develops standardized data collection tools and surveys, and maintains a comprehensive web-enabled database called cyIMPACT. Locally, a CYD staff member serves as the dedicated Evaluation Representative and is responsible for coordinating and collecting all surveys, collecting and accurately reporting on service data, maintaining databases, ensuring timely collection and reporting of data, and training corps and staff on appropriate usage of tools.

5. COMMUNITY INVOLVEMENT

CYD works closely with school and government officials, local community leaders and our site Board to identify service priorities and community needs for the coming year. Partner schools are selected in consultation with DPS leadership and key funders based on the school's need, low-income student population, and AYP scores. Our relationship with our primary partner schools is reciprocal, both in terms of identifying need and implementing our program. The Course Performance and Behavior & Attendance Coaching service goals outlined in this proposal were determined through meetings held

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with DPS leadership, representatives from each of our partner schools and City Year's Headquarters leadership team. Meetings with principals and teachers held each year from March to May set partnership goals for the coming year, establish mutual supervision and evaluation responsibilities and other expectations, and agree on performance benchmarks. Our focus on out-of-school time programming directly responds to the City of Detroit's Mayor's goal to expand safe places for youth during the hours of 3-6 PM. Through our surveys we gather feedback from the community and seek input from parents through an advisory group for our Heroes program.

6. RELATIONSHIP TO OTHER PROGRAMS

CYD will continue to partner with other national and community service partners by providing partnership opportunities centered around MLK Day, National Youth Service Day, AmeriCorps Week, and various one time service projects. In the 2008-2009 program year, over 200 AmeriCorps and VISTA members partnered with us on MLK Day to provide services to the Metro Detroit communities. We sponsor 6 VISTA positions within our offices and partner with ARISE Detroit and PeopleMovers to recruit volunteers and with Habitat for Humanity, Michigan's Family 2 Family, and the Kiwanis Book Club to plan service projects. In addition, with the Detroit Public Schools' December appeal for in-school volunteers to improve student reading skills, CYD is working with DPS and other AmeriCorps programs to identify the full scope of the national service presence in the District.

CYD maintains a strong relationship with our state commission, the Michigan Community Service Commission (MCSC). Each year a CYD member is nominated to serve on MCSC's Member Council; members participate in all-state AmeriCorps events sponsored by MCSC; and, MCSC frequently calls upon CYD staff to represent AmeriCorps and provide training to other AmeriCorps programs in Michigan at the MCSC Program Director meetings and Council events. Most recently, CYD staff have supported the Commission in their efforts to bring Cities of Service to Michigan.

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7. POTENTIAL FOR REPLICATION

Replication tools utilized include standardized program toolkits, standardized work plans with goals, activities and milestones (e.g. annual recruitment plan, annual evaluation plan, and school partner cultivation process), handbooks for in-school and after-school service, project manuals, training manuals, an employee and a member handbook that includes policies, service databases, and virtual "legacy binders" completed by corps members. These tools serve two primary functions: 1) to create smooth program implementation with each new corps year and in the event of staff turnover, and 2) to create a service structure that allows for stepped growth through development of service programs and projects that can be easily replicated with new service partners. For example, the WSWC model provides structure and a roster of activities that allows us to replicate the program in a new school by adding a team of corps members. In Detroit, the ease of replication allows for growth of this grant from 55 to 71 members by adding two teams of 8. City Year readily and regularly shares our processes and systems with other organizations on request, e.g. locally through MCSC trainings.

Organizational Capability

A. Sound Organizational Structure

1. SOUND PROGRAMMATIC & FISCAL OVERSIGHT:

History: City Year, Inc. 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 South Africa. Our 11th site, City Year Detroit was founded in 1999. All City Year sites operate as part of one 501(c)3 nonprofit organization and adhere to central policies and procedures established by the 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 as a means of building a strong democracy. City Year, Inc. is governed by a Board of Trustees chaired by Steve Woodsum, Summit Partners.

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Since 1988, we have worked to refine a replicable, mission-driven program that responds to local needs, priorities, and assets through deployment of teams of full-time AmeriCorps members. In Detroit, CYD has fielded 650 corps members (MSY) since 1999 and annually has collaborated with 50+ local organizations, provided academic support to 1,500+ children, run out-of-school programming for 700+ children, completed 70+ physical service projects, and met AmeriCorps match requirements each year.

Grant Management Capacity: City Year has managed over 270 federal grants (including National Direct sub-grants) since 1992 of which CYD has received 11 AmeriCorps annual grants (9 State Competitive, 1 Formula, and 1 America Reinvestment and Recovery Act) and served as a sub-grantee of the City Year National Direct grant and The Corps Network Ed Award Only program. On average CYD has received \$537K in AmeriCorps funding from the Michigan Community Service Commission annually since 1999.

Centralized Operating Services and Systems: All accounting, payroll and fiscal management functions are centralized at City Year Headquarters (CYHQ). City Year's comprehensive financial policies follow OMB Circular A-122 Cost Principles to ensure reasonableness, allowability and allocability of grant costs. Internal controls include division of staff duties related to asset custody and payroll procedures, expenditures assigned by cost category in accordance with approved budgets and consistently supported by source documentation, monthly budget to actual reconciliations, appropriate invoice approval, compliant document retention policy, and timely deposit of cash receipts. CYHQ also manages the annual A-133 independent audit; insurance and legal services; a \$6 million line of credit; and technology and infrastructure support, including website and web-based data management systems.

Centralized program support includes development of, and support for, comprehensive program policies and procedures; member and staff performance evaluations systems and handbooks; service research and development; standardized collateral materials for recruitment and media; internal

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evaluation tools and service impact analysis; staff training, including guidance on compliance requirements for member eligibility, activities and files; and management oversight.

AmeriCorps adds critical, irreplaceable value to our programs because it establishes our baseline program structure and member positions and drives our ability to leverage significant private/public sector investment to support our programs for children and youth. AmeriCorps also provides an important national service network through which we build resources, relationship and promote our members' civic identity.

2. DIRECTORS, ADMINISTRATORS & STAFF:

Detroit Site Board: Each City Year operating site is required to form a local site Advisory Board comprised of stakeholders from public, private and nonprofit sectors. Together with the site's Executive Director, the site Board is responsible for strategic planning, local revenue and sustainability, program focus and key personnel decisions. The Board meets on a quarterly basis and divides into issue-specific subcommittees (e.g. development, finance, executive or program committee). The Detroit board is led by Chair Daniel Little, Chancellor, University of Michigan - Dearborn, and Vice-Chair N. Charles Anderson, President/CEO, Detroit Urban League, Inc. Other board members include: Linda Forte, Senior Vice President, Comerica Incorporated; Chris Hackem, President-Higher Education, ARAMARK --North America; Bishop Edgar Vann, Pastor, Second Ebenezer Baptist Church; Alicia Villarreal, Executive Director, Latino Family Services, as well as other local community and business leaders.

Site Program Staff: City Year Detroit staff makes up a total of 70 years of City Year experience, and 8 staff are AmeriCorps alumni. The staffing model is split up by functional departments of the Executive (operations and whole site management), Development (fundraising), Strategic Initiatives (growth and community relations), Program (corps member management), Service (school-based service

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implementation), and Recruitment. Our local staffing model was developed with input from Bain & Company and responds to our challenging goal of fielding a full-time corps of young adults, from widely diverse backgrounds in a team-based structure. The key components to a successful year for members are excellent staff mentors; teams must be individually supervised by experienced staff; and recruitment must continue year-round and be led by a professional director. As a stand-alone AmeriCorps program, all staff at the site support the AmeriCorps program 100% of their time, however, development/fundraising time and development and operations positions are excluded from the budget.

Executive Director (Penny Bailer): Prior to joining City Year in 2001, Ms. Bailer served for over 17 years as Executive Director of the Michigan Metro Girl Scout Council in Detroit. Ms. Bailer holds an MBA from Michigan State University (Executive Program) and a BFA from University of Georgia. As Executive Director, Ms. Bailer provides overall site leadership, including operations, community relations, raising match funds (excluded from the grant), and strategic and board development to ensure that the site meets all City Year and AmeriCorps goals.

Deputy Executive Director -- Program, Service & Recruitment (Nicole Klein Byrd): As a founding staff member of City Year Detroit, Mrs. Byrd has overseen the creation, implementation, and deepening of every program CYD offers. She is an AmeriCorps alumna, class of 1994. In her current role, she leads three departments in implementing the Whole School Whole Child and Heroes programs, keeping the departments on track to their monthly and quarterly goals, managing the AmeriCorps relationship, and supervising and providing professional development for 8 staff.

Program/Training Director (Tammy Bryant): A graduate of University of Michigan, Ann Arbor, Ms. Bryant has also served as CYD's Recruitment Director and as a Program Manager. As the PD/TD, Ms. Bryant is responsible for ensuring the corps follow City Year and AmeriCorps standards and protocol,

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developing and providing a training calendar for members (e.g. basic training, advanced training and workshops), and managing corps member issues.

Program/School Partnerships Director (New Position): This position will manage the school-based service to integrate local service into City Year's national program. The position will be accountable for school service activities and outcomes, student data collection, managing school relationships, building relationships with the greater school community, and support staff and corps on education related issues. The qualified candidate must have at least a Bachelor's degree in Education or equivalent years of experience a related field.

Recruitment Director (Stacy Balsley): Ms. Balsley has been with CYD since serving as a corps member in the 2003-04 program year and has also served as Program Manager and Development & Civic Engagement Manager. Supported by a Recruitment Manager, she leads the year-round corps recruitment cycle that ensures a diverse corps of highly qualified members. Recruitment staff conduct outreach, attend college fairs, maintain recruitment partnership relationships, manage application process, screen, interview and confirm applicants, and ensure AmeriCorps eligibility of confirmed applicants.

Program Managers (5 Positions): Program managers lead teams of corps members through direct service activities, goal setting and project planning. They also conduct member performance evaluations and provide day-to-day supervision of the corps. All program managers hold college degrees, or equivalent experience, and must have demonstrated experience of leading teams and working with youth.

CYHQ Fiscal Staff: Evelyn Barnes has served as City Year's Chief Financial Officer since 2005 and has

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over 27 years of nonprofit fiscal management experience. Daily operations for City Year's Finance Department are managed by Kathleen Donahue, Vice-President and Controller, and Jennifer Jewell, Director of Accounting Operations. Each City Year site has a dedicated Grant Accountant who provides fiscal analysis including budget preparation, allocations, forecasts, and actuals.

3. SELF ASSESSMENT OR IMPROVEMENT

City Year Detroit has multiple systems in place to assess whole site operations, staff function, and program implementation. These systems include start-of-year, mid-year and end-of-year surveys, debriefs after events, quarterly performance goals, and staff performance reviews. For example, we use the corps member surveys to assess not only the corps experience but also identify areas for improvement in relation to training and resources provided, service partner and alumni engagement, and staff support. Staff participate in an annual performance review process that includes having each employee meet with their supervisor to develop a set of mutually-agreed upon Individual Performance Goals and complete formal mid-year and year-end performance review based on these Goals.

In addition, CYD's Site Board provides overall oversight of program operations and strategic guidance on program direction and development. The Board meets quarterly to assess progress towards goals and benchmarks with respect to financials, service delivery, staffing and member recruitment. The Board leads the development of our multi-year strategic plans for all aspects of operation including service strategy, service partner selection process, civic leadership and engagement, recruitment, fundraising opportunities, cross-sector relationship management, staffing, and financial management. Growth in corps size is determined through this process.

4. EFFECTIVE TECHNICAL ASSISTANCE

City Year, Inc. maintains a year-round training and technical assistance program for all City Year sites.

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The program includes regular training conferences, scheduled conference calls, and technical supports through our IT systems. All City Year program staff, Team Leaders and Service Leaders participate in "Summer Academy," a week-long summer training conference that focuses on program orientation, fundamental program goals and organizational objectives. Throughout the year, City Year organizes 2-3 day training conferences around job position, e.g. Executive Director or Program Director's Conference. Conference workshops are appropriate to the time of year and include: teambuilding, 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. Emerging technical needs are identified and addressed through City Year's cross-network monthly or twice monthly conference calls organized around job function. Staff utilize their peers at other sites and specialists at CYHQ to troubleshoot recruitment and retention issues, IT, fiscal and other administrative needs, and train incoming staff on policies and procedures. Information systems, e.g. IT Help Desk function, Recruitment Management System, ProServe database, Raiser's Edge Software, and SharePoint discussion boards, are used to both flag and solve local site problems.

In addition to national supports organized by City Year Headquarters, CYD maintains a regular meeting structure that allows for our program to discuss and assess individual or site-wide training and technical assistance needs and identify potential training resources. In addition to quarterly Site Board meetings, we hold monthly meetings for all Director level positions; monthly "village" meetings which include all staff, Team Leaders and VISTA members; weekly meetings for the Program & Service department; and complete regular 'one-on-one's between supervisor and direct report (frequency varies by department). The Program department also schedules two annual retreats for planning and training purposes. Resources identified may be internal (through the City Year network) or external through one of our corporate or community partners, such as Comcast for developing communication skills. Staff at our

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School Service Partners receive an orientation on CYD at the beginning of each program year and the regular meetings with the service partner liaison identify any emerging training needs. CYD staff participate in Michigan Community Service Commission monthly Program Director trainings (meetings or conference calls).

B. Sound Record of Accomplishment as an Organization

1. VOLUNTEER GENERATION & SUPPORT

CYD has developed partnerships with local organizations through which we are able to recruit volunteers to help build organizational capacity. For example, employees of Deloitte volunteer to serve as professional development mentors to corps members and staff; Comcast employees volunteer to provide a full-day professional development training experience for the entire staff and corps, focusing on areas of organizational capacity such as communications and networking; and, employees from UPS volunteer to provide comprehensive drivers safety training to our staff and corps members, which improves not only personal driving skills but also increases the safety of CYD operation of vehicles (vans) to transport members. These corporate partners also provide referrals to their other community partners as appropriate. To support our programming, a parent advisory group provides input on the Heroes program and we partner with volunteer community groups to organize large scale events such as King Day of Service. In addition, our volunteer Site Board includes committees for events such as our fundraising and recognition events, e.g. dinners.

2. ORGANIZATIONAL & COMMUNITY LEADERSHIP

In 2009, City Year Detroit was honored with several awards, including the Alpha Phi Alpha's 1st Annual "Floyd Washington, Jr. Partnership & Community Collaboration Award" (February) and the Brightmoor Alliance Service Partner Award (May). Both awards were given to recognize excellent service to the

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respective organization's local community. For example, CYD held an Education Summit for high school students to discuss the state of education in Detroit that was open to the entire DPS community.

Representing City Year, Executive Director Penny Bailer serves in a volunteer leadership capacity as a board member for several local non-profit organizations, including Arise Detroit (1st Vice President); Communities in Schools Detroit (1st Vice President); City Connect Detroit; Detroit Riverfront Conservancy; Detroit Urban League; and Wayne State University College of Education. In addition, Ms. Bailer serves as Chair of the Youth Citizen Scholarship Award Committee for Rotary and serves as a member of the Community/Union Leaders Coalition advising Detroit Public Schools.

Nicole Byrd, Allison McElroy, and Program Manager Meaghan Salo all participate in Lead City Year, a City Year, Inc. national professional development program for high-potential staff. In addition, Ms. McElroy recently completed the leadership development training program called New Detroit's Multicultural Leadership Series. Tammy Bryant serves as a member of the Skillman Foundation funded Chadsey-Condon neighborhood interim governing board and Program Manager Paquenia Suggs serves on the similarly funded Osborn neighborhood board. CYD maintains service partners in each of these communities.

3. SUCCESS IN MATCH RESOURCES (Current grantees)

Since program year 1999-2000, CYD has been awarded over \$5 million in AmeriCorps grants and, in the same period, raised over \$15 million in non-AmeriCorps revenue to run our AmeriCorps program. Over this past grant cycle, we have achieved match of 50% or higher each year. As of December 15, 2009, CYD has secured \$900K for our 2009-10 operating budget in written and verbal commitments. As the AmeriCorps budget does not include development costs, our operating budget is higher than our grant

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budget. We begin raising operating funds 6 months in advance of the commencement of a new fiscal year.

C. Success in Securing Community Support

1. COLLABORATION

Each year, CYD collaborates with over 50 service partners, local government and city agencies, faith-based and community-based organizations, and private sector sponsors. These collaborations include ones that serve to recruit the corps, improve our service delivery in schools, provide training for corps and staff, and provide valuable and meaningful volunteer opportunities to Detroit residents. Volunteer projects are an effective way to leverage the reach and impact of our services, while at the same time, promoting and engaging community participation in the improvement of their neighborhoods.

Corporate partners provide funding and volunteers for the projects. Community and faith-based organizations play a variety of roles, including serving as the service site, providing technical expertise, serving as a liaison into new communities, providing staff support to collaborative project planning, and volunteer recruitment. Two examples of collaborations are: 1) We partner with Kiwanis Club #1 Book Club to organize book donations at DPS schools. CYD provides volunteers, Kiwanis provides logistics and supplies, and DPS provides the students. 2) We maintain a collaboration with University of Detroit Mercy whereby they provide venue space for our Heroes program and we provide service opportunities for their students through the Heroes program.

2. LOCAL FINANCIAL & IN-KIND CONTRIBUTIONS

Over the 10 years since our founding, CYD has been fortunate to have developed long-term financial and in-kind support from the local corporate and foundations sectors although recent events have impacted these partnerships. Comerica has funded CYD since 1999, but has had to scale back from \$100K per year

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(1999-2005), to \$50K (2006-08), and now to \$30K in 2009. Chase and the Ford Motor Company Fund have funded us for 10 and 8 years respectively, but similarly have both had to cut back from \$100K per year. Other long-time funders and supporters have also had to reduce or eliminate the financial portion of their partnerships with us, including General Motors, Chrysler, The Jewish Fund and Bank One. However, we have also been able to sustain funding partnerships and generate new ones. Henry Ford Health Systems has provided in-kind office space for our site headquarters since 1999. Comcast, which started as a \$50K team sponsor with CYD seven years ago, continues to be a National Leadership Sponsor for City Year, Inc. and continues to fund a team in Detroit providing \$100K per year. The Skillman Foundation has funded us at \$200K per year since 2006. And we were recently awarded multi-year grants from the United Way of Southeastern Michigan, adjusted to \$170 per year, and a \$133K award from the Kresge Foundation.

3. WIDE RANGE OF COMMUNITY STAKEHOLDERS

CYD benefits from a wide range of private, public and community stakeholders, many of whom we partner with on collaborative projects and programs that benefit the community and multiply the impact of our efforts. Our private sector stakeholders include our current and former corporate team, program and event sponsors, such as CSX, Chase, DTE Energy Foundation, UPS and the Ford Motor Company Fund. Public stakeholders include the administrators, principals, and teachers of the public school systems (Detroit Public Schools and Dearborn Public Schools) and municipal organizations (City of Detroit, Mayor's Office, etc.). Community stakeholders include the local chapter of United Way, local human service agencies, local faith-based organizations, local youth-serving organizations, students, community residents (e.g. parents), and other local AmeriCorps programs. We have several multi-year partnerships including Motor City Blight Busters, who has provided technical expertise for our volunteer physical service projects since 1999 and University of Detroit Mercy who has provided venue

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space and student volunteers since 2003. Through our 10-year partnerships with the County, the City of Detroit, and the school district, we have been able to expand our community partnerships by bringing services to new schools, reaching new communities for service projects, and engaging more volunteers in service. Today, we enjoy partnerships with over 50 diverse non-profit community organizations throughout the greater Detroit area.

4. SPECIAL CIRCUMSTANCES

The City of Detroit has been severely and negatively impacted by the current economic crisis. The October 2009 State and Local Unemployment Report shows that at 16.7% Detroit continues to be significantly above both state (15.1%) and national (10.2%) unemployment averages (U.S. Bureau of Labor Statistics). Despite substantial cash infusions into the auto industry through the Economic Stimulus package, Detroit's corporate base continues to falter further impacting corporate donations and city tax revenue even while demand for services continues to rise. According to Detroit Public Schools administrator Robert Bobb, the December 3rd tentative contract agreement with the teacher's union rules out the need for the district to pursue Chapter 9 bankruptcy (Detroit Free Press, 12/4/09). In response, many Detroit philanthropic agencies which have historically funded City Year have reduced funding, ended provision of multi-year funding commitments, or changed their funding guidelines and priorities. CYD funders The Jewish Fund, which has awarded CYD three 3-year grants at \$100K per year, and the Hudson-Webber Foundation have both redefined their funding priorities to focus on basic needs, emergency relief and workforce development. The Skillman Foundation, which previously provided multi-year commitments, is now only funding on an annual basis. The United Way, which originally awarded \$200K to CYD, had to revise its award down to \$170K. These factors have resulted in a request for an increase in the cost/MSY.

Cost Effectiveness and Budget Adequacy

A. Cost Effectiveness

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1. CNCS COST PER MSY

We respectfully request a grant award of \$888,069 at a cost/MSY of \$12,508. This represents an increase of \$307,324 over the 06ACHMI0010003 Award, and includes incorporating the 8 MSY currently funded under the ARRA funds (09RCHMI0020001), 8 additional MSY, an increase in the weekly rate for the member living allowance for first year corps members and 5 additional weeks of stipend for Service Leader positions (increasing Budget Section II Living Allowance rate from \$9,522 to \$10,166). Although City Year Detroit has long been proud to maintain a low cost/MSY, Detroit's corporate, city and state funding base has become unstable as a result of local economic factors, e.g. decreases in tax revenue, as described above under Special Circumstances. Under the ARRA competition, we were able to apply \$85K in Match Replacement funds to our 2008-09 State Competitive grant and in 2009-10 the 8 ARRA MSY were funded at \$12,600 per MSY. Therefore, CYD respectfully requests an increase in the cost/MSY to replace the ARRA Match Replacement, offset the stipend increase, and provide us leverage through a federal commitment to establish new funding partners.

2. DIVERSE NON-FEDERAL SUPPORT

City Year has identified several different streams of revenue that each site raises annually to ensure that individual sites have a diversified funding base. For example, for 2009-10, CYD has to date cultivated over 38 potential funding partnerships through which we were invited to submit over 27 applications for funding. For 2010-11, CYD has a diversified revenue plan that will raise \$1.4M in non-AmeriCorps funding, and includes: \$607K from corporate and business sources, \$503K from private foundations and community organizations, \$150K from the school district, \$100K from public/city grants, and \$50K from individual donors. To meet the \$888K in proposed match, under this proposal we have indentified \$910K from the diversified funding plan for our match sources including cash resources of \$227K from corporate (CSX, Comcast, Bank of America, and MetLife), \$383K from foundations (Kresge, Skillman, and JP Morgan Chase), and \$170K from community organizations (United Way), and in-kind resources

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of \$130K. In Detroit, our largest in-kind sponsors are the Henry Ford Health Systems (rent), Timberland (uniform) and T-Mobile (cellular). In addition, CYD maintains an endowment, which in better market conditions has brought additional revenue to the site.

3. DECREASED RELIANCE ON FEDERAL SUPPORT (Current grantees)

AmeriCorps funds have never accounted for more than 35% of our total expenditures (including development costs) and CYD has met or exceeded the 50% match since 2005 well in advance of the 10-Year requirement. Maintaining the 50% match, CYD intends to leverage the AmeriCorps commitment, and reinvestment through the increase in the cost/MSY, to increase private and other public funding thereby reducing the overall need for AmeriCorps support. In addition to the stated 2010-11 revenue plan, through collaborative partnerships with DPS, the Michigan State Commission and City Year's national partners, we are hoping to open up new funding opportunities for CYD. For example, we have spoken to the Michigan State Superintendent and DPS administration about how CYD could support their application for Race To The Top funding from the US Department of Education for dropout prevention, supported MCSC with their efforts to bring Cities of Service to Michigan, and were included in a national multi-year grant from a private foundation through City Year Headquarters.

B. BUDGET ADEQUACY

As a centralized national organization that operates as a single 501(c)3, City Year strives to achieve economies of scale in our national systems, e.g. we were able to achieve a 30% reduction in our corps health insurance by switching over to a self-insured plan. Of the total requested amount of \$888,071, 62% will support member benefits, including living allowances (distributed bi-weekly), health care, FICA and worker's compensation. In addition, members receive full uniforms, a cell-phone and cellular plan through T-Mobile at no cost to the member. Staff receive the same general benefits as corps plus SUI, group health & life insurance, and 401K match. Our proposed budget includes benefits for all corps

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and staff, staffing levels that are based on past success, essential overhead costs including space rental and telecommunications equipment; program and office supplies; performance measure evaluation; corps and staff attendance at training events; and requisite limits on administrative costs. Costs are calculated off of our 2008-09 AmeriCorps billings and actual expenditures. City Year runs a single program (AmeriCorps) and therefore all costs directly support the implementation of the proposed service activities. Please note that as an agency pre-dating AmeriCorps, we are exempt from paying the minimum living allowance which is why the amount is lower than the \$11,800 minimum for 2010.

Evaluation Summary or Plan

EVALUATION OF WHOLE SCHOOL WHOLE CHILD MODEL 2010 City Year's evaluation efforts are designed to achieve the following objectives: -To assess student progress in academic skills (e.g., literacy) -To measure fidelity to the model -To demonstrate our overall impact on outcomes of academic skills and school climate -To provide a model of ongoing evaluation and data-driven approaches to school-based national service that is replicable to the national City Year network EXTERNAL EVALUATION ACTIVITIES: OVERVIEW In FY08, City Year's Evaluation Department hired a Director of Evaluation, Dr. Gretchen Biesecker and contracted Brett Consulting Group as an external evaluator to develop a Theory of Change for Whole School Whole Child at the elementary school level (available upon request), working with City Year Program and Evaluation staff. In FY08 as City Year developed its Theory of Change, it recognized several evidence-based constructs that help keep students on track for success. These constructs or outcomes were derived from research and a panel of education experts, or "WSWC Thought Leaders," assembled by City Year. The outcomes are: Capable and Committed learners (aligned with learning experience of youth); Connectedness to school (aligned with ability to thrive socially and emotionally in the school and after-school setting); Community-minded (aligned with youth membership in the school and neighborhood community). There is an assumption of some interactivity among these, but each is distinct in what it is trying to measure. Additionally, City Year and BCG identified some subcomponents of each construct: -Capable and Committed learners: completion of

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assignments, use of good study habits, learning as fun, understanding of importance of learning, interest in learning, belief in ability to learn -Connectedness to school: participation in school activities, feeling safe in school, feeling like they belong, liking school, feeling cared about -Community-minded: students cooperate with each other, students are respectful to each other, students learn and apply strategies for monitoring their own behavior, students help make the school a better place, students believe they can make a difference Focusing on these outcomes, Brett Consulting Group developed an evaluation plan that formulated key evaluation questions, worked with staff to align service activities to this model and goal outcomes, and developed and piloted survey tools to measure student and service partner perceptions of City Year's outcomes on students and schools. A key goal of instrumentation was to move towards creating more robust scales to measure performance and outcomes rather than reliance on individual items. Surveys piloted in FY08 and FY09 showed high internal reliability and useful scales to look at students' attitudes and commitment to learning, feelings about school climate, connection to school, and community-mindedness among elementary and middle school students. Additionally, the CY internal team members continued to develop use of a database to capture output data from school-based teams. An executive summary report from FY09 by BCG accompanies this application. In FY10, Brett Consulting Group (BCG) continues its work, refining the Theory of Change for the elementary and middle school levels, adapting it to be developmentally appropriate for high school, collecting data from linked pre- and post- student surveys for students in grades 3-8, collecting mid year and end of year data from service partners, and piloting survey instruments at the high school level. Survey instruments this year have also been adapted into different versions for elementary vs. middle/high school service partners, to more accurately reflect issues for those grades and our service. Last, BCG will leverage data collected by all WSWC teams entered weekly in our enterprise-wide outputs database, cyImpact, to be able to look at CY dosage and characteristics of teams in relation to WSWC outcomes, and will use some student-level data on literacy and attendance as well. WHOLE SCHOOL WHOLE CHILD EVALUATION QUESTIONS 1. As in FY09, a set of key questions guides the evaluation work in FY10: 2. What metrics

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are available at the school and district level that can be used as indicators to measure key outcomes of WSWC: attendance, behavior, and course performance? How can these be standardized across schools/districts for comparison purposes? 3. What challenges remain in terms of data collection-- access, numbers, quality? 4. What is the nature and extent of the delivered program? How many students are being served, in what ways, and to what extent (by site and by overall grade level?) Are teams meeting their targets? 5. How well prepared and supported are corps members and teams for their work in WSWC? How well-trained, prepared, and supported are corps members for their different roles (e.g. literacy training, attendance improvement) in WSWC schools at the different levels? What aspects of training and support are most related to CMs feeling ready at the different levels? 6. What is the quality of corps member and team performance in WSWC schools? 7. What is the extent of perceived impacts from City Year's work at the student, classroom, and school levels, especially impacts related to enhancing the overall learning environment? 8. What student level outcomes are being realized, including those related to the attendance, behavior, and course performance? How do outcomes differ according to exposure to City Year? How do they differ according to other demographic and contextual factors? 9. What factors are related to differential outcome levels by teams, including a) quality of the team's performance and leadership; b) training and preparation; c) specific facets of the program being delivered; d) school support; e) contextual factors related to the school and school community; and f) student demographics.

CITY YEAR'S STRATIFIED APPROACH TO OUTCOMES As City Year more clearly outlined its WSWC model in FY08 and FY09, we were able to define three levels of intervention: Level 1: those receiving the full City Year program in a school: regular one-to-one or small group academic tutoring during class time AND regular participation in a City Year sponsored after school program; Level 2: those receiving individual or small group assistance OR participating in a City Year after school program; and Level 3: all other students in a school where City Year is present and, therefore, receiving the benefits of City Year school-wide interventions, such as special events, lunch clubs, family engagement, and school physical improvements.

NEXT STEPS The FY10 WSWC

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Evaluation Plan builds on the FY09 goals of testing, understanding, and strengthening the model to assure that it is replicable and scalable. City Year is gearing up to full network implementation of the model by 2010 and sharpening its program across grade levels. Because WSWC is not yet a stable program, it is not yet "evaluable" in the traditional sense (through use of external comparison groups or more elaborate research designs). Thus, the emphasis continues to be on defining metrics, exploring factors that appear to contribute to or hinder success, and developing site level capacity for strong evaluation. As previously, an emphasis is placed on capturing information from a variety of stakeholders. Specifically, the goals for FY10 WSWC Evaluation are: 1) Achieve additional clarity and focus regarding metrics to assess both performance and outcomes, including indicator and scale development. 2) Continue to refine ways to collect unique student or class level data from school districts on key outcomes related to Attendance, Behavior, and Course Performance and to aggregate across measures. 3) Refine our Theory of Change (TOC) for the high school grades. 4) Complete the development of new tools, instruments, and methods to collect information on both implementation and outcomes from a variety of stakeholders, including principals/school liaisons/after school coordinators, teachers, students, covering grades 3-9. 5) Continue to increase the quality of information collected by sites (higher response rates, more thorough and accurate information). 6) Develop a deeper understanding of how WSWC operates in the field. 7) Explore ways of creating more real time feedback on success for sites and encouraging appropriate data driven responses to both student level data and around CM preparation. Beyond FY10, BCG and other external evaluators at key sites will continue to explore the questions noted above, using refined surveys and other evaluation tools that yield robust scales, and that can be further linked to student-level and other data. 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

Not applicable

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Clarification Summary

2011-2012 CLARIFICATIONS

BUDGET CLARIFICATIONS:

Budget revised to 71 MSY and a grant award of \$888,069 under consideration.

Other Program Operating Costs: Telecommunication allocation to the budget reduced with overall budget reduction (from 91 to 71 MSY). Costs include those associated for internet service (WAN -wide-area-network) for the entire City Year Detroit headquarters which includes 30+ computers.

PROGRAM CLARIFICATIONS:

Executive Summary revised.

Citizenship performance measure removed per recommendation.

Education Corps Performance Measure revised to match a corps size of 71 members and focusing in the age ranges corps will be providing services to from grades 3-9 to grades 6-9. As corps will be serving middle and high school students (grades 6-9), targets for students in grades 3 to 5 were removed. Corps conduct more small group tutoring in the lower grades (over 1:1) therefore targets were further adjusted to the target population of grades 6-9.

Verifications:

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Requested Grant Award Period: July 1, 2011 -- June 30, 2012

Requested Member Enrollment Period Start Date: July 5, 2011

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

Clarification UPDATE:

As of 5/16/11: Performance measure phrasing for ED5 adjusted to reflect use of grades solely to demonstrate on-time course completion. (Per discussion with CNCS on 5/13/2011)

2010-2011 PROGRAM CLARIFICATIONS:

Program Start/End Date:

City Year's fiscal and program year is July 1 to June 30. Members will be enrolled July 12, 2010 through June 9, 2011. In Detroit, traditionally, the corps' Team Leaders and Service Leaders (second year corps members) begin their service in July in order to receive training on their roles and responsibilities. The first year corps members would then start the first business day in September and participate in training for the first four weeks, meaning that they entered schools a month after the school start date. Detroit Public Schools district administrators and school staff have requested that we enter the schools as close

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to the school start date as possible. In response to this request, we will start our Leaders as of July 12th and our first-year members as of August 9th in order that they can receive the full month of training prior to the start of school service. The corps will complete their term and graduate in early June 2011 (scheduled for June 9th).

Performance Measures:

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

Updated measures include:

- * National Performance Measure: Education: Improved Academic Performance
- * National Performance Measure: Education: Improved Attendance
- * Standard Performance Measure: Citizenship (member development)

Performance Measure Targets:

CYD members serve in schools as tutors, mentors, role models and leaders to help students succeed. Through City Year's standardized, outcomes-based service model, Whole School Whole Child (WSWC), we deploy diverse teams of full-time corps members in schools to help improve student attendance, behavior and course performance -- which research confirms is a way to significantly increase the urban

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high school graduation pipeline in America. Under the WSWC model, CYD plans to increase our individual impact (hours and types of intervention provided on an individual basis) to a smaller number of targeted students who have fallen "off track" to graduation based on the indicators of attendance, behavior and course work.

Over the past two years City Year has refined our WSWC model and subsequently our beneficiary selection approaches. We have also made significant improvements in how we collect and evaluate data (including types of data to collect, how to analyze, etc.). These improvements have impacted how we calculate our targets for both outputs and outcomes. The WSWC model recognizes that students need varied levels of supports as classified by the research-based Response to Intervention (Tiered Intervention) methodology. Tier 1 supports are preventive measures that engage the whole school, e.g. classroom support, enrichment and after-school programming, Tier 2 supports provide targeted intervention to some students such as 1:1 tutoring, and Tier 3 provides intensive and specialized supports to a few students, e.g. special education instruction. The WSWC model focuses on Tier 1 and Tier 2 student support as Tier 3 requires professional expertise. Under prior applications, CYD's performance measures captured what we now classify as Tier 1 students as well as Tier 2. With the refinement of the WSWC model and in response to the new national performance measures, we have narrowed our target numbers to just the Tier 2 students with whom we enroll in our programs for consistent and on-going intervention. Although City Year Detroit will continue to provide services to over 1400 Detroit Public Schools' students annually, only 460 are captured in the performance measures.

Assessing Student Progress as a Serve America Act Tutoring Program:

CYD utilizes a variety of methods to track on-going student progress, including teacher reports, student

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test grades, course grades and standardized test results. As indicated in the performance measure, CYD will be using the standardized DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to measure academic improvement for elementary aged students receiving tutoring. DIBELS testing occurs three times a year and measures performance in the five early literacy areas identified by the National Reading Panel: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary, and Comprehension.

Compliance with Member Tutoring Qualifications:

All City Year Detroit members meet the eligibility requirements for an AmeriCorps tutoring program. As noted in our Re-Compete application, we target creating a pool that is 50% college grade, 20% some college, and 30% high school. Further, in order to serve as tutors, members are required to have at least a 10th grade reading and math comprehension level verified by proof of high school (or equivalent) completion or by testing at an Adult Secondary Education level on the CTB/McGraw-Hill Test for Adult Basic Education (TABE). Additionally, applicants are screened through the National Sex Offender Public Registry and receive a criminal background check prior to working with children. For training, CYD is engaging professionals at Detroit Public Schools' Reading Corps program to provide literacy training to the corps. This District approved program was created after the most recent National Assessment of Educational Progress (NAEP) ranked Detroit schoolchildren lowest in the nation for reading.

Strategy to Recruit For a Diverse Member Applicant Pool:

City Year Detroit creates a diverse applicant pool by targeting specific communities locally and by leveraging prospects generated through the activities of City Year's National Recruitment Department. Locally, CYD averages 60 recruitment sessions per year in diverse communities. We specifically target

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urban and rural communities in Michigan. For example, urban recruitment efforts take place at the high schools in which members currently or recently have served, for example Cody and Osborn High Schools. In the Greater Metropolitan Detroit area and surrounding suburbs, we recruit at colleges and universities to attract local college educated youth. A majority of our minority applicants come from these two types of targeted recruitment. Additionally, our recruitment staff travel throughout the state to recruit at career fairs that are open to both high school and college students, and, specifically target career fairs that serve rural communities. As noted in our Re-Compete application, our relationship and efforts with the University of Michigan has resulted in UM being one of the largest contributors of applicants to City Year as a network. City Year's National Recruitment Department maintains a diversity strategy which includes the recent hire of a National Director of Diversity Initiatives who is working to engage Historical Black Colleges and Universities, the National Pan Hellenic Council, and minority organizations within colleges and universities across the United States, specifically targeting cities and states that do not have a City Year operating site.

MSY Grid:

Our MSY Grid for the Education Corps does not equal the total budgeted MSY for the grant application. The 63 members dedicated to school-based service will spend approximately 85% of their time training for, planning, implementing and documenting the Education program, 10% of time in other training and 5% of time in volunteer and physical service related projects. As described in our Re-Compete application, our school teams implement our AmeriCorps Education program Monday through Thursday in their assigned schools. On Friday members participate in training and physical service projects in the communities which the members serve. The remaining 8 members will manage our volunteer engagement programs including the Young Heroes program which engages middle school youth in service-learning activities on the weekends. In addition to the Heroes program, these members

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will support the planning and implementation of 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 total, City Year Detroit expects to engage at least 1,000 volunteers through our programming. In addition to providing service skills training, City Year provides trainings and workshops in professional and personal leadership development such as resume writing, interview skills, post-AmeriCorps career planning, and teambuilding techniques.

BUDGET CLARIFICATIONS:

Criminal History Check:

City Year conducts National Sex Offender Public Registry and criminal background checks on staff at time of hire/enrollment or if there is a break in their employment or term of service that is longer than 30 days. Staff checks are completed by City Year Headquarters' human resources staff. Costs for 3 new staff hires are captured in budget. Any additional costs related to staff checks are allocated to other private or public sector funds.

Rent: Henry Ford Health Systems In-Kind

HFHS provides office space, utilities, and area maintenance in-kind on an annually renewed basis. HFHS provides the annual in-kind at a lump-sum fair market value of which \$76,600 is allocated to the grant. HFHA does not itemize individual services provided within the in-kind documentation.

Corps Uniforms:

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As our Outer-Wear provider, signature pieces of the uniform (e.g. boots, jacket, etc.) are provided in-kind from Timberland. Our Inner-wear items (e.g. shirts, pants, etc.) are purchased at cost from the uniform provider Aramark with other private sector funds.

Continuation Changes

YEAR 2: 2011-12 CONTINUATION

EXPANSION REQUEST: 20 NEW MSY

EXPANSION/NEW SITE LOCATION: In 2011-12, City Year Detroit (CYD) respectfully requests 91 MSY an expansion of 20 MSY to our current grant (71 MSY to 91 MSY). Under this proposed corps size, CYD teams will serve in 10 schools within the Detroit Public Schools (DPS) district. This represents an addition of three schools (up from 7 schools in 2010-11). The 20 new positions will serve on two 10-member teams. One team will serve at the newly formed Diplomas Now High School (awarded through a competitive grant process under Michigan Future Schools Program, Michigan Future, Inc.) and the other will serve at a designated School Improvement Grant middle school to be identified by DPS administration in early 2011. The third school will also be identified by DPS and will be supported by re-assigning the Heroes team to school-based service. All schools are either designated School Improvement Grant (SIG) schools or are within the feeder pattern for SIG high schools. By adding 20 members, we will reach 200 more students at risk to drop out with targeted services to put them back on track to graduation, broaden our reach across DPS and help the district achieve SIG goals, and deepen our impact within the middle school community that feeds into high schools with exceptionally high drop out rates.

NEED: Students in Detroit's public schools consistently rank among the bottom in state and national statistics in terms of English and math standardized testing and in graduation rates. For example, in

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2009, the Education Research Center ranked DPS last among the nation's 50 largest districts for the percentage of students who receive a high school diploma on time with 21.7% of DPS students graduating on time versus the state average of 71.5%. And, in the same year, the National Assessment of Education Progress (NAEP) announced that DPS students received the lowest scores in the 40 year history of the NAEP. In 2010, over one third of DPS schools, 47 of 146, were designated as eligible for federal School Improvement Grant (SIG) funding under the Michigan Department of Education and federal criteria including indicators such as not making annual yearly progress under the No Child Left Behind Act, low performance on test scores, low attendance and low graduation rates and Title 1 designation. These 47 DPS schools disproportionately represent Michigan's SIG designated schools and account for 44% of the state's 108 total SIG schools. Under the SIG program, schools must enact one of four improvement models: turnaround, restart, transformation, or closure. These models allow for and require external providers for key services such as teacher development, student supplemental services, and student counseling. City Year Detroit's Whole School Whole Child (WSWC) program model and the Diplomas Now partnership model, of which WSWC is one component, are two of a limited selection of external programs that have been approved by DPS as a service provider to its students. For example, in 2010, under the Michigan Future, Inc. competitive application, the Diplomas Now partnership model was awarded authority to open a brand new high school with DPS Priority School status in currently underutilized DPS school facilities (opening September 2011).

Our ability to serve as a SIG provider and support schools in achieving the outcomes of their designated model is demonstrated by our 2009-10 program year successes. Teachers and principals reported that we made significant impact on student achievement as evidence by 91% of 52 teachers reporting that their students have an improved attitude toward learning, better behavior in class and fewer behavior incidents in class and 95% of 8 principals/liaisons reporting that City Year fosters a positive environment for learning in their school. Academically, 77% of 459 students receiving literacy tutoring

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improved their academic performance by at least one test level and 100% of 55 students in the behavior coaching program showed a decrease in referrals to the office. As noted, this expansion request will increase the number of schools we have the capacity to serve from 7 to 10. Even with 10 teams in SIG schools or their feeder school, we will only be able to support at most 21% of the total DPS SIG schools.

MEMBER ACTIVITIES: Of the 91 members: 89 will serve on the 10 school teams and 2 will serve as Project Leaders (capacity builders) supporting service evaluation, community outreach and member training. Each team will have 7 -- 10 members and be lead by a Team Leader or pair of Co-Team Leaders. All of the school teams, including the 2 new teams fielded through this expansion request, will implement our WSWC program model. 5 of the teams will implement the standard model and 5 of the teams will implement the WSWC model under the Diplomas Now partnership with Talent Development and Communities in Schools. As described in the Re-Compete application, the standard WSWC member activities include school-wide and targeted (1:1 or small-group) interventions that address student performance in the ABCs: attendance, behavior and course performance in English and math.

Interventions occur in-school and afterschool and include: morning greeting and phone calls home for attendance; mentoring, enrichment programming, and whole-class support for behavior; and, tutoring and homework assistance for course-performance. Targeted interventions focus on students in grades 6 to 9 (except at Vetal K-8 School where members also provide tutoring to 3rd -- 5th graders). Afterschool and whole-school programming is open to all grade levels.

ORGANIZATIONAL CAPACITY: CYD's strategic plan, community support, program model, and operations are all in line to support growth. Our site advisory board and site staff have been working closely with City Year Headquarters Strategy and Growth staff to develop a five-year scale plan that identifies target schools, annual growth projections, and necessary resources. We have maintained a partnership and worked with DPS administration since our founding in 1999 and annually they ask us to

Narratives

serve in more schools than we have teams. We implement a replicable program model that can be easily expanded by placing teams in new schools. Our 2010-11 recruitment goals for our 2011-12 corps include receiving 355 complete applications and having 64 confirmed applicants by May 15, 2011 and the full corps confirmed by June 30, 2011. Our 2010-12 staffing plan calls for the addition of 1 new Recruitment Manager and 2 new Program Managers. Each of the Program Managers will supervise one team each. The Recruitment Manager will add necessary capacity to the recruitment department to ensure a high quality corps that is diverse and committed to the program. We are confident in our ability to quickly fill these positions as our last open positions, Program Manager and Evaluation Manager, received 42 and 50 applications respectively. The one piece that has been missing to date has been the financial support. We believe that the funding environment in 2011-12 will be significantly stronger. In addition to renewing current partnerships, we have identified \$600,000 in new funding for next program year. Through the Diplomas Now Investing in Innovation (i3) five-year \$30 million grant awarded this year, we are under consideration for two schools to participate in the validation study which would generate up to \$200,000 in new funding. Through the SIG grants, we are currently negotiating to receive \$100,000 per school for our two current Diplomas Now schools plus the new Diplomas Now High School. We are anticipating an increase of \$100,000 from our partnership with the United Way. Finally, the Michigan Future, Inc. Diplomas Now High School project is supported through funding from the Kellogg, Kresge, McGregor and Skillman Foundations, all of which are long-time supporters of City Year Detroit.

BUDGET CHANGES:

CYD respectfully requests a total award of \$1,138,228 to support 91 MSY at a cost/MSY of \$12,508. The CNCS Share increased by \$250,160 (20 x \$12,508) over the 2010-11 grant award. We are maintaining a 50% match and the total grant budget will increase by \$500,320 (\$250,160 x 2).

Narratives

Changes to the program budget include:

- Total Personnel and Fringe Benefits costs have increased by \$115,707 to include the three new staff positions for 2011-12 (2 Program Managers and 1 Recruitment Manager) and a service Evaluation Manager position hired in 2010.
- Travel, supplies, and training costs have all increased commensurately with the addition of 4 staff and 20 corps members (e.g. number of vans used to transport the corps to service sites increased from 4 to 6 vans).
- Other program operating costs have been adjusted based on actual costs in 2010.
- Total Member Support Costs have increased from \$837,562 to \$1,169,218. This \$331,656 increase in member costs includes 20 new MSY, a \$1,006 increase in the living allowance rate from \$10,166 to \$11,172, and commensurate increase in FICA for the new rate. With this increase, CYD's first year corps members will be at 85% (\$10,285) of the AmeriCorps minimum living allowance. Under leadership of City Year, Inc.'s Board of Trustees, we will raise the first year living allowance to 100% of the AmeriCorps minimum by 2013.

ENROLLMENT: In program year 2009-10, CYD filled 100% [55/55] of member slots in our State Competitive grant (06ACHMI0010003) and 100% [8/8] of slots in our American Recovery and Reinvestment Act grant (09RCHMI0020001). For 2010-11, we have filled 100% [71/71] of slots.

RETENTION: In program year 2009-10, we achieved a retention rate of 89.1% [49/55] for State Competitive and 100% [8/8] for ARRA. Note: One of the ARRA members had earned two prior education awards, through City Year and VISTA, and although she completed all requirements for her second full-term with City Year, she was not eligible for the education award and therefore does not show up in the eGrants retention calculation.

Narratives

The six members who exited early were either dismissed for failure to adhere to program standards (specifically attendance) or resigned stating financial reasons (taking another job). To address these two issues, we are:

- Increasing our social media strategies during the recruitment phase to better educate incoming members on program expectations, for example, have a discussion venue in which in-coming corps may ask questions of current corps.
- Increasing the living allowance for first year members from \$8,815 to \$10,285 in order to attract and retain hard to reach cohorts.
- Improved our member financial literacy training, which trains members on personal finance such as effective budgeting, balancing your checkbook and prioritizing cost payment, by engaging an external trainer through Bank of America identified as effective by prior corps members.

PERFORMANCE MEASURE CHANGES:

For 2011-12, we will eliminate our mentoring measure (ED3, ED4, and ED6) and incorporate all students (grades 3 -- 9) under the academic support measure. This program year we are testing the mentoring measure and the early indication is that our program design does not fully align with the mentoring definition, specifically the compliance requirements around length of relationship and the hour-per-week. In addition, there have been challenges with the timing in collection of baseline data for prior attendance, meaning that we cannot achieve full compliance for the attendance metric either.

2010-11 versus 2011-12:

Narratives

As a result of the elimination of the mentoring measure, necessary changes were made to the improved academic performance measure in order to accommodate for the 6th to 9th grade range. These changes include:

- Student age range is expanded to cover grades 3 through 9.
- Student English Language Arts course grades will be utilized as our primary tool for per student improvement in grades 6 -9.
- Tutoring techniques and methodologies will be expanded to meet approved methodologies for use in SIG schools (to be identified by school and DPS in 2011).
- Number of hours required to complete tutoring (dosage level) will be adjusted to 40 hours per student.

- Number of students enrolled in CYD's Education programs will increase from 260 to 810; number completing will increase from 156 to 648; and, number improving a level as appropriate to student grade will increase from 78 to 324.

Our 2011-12 goals represent a significant increase over 2010-11. This is a result of expanding into the older grades, adding the 20 new positions, and dedicating more time in the school day to targeted tutoring interventions. Additionally, we are able to capture more 6 to 9th grade students who we provide on-going tutoring to but would not 'match' under the mentoring performance measure.

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 75.65

Service Categories

- Secondary Education
- Tutoring and Child (Elementary) Literacy
- Tutoring and Child (Middle Sch.) Literacy
- Other Education
- Community-Based Volunteer Programs
- Training and Technical Assistance

National Performance Measures

Priority Area: Education

Strategy to Achieve Results

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

Teams of 7 - 10 AmeriCorps members will serve in Detroit Public Schools (DPS) and work one-on-one or with small groups on a consistent basis to improve academic performance using research-based tutoring methods (for literacy: Open Court and Reading Recovery). Unless the school partner designates another research-based tutoring methodology for use in their school, Open Court will be used for students in grades 6 to 9 as it uses the same set of strategies for upper grades as for lower grades. Student progress will be assessed through student course grades on report cards to demonstrate on-time course completion. Under DPS requirements, schools receiving School Improvement Grant funding must identify and select an instructional and supplemental tutoring methodology that complies with the No Child Left Behind Act (e.g. be research-based) for use in their schools. SIG schools are still in the process of identifying their methodology as of December 2010.

Members will enroll 500 students into our on-going tutoring program of which 375 students will complete at least 15 hours of tutoring over the course of 28 weeks. Students will be enrolled in the fall and complete the program by the end of May. Students on average have the opportunity to receive an hour of tutoring a week for 28 weeks. A student who receives at least 15 hours of tutoring will be considered to have completed the program. Student completion factors in student need, attendance, weather conditions (school closure) and mobility in low-income neighborhoods. Additionally, members will provide homework assistance and supplemental and subject-specific tutoring during after-school programming and/or whole class support.

Result: Intermediate Outcome

Result.

Students who complete the AmeriCorps Education Program will improve their academic performance, including on-time course completion.

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

Target : 187 students will improve academic performance, including on-time course completion.

Target Value: 187

Instruments: ELA report card grades (grades 6 - 9) to be used only to show on-time course completion

PM Statement: 187 students who complete the AmeriCorps Education Program will improve their academic performance, as evidenced by on-time course completion.

Result: Output

Result.

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

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

National Performance Measures

Result.

Target : 375 students will complete the Education Program

Target Value: 375

Instruments: student logs for entry into cylmpact Database

PM Statement: 375 students will receive the minimum number of hours of tutoring to complete an AmeriCorps Education Program.

Result: Output

Result.

Students will be enrolled in an AmeriCorps Education Program.

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

Target : 500 students will receive services

Target Value: 500

Instruments: student logs for entry into cylmpact Database

PM Statement: Member will enroll and provide services that promote academic achievement for 500 sixth to ninth grade students.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable