

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)		
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 21-DEC-10	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 11AC124204	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 09ACHPA0010001
5. APPLICATION INFORMATION		
LEGAL NAME: City Year, Inc. DUNS NUMBER: 622374122 ADDRESS (give street address, city, state, zip code and county): 287 Columbus Avenue Boston MA 02116 - 5114 County: Suffolk	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Darryl Bundrige TELEPHONE NUMBER: (267) 471-6191 FAX NUMBER: (215) 988-2163 INTERNET E-MAIL ADDRESS: dbundrige@cityyear.org	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 222882549	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization Community-Based Organization National Non-Profit (Multi-State)	
8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: Corporation for National and Community Service
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: City Year Greater Philadelphia	
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Greater Philadelphia, Pennsylvania	11.b. CNCS PROGRAM INITIATIVE (IF ANY):	
13. PROPOSED PROJECT: START DATE: 07/01/10 END DATE: 06/30/11		14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 008"/> b.Program <input type="text" value="PA 002"/>
15. ESTIMATED FUNDING: Year #: <input type="text" value="3"/>		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?
a. FEDERAL	\$ 2,415,000.00	<input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372
b. APPLICANT	\$ 2,415,000.00	
c. STATE	\$ 0.00	
d. LOCAL	\$ 0.00	
e. OTHER	\$ 0.00	
f. PROGRAM INCOME	\$ 0.00	
g. TOTAL	\$ 4,830,000.00	
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.		
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Evelyn Barnes	b. TITLE: CFO	c. TELEPHONE NUMBER: (617) 927-2373
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 12/10/10

Narratives

Executive Summary

City Year Greater Philadelphia is a full-time, team-based AmeriCorps program serving low-income students in Philadelphia's public schools. Our AmeriCorps members, ages 17-24, provide targeted and school-wide interventions in literacy, math, attendance and behavior to students in grades 6-12 who are at-risk to dropout. We will enroll over a thousand below-grade level students in our Academic Program and those completing will demonstrate significant academic improvement.

Rationale and Approach

a) COMPELLING COMMUNITY NEED

Greater Philadelphia is challenged with providing young people with a quality education to ensure high school graduation. Of the 167,000 K-12th grade students enrolled in the School District of Philadelphia (SDP), 45% will dropout before completing high school. According to the 2006 Johns Hopkins University study "Unfulfilled Promise: The Dimensions and Characteristics of Philadelphia's Dropout Crisis", over 8,200 Philadelphia students stop attending school each year, and many more are in danger of doing the same. About half of Philadelphia's 9th-12th grade students attend one of 24 high-poverty high schools in which 75% or more of the population are eligible for free or reduced price lunch. These same high-poverty schools produce 71% of total dropouts. (Unfulfilled Promise) Twenty-six of the 27 schools (elementary to high) which currently host a City Year Greater Philadelphia team are designated high-poverty schools.

An early warning system is the first step in solving this crisis. The Johns Hopkins study tracked a large body of youth in Philadelphia and found that four key distress signals helped predict youth who are likely to dropout. These indicators are: attending school less than 80% of the time, receiving a low final grade in behavior, and failing either math or English. Starting as early as 6th grade, students displaying one of these distress signals are 75% more likely to not graduate. By the 9th and 10th grade, this system

Narratives

of targeting dropouts becomes even more accurate. (Neild, Balfanz and Herzog, An Early Warning System, Educational Leadership, 2006.)

The Pennsylvania Department of Education reported that only 40% of the SDP schools met Adequate Yearly Progress in 2007-08, compared to the 77% state average. The schools in which City Year serves had a proficiency rate average of 25% in math and 23% in reading on the 2007-2008 Pennsylvania System of School Assessment (PSSA) indicating that only 1 in four 6-10th grade students in City Year schools are reading and performing math at grade level. According to surveys of dropouts, 35% stated that "failing in school" was a major factor for dropping out, and 45% stated that they were poorly prepared for high school in earlier schooling. (Bridgeland, DiJulio and Morison, The silent epidemic: Perspectives of high school dropouts, 2006.)

The other two indicators, low school attendance and poor behavior, are also present in the Philadelphia schools in which City Year serves. The high schools averaged an attendance rate of 74% during the 2007 school year. The Public/Private Ventures study of Big Brothers Big Sisters shows that absenteeism is reduced by an average of 52% when a student has a strong one-on-one relationship at school with a caring person with whom to share academic and personal issues. Schools in which corps members serve average 27 suspensions and 7 serious incidents per 100 students. In all, there are an estimated 30,000-40,000 young people in transition grades (6th- 10th) in the Philadelphia region who are at great risk of dropping out. (Unfulfilled Promise)

In addition to academic support and the guidance of caring adults, research has identified safe out-of-school programming and positive school climate as necessary components for engaging students and thereby reducing the dropout rate. When students participate in programs focused on promoting personal and social skills, such as community service, their academic performances and standardized

Narratives

test scores improve. (Durlak & Weissberg, 2007)

As reported by CNCS, Philadelphia ranked 39th out of 50 major U.S. cities for volunteering and 37th for volunteer hours served in 2005-2007. Only 25% of residents volunteered. This, in part, is due to the lack of access to service opportunities according to the CIRCLE publication Volunteering Among Young People. (Lopez, 2004) This same study also finds that only 14% of high school seniors in the U.S. volunteer on a weekly or daily basis. In Philadelphia, an estimated 2,500 students are engaged in service-learning opportunities each year, fewer than 4% of the 6th-10th population. (The Philadelphia Story: A Guide to Service-Learning System Building, 2004.)

City Year Greater Philadelphia (CYGP) trains and develops a diverse corps whose collective efforts are aimed to confront the city's troubled graduation rate. In collaboration with the School District and experts in the field of education and youth development, CYGP has designed a research-based service model prepared to address the need of supporting youth towards on-time graduation from high school. The presence of more caring adults, after-school programs and community involvement are just some ways to facilitate this.

b) ACTIVITIES & MEMBER ROLES

Entering our 13th year in service to Philadelphia, in FY10, City Year Greater Philadelphia will field 225 full-time members. 189 first year members will serve September to June and 36 members will serve July to June. The 36 more experienced members, called "Senior Corps Members", serve as team leaders and role models and mentors for the incoming corps and have increased responsibilities as they lead teams and special initiatives. CYGP members are uniformed, ethnically and educationally diverse 17-24 year olds who serve together as a team full time and serve as near-peer role models to the students they serve.

Narratives

Members will serve five days a week, 8:30 AM-5:45 PM. Four days are dedicated to direct service and Fridays are reserved for member development and physical service days. The corps will be divided into 29 teams with 7 or 8 members on each team. Each team is supervised by a staff Project Manager and led by a Senior Corps Member. 25 teams (192 members) will serve in schools and deliver City Year's "Whole School Whole Child" (WSWC) service model. Three teams (25 members) will plan and deliver the Youth Corps model (Young Heroes and City Heroes). One team (8 members) will focus on capacity building by implementing volunteer service events and raising awareness of AmeriCorps through educating others on the CYGP program. The Youth Corps teams and Volunteer Management/Civic Engagement team activities, which are volunteer based programs, are described under Community Strengthening.

Members meet AmeriCorps tutoring qualifications and are trained in prohibited activities during pre-service orientation and sign a Member Contract with these activities included. Through workshops, goal setting exercises, performance management plans, and agreements, corps members, their supervisors, and service partners are trained on the goals and outcomes of member service activities. Service will be routinely monitored by CYGP to ensure that members do not engage in prohibited activities or veer from the anticipated activities of the grant.

Whole School Whole Child Teams:

The WSWC service model provides students with support to keep them on a path towards graduation and achievement. The model consists of pre-selected activities that are designed to improve individual academic performance and improve student connectedness to their school and community. Utilizing a tiered intervention structure members provide early intervention and preventative academic and school

Narratives

connection programming to the entire student body (Whole School) and targeted intervention to individual students identified as performing below level or at risk by the school staff (Whole Child). Using a roster of activities approved by City Year and CYGP leadership, CYGP offers services geared toward increasing student achievement and works closely with each School Partner to determine which activities best meet the needs of the specific school, as well as to determine which trainings the Service Partner will provide to ensure member/student success.

Academic Achievement: [4 hours/day] To improve student academic performance, members will provide targeted and supplemental academic support to students through age appropriate interventions both in- and out-of-school time. Members will provide small group and 1:1 tutoring in a range of subjects with a focus on reading and math, and offer before and after school homework help. Supplemental support includes classroom assistance, academic coaching regarding study habits, and test preparation to better prepare students for grade progression. Members will also mentor students to increase awareness of benefits of academic success while providing steps to support progression and achievement. Through these multiple activities, members will address various aspects of a student's academic performance and holistically build their confidence as a learner.

Student School Connectedness: [4 hours/day] To improve individual and whole school student connection to their school and their community, members will design and run programs and activities that foster a positive school and learning environment, and support school sponsored events such as assemblies, parent and community engagement activities. Activities will be implemented on either a 1:1, small group or large scale basis and include both in-school and out-of-school enrichment activities such as socialized recess activities, student interest groups (fashion club, community service club, literary magazine, student government, etc.) and school wide events (talent shows, school dances, college fairs, school beautification projects, peace initiatives). Members will provide behavior coaching (including

Narratives

attendance) and report card counseling for students to ensure that they are on track to progress to the next grade level while connecting students to resources that will improve their academic success.

Members support student success after high school by educating students on career possibilities and college application materials and resources, leading PSAT/SAT prep sessions, and organizing college visits and tours.

As a stand-alone AmeriCorps program, CYC does not run programming that does not directly support the grant. The full-time AmeriCorps model provides unique value to CYGP's ability to support SDP's mission and is central to achieving District objectives. By serving in schools all day, members can meet the mission of the WSWC model by serving the same students consistently thereby providing high levels of dosage (frequency and length of interventions) needed for effective programming, creating familiarity and trust with students by working with them throughout the day in multiple settings, and forging a positive identity within the school. Additionally, the full-time model fills the critical gap between the end of the school day and when most parents return home from work by providing after-school supervision.

c) SERVICE OUTPUTS & OUTCOMES

The performance measurements are designed around key components of the WSWC model and reflect the primary service activity of members in the respective age range. Although CYGP will maintain a holistic approach when working with youth (addressing both student's individual confidence in their own learning capacity and in their school as a supportive environment), performance metrics will be based on our targeted academic interventions and school connection. The metrics for the Youth Corps are captured in the Community Strengthening section.

Academic Achievement: 132 CYGP members will provide 1:1 and small group tutoring in English and/or

Narratives

math during in-school and after-school time to 1,320 students in grades 6-8 at 16 schools; 35% of these students will receive passing grades on mid-year assessments and 50% will receive passing grades on end of year assessments. Students will be selected by teachers and/or school faculty for tutoring based on proficiency. Members will meet with identified students at least twice weekly, tracking their progress at 6 week intervals and will utilize SDP Core Curriculum to provide the tutoring structure.

School Connection: 60 members will provide 1:1 academic and behavior coaching to 600 students in 9th and 10th grades at 8 schools; 60% of which will demonstrate increased awareness of educational and career opportunities and school connection on surveys. Members will meet with students on a weekly basis to review their academic and behavioral performance. Sessions will focus on academic progress, school-based and personal obstacles, and resources to support achievement.

d) PLAN FOR SELF-ASSESSMENT

CYGP will hold regular meetings with SDP officials (including Sarah C. Costelloe, Ph.D., Senior Research Associate within the Office of Research and Evaluation), school leadership and teachers at school service partners, and other community partners (including Johns Hopkins University and the Philadelphia Education Fund); administer pre-and-post student surveys; and, administer service evaluation surveys. Staff and members will use the ProServe Output Tracking Database (developed by Knowledge Management Associates, Inc.) to document and maintain service data, track progress towards goals and gain feedback on program quality and performance. Through our relationship with RMC Research Corporation, our 3rd party evaluator, we have realized our success at increasing student awareness of post-secondary education options, and that feedback was used to shape the goals of WSWC within high schools.

Narratives

e) COMMUNITY INVOLVEMENT

CYGP maintains a partnership with SDP to evaluate the needs of specific schools in order to identify the best placement for CYGP teams. Schools are selected through our annual Request for Proposal process through which schools submit a concept paper describing the ways that the needs of their community can be met with our WSWC service model, the expectations for a team, and what desired results will be achieved. CYGP staff leadership evaluate the proposals and assess the applying organizations' understanding of and capacity to support the implementation of our program. After selection, partners sign a Service Partner Agreement that details the specifics of the partnership activities, roles and responsibilities. Partners help inform us on our service through evaluations, contribute specific resources to support their team (materials, meeting space, phone, etc.) and provide training and professional development to members as appropriate. On average, CYGP returns to 73% of partner schools each year, which allows us to continue building and strengthening partnerships while forming new ones with schools that have demonstrated their need for our service model.

CYGP has consistently sought and continues to secure input and guidance from its local stakeholders (ie: funders, elected officials and alumni). The following stakeholders/ partners are critical to the assessment process: CYGP Site Advisory Board, SDP, United Way of Southeastern Pennsylvania, Johns Hopkins Talent Development, Philadelphia Education Fund, Philadelphia Youth Network, the Deloitte Educational Collaborative, members of Philadelphia City Council, members of the Pennsylvania State Legislature, and members of the CYGP team sponsorship program.

f) RELATIONSHIP TO OTHER PROGRAMS

CYGP has developed partnerships with other AmeriCorps programs to strengthen our service and

Narratives

statewide or national initiatives directed at sustaining or growing National Service Movement and AmeriCorps. We take part in the Inter Corps Council, a collaboration of AmeriCorps programs throughout Philadelphia that is organized to share best practices, and to focus on efforts towards strengthening National Service. CYGP supports AmeriCorps events such as Pennsylvania's Opening Day and AmeriCorps Week.

CYGP collaborates with other AmeriCorps and service-based programs such as Teach For America, Education Works, Habitat for Humanity and NCCC, for in-school service delivery and volunteer service events. For example, CYGP and Education Works have a reciprocal referral relationship whereby applicants who determine that City Year is not right for them are referred to Education Works and vice versa.

As part of the Whole School approach, CYGP partners with community and non-profit organizations that exist in overlapping schools to strengthen the effectiveness of our programs by providing logistical support and directing students to their services. These organizations include: College Access, White Williams Scholars, Upward and Outward Bound, Reading First, and 21st Century programs.

g) POTENTIAL FOR REPLICATION

The WSWC model used in partner schools is comprised of replicable components such as full-day, full-year schedule, academic support structure, module-based after-school programming, a roster of enrichment activities, and corresponding toolkits and manuals. Additional standard City Year replication tools include standardized program toolkits for the Youth Corps, project manuals, training manuals, a member handbook, a member workbook, and service databases. Tools and resources are available through the web-based SharePoint knowledge management system. These tools serve two

Narratives

primary functions: 1) to create smooth program implementation with each new program 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. For example, CYGP has been able to expand the Youth Corps program to other regions within Philadelphia. All program systems, including member recruitment, support and supervision practices, and data collections systems, will be well documented. City Year shares processes and systems with other organizations on request.

City Year uses a phased approach to program development which includes field-testing and piloting phases at sites prior to rolling out the program to the City Year network. CYGP has frequently served as a pilot and test site for programs such as Young Heroes, City Heroes, and WSWC. Currently, CYGP is piloting activities for a drop-out prevention project at Feltonville Middle School that will help refine and direct the WSWC service model for this age range.

Organizational Capability

I. Organizational Structure

a) PROGRAM & FISCAL OVERSIGHT

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 18 U.S. cities and in Johannesburg, South Africa. 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. CYGP was founded in 1997.

For the past 20 years we have worked to refine a replicable, mission-driven program that responds to

Narratives

local needs, priorities, and assets. In 1993, we were selected as one of eight demonstration models for AmeriCorps and have implemented our mission entirely through full-time, team-based AmeriCorps members since. City Year Greater Philadelphia's accomplishments show the success of our model: Since 1997, CYGP has more than doubled in size and fielded over 1,600 corps members who have completed over 2 million hours of service, served over 100,000 Philadelphia children and youth, and engaged over 25,000 volunteers of all ages in service. As an organization, City Year matches every federal dollar with \$1.47 from private and other public sectors.

City Year has managed over 130 federal grants since 1992 of which CYGP has received 14 AmeriCorps grants since its founding. CYGP has AmeriCorps funds through the generous support of the Governor's Office of Citizen Service: PennSERVE since founding in 1997.

Centralized Operating Services and Systems: City Year, Inc.'s FY09 operating budget is \$60.6M of which CYGP's total budget represents 8%. All accounting, payroll and fiscal management functions are centralized at City Year Headquarters (CYHQ) and maintained by an experienced 12-member Finance Department. City Year's comprehensive financial policies follow OMB Circular A-122 Cost Principles to ensure reasonableness, allowability and allocability of grant costs. Appropriate internal controls are used to provide safeguards for all grant property and assure that it is used solely for authorized purposes. These controls include division of staff duties related to asset custody and payroll procedures, expenditures assigned by cost category in accordance with approved budgets and consistently supported by source documentation, monthly budget to actual reconciliations, appropriate invoice approval, compliant document retention policy, and timely deposit of cash receipts. Audits are conducted annually by the independent accounting firm KPMG in accordance with the provisions of OMB Circular A-133. Fiscal 2007 Financial Statements and A-133 Audit show no significant findings or material weaknesses (FY08 is due March 31, 2009). In addition, since 2001, 45 of our AmeriCorps grants have been audited

Narratives

by the CNCS Office of the Inspector General. Final reports indicate that there have been no material weaknesses. CYHQ also manages insurance and legal services; a \$6 million line of credit; and technology and infrastructure support, including website and web-based data management systems.

Centralized program support includes development of, and support for, comprehensive program policies and procedures; staff and member handbooks; member and staff performance evaluations systems; service research and development; standardized collateral materials for recruitment and media; internal evaluation tools and service impact analysis; staff training, including guidance on compliance requirements for member eligibility, activities and files; and management oversight.

AmeriCorps adds 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. AmeriCorps also provides an important national service network through which we build resources, relationship and promote our members' civic identity.

b) BOARD, ADMIN & STAFF

Site Board: Each City Year site is required, as a condition of approval for launch, to form a local site Board that comprises stakeholders from public, private and nonprofit sectors. Together with the site's Executive Director, the local Board is responsible for site-based strategic planning, local revenue production and sustainability, program focus and key personnel decisions. Local Boards meet on a regular basis and divide into issue-specific subcommittees (e.g. tribute dinner or recruitment). Local Boards from across the country convene at one-day conferences hosted by CYHQ in November and March, and at City Year's annual convention in June. The Philadelphia board is led by Co-Chairs Joe Banner, President and COO, Philadelphia Eagles and Arthur Block, Senior VP, General Counsel, &

Narratives

Secretary, Comcast Corporation. Other board members include Jenny Bogoni, VP, Strategic Partnerships & Convening, Philadelphia Youth Network; Mark Harrell, Executive Director, Men United for a Better Philadelphia; Frances Jones, Asst. General Manager, Government Affairs, SEPTA; The Honorable Michael Nutter, Mayor, City of Philadelphia; Stephanie Tipton, Asst. Managing Director, City Of Philadelphia, and alumna of CYGP.

Admin: City Year continues to be led by co-founder and CEO Michael Brown, as well as COO James Balfanz (10+ years of youth service-based nonprofit management experience), and CFO Evelyn Barnes (26 years of nonprofit fiscal management experience). The Executive Office and Regional Management host specific conference/trainings for City Year's Executive Directors three times per year to share best practices and roll out organizational changes or policies. Daily operations for City Year's Finance Department are managed by Kathleen Donahue, Controller. Each site has a dedicated Grant Accountant who provides fiscal analysis for the site including budget preparation, allocations, forecasts, and actuals. Lindsey Noecker serves as the staff accountant for CYGP and has 8 years of finance experience (2 with City Year) and holds an MBA from the Tuck School of Business, Dartmouth College.

Staff: 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 staffing model for CYGP was expressly designed to meet the needs of recruiting and maintaining 225 members. Alumni leadership has proven to be a key tool in retaining corps members due to the shared corps experience. 82% of the CYGP staff are AmeriCorps alumni and represent over 120 combined years of City Year experience.

CYGP's staffing structure is built around four functional departments: Executive & Operations; Program & Service; Recruitment; and, Community Outreach & External Affairs. For 2009-12, excluding

Narratives

development staff, CYGP proposes a staffing model of 42 full-time positions of which 32 are captured fully or in part in this budget. Staff positions captured in the grant are: 2 Executive Directors, Deputy Director Program & Service, Human Resources Director, Recruitment Director, Admissions Manager (Recruitment), Recruitment Coordinator; 3 Program Directors, Service Director, Youth Corps Director, Corp Development Manager, After School Coordinator and 18 Project Managers. The 32 included staff positions are responsible for direct corps supervision and training.

1) Executive & Operations (5 positions)

Responsibilities include meetings with champions or board members, service partners, funders, civic officials; recruiting and managing staff; evaluating needs/asset assessment, feedback, and developing /implementing the strategic service vision; and meeting all quarterly goals for revenue, recruitment, service and retention. Development time for positions in the grant is excluded. Positions: Co-Executive Directors, HR Director, Special Projects Director and one support position.

The Co-Executive Directors, Neil Batiancila and Wyneshia Foxworth are City Year alumni and have a combined 21 years experience at City Year. Batiancila is currently pursuing a MBA at Temple University's Fox School of Business. Foxworth is a lifelong Philadelphian and graduate of Morgan State University.

2) Program & Service (27 positions)

Responsibilities include overall development, implementation and evaluation of program and service activities including oversight of key relationships, including the SDP; overall corps training, management and retention, ensuring compliance to AmeriCorps regulations and meeting all service goals. Positions: Deputy Director for Program & Service, Youth Corps Director, 3 Program Directors,

Narratives

Evaluation Director, Service Director, Corps Development Manager, After School Coordinator and 18 Project Managers.

3) Recruitment (7 positions)

Responsibilities include managing a year-round recruitment cycle which includes planning or attending 500 recruitment events, processing 675 applications, interviewing and confirming 225 members to serve with CYGP. Positions: Recruitment Director, Recruitment Manager, Recruitment Coordinator and 4 outreach positions

4) Community Outreach & External Affairs (3 positions)

Responsible for planning all large scale volunteer service events, coordinating civic engagement opportunities for members, overseeing AmeriCorps week and opening day activities. Positions: Deputy Director for External Affairs, Brand/IT Director, and Communications Coordinator.

c) SELF-ASSESSMENT & IMPROVEMENT

As evaluation of service is a primary indicator for overall site health, CYGP has contracted with third-party evaluators to measure service impact and receive feedback on methods. Shelley Billig, Ph.D, of RMC Research Corporation has evaluated City Year's services in the SDP for 3 consecutive years, each year suggesting improvements for service delivery. CYGP has recently entered into a partnership with Research for Action, based out of Philadelphia, to assess service products and current evaluation tools and methods and make recommendations for improvements moving forward. CYGP is committed to program evaluation and has dedicated a staff position, Evaluation Director, to manage evaluation

Narratives

systems and relationships.

On an operational basis, CYGP's Local Board is deeply involved, provides strategic guidance, and deepens connections with supporters and partners in the region. The Board meets quarterly to assess progress towards goals and benchmarks with respect to financials, service delivery, staffing and member recruitment. Additionally, the Board recently led CYGP through a strategic planning process to evaluate and plan for refinement and growth in all aspects of the organization including service strategy, service partner selection process, civic leadership and engagement, recruitment, fundraising opportunities, cross-sector relationship management, staffing, and financial management. Throughout the process, CYGP consistently sought input and guidance from its local stakeholders.

d) PLAN FOR TECHNICAL ASSISTANCE

Program orientation and basic training is provided through City Year Summer Academy, a week-long summer training program for all City Year staff and senior members and training conferences and workshops held throughout the program year. The summer program focuses on fundamental program goals and organizational objectives. Special workshops are conducted on 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 twice monthly conference calls organized around job function. CYGP provides its staff trainings once per month, on topics such as benefits, work/life balance, time management, and management skills. CYGP has a unique partnership with Comcast, where the staff is invited to attend Comcast University trainings such as Business Writing, Facilitative Leadership, and Management 101. CYGP staff utilize their peers at other sites and specialists at CYHQ to

Narratives

troubleshoot recruitment and retention issues, IT, fiscal and other administrative needs, and train incoming staff on policies and procedures. Where possible, City Year sites rely on information sharing through our intranet and databases (e.g. IT Help Desk function, Recruitment Management System, ProServe database, Raiser's Edge Software, SharePoint) to both flag and solve local site problems. PennSERVE provides the opportunity for select staff to attend the annual National AmeriCorps Grantee Conference and holds an annual conference to train and develop program directors.

2. RECORD OF ACCOMPLISHMENT

a) VOLUNTEER GENERATION/SUPPORT

CYGP is one of the most recognized and respected nonprofits in Philadelphia, largely in part due to efforts to develop volunteers and champions who believe in the organization and want to see it succeed. CYGP has cultivated key relationships with individual champions who provide pro bono support. Award winning filmmaker Michael Lopatin provides professional video productions each year, and well known Philadelphia public relations specialist Dava Guerin volunteers as a media advisor. Recently, CYGP has launched an Alumni Board which oversees 1,500 local alumni. Alumni support includes providing networking opportunities for members and serving alongside members during service projects. Through CYGP's strong base of Team Sponsors, corporations that financially and physically support teams through volunteer activities hundreds of corporate employees join members and community volunteers each year during service days to revamp community spaces, serve children and provide professional development workshops. CYGP engages public figures and corporate leaders who address members and volunteers during large-scale events. Recent speakers include Governor Ed Rendell, U.S. Congresswoman Allyson Schwartz, former City Education Secretary Jacqueline Barnett, and Bill McDermott, President and CEO of SAP Americas and Asia.

Narratives

b) ORGANIZATIONAL/COMMUNITY LEADERSHIP

As a local and national organization, City Year has been recognized for organizational and community leadership. In the City of Philadelphia, in 2008 CYGP was recognized with the SDP Best Practiced Community Partnership Award; Office of College Awareness and The University of Pennsylvania's Philadelphia First Lego League's Outstanding Volunteer Award; and was named one of CollegGrad.com's 500 Top Employers. CYGP was recognized within City Year with the "Best of City Year Award" for site wide achievements.

As individuals, CYGP staff has displayed leadership roles throughout the community. Co-Executive Director Neil Batiancila sits on the board of Philly Fellow and the Educational Compact Committee and has served as a guest lecturer at Temple University's Fox School of Business. Co-Executive Director Wyneshia Foxworth serves on the Education Compact Committee and the Board of North Philadelphia 7th Day Adventist Church, and has been recognized by the Sunday Breakfast Club, Leadership Inc. and Comcast for her leadership. Deputy Director of External Affairs Rex Carney serves on the Foundation for Learning in Tredyffrin-Eastown's Communications Committee and has guest lectured at Temple, Drexel, and University of Pennsylvania's Fels School of Government. Project Manager Sarah Edwards sits on the Youth Commission Board, the AmeriCorps Inter-Council Board, and Teach for America's Alumni Engagement Committee. She has also been recognized in Education Book of Exceptional Teachers and published in PA Fitness/Health Book for K-12 Schools. Project Manager Matt Sherman has served on committees for Frankford Youth Council, the Philadelphia Youth Network Board, White Williams Scholars, Philadelphia Futures, and the Boy Scouts.

Representing City Year, Inc., Co-Founders Alan Khazei and Michael Brown were honored by U.S. News

Narratives

& World Report as two of "America's Best Leaders" (2006). City Year was recognized in Time Magazine's cover stories "The Case for National Service" (2007) and "21 Ways to Serve America" (2008) and has received a 4-Star rating (out of 4) by Charity Navigator.

c) SUCCESS IN RAISING MATCH SOURCES

Since 1997, CYGP has been awarded \$19.6 million in AmeriCorps funding, in the same time, we have raised over \$18 million cash to run our AmeriCorps program and consistently met match commitments. Over this past grant cycle, we have achieved match of 45 to 47%. CYGP begins raising operating funds 6 months in advance of the commencement of a new fiscal year. To date, CYGP has received over 6% (\$536,640) of our 2009-10 match commitment in written and verbal commitments.

3. SUCCESS IN SECURING COMMUNITY SUPPORT

a) COLLABORATION

CYGP has been able to grow and sustain service throughout its history due to its successful partnerships. CYGP partners with nearly 100 service partners, local government and city agencies, faith and community-based organizations, and private sector sponsors in collaborative efforts. CYGP partnership breakdown is: 31% Schools/Education; 37% Community-Based Organizations; 26% Corporations; and 6% Government Agencies.

Partnerships vary in types of roles and levels of commitment and may have multiple components, for example, a partner may provide funding as well as professional training for members. 31% percent of partnerships provide funding to CYGP for the program and to achieve match. 26% of partnerships are formed through volunteer service projects to be completed on signature service days. Education

Narratives

facilities in which members provide direct service, tutoring and after school programming, constitute 39% of partnerships. 13% of partners support member training activities by providing professional training or resources. 9% percent of collaborations are non-financial resource partners. CYGP works with each organization to identify specific community needs, service goals, and partnership roles and expectations.

CYPG has maintained lasting partnerships over its history, and continued to foster new collaborations as needed and as opportunities arise for collaborations that meet our vision and build our capacity. CYGP has partnered with 4 organizations for over 10 years, including SEPTA and The School District of Philadelphia, and team sponsors Firsttrust Bank and Wachovia. CYGP has partnered with 8 organizations for 6-10 years, including two service partners, The Department of Recreation and the City of Philadelphia, and team sponsors Sunoco and Eagles Youth Partnership. CYGP has collaborated with 13 organizations for 2-5 years, including team sponsors such as SAP and NutriSystem, and faith-based organizations such as Broad Street Ministries. This year also brings a new collaborative effort with Johns Hopkins/Communities in Schools/Philadelphia Education Fund/CYGP to implement the drop-out indicator and prevention project at the Feltonville Middle School.

Examples of collaborations that have grown or expanded over time include: Through our relationship with SDP in ten years we have grown from 71 to 225 corps members to serve in 25 SDP schools. Through our corporate partnerships, David's Bridal goes above just funding a team and partners with the CYGP team and with Fels and Olney High Schools to support running prom fashion shows for the schools' students. In 08-09 four of our Team Sponsors, David's Bridal, CSX, Bank of America, and Aramark, will have 100 employees each participate in an personalized service day. Through a formal relationship with the City of Philadelphia we have grown our city support from a \$325,000 line item in the 06-07 city budget under Mayor John Street to \$500,000 per year under Mayor Michael Nutter. Last June, CYGP

Narratives

was selected through the United Way of Southeastern Pennsylvania's new funding strategy to receive \$141,715 to support their community-level goal of ensuring that children succeed in school and graduate from high school. This is a significant collaboration and is a 3 year grant with the potential of receiving \$141,715 in each of the next 2 years.

b) LOCAL FINANCIAL/IN-KIND CONTRIBUTIONS

CYGP expects to renew \$4,178,138 in commitments from local and national sponsors including: Team Sponsors, such as ARAMARK, Bank of America, NutriSystem and SEI Investments; fundraising events such as an annual dinner; Foundations, such as Germeshausen, The Philadelphia Foundation, and the Annie E. Casey; Service Partners (local schools and community organizations); and individual donors. We anticipate renewing partnerships with The Timberland Company for member uniforms and T-Mobile for cellular devices and service. CYGP expects to receive significant streams of funding from SEPTA which donated over \$146,000 in transportation passes for members.

Although most sponsors do not provide "official" multi-year commitments, 13 Team Sponsors have funded CYGP programs for over 5 years each. Wachovia and Firstrust Bank have sponsored CYGP teams for 11 years each at the \$70,000 level and 6 sponsors have supported teams at \$35,000 to \$100,000 for over 6 years, including Lincoln Financial, Sunoco, and Eagles Youth Partnership. CYGP has partnered with The School District of Philadelphia (SDP) for the past 12 years and through this partnership has received \$640,000 in FY07, \$920,000 in FY08, and will receive \$820,000 in FY09, an amount that equals approximately \$37,000 per team of corps members. Our collaboration with the SDP has remained continuously strong, and City Year is recognized by SDP officials and the School Reform Commission as a valuable program to support and maintain.

Narratives

c) WIDE RANGE OF STAKEHOLDERS

CYGP has a wide range of stakeholders that can be categorized into 3 broad sectors: private, public, and community-based. Private sector stakeholders include over 20 Team, Program and Event Sponsors such as SmithBarney, Comcast, SAP and Bank of America. Public stakeholders include administrators, teachers and principals from the SDP as well as the its oversight board, the School Reform Commission; governmental entities such as the City of Philadelphia's Office of the Mayor, the City's Managing Director's Office, the Office of the Chief Education Officer, and SEPTA. Community-based stakeholders are the program participants and recipients, in particular the parents who support the Young Heroes and City Heroes Saturday programs. In addition, the CYGP Board is made up of a wide variety of people representing multiple sectors of the Greater Philadelphia community. Through our multi-year partnerships with the City of Philadelphia, the school district and community organizations such as the United Way, we have been able to expand our community partnerships by bringing services to new schools, targeting specific issues and neighborhoods, reaching new communities for service projects, and engaging more volunteers in service.

d) Special Circumstances

Not applicable

Cost Effectiveness and Budget Adequacy

1.COST EFFECTIVENESS

a) CNCS COST PER MSY

We respectfully request a grant award of \$2,587,500 at a cost/MSY of \$11,500. CYGP has maintained the \$11,500 cost/MSY throughout the current grant cycle. In 2010, we intend to field 25 additional corps

Narratives

and are requesting an additional \$287,500 above the 2008-09 grant award. This new funding will be used to integrate the service model that is currently being piloted at the Feltonville Middle School into our WSWC middle school model and increase the number of schools receiving this service approach that is designed to reduce the number of middle school students sliding off-track to graduate high school by addressing course performance in English and math, daily attendance and behavior. Early results from this collaborative project indicate that this model decreased the number of suspensions in the first 51 school days by over 80% and that the number of 6th graders who were identified as sliding off-track for attendance in 5th grade are on track to be reduced from 18.8% in FY08 to 9.2% in FY09.

b) DIVERSE NON-FEDERAL SUPPORT

City Year has identified several different streams of revenue that each site raises annually to ensure that each site has a diversified funding base. To meet the \$2.39 million in proposed match, CYGP's diversification plan for non-AmeriCorps funding in 2009-10 is: \$870K corporate and business sources, \$100K private foundation, \$820K school district, \$500K public/city grants, and \$100K individual donors. Recognizing challenges in the current economy and to limit risk in any one sector, over the course of the grant cycle, we intend to build off of our current champions to develop new partnerships and gain access to additional funding sources. Additional funding commitment from AmeriCorps will support these efforts by demonstrating a federal commitment towards our growth. Funding commitments and partners are detailed under the Local Financial Contributions.

c) DECREASED RELIANCE ON FEDERAL SUPPORT

Even with the requested increase, CYGP plans to reduce overall reliance on federal support while maintaining a growth plan by leveraging private and other public partnerships. Federal funds have

Narratives

never accounted for more than 45% of our total expenditures. As we continue growth over the grant cycle, CYGP will increase our match to 50% per the 10-Year Scale. Over time, CYGP intends to increase private and other public funding in order to maintain growth in our corps size while reducing federal cost per corps member. In this way, CYGP will broaden and deepen impact with the most challenged students in Philadelphia while decreasing reliance on federal support.

2. BUDGET ADEQUACY

As a centralized national organization, City Year will strive to achieve economies of scale. Of the total requested amount of \$2,587,500, 63% will support member benefits. Corps benefits include full-time stipends, health care for participants, FICA and worker's compensation. Our proposed budget includes benefits for all corps, staffing levels that are based on past success, essential overhead costs including space rental and telecommunications equipment; supplies; internal performance; corps and staff attendance at City Year's annual conference; and requisite limits on administrative costs. 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 first year stipend amount is lower than the \$11,400 minimum for 2009.

CYGP staff will work directly and exclusively on the AmeriCorps program, and therefore 100% of site salaries for the noted positions, with the exception of Development expenses are included here. Staff members are paid competitively based on their experience, tenure, and comparable rates in our localities. Staff benefits (FICA, SUI, Group Health & Life Insurance, 401K match and Worker's Compensation) are estimated at 18% of salary cost. Administrative functions performed by City Year are shared across all City Year operating sites. A portion of these costs are included in the Administrative

Narratives

section (III). Federal funds will be used only for allowable direct costs in this category.

Evaluation Summary or Plan

In FY10, 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.

EVALUATION QUESTIONS

As in FY09, a set of key questions guides the evaluation work in FY10:

1. What metrics are available at the school and district level that can be used as indicators to measure key outcomes of WSWC: attendance, behavior, and course performance? How can these be standardized across schools/districts for comparison purposes?
2. What challenges remain in terms of data collection--access, numbers, quality?
3. 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?
4. 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?
5. What is the quality of corps member and team performance in WSWC schools?

Narratives

6. What is the extent of perceived impacts from City Year's work at the student, classroom, and school levels, especially impacts related to enhancing the overall learning environment?
7. What student level outcomes are being realized, including those related to the attendance, behavior, and course performance? How do outcomes differ according to exposure to City Year?
8. What factors are related to differential outcome levels by teams, including a) quality of the team's performance and leadership; b) training and preparation; c) specific facets of the program being delivered; d) school support; e) contextual factors related to the school and school community; and f) student demographics.

STRATIFIED APPROACH TO OUTCOMES

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

NEXT STEPS

The FY10 WSWC Evaluation Plan builds on the FY09 goals of testing, understanding, and strengthening the model to assure that it is replicable and scalable. City Year is gearing up to full network implementation of the model by 2010 and sharpening its program across grade levels. Because WSWC is not yet a stable program, it is not yet "evaluable" in the traditional sense (through use of external comparison groups or more elaborate research designs). Thus, the emphasis continues to be on defining metrics, exploring factors that appear to contribute to or hinder success, and developing site level

Narratives

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

Clarification Summary

2011-2012 CLARIFICATIONS

Narratives

BUDGET CLARIFICATIONS:

1: Budget revised to the 210 MSY and a grant award of \$2,415,000 under consideration.

Section I:

2: A: Personnel Expenses: position descriptions added.

3: C: Staff Travel: additional detail provided in budget narrative.

4: C: Staff & Member Travel -- Retreats: Retreats are included in our major training events for our corps: Basic Training Academy (three weeks in August) and Advanced Training Academy (one week in Jan or early Feb). Both of these trainings require travel to offsite facilities that can accommodate large groups of people and include overnight stays. Basic training provides the fundamental knowledge and skills necessary to complete the term of service and serve on a team and advanced training focuses on professional development and reflection. Staff members attend and lead sessions at retreats.

5: E: Supplies: Additional detail provided in budget narrative.

6: G: Staff Training: Additional detail provided in budget narrative.

7: G: Member Training: Staff and Team Leaders, Service Leaders and Project Leaders (called Senior Corps Members collectively) attend Summer Academy held in Boston, Ma. The goal and outcome of academy is to provide staff and leaders the skills and knowledge to plan and implement effective service. This year Summer Academy will run July 8 through July 18 and include a Diplomas Now academy, a

Narratives

field academy, and the Walmart literacy and math academy. Workshops are conducted on teambuilding, compliance issues and member performance management, planning high impact service, volunteer engagement and management, local financial management, fundraising goals and strategies, and leadership skill development for members. Basic Training Academy serves a similar function as Academy and provides first year members with foundation level training and includes training on the history of City Year and the national service movement, City Year culture, the City of Philadelphia and the School District, team-building, diversity issues, program goals and expectations, expectations of conduct and prohibited activities, and service specific skills training focused on working with youth such as mandated reporting, behavior management, and math and literacy tutoring strategies. Advance Training Academy is conducted at midyear and provides advanced level and "refresher" service skills trainings, professional development and opportunities to reflect on first half of the term.

8: H: Evaluation: The \$150 per corps member includes allocated cost of City Year's Internal Evaluation Department's support: annual survey development, distribution, aggregation and analysis, and design and maintenance of data collection tools and databases. This internal evaluation support is not a duplication of the budgeted site employees or corps members' data gathering expenses.

Other Program Operating Costs:

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

10: Equipment/Event space rental: line item reduced per recommended MSY and additional detail provided.

Narratives

11: Telephone Expenses. Line item reduced per recommended MSY and includes an allocation for Wide Area Network (WAN) to cover the cost of CYGP's Philadelphia-based connectivity back to CYHQ in Boston, MA, and includes PRI, voice and data lines. City Year's WAN is a "hub and spoke" network where all communication flows from HQ, with centralized administration and management to achieve cost efficiencies. Cellphones are distributed to all staff and corps members in order to effectively communicate with other team members or staff at their home point about information needed, contact students if not in school, and as a tool to quickly look up information or to be informed by people not on site. The cellphone plans and equipment are donated to City Year by national sponsor T-Mobile.

12: Match sources are allowable.

PROGRAM CLARIFICATIONS:

Executive summary revised.

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

Requested Member Enrollment Period Start Date: July 5, 2011

PERFORMANCE MEASURE CLARIFICATIONS:

Civic Leadership: Performance measurement removed per recommendation.

Narratives

Youth Corps Performance Measure:

The Young Heroes and City Heroes curriculum is built off the concept of service learning. According to research, service-learning has a positive effect on the personal development of public school youth which can ultimately lead to greater engagement in school and improved graduation rates. 82% of students who participate in service-learning say their feelings about attending high school became or would become more positive as a result of service-learning. (Bridgeland, et. al., 2008). Providing service learning programming is critical, especially since studies show youth who volunteer tend to have a greater commitment to learning and better school attendance, grades, and academic success than students who did not serve (Center for Human Resources, 1999, Scales et al., 2006). Students who engage in service-learning are less likely to be referred to the office for disciplinary measures (Follman, 1997; 1998). Middle and high school students who engage in quality service-learning programs show increases in measures of personal and social responsibility, communication and sense of educational competence (Weiler, et. al., 1998). City Year's goal is to keep students in school and on track to graduation by addressing the Early Warning Indicators of attendance, behavior and coursework in English and math (the ABCs) and as a service-learning program research indicates that the Heroes program supports our mission to improve student attendance, behavior and academic commitment.

The programs are open to any middle or high school student in the greater metropolitan Philadelphia area who selects to apply. Because the program is designed to encourage exposure to diversity, in addition to students with whom school based teams serve, we encourage students from schools outside of those served by City Year school based teams, students from different economic, social and cultural backgrounds, and students with different education performance levels to apply.

National Performance Measure -- Improved Academic Performance Measure:

Narratives

In a slight adjustment to the member deployment described in our re-compete application, 175 of the 210 members will serve on school based teams, 25 will serve on the Heroes team, 5 will serve on the volunteer engagement team (down from 8), and 5 will serve as Project Leaders who serve as capacity builders for our program as a whole. School based teams serve in schools between 8:30 AM and 5:45 PM and individual members provide four hours of academic support daily which is a combination of 1:1 or small group tutoring and whole class support and includes time for set up, planning, and documentation of service. Individual students receive tutoring services in 10 to 30 minute blocks daily or bi-weekly. Over the course of 28 school weeks (excluding holidays, orientation week, school vacation weeks, and standardized testing weeks, etc.), individual students have the opportunity to receive 15 hours of tutoring. If a student receives less than 15 hours, it is typically because of student mobility (absenteeism, transfer to another school, transfer in from another school, etc.) or because the student improved quickly and is no longer in need of services. At the beginning of the year, 1,050 students will be enrolled in our tutoring program (ED1), of these 1,050, 630 will complete at least 15 hours (ED2) and of these 630, 315 will improve academic performance by increasing their grades in English or math by one full grade level (ED5).

City Year utilizes evidence based strategies for tutoring in English and math. For example, our literacy strategies are built off the 5 domains of literacy as determined by the National Reading Panel: vocabulary, phonemic awareness, phonics, fluency and comprehension. City Year Headquarters' National Manager of Literacy Training, Kathryn Robinson, Ed.M, has developed a comprehensive training program that addresses each of these 5 domains. Our Philadelphia members will utilize a collection of methodologies because each school identifies and approves the methodology to be used in their school. Therefore, members will tutor students in English Language Arts (ELA) and math, through a combination of strategies approved by the School District of Philadelphia, i.e. the District's core

Narratives

curriculum (Kaplan, Imagine It, Holt-McDougal, Elements of Literature, Everyday Math, Holt-McDougal Fundamental Math and Prentice Hall Math) and District-wide intervention programs (Read 180, Achieve 3000, Study Island and Action 100/100Book Challenge, Mindplay, Success Maker, Rewards and Language!). Each school's specific methodology will be approved in the summer of 2011.

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. City Year Greater Philadelphia (CYGP) members will be enrolled July 13, 2010 through June 10, 2011 (currently scheduled date for graduation). Team Leaders, Service Leaders and Project Leaders (second year corps members) begin their service in July in order to receive training on their roles and responsibilities. The first year corps members will start on August 17th and participate in training for the first four weeks.

*Member Retention Plan:

- Recruitment: a secure social networking site for incoming corps

Narratives

- Recruitment: an ARAMARK Corps Kick Off at a Major League Baseball or National Football League game (more than \$15,000 in-kind donation per year)
- In-Service/On-Going: a "Corps Council" where members are given a forum to discuss and share with each other challenges, successes and suggestions for CYGP
- In-Service/On-Going: a monthly "Meet Your Leaders" program that gives corps access to senior staff
- In-Service/On-Going: regular individual and team meetings with the team's staff supervisor (Program Manager)
- In-Service/On-Going: partnerships with the Comcast Corporation and Deloitte to provide professional training for our staff and Team Leaders
- In-Service/On-Going: engaging external facilitators that are experts in their fields to provide member training/workshops (Philadelphia Education Fund, Bev Keith from Answers in Education Consulting, Professor Jerry Clark from St. Joseph's University, etc)
- Preparing Alumni: a career day where corps members met with recruiters and college representatives
- Preparing Alumni: professionalism workshops
- Preparing Alumni: panel discussions with City Year alumni about their career and educational experiences after AmeriCorps.
- Preparing Alumni: on-line resource center through City Year Headquarters

*Performance Measures:

All performance measure targets have been adjusted to reflect the reduction in the MSY requested.

City Year Greater Philadelphia is opting into the Education Corps and will be using the national performance measures. We have selected both the Education Corps and Other in order to include our standard Civic Leadership (member development) and Young Heroes performance measurements. We

Narratives

will use the ED1, ED2 and ED5 aligned measurement to track improved in academic performance and 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: Civic Leadership (member development)
- Standard Performance Measure: Youth Corps (Heroes program)

*MSY Grid:

Our MSY Grid for the Education Corps does not equal the total budgeted MSY for the grant application. The 178 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 members will manage our volunteer engagement programs, including the Heroes program on the weekends, and build capacities within all programming. In addition to implementing the Heroes program that will engage middle and high school youth in service-learning activities, these members 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 alternative spring break options for currently enrolled

Narratives

college students. In total, through these programs, City Year Greater Philadelphia expects to engage at least 3,500 episodic volunteers and over 300 Heroes of which 75% of those under 18 will earn Presidential Volunteer Service Awards. 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:

*Budget Adjustment:

The budget has been revised to the 210 MSY under consideration.

*Staff Travel (CNCS Sponsored Meetings):

Additional detail provided in the budget narrative.

*Evaluation:

City Year allocates a portion of the cost of internal evaluation support for all operating sites, including City Year Greater Philadelphia, on a per capita basis at \$150/member. City Year's internal evaluation is implemented through a headquarters-based Research and Evaluation Department, led by Dr. Gretchen Biesecker and supported by three full-time staff. The Evaluation department is responsible for designing and maintaining data collection tools including surveys, and databases, such as a web-based system, called cyIMPACT, to house student level data. The work of the Evaluation department directly supports evaluation for our AmeriCorps performance measures.

Student Data: The department works with sites to track and analyze data in specific education programs

Narratives

such as per student dosage, completion and assessment results, and provides City Year sites with timely and expert interpretation of results. The department also provides training around evaluation methodologies and procedures and educates sites in FERPA requirements.

Surveys: This department conducts annual survey development, distribution, aggregation and analysis, for City Year's 1500-member corps (3x per year), principals and teachers in over 250 schools (2x per year), and for thousands of students (1-2x per year). For Philadelphia alone, the Evaluation departments aggregates and analyses over 2,700 completed surveys which include between 60 -- 90 questions per survey. Information from periodic surveys is used to identify areas for continuous improvement, and assess member satisfaction and progress through the leadership development components of the City Year program in real time.

In addition, the Evaluation department supports all external evaluation efforts of City Year's education-based work, coordinating City Year's network-wide external evaluation efforts and assisting operating sites in evaluation provider selection, definition of focus and questions, and report review. Please see "Evaluation Summary" for further detail.

*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 related to staff checks are allocated to other private or public sector funds.

Continuation Changes

YEAR 3: 2011-12 CONTINUATION APPLICATION

Narratives

CONSOLIDATION & EXPANSION REQUEST:

In 2011-12, City Year Greater Philadelphia (CYGP) respectfully requests 275 MSY up from 210. Our request consolidates our two AmeriCorps grants (210 MSY State Competitive & 15 MSY EAP) and expands our corps by 50 new MSY for a total increase of 65 MSY. The 15 Education Award Only slots are administered through our intermediary partner The Corps Network.

210 MSY from continuation +

15 MSY from consolidation +

50 MSY from expansion

=

275 MSY for 2011-12 Total Request

NEW SITE LOCATIONS: This proposal builds on our 12 year partnership with the School District of Philadelphia (SDP) by placing teams of 8-12 members full-time in 22 (up from 18) low-performing public schools. Under this request, four new middle or high schools will be added to those served by this grant and three are currently identified as James Rhoads School, Mastery Charter School and Roberto Clemente Middle School. All school partners will be finalized based on the extent of reform needed (i.e., a 4-year dropout rate of 50% or more in high schools and prioritization of K-8 schools feeding into those high schools); status as a designated turnaround school, either as a federal School Improvement Grant (SIG) recipient, state identification as "persistently dangerous", or city categorization as "Renaissance"; and school leadership willingness to work with conditions for success for CYGP (such as sharing student level baseline and grade data).

JUSTIFICATION/NEED: According to the Alliance for Excellence in Education, 16,419 students from

Narratives

Philadelphia's Class of 2008 dropped out of school and in 2009, the graduation rate of SDP comprehensive neighborhood high schools remained at 46.5%, meaning that more than half of SDP students did not earn their diploma (www.thenotebook.org). In 2009, 43% of SDP 6th grade students across the District tested at or above the proficient level in Reading on the Pennsylvania System of State Assessments (PSSA) and 54% tested at or above the proficient level in math. These students will feed into high schools where currently only 38% of 11th graders test at or above the proficient level in Reading and 32% at or above in math. Schools served by CYGP teams fall below the District averages, for example, at the Roberto Clemente Middle School, 25% of its 600 students demonstrate reading proficiency and 29% demonstrate proficiency in math. As a result of low scores like those at Roberto Clemente, 37% [98] of SDP's 265 schools were ranked among the state's lowest performing schools and in August 2010, SDP applied for School Improvement Grant funding for 50 of these schools.

To help meet the needs of underperforming schools, SDP maintains a list of approved dropout prevention and mentoring/tutoring providers. CYGP is one of 9 approved for mentoring/tutoring and is included under the Philadelphia Education Fund's agency approval as a provider for dropout prevention (SDP has only approved 3 agencies and 5 programs for dropout prevention). Based on annual review of our progress, SDP leadership has demonstrated a commitment to our program by investing over \$6.3M to date in CYGP teams. Annually, demand for teams outpaces our corps capacity (we turned down 5 schools, which equates to 50 members, for 2010-11) and even with growth to 275 corps members, we will reach less than one-quarter of SDP's 98 lowest performing schools.

The criteria for placement on the District's approved provider list includes demonstration of program performance. In our case, we use performance around the Early Warning Indicators (EWI) of attendance, behavior and course performance in English and math. These EWI not only identify students at-risk to drop out but also identifies appropriate intervention. In 2009-10, our performance

Narratives

against the EWI was:

Attendance: 51% of middle school students that members worked with demonstrated improved attendance and the attendance for high school students served by members was 5% higher than that of their peers. In our 3 Diplomas Now schools, 55% of students demonstrated improved attendance.

Behavior: 78% of all students demonstrated improved behavior when compared to the previous school year.

Course Performance: End of year data analyzed through an independent evaluation by Research for Action relays that 61 % of middle school and 73% of high school students that CYGP members tutored who were failing English and/or math at the beginning of the year improved their report card grades by at least one grade level. Within our 3 Diplomas Now schools, the Philadelphia Education Fund's Evaluation Department found 78% of students failing English and 82% failing math improved their report card grades by at least one grade level after receiving one-on-one or small group tutoring from CYGP members.

Results are higher at Diplomas Now (DN) schools due to DN corps members and students having access to additional on-site resources, such as student counseling, through our partners Talent Development and Communities in Schools. However, across all CYGP schools, teachers and principals reported through surveys that members are an asset to their schools. Specifically, 93% of teachers reported that members improved the academic performance of the students that they tutor, and 94% of principals and teachers reported overall satisfaction with the quality of service provided by CYGP members.

MEMBER ACTIVITIES: Of the 65 consolidation/expansion slots: 63 will implement City Year's Whole

Narratives

School Whole Child (WSWC) service model and 2 will serve as Project Leaders (capacity builders) supporting community outreach and member training. 43 of these members will serve on 4 teams which will bring four new school partnerships to this grant. The 20 remaining members will be placed on current WSWC teams in order to broaden our impact in these schools by reaching more of the schools' student population with targeted services. For description of the WSWC and Diplomas Now models, please refer to our 2009-10 proposal.

ORGANIZATIONAL CAPACITY: CYGP has planned for expansion to 275 members by securing funding, identifying staffing, training and logistical needs, and assessing prospective school partnerships with SDP schools. CYGP has demonstrated organizational capacity to manage and sustain growth over the past two years, most notably by a consistent track record of enrolling 100% of slots, fully supporting 15-25 Education Award Program positions over the past two years, and achieving an 87+% retention rate in FY09 and FY10. Our 2010-11 recruitment plan calls for having 1,375 completed applications by May 15, 2011 and we plan to add two Program Managers to provide direct supervision of the new teams and 1 Recruitment Manager. We have also outlined a broad and diverse funding foundation for 2011-12 to support and sustain our growth. SDP leadership has invested funding in CYGP annually for the past 9 years. Renewable partnerships (4 to 14 year relationships) yield over \$1.6M in city, state, and private sector support, from fourteen corporate, foundation, individual and public sponsors. National leadership sponsors (Comcast, Pepsi, Bank of America and others) provide \$600K in cash and in-kind contributions.

BUDGET CHANGES

CYGP requests 275 MSY at a competitive cost per MSY of \$12,000 for a total award of \$3,300,000. The CNCS Share increases from 2010-11 by \$885,000, while CYGP will assume a greater share of costs by

Narratives

increasing match percentage from 48% to 50% and Grantee share by \$1,070,769. All budget increases are either commensurate with the addition of 3 staff and 65 corps members or are adjusted based on actual costs. The budget changes are:

SECTION I: Program Operating Costs: Total Section I costs increased from \$1,810,198 in 2010-11 to \$2,424,324 in 2011-12. Of this \$614,126 increase, 73%, \$447,536, falls in the Grantee Share and 27%, \$166,590, in the CNCS share. Additionally, we decreased the total CNCS share of costs for the section from 50% to 45%. Changes include:

Personal Expenses (Sec A/B): Increases by \$301,880 to capture 3 new staff (2 Program Managers, 1 Recruitment Manager) to support increase in corps size, include current staff promotions and cost of living adjustments, include commensurate increase in fringe benefits, and capture new benefits calculation, 20% (up from 18%) based on actual costs. Total FTE: 32 (up from 29).

Travel/Training/Evaluation (Sections C, G, H): All sections increased commensurate to increase in staff and corps.

Supplies (Sec. E): Program supplies increased by \$50,000 to reflect FY10 actuals for school-based teams (approximately \$2,400/team). Total uniform costs decreased by \$39,800. ARAMARK costs decreased from \$550 to \$178/member and Timberland in-kind value increased to \$250 from \$200/member. All uniform costs are in Grantee Share.

Other Operating Costs (Sec.I): All line-item costs are up based on actual 2009-10 costs and are adjusted to accommodate larger corps size. Office space rental up by \$56,196, which includes an \$22K estimated cost for extra training space rental for the larger corps. Criminal background check costs are up by

Narratives

\$17,000, from \$50 to \$100 per MSY, to capture actual costs and are adjusted to new corps size.

SECTION II: Member Costs: Total costs increased from \$2,302,120 in 2010-11 to \$3,425,761 in 2011-12 (a \$1,123,641 increase). Includes: A) 65 additional members. B) Member living allowance rate up from \$9,174 to \$10,546 for a total increase of \$1,372/MSY. C) Member support costs up by \$150,031 for FICA, health insurance, and worker's compensation (at \$90/MSY up from \$70/MSY) commensurate with corps size.

SECTION III: Administrative/Indirect Costs: Section up by \$218,002 as a result of the increase in the cost per MSY and total grant budget.

INCREASE IN COST/MSY

CYGP respectfully requests a \$500 increase in cost per MSY from \$11,500 to \$12,000. Our total AmeriCorps budget will increase by \$1,955,769 (from \$4,644,231 to \$6,600,000) of which CYGP will absorb a greater share of the increase by increasing our total Grantee Share from 48% to 50% and by capturing 55% of the new costs (\$1,070,769 of \$1,955,769).

We are raising the living allowance for all members to the AmeriCorps minimum over the next two years in order to improve the quality of the corps experience and attract harder to reach cohorts. The \$500 increase in cost per MSY represents less than 4.8% ($\$137,500/\$2,900,150$) of the total cost which will raise the living allowance by \$1,505 per member for our first year members (new rate: \$9,890) and by \$1,200 per member for our Team Leaders (new rate: \$14,400). Overall, our direct member support costs will increase by \$1,442 per MSY, as follows:

Narratives

- 1) Combined average member living allowance increases from \$9,174 to \$10,546, or by \$1,372/MSY;
- 2) Worker's compensation increases by \$20/MSY;
- 3) Criminal background check costs increase by \$50/MSY.

ENROLLMENT

In program year 2009-10, CYGP filled 100% [201/200] of member slots (09ACHPA0010001), including 1 refill slot; and 100% [25/25] full-time slots under our partnership with The Corps Network (09EDHDC0010007) for a total of 226 members. For 2010-11, we have filled 100% of slots for a total of 225 members [210 and 15].

RETENTION

In program year 2009-10, we achieved a retention rate of 87.6% [176/201] under this Grant, and 92% [23/25] for our Corps Network members. Of the 24 members who left the program early, 5 left due to compelling personal circumstances, 5 resigned for other professional or college opportunities; 2 left due to stress or financial hardship; 11 left or were dismissed due to poor program fit; and 1 passed away. To address these issues, CYGP will:

- Increase the living allowance for all members;
- Continue the retention task force at staff leadership meetings, to track and address issues for members at risk of attrition;
- Focus recruitment outreach on Schools of Education within local colleges and universities;
- Connect alumni to corps as professional mentors, via alumni panels (especially with those who have

Narratives

become teachers), member training, and alumni-corps events such as game nights; and,

- Increase amount of communication with recruits through social media (Twitter and Facebook) to ensure applicants' accurate understanding of our program.

PERFORMANCE MEASURE CHANGES

For 2011-12, we will eliminate our mentoring measure (ED3, ED4, and ED6) and incorporate all 6th to 12th grade students receiving targeted services 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 weekly hour dosage. 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.

As a result of the elimination of the mentoring measure, necessary changes or refinements were made to the improved academic performance measure for 2011-12. These include:

- Expanding student age range (adding 10th -- 12th grade);
- Utilizing student ELA and math course grades as our primary assessment tool for all per student improvement (determined by the SDP Office of Accountability);
- Utilizing tutoring methodologies that adhere to the SDP Core Curriculum (standardized and mandatory for all schools, across all grades) and incorporate Harcourt Trophies Theme 1 guidelines;
- Reducing expected hours required for completion (dosage) from 25 to 15 hours per student, to reflect actual experience this year using lessons based on 6-week cycles; and,
- Increasing the number of students enrolled from 1,400 to 1,700; number completing from 630 to

Narratives

1,000; and number improving from 315 to 500.

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 148.75

Service Categories

- | | | |
|------------------------------------|---|---|
| Secondary Education | Primary <input checked="" type="checkbox"/> | Secondary <input type="checkbox"/> |
| Community-Based Volunteer Programs | Primary <input type="checkbox"/> | Secondary <input checked="" type="checkbox"/> |
| Training and Technical Assistance | Primary <input type="checkbox"/> | Secondary <input type="checkbox"/> |

Youth Corps

Service Category: Community-Based Volunteer Programs

Measure Category: Strengthening Communities

Strategy to Achieve Results

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

City Year Greater Philadelphia members will lead 300 middle and high school youth in community service projects and leadership development activities through the Young Heroes and City Heroes programs, which make up CYGP's Youth Corps. Members recruit the youth, plan educational programming on social issues in the community (such as aging, homelessness, civil rights, the environment, or hunger), and plan and lead service projects addressing the identified social issues. Young Heroes participate approximately 3 Saturdays per month December to May, and City Heroes participate 2 to 3 times per month December to May. Heroes must complete at least 10 (CH) or 12 (YH) sessions to graduate and youth participants aged 18 and under earn a President's Volunteer Service Awards (PVSA) for completing at least 100 hours of service.

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

Members are responsible for recruiting, confirming and enrolling all Heroes participants; managing participant hours and President's Volunteer Service Award eligibility; recruiting and training additional volunteer team leaders; selecting service partners, organizing and securing resources for service projects; leading leadership development workshops for participants; planning and executing recognition events; and reporting program progress to stakeholders.

After 11 years of running a Center City-based YC programs in Philadelphia, a demand to expand the program to other parts of the city was evident. In conjunction with public, private, and non-profit community partners, CYGP identified Northeast Philadelphia as the target area to expand the YC program. This expansion will recruit a new group of students, who have historically been difficult to engage due to geographic distance, to participate in the leadership and service experience of the CYGP YC.

Results

Result: End Outcome

Participation in the Heroes program will increase their awareness of civic issues and develop civic values as demonstrated by continuing to participate in community service.

Indicator: Percent of program participants who serve more than once in Heroes programs.

Target: 20% of enrolled Heroes [60] are returning, e.g. have been enrolled in a Heroes program in a previous program year.

Target Value: 20%

Instruments: Enrollment Data collected in Heroes Access Database

PM Statement: In program year 2007-2008, 97% of Youth Corps participants increased their awareness of social issues. In program year 2006-2007, 82% of participants increased their awareness of social issues. In program year 2005-2006, 88% of participants increased their awareness of social issues.

Prev. Yrs. Data

Result: Output

Middle and high school students (grades 6-12) will participate in City Year's youth corps leadership development and service programs, called Young Heroes and City Heroes.

Indicator: participants enrolled

Target: 300 Young Heroes and City Heroes will be enrolled

Target Value: 300

Instruments: Enrollment Data collected in Heroes Access Database

Result: Output

PM Statement: 300 middle and high school students (grades 6-12) will enroll in City Year's youth corps leadership development and service programs, called Young Heroes and City Heroes of which 75% aged 18 and under will earn PVSA's.

Prev. Yrs. Data

Result: Intermediate Outcome

Middle and high school students participating in Heroes programs will complete 100 hours of community service to graduate from City Year's Heroes programs.

Indicator: participants who complete 100 hours of community service and graduate

Target: 75% of total Heroes will complete 100 hours of community service to graduate

Target Value: 75%

Instruments: Graduate data collected from Heroes Access Database

PM Statement: 75% of middle and high school students enrolled in Heroes programs will complete 100 hours of community service to graduate from City Year's Heroes programs.

Prev. Yrs. Data

Result: Output

Middle and high school students (grades 6-12) will participate in City Year's youth corps leadership development and service programs, called Young Heroes and City Heroes.

Indicator: service certificates issued

Target: 225 PVSA's will be earned by participants aged 18 and under

Target Value: 225

Instruments: PVSA Eligibility Data based on hours earned, logged in Heroes Access Database

PM Statement: 300 middle and high school students (grades 6-12) will enroll in City Year's youth corps leadership development and service programs, called Young Heroes and City Heroes of which 225 will earn PVSA's.

Prev. Yrs. Data

National Performance Measures

Priority Area: Education

Performance Measure Title: Improved Academic Performance

Service Category: Secondary Education

Strategy to Achieve Results

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

CYGP members will provide 1:1 and small group tutoring in English and/or math during in-school and after-school time to students in grades 6-12 in public schools. Students will be selected by teachers and/or school faculty for tutoring based on proficiency, as demonstrated by scores on start of year assessments (receiving a failing score on School District of Philadelphia benchmark assessments that align with the standardized Core Curriculum). Members will meet with identified students at least twice weekly, tracking their progress at 6 week intervals, and will utilize SDP Core Curriculum to provide the tutoring structure. Students who complete the program will receive at least 15 hours of tutoring. Student progress will be measured based on on-time course completion.

Result: Output

Result.

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

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

Target : 630 students will complete the Education Program

Target Value: 630

Instruments: student logs for entry into cylmpact Database

PM Statement: 630 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 : 1050 students will receive tutoring services

Target Value: 1050

Instruments: student logs for entry into cylmpact Database

PM Statement: Member will enroll and provide services that promote academic achievement for 1050 middle and high school students.

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 : 315 students will improve academic performance, including on-time course completion

Target Value: 315

National Performance Measures

Result.

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

PM Statement: 315 students who complete City Year Greater Philadelphia's AmeriCorps Education program will improve their academic performance, as evidenced by on-time course completion.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Not Applicable