

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

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

1. TYPE OF SUBMISSION:

Application Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 07-DEC-11	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 12AC134420	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 12ACHNY0010005

5. APPLICATION INFORMATION

LEGAL NAME: Harlem Children's Zone DUNS NUMBER: 612757559 ADDRESS (give street address, city, state, zip code and county): Harlem Children's Zone, Inc. 35 East 125th Street New York NY 10035 - 1816 County: New York	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Serina Moya TELEPHONE NUMBER: (212) 234-6200 FAX NUMBER: (212) 234-2340 INTERNET E-MAIL ADDRESS: smoya@hcz.org
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6. EMPLOYER IDENTIFICATION NUMBER (EIN): 237112974	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Community-Based Organization
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8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input checked="" type="checkbox"/> NEW/PREVIOUS GRANTEE <input 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: <p style="text-align: center;">Corporation for National and Community Service</p>
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10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State 12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Central Harlem New York City, New York	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: Harlem Children's Zone Peacemaker Program 11.b. CNCS PROGRAM INITIATIVE (IF ANY):
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13. PROPOSED PROJECT: START DATE: 10/01/12 END DATE: 12/30/15	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="NY 015"/> b.Program <input type="text" value="NY 015"/>
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15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 1,651,000.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 2,527,111.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 4,178,111.00</td> </tr> </table>	a. FEDERAL	\$ 1,651,000.00	b. APPLICANT	\$ 2,527,111.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 4,178,111.00	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372
a. FEDERAL	\$ 1,651,000.00														
b. APPLICANT	\$ 2,527,111.00														
c. STATE	\$ 0.00														
d. LOCAL	\$ 0.00														
e. OTHER	\$ 0.00														
f. PROGRAM INCOME	\$ 0.00														
g. TOTAL	\$ 4,178,111.00														
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/PREAAPPLICATION 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: Tracey Costello	b. TITLE: CFO	c. TELEPHONE NUMBER: (212) 534-1564
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/27/12

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Executive Summary

AmeriCorps members serving in the Harlem Children's Zone's (HCZ) Peacemaker Program play a critical role in our pioneering comprehensive, community-building initiative called the HCZ Project. The Project is a neighborhood-based network of programs and services that create positive opportunities and outcomes for more than 9,500 children and 6,000 adults who live in a 97-block area of Central Harlem. The 127 MSY (119 full-time and 16 half-times) AmeriCorps members will support three key programs within the HCZ Project to improve the academic outcomes of Central Harlem children and youth from October 1, 2012 -- December 31, 2013. A total of 96 MSY AmeriCorps Members will support our primary focus area of success in school for 2,000 children in grades K -- 5 at seven NYC public elementary schools. An additional 21 MSY AmeriCorps Members will support the school readiness of 237 three- and four-year-olds at our Harlem Gems pre-kindergarten programs. Finally, 9 MSY AmeriCorps Members will support 200 high school youth, preparing them for college.

Rationale and Approach

1. Rationale and Approach/Program Design: The Harlem Children's Zone (HCZ) has provided social and educational services in the Central Harlem community since 1970. Determined to break the cycle of poverty in Central Harlem and provide our youth with the same array of supports and services found in middle-class communities, HCZ developed an ambitious and groundbreaking approach to fighting poverty -- the HCZ Project. The HCZ Project is a geographically defined, holistic approach to improving the lives of children and families in New York City's Central Harlem. The Project provides a pipeline of connected programs and services to guide a child's development from birth through college graduation. Since its launch in 2001, the HCZ Project has grown to include 20 different program sites, covering a 97-block zone in Central Harlem and serving nearly 9,500 children

The AmeriCorps HCZ Peacemakers Program has become an integral component of our efforts in Harlem, providing support within HCZ's pipeline of programs to improve academic outcomes for children from birth through college graduation. HCZ is applying to the New York State Commission on National and Community Service as a re-competing program for 2012 -- 2015. Consistent with our current contract, HCZ will identify, recruit and train 127 MSY (119 full-time and 16 part-time) who will work to improve educational opportunities and outcomes for Central Harlem youth within the HCZ Peacemaker Program.

a. Community Need: Over the past decade, the HCZ Project has made a tremendous impact on the

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community, physically cleaning up block after block of rundown buildings; helping to build a sense of community ownership and pride; and most importantly, influencing the culture of the community to aspire to greater educational outcomes for their children. Much progress has been made, but it is still a community of great need. The following data was gathered from the U.S. Census Bureau, Citizens Committee for Children of New York, New York City Department of Education, and the Furman Center for Real Estate and Urban Policy at New York University.

Poverty and Unemployment: In 2009, 32.9 % of households were in the bottom income quintile, well below the federal poverty level for a family of four. The unemployment rate in Central Harlem was 31.9% in 2009; triple the NYC rate of 9.2%. A total of 81.2% of students in Central Harlem's Community School District 5 qualified for free or reduced lunch in the 2010-2011 school year.

Education: Schools in Central Harlem's Community School District 5 (CSD5) continue to perform poorly on the NY State ELA and Math exams. In 2011, only 29.1% of students met standards on the ELA exam compared to 43.9% at the City level and 52.8% in NY State. In math, only 40.2% of CSD5 students met standards compared to 57.3% in NYC and 63.3% in NY State.

Crime and Violence: Central Harlem reports the highest number of reported violent felonies in Manhattan (1,345). Students in Central Harlem's CSD 5 district show higher involvement in police incidents: 8.3 per 1000 students, compared to the citywide average of 3.9 per 1000 students.

b. **Value Added: AmeriCorps Member Role and Responsibilities:** Integral to the HCZ Project, is the HCZ Pipeline -- a seamless network of programs which begins at birth and continues through to college graduation, providing support for children at every key developmental stage. At the core of every HCZ program within the pipeline, is the goal to increase educational opportunities and outcomes for our kids, ultimately guiding them to high school graduation and a college degree. AmeriCorps members are essential to achieving these lofty goals. Specifically, to help improve academic achievement for Central Harlem children and youth. 127 MSY AmeriCorps Members (119 Full-time and 16 One-year Half-time) will support three key programs within the HCZ pipeline, serving 2,400 HCZ youth. A total of 96 MSY AmeriCorps Members will support our primary focus area of success in school for 2,000 children in grades K -- 5 at seven NYC public schools. An additional 21 MSY AmeriCorps Members will support the school readiness of 237 three- and four-year-olds at our Harlem Gems pre-kindergarten programs. Finally, 9 MSY AmeriCorps Members will support 200 high school youth, preparing them for college.

History of HCZ AmeriCorps Peacemakers: The HCZ Peacemakers program began in 1994 with its

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first AmeriCorps grant award designated to focus on school day and after school support in five public schools in NYC. The initial goal of the program was to provide much needed conflict resolution services to the students in efforts to reduce violence in the schools and the community. Throughout its 17 year history, the HCZ Peacemakers Program has continuously evolved to meet the expanding needs of the Harlem Children's Zone as we have grown our efforts beyond providing services, to more broadly addressing the critical needs of children and families and rebuilding the Central Harlem community.

To help build the Harlem community, our AmeriCorps members have led large-scale community clean-up projects directly coordinated with the HCZ Project's block-by-block revitalization of Harlem; they have supported the HCZ Asthma Initiative, assisting with survey distribution throughout the community; they supported the agency-wide free tax preparation program, helping with large-scale mailings and neighborhood outreach; and they have organized countless volunteer events. In more recent years, we have expanded our AmeriCorps program to support critical work at additional HCZ program sites. Today, our members also help prepare four-year-old children for kindergarten and prepare our high school youth for a college education.

This year, the HCZ Peacemaker program will undergo another critical evolution to provide direct services to promote increased literacy skills for a target group of K -2nd graders served in the seven Peacemaker schools. For the first time, we will hire a tier of AmeriCorps members with a college degree to work as Student Advocates and provide direct literacy interventions for elementary students. This new tier of members will drive our efforts to affect measurable literacy gains for the target group of students. We will utilize the AIMSweb assessment to measure literacy gains made by the target group of K -- 2nd graders. To further strengthen our literacy intervention efforts we will incorporate the research-based Fountas & Pinnell Leveled Literacy Intervention System. Our new approach is based on research as well as the proven success of the system within HCZ's Promise Academy Charter Schools.

Succeeding in K -- 5th Grade: To improve educational outcomes in low-achieving elementary schools in Harlem, 96 MSY AmeriCorps Members (86 full-time and 16 part-time) will support 2,000 children in seven NYC public elementary schools in Central Harlem during the school day support and after school.

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School Day Support: Members will serve in HCZ's Peacemakers Program, working in the schools during the school day, 8:00 am -- 3:00 pm, Monday -- Friday. Members will assist teachers in classrooms to support the academic work of students in small groups and one-on-one. Members will also help create a safe learning environment by providing an increased adult presence during chaotic transition periods such as arrival, dismissal, recess and school lunch periods. The members also provide conflict resolution and mediation services for all students, further helping to create a safe school environment and decrease violence in schools. All students enrolled in these public schools will benefit from these services.

After School: To directly impact the academic achievement of K -- 5th grade students and ensure a safe and nurturing experience, members will support HCZ's after school programs which will serve 1,000 youth. The after school program will be offered from 3:00pm -- 6:00 pm, Monday -- Friday. The program will provide a well-rounded menu of academic, recreational and social opportunities for all of the children, including: a healthy snack, regular sports and physical fitness opportunities, creative and performing arts activities, healthy lifestyle lessons, homework help and supplemental literacy activities. Monthly parent meetings will keep parents informed of their child's development and progress in the program, and provide opportunities to offer parent workshops on literacy.

Academic Focus: A Literacy Specialist will lead all literacy efforts at the seven program sites, including overseeing and coordinating all assessments and monitoring the individual progress of each student. A total of five Literacy Specialists will serve the program, with smaller schools sharing a Literacy Specialist. All 1,000 K-5 students in after school will receive supplemental literacy support for an average of 30 minutes each day to include: small group and shared reading sessions, lending library and time on SMART, a computer assisted literacy system. A target group of 170 struggling readers in grades K -- 2 will receive intensive Leveled Literacy Intervention (LLI) based on the proven Fountas & Pinnell System. LLI is a short-term, small-group intervention system which combines leveled reading with supplemental activities. We estimate 20% (approximately 170 of 860) of the K-2nd grade students enrolled at the seven public schools will be identified as struggling readers via a pre-test on the AIMSweb assessment, feedback and recommendations from day school teachers, and the initial Fountas & Pinnell Benchmark Assessment.

Students in LLI will participate in at least two hours per week of intensive small group leveled reading sessions which follow the Fountas & Pinnell guidelines in terms of frequency and target goals linked to each level. Students will also participate in one-on-one intervention activities aligned to each Fountas & Pinnell level. These activities are designed to reinforce and develop skills for each level of reader.

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Each activity is scripted and connected to a specific set of goals, ensuring the instructor is clear on what the child needs to accomplish each time they work together. Interventions will occur during the after school hours and as pull-out sessions during the school day.

To measure student progress, regular assessments will be conducted via the Fountas & Pinnell Benchmark Assessment. Frequency for this assessment per each student will be determined by the Literacy Specialist. To measure gains over the academic year, a pre-test and a post-test using the AIMSweb assessment will be conducted. AIMSweb is a valid and reliable instrument that measures reading comprehension, spelling, written expression, phonics and phonological awareness. AIMSweb is highly recommended by the National Center on Response to Intervention, which gave the web-based assessment the highest possible rating for predicative validity and reliability

Member Responsibilities: AmeriCorps members at the HCZ Peacemaker sites will serve in two different capacities to support the after school program:

(1.) 14 MSY will work as Student Advocates, each managing a caseload of K -- 2nd graders.

Importantly, these members will be required to have a college degree. The Student Advocates will manage each student's leveled reading progress via the Fountas & Pinnell system under the supervision of a Literacy Specialist. Specifically Student Advocates will:

- * Manage a caseload of 15-20 students monitoring their overall progress in literacy gains.
- * Provide at least two hours per week in small group and one-on-one leveled reading for their caseload.
- * Provide one-on-one and small group supplemental intervention activities.
- * Work with each child's school day teacher to coordinate services and ensure literacy activities support school day learning.
- * Coordinate pull-out sessions during the school day with school day teachers when appropriate.
- * Conduct assessments via the Fountas & Pinnell Benchmark System.
- * Assist with completing AIMSweb assessments under the supervision of the Literacy Specialist.
- * Provide parents with regular bi-weekly updates on their child's progress in the program.

(2.) 84 MSY (68 full-time and 16 part-time) will work as Program Aides supporting all K -- 5th graders during the after school hours. They will work directly with children as group leaders.

- * Program Aides will supervise children as they rotate through daily after school program schedules including, snack, individual and small group literacy activities, sports and recreation, arts & crafts, lending library, drama club, dance, and health and nutrition.
- * Program Aides will support specific activities, coordinating recreation activities, arts & crafts projects,

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and oversee lending library and read alouds.

Value Added: Through both the school day support and after school services members will have a direct impact on students' academic achievement and increased safety during the school day.

AmeriCorps members fill a unique role, as they connect the school day program with the after school program. Members ensure continuity for the students and develop strong relationships with them during the school day that extend to after school. They also gain the trust of the teachers and school administrators, building a strong foundation for the program. Importantly, members also serve as role models for the children. All AmeriCorps members will be college graduates or college-going youth. In a community where only 14% of adults 25 years and older are college graduates (which is half the city rate of 27%) an increased presence of college educated adults can make a great impact on young children and reinforce the importance of a college education.

Past Success: AmeriCorps members have served in Central Harlem through the HCZ's Peacemaker Program since 1994. The program has been very successful in creating safer school environments. Members opened a conflict mediation room in each of the seven schools and provided hundreds of youth with conflict resolution services each year to help them avoid violent situations in school and in the community. We have successfully worked with the schools to provide supplemental literacy and test prep services during after school hours, while also providing invaluable support during school day learning. A survey of faculty attitudes conducted by our external evaluator, Philiber Research Associates, indicates overall teachers value the contributions of the AmeriCorps members in their classrooms. A total of 83% of teachers surveyed have confidence in the members' ability to work with children in small groups and one-on-one. A total of 78% of teachers have confidence in the members' ability to mediate arguments between students. Each year, hundreds of youth have benefited from the school day and after school supports provided by the AmeriCorps members.

School Readiness: To prepare young children in Central Harlem for school, 21 MSY AmeriCorps members will support 237 three- and four-year-old children at four Harlem Gems Pre-Kindergarten programs, including one school-based site and three center-based sites located throughout Central Harlem. The Harlem Gems provides a year-round, extended day program from 8:00 am to 6:00 pm. The program provides a high-quality early childhood experience to meet each child's individual needs and improve their school readiness. Each classroom has a 4:1 teacher to student ratio with one Masters level certified lead teacher, a bachelor's level assistant teacher, teachers aides and AmeriCorps Interns.

The program's scientifically-based curriculum is developmentally appropriate, and focused on

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preparing three- and four-year-olds to enter kindergarten ready to learn. To address appropriate learning styles and challenges for pre-school age children, Harlem Gems uses several proven curricula: the Creative Curriculum, the Life Skills Learning Approach, the High/Scope Preschool Educational Approach and the Letter People.

Member Responsibilities: The AmeriCorps members will work in the Harlem Gem's classrooms throughout the school day, assisting with tasks as assigned. Members may work with children one-on-one and in small groups, help with the daily implementation of activities as planned by the Lead Teacher and provide overall classroom support to ensure the success of the program. Members will have a direct impact on helping young children get ready for kindergarten.

Value Added: Members at the Harlem Gems program sites are high school graduates with some college credits. The members add a critical caring adult presence in all of our Harlem Gems classrooms to help support our 4:1 child to adult ratio. Our Harlem Gems programs serve a disproportionate number of children with special needs. The AmeriCorps members make it possible for us to keep the 4:1 ratio necessary to provide the individualized attention our children need to be ready for kindergarten.

Past Success: HCZ has had great success in ensuring our Harlem Gems are school ready by the time they enter Kindergarten. In 2011, 100% of the Harlem Gems tested school ready at the end of the year on the Bracken Basic Concept Scale -- Revised. From 2002 -- 2011, we have had overwhelming success, with 97.3% of all of our four-year-old Harlem Gems testing school ready by the time they enter Kindergarten.

Preparing Economically Disadvantaged High School Students for Post-Secondary Education: 9 MSY AmeriCorps Members will help Central Harlem high school youth prepare for a timely high school graduation. Members will support TRUCE, a comprehensive youth development arts program serving 200 high school youth located at 147 Saint Nicholas Avenue. TRUCE provides year-round after school and summer programming focusing on project-based youth arts programming. TRUCE implements HCZ's unique Academic Case Management (ACM) model to ensure youth get on track to a timely high school graduation and college acceptance. ACM provides individual case management for every student to support their academic, social and emotional progress towards college readiness.

Members Responsibilities: Members will support and coordinate youth development activities in the arts, media literacy, college readiness, and health and nutrition. Members will also coordinate community service activities for the TRUCE participants. Members will work with the youth to

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identify and develop community service projects, involving youth from concept to implementation. Value Added: Members who serve at the TRUCE program site are all required to have a college degree. They serve as role models and inspiration to our high school youth who are on the road to high school graduation and college. Members at TRUCE bring a unique arts-focused background and share their experiences with TRUCE youth through creative projects. At TRUCE, members also provide a unique connection to service learning by involving in service projects from conception to implementation, giving them a greater understanding of what it means to give back to their community and helping to foster another generation committed to community service.

Past Success: TRUCE has had overwhelming success in preparing youth for college. In 2011, 100% of TRUCE high school seniors graduated from high school at the end of the year. Since 2007, a total of 96.5% of TRUCE high school seniors have graduated from high school on time and 96% have been accepted into college.

c. Evidence-Based: Members will participate in evidence-based interventions to increase literacy levels for children in grades K -- 2, prepare preschool children for school, and help prepare high school youth for college.

Succeeding in K -- 5th Grade: AmeriCorps members participating in our primary service area will support an evidence-based literacy intervention program to improve literacy levels for struggling readers in grades K -- 2. To inform the development of the intervention program, extensive research was conducted by our evaluation department to identify best-practices for literacy intervention. We also utilized the expertise of the literacy staff within HCZ's Promise Academy Charter Schools. HCZ's two elementary charter schools serve students from the Central Harlem community with socio-economic backgrounds comparable to those students enrolled in the seven public elementary schools where HCZ AmeriCorps members provide services. Both Promise Academy schools have utilized the research-based Fountas & Pinnell Leveled Literacy Intervention System for struggling readers with notable success. Third graders at Promise Academy scored higher on the State ELA exams than the 3rd graders in the public schools within Central Harlem's Community School District 5 (CSD5) with 56.4% of Promise Academy 3rd graders meeting state standards and only 28.6% of CSD5 3rd graders meeting standards on the 2011 exams.

The Center for Research and Educational Policy at the University of Memphis conducted a study on Leveled Literacy Intervention (LLI) during the 2009-2010 school year at the Tift County Schools in Georgia and the Enlarged City School District of Middletown in New York. The study included children in grades K -- 2. Results across all three grades showed that LLI positively impacted the

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literacy achievement of the students. Students who received LLI increased between 1 ½ benchmark levels up to almost 5 ½ benchmark levels, while students who did not receive LLI achieved between less than 1 benchmark level to 3 benchmark levels. Importantly, although the school districts involved were in rural and suburban environments, the LLI was found effective with both minority students and economically disadvantaged students -- two common characteristics of the students in Central Harlem.

We conducted further research of studies which focused on how to improve the literacy skills of school-age children. Several literacy intervention programs which included both teacher-based models and volunteer-based models (any model that does not utilize teachers to provide the direct interventions) were reviewed. A review of successful literacy intervention programs completed by Dr. John Schacter for the Milken Family Foundation, found successful volunteer-based literacy programs contained common elements. Our program model incorporates all of these elements:

- a. A certified reading specialist to supervise the program - A Literacy Specialist will supervise the Student Advocates and all literacy related activities at each of the seven program sites.
- b. Ongoing tutor training and feedback -- Student Advocates will participate in initial program and curriculum training, followed by on-going, onsite training conducted by the Literacy Specialist. The Literacy Specialist will observe Student Advocates and provide feedback on a weekly basis throughout the program year.
- c. Tutoring sessions are highly structured - The Fountas & Pinnell Leveled Literacy Intervention System will provide guided activities with well scripted instructions and goals for each lesson.
- d. Tutoring is intensive and consistent - Students will receive consistent and intensive instruction for a minimum of two hours per week and with the same person.
- e. Quality reading materials must be used -- Reading materials from the Fountis & Pinnell will be used.
- f. Student assessment is on-going -- The Fountas & Pinnell Benchmark Assessment System will be utilized at regular intervals for every student as determined by the Literacy Specialist.
- g. Tutoring is coordinated with classroom instruction - AmeriCorps members will ensure the literacy intervention lessons are coordinated with a student's classroom instruction by working closely with school day teachers and sharing student progress.
- h. Parent involvement is stressed - Parent involvement will be incorporated through monthly parent meetings to encourage increased reading time in the home. Members will also provide regular bi-

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weekly progress updates for parents informing them of their child's progress.

School Readiness: Members who support our pre-kindergarten programs will be engaged in evidence-based interventions to ensure pre-k children are ready for school. The Harlem Gems' philosophy of how children learn and the role of students, teachers, and parents/guardians is supported by Piaget's Theory of Cognitive Development and Erickson's theories on social and emotional development. The Harlem Gems program incorporates research-based curricula, including the Creative Curriculum, the Life Skills Learning Approach and the High/Scope Preschool Educational Approach. Harlem Gems programs have successfully prepared 97.3% of children served from 2002 -- 2011 for Kindergarten.

Preparing High School Youth for Post-Secondary Education: Members who support our TRUCE high school youth development program will be engaged in evidence-based interventions to get our high school students on-track to a timely high school graduation and college acceptance. HCZ has a strong proven track record. Since 2007, a total of 96.5% of TRUCE high school seniors have graduated from high school on time and 96% have been accepted into college.

d. Member Experience: As a long-term AmeriCorps grantee, HCZ has offered thousands of citizens powerful service experiences in Central Harlem. Members' experiences have been so impactful that many have remained committed to the community -- many of our full-time staff, including our AmeriCorps Program Directors, once served as AmeriCorps members. HCZ's organizational dedication to service has created a supportive, nurturing environment for our AmeriCorps members and a strong structure to provide them with a powerful service experience, a sense of camaraderie, a support network, a sense of civic responsibility, and a sense of team spirit. HCZ is intentional in its structured opportunities for members to participate in service learning projects to benefit the larger Harlem community. We will empower members to identify community needs, develop and engage in service learning projects with community residents, parents, clergy, and other community volunteers. Seeing these projects from start to finish gives members a sense of accomplishment and a can-do attitude. The Program Directors will bolster members' service experience by incorporating education modules from "A Guide to Effective Citizenship Through AmeriCorps" into the service learning projects, ensuring our members get the most benefit out of each community service opportunity and understand the meaning of effective citizenship. These modules will also enable members to reflect on their service activities and how they connect to the Harlem community and its residents. The HCZ AmeriCorps experience will lay the groundwork for their lifelong commitment to service and civic responsibility.

To help members connect to each other and better identify themselves as AmeriCorps members, all

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members will have weekly meetings within their assigned programs led by their supervisors. These meetings will reinforce the ethic of service, provide regular contact between members, allow them to share experiences and reflect on their service learning experiences, and serve as regular planning sessions for upcoming AmeriCorps projects. To better identify our members as AmeriCorps members within their assigned program sites, to community members and the general public, all members will wear AmeriCorps t-shirts while on-duty as AmeriCorps members. To ensure members understand that AmeriCorps is an important movement across the country and feel connected to it, HCZ works with the NYS Office of National and Community Service to share its learning with other programs in the State and keep our members connected to the state-wide and national AmeriCorps programs. Locally in Harlem, we will work with CityYear, another long-standing AmeriCorps program, on a corporate volunteer day and other projects.

e. Overall Picture: Central Harlem is a community long overrun by decades of generational poverty and the corresponding social ills of poor educational institutions, high rates of crime and limited community resources. All of these issues make it difficult for a child to achieve academically. HCZ has devised a unique model which provides holistic support to help children overcome their environment and succeed. AmeriCorps members support three HCZ programs within our unique model, which address key stages of child and youth development: School Readiness, Success in Elementary School, and High School Graduation. Through our programs, members make direct contributions to improve academic outcomes and opportunities for Central Harlem youth. They will help three- and four-year-olds get ready for kindergarten; improve literacy rates of struggling readers in grades K -- 2; and help high school students earn a high school diploma and get ready for college. Beyond fulfilling their assigned tasks, AmeriCorps members bring an unmatched sense of excitement and urgency to give back to the community and to others, which positively impacts our youth as they strive to achieve their own goals. Throughout the 17-year life of the HCZ AmeriCorps program, members have become a critical piece of the HCZ model and an invaluable resource to the Central Harlem community.

f. AmeriCorps Member Selection, Training, and Supervision: HCZ has provided educational and social services in Central Harlem since 1970. The population is primarily low-income African American (58.8%) and Hispanic (19.8%). Since the inception of the AmeriCorps HCZ Peacemakers Program, the overarching goal of the program has been to provide young, college-age Harlem residents an additional opportunity to obtain an education award to assist them in their pursuit of a college degree. The majority of the individuals recruited to serve as AmeriCorps members are young adults from the Central Harlem community who have started or are planning to start working towards a college

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degree. Members with degrees will be recruited from the community, NYC and NYS.

HCZ Program Directors will recruit members using HCZ's vast network of program sites for referrals of young applicants. Directors will recruit members at local college and career fairs conducted throughout the City. We have also developed a strong referral system with the City University of New York and other area colleges and universities. HCZ will also consider applicants from throughout New York State and utilize the national recruitment and referral system.

Training: All members will receive eight days of orientation training to provide them with the specific skills necessary to fulfill their roles as AmeriCorps members and meet the expectations of their assigned HCZ program sites. Training will include a three-day on-board training, and a week of site specific training. On-going trainings will be offered monthly for all AmeriCorps members.

On-board Training: All members will participate in a three-day on-board training to orient them to the AmeriCorps program and the Central Harlem community. The training will cover: History and Culture of HCZ, What It Means to be an AmeriCorps Member, Program Policy, AmeriCorps Prohibited Activities, Program Goals, Team Building, Sexual Harassment/Social Networking and Professionalism.

Succeeding in K -- 5th Grade: Members at the Peacemaker schools will receive one additional week of training on the topics of: Child Development, Classroom Management, Conflict Resolution and Mediation, Peacemaker Program Goals, SMART implementation, SPARK implementation, Lending Library, Shared Reading and Small-group reading. Members serving as Student Advocates will receive an additional day of training on the Fountas & Pinnell Leveled Literacy Intervention from a certified trainer for the program. This training will be followed by on-going training by the Literacy Specialist at each site to ensure the Student Advocates become highly skilled at leading the small group reading and supplemental activities. Student Advocates will also receive training on the AIMSweb assessment conducted by the Literacy Specialist. On-going monthly trainings and workshops will be held throughout the year. Additionally, to reinforce program practices and provide professional development, trainings will be offered during school breaks in December, February, and April. In the summer, members will participate in the Annual Peacemaker Training Institute at Bowdoin College which focuses on combating violence in urban settings.

School Readiness: Members at our Harlem Gems program sites receive one week of training directly related to the Harlem Gems program and curricula. Members receive training on the following topics: Building Language and Literacy, Classroom Management, Emotionally Responsive Practice, Letter

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People, Engaging Parents, Lesson Planning, Leading Small Groups, Cultural Competency, Appropriate Contact with Children, and Child Abuse and Maltreatment. Members also participate in the program's monthly staff development opportunities with the other program staff.

Preparing High School Youth for Post-secondary Education: Members assigned to our TRUCE program site will receive one week of orientation training at the TRUCE program site. Training will include: Introduction to TRUCE, Academic Case Management training with HCZ's Director of Education, How to Implement Academic Case Management at TRUCE, and Curriculum Development Training. Members at TRUCE also benefit from ongoing trainings throughout the year, both in-house and external to promote member development and professional growth.

Supervision: Members serving in all three program areas have a supportive on-site supervisory system. Members serving at the seven Peacemaker schools are directly supervised by the Site Supervisor who reports to the Peacemaker Program Director. The Program Directors at the Harlem Gems sites directly supervise the members assigned to their sites. At TRUCE, the Assistant Program Director supervises all members. Members at each site participate in weekly supervision sessions. The Supervisors, in turn, have bi-weekly supervisions with their Senior Manager or Program Director.

g. Outcome: Performance Measures - Succeeding in K -- 5th Grade: Out of a national sample of students, the AIMSweb assessment classifies the bottom 10th percentile of the population as deficient. Based on data for the seven Peacemaker schools, which classifies 18.5% of the 3rd graders as deficient, or scoring a 1 on the State ELA exam, we expect 20%, or approximately 170 of the 860 K-2nd graders enrolled, to be deficient. Through the Leveled Literacy Intervention program, we will target the deficient students. We propose that each year, 50% of students classified as deficient (scoring at the 10th percentile or lower on the AIMSweb assessment) will increase to the average range. Per the AIMSweb assessment, students are classified as within the average range when they are between the 25th and 75th percentiles. To measure students' increases in literacy proficiency a pre- and post-assessment will be conducted via two AIMSweb assessments. K and 1st grade students will be tested using the Test of Early Literacy Curriculum-Based Measurement (TEL-CBM) which will measure the pre-literacy indicators of Letter Naming Fluency for kindergartners and Nonsense Word Fluency for 1st graders. 2nd graders will be tested using the Reading Curriculum-Based Measurement which will measure the indicator of Oral Reading Fluency. In three years, 50% of deficient readers will increase to the average range between the 25th and 75th percentile as measured by the AIMSweb assessment.

School Readiness: Each year we expect 85% of our four-year-old Harlem Gems will test school ready by the time they enter Kindergarten. Yearly progress will be measured on the Bracken Basic Concept

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Scale -- Revised. In three years, 85% of four-year-old Harlem Gems will test school ready. The performance target was determined by a nationally-normed sample of 84% of four-year-olds testing school ready on the Bracken Basic Concept Scale -- Revised.

Preparing High School Youth for Post-secondary Education: Each year, 80% of our TRUCE high school seniors will graduate from high school at the end of the year. Progress will be measured/verified by the attainment of a high school diploma. In three years, 80% of TRUCE high school seniors will graduate from high school. Performance targets were determined based on NYC graduation rates for all students (65.1% for 2010), Black students (60.6% in 2010) and White students (78.2% in 2010).

Community Outcomes: AmeriCorps members support service projects that benefit the larger Harlem community. Members will work with community residents and stakeholders to identify necessary projects and coordinate their implementation. Projects can include, neighborhood clean-ups, community beautification projects such as tree plantings, mural painting, restoring parks, and creating playgrounds. HCZ proposes to conduct 12 service activities each year and recruit 900 volunteers annually who will provide on average 3 hours of service for a total of 2,700 volunteer hours annually. Members will support agency-wide initiatives designed to benefit the community, including HCZ's free tax preparation program and the Harlem Children's Zone Asthma Initiative.

h. Volunteer Generation: Members play a critical role in HCZ's agency-wide volunteer recruitment efforts. Members work with HCZ's Community Pride, the HCZ Community Advisory Board and representatives from block associations to identify neighborhood projects and recruit community volunteers. Members also work with HCZ's Development Department to recruit volunteers from HCZ's corporate partners and connect corporate volunteers to service opportunities. Members organize and coordinate service projects managing set-up, providing support during the activities and cleanup. In three years, 36 service projects will be completed, 2,700 volunteers will complete 8,100 service hours.

i. Tutor Programs: The HCZ Harlem Peacemakers program is not a tutoring program, but 14 MSY members will participate in literacy intervention activities with K -- 2nd grade students. These members will all have a college degree and preference will be given to members who have previous literacy instruction experience. Members will receive research-based training on the Fountas & Pinnell Leveled Literacy Intervention system and the AIMSweb assessment. Additional training on proper leveled reading methods will be provided by the on-site Literacy Specialist. The Literacy Specialist will closely supervise the Student Advocates as they provide leveled reading instruction and provide weekly

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feedback to continued development of the members' instructional skills.

Organizational Capability

a. Organizational Background and Staffing: Founded in 1970, the Harlem Children's Zone is a pioneering, community-based organization dedicated to the healthy development of children in Central Harlem. Our mission is to break the cycle of poverty and provide our children and youth with the most effective support and services at no cost, so they may grow to become productive adults and contributing members of society.

HCZ has been providing social and educational services in the Central Harlem community for over 40 years. Originally known as Rheedlen Center for Children and Families, HCZ was founded to confront the problem of truancy among young people. By 1972, the first social worker was placed at PS 207/149 in Central Harlem, beginning HCZ's pioneering effort to use New York City Public Schools as the logical site for providing services to the most at-risk children and their families. In 1991, we opened the Countee Cullen Community Center, one of the first Beacon Community Centers in NYC and a model for the country. Our work in these public schools paved the way for HCZ's innovative Peacemakers Program. In 1994, HCZ was awarded its first AmeriCorps contract in support of the HCZ Peacemakers Program to use AmeriCorps interns to provide school day support and after-school programs at five NYC Public Schools. This became the foundation for our emerging concept of a comprehensive approach to holistically improving the lives of children and families in a geographic area of Central Harlem. In 1997, a strategic plan was developed to create the Harlem Children's Zone Project, spanning 97 blocks, from 116th Street to 143rd Street and between Madison and Eighth Avenues. The Project's overarching goals were to provide a wide array of comprehensive, quality programs, designed to focus on the social, health and educational development of children, while also strengthening families and rebuilding the neighborhood community. In FY 2001, the Harlem Children's Zone Project was launched.

In the past ten years, we have made unprecedented progress, revitalizing the Harlem community and achieving positive outcomes for thousands of children. Through this groundbreaking approach, HCZ has become a national anti-poverty model, inspiring the creation of President Obama's Promise Neighborhoods initiative. At each phase of the HCZ Project, the AmeriCorps Peacemakers have played a significant role in engaging and rebuilding the community, providing direct services, recruiting volunteers and coordinating community clean-ups. Today, the Americorps Peacemakers work in seven NYC Public Schools and continue to be a core element of our strategy to effect change. HCZ Experience Managing Federal Funds and Fundraising: HCZ has a diverse funding stream of

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both public and private dollars to cover its FY2012 \$95 million budget. Approximately 33% of revenues come from government agencies at the City, State and Federal level; the remaining 67% is raised from private sources, including foundations, corporations and individuals. Our strong reputation for running proven, effective programs has helped to maintain existing funding and cultivate new sources of funding. We have long-term support from several prominent foundation partners who are committed to the success of the HCZ model. These funders include: the Robin Hood Foundation, The Starr Foundation, and the Edna McConnell Clark Foundation. Included in our federal funding is our AmeriCorps grant, which is approximately 1.7% of the total budget. For the past 17 years, we have a proven track record of successfully managing this grant since the original award in 1994. Moreover, in 2009, HCZ was awarded a Federal Early Head Start Grant which we have also successfully managed. All audits have been clean.

Management Structure: HCZ has developed a strong infrastructure to ensure effective programmatic and operational management. HCZ's Board of Trustees takes an active role in strategy development and has been instrumental in building the agency's capacity and securing donations. To ensure strong organizational oversight, the Board consists of seven subcommittees. The Executive Committee oversees program development and ensures programs meet their outcomes. The Finance Committee oversees the budget, reviews agency revenues, expenses and ensures regular review of executive compensation. The Fundraising Committee reviews the fundraising strategy and works closely with the VP for Development to identify and cultivate new funding sources. The Audit Committee ensures that HCZ audits are clean. The Investment Committee reviews investment strategies and monitors the endowment fund. The Head Start Committee provides program updates for the HCZ Head Start program and closely monitors and reviews all contractual obligations for the program. The Governance and Nominations Committee reviews governance policies, Board composition and Board candidates.

HCZ's President and CEO, Geoffrey Canada, has direct oversight of the day-to-day management of the organization and reports directly to the Board of Trustees. Mr. Canada became President of the organization in 1990. He is nationally recognized for his work with children and families in Harlem and has received numerous awards in recognition of his commitment and groundbreaking success in his efforts to fight poverty and education reform. Most recently, he was named to Time Magazine's Top100 most influential people in the world for 2011.

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Reporting directly to Mr. Canada is an experienced senior management team, designed to support both the programmatic and operational needs of the agency. The senior management team includes Anne Williams-Isom, Chief Operating Officer, George Khaldun, Chief Administrative Officer, a Vice President for Development, Chief Financial Officer and four Senior Managers who oversee HCZ programs. By creating a tier of Senior Managers to oversee programs, we ensure each program area has strong programmatic leadership and allows for the cohesive development of programs within each area.

Program Management: HCZ Senior Manager, Margo Wright, oversees the HCZ Peacemaker Program. Ms. Wright joined HCZ in 2009; previously she served as Executive Director for Bodanna. Ms. Wright holds a BA from Harvard University and an MBA from Stanford Graduate School of Business. Two Program Directors will jointly manage the day-to-day operations of the HCZ Peacemaker Program; Serina Moya, Director of Peacemakers North and Lekeisha Eubanks, Director of Peacemakers South. Ms. Moya has been with the agency for seven years and was named Program Director in July. Previously, Ms. Moya served as the Assistant Director of Peacemakers North from 2008-2011. Ms. Moya holds a BA in Sociology from Herbert Lehman College. Ms. Eubanks joined the Harlem Children's Zone in 2003. She was named Program Director of Peacemakers South in July and had previously served as the Assistant Director of Peacemakers South from 2005 - 2011. Ms. Eubanks holds a BS in Business from Pennsylvania State University. Notably, both Ms. Moya and Ms. Eubanks served as HCZ AmeriCorps Members in HCZ's Peacemaker program, giving them a unique insight into the experience of members and into the management requirements of the program. Together, Ms. Moya and Ms. Eubanks will manage all seven Peacemaker program sites, as well as oversee all AmeriCorps compliance requirements. Since their appointment as Program Directors, they have maintained 100% compliance with member entrance and exits. Both Ms. Moya and Ms. Eubanks attended the three-day AmeriCorps training in October which fully reviewed compliance requirements and prohibited member activities.

Evaluation: Program evaluation is a core principle of the HCZ model. We have structured an internal five-person evaluation team led by Director of Evaluation, Dr. Betina Jean-Louis, who has over 20 years of experience evaluating youth programs. Dr. Jean-Louis earned her PhD from Yale University and her BA from Columbia University. Her team consists of a PhD level Director of Educational Research, a PhD level Senior Research Associate and two Masters level Research Associates. The team

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works with external independent evaluators, including Philliber Research Associates and Mathematica, to coordinate agency-wide evaluation efforts.

b. Sustainability: Realizing the long-term needs of the community and to ensure the long-term sustainability of the organization and our key programs--including the Peacemakers Program--HCZ recently embarked on a four-year campaign to build its endowment. As discussed above, HCZ has a diverse, loyal and growing funding stream of private, state and local dollars to support all of our programs, but it needs to be bolstered by a larger endowment. We are currently at 46% of our campaign goal and are on target to complete it by 2015. Once we reach our goal, we will be able to draw down significant earned income to use as annual operating expenses. This will help ease our on-going annual fundraising pressures to ensure all programs are funded long-term.

Community Stakeholders: Throughout its 40 year history in the community, HCZ has worked to develop strong partnerships with community stakeholders. In 1997, while planning the HCZ Project, HCZ formalized its approach in working with the community by creating the HCZ Community Advisory Board (CAB) to provide a voice for the community and inform on-going HCZ programs and services. HCZ recruited 38 community residents and stakeholders, including parents, clergy, and representatives from schools, community-based organizations, block and tenant associations, and local businesses to form CAB. Today, CAB has 100 members and continues to meet quarterly with HCZ staff to guide the work of the organization and ensure community needs are met.

c. Compliance and Accountability: HCZ has named two new Program Directors who will ensure compliance with AmeriCorps rules and regulations. As discussed above, both Serina Moya and Lekeisha Eubanks have been with HCZ for a number of years and both have an in-depth understanding of the AmeriCorps program requirements. Together, they will monitor member compliance to ensure that members are not engaged in prohibited activities. All Members will be trained on prohibited activities and the consequences of involvement in prohibited activities during their initial on-board training. The Program Directors, along with the Senior Manager will constantly monitor member compliance.

d. Enrollment and Retention: During the 2010 program year, HCZ enrolled 100% of its member slots, with a retention rate of 84.9% for full-time Members and 81.3% for part-time Members. The majority of the Members who left prior to completing their hours and earning their education award, left due to financial issues. The high cost of living in New York City can create a financial hardship and force members to leave the program for full-time jobs. To help Members meet their financial needs, HCZ allows Members to hold additional part-time jobs as long the schedule does not interfere with their

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AmeriCorps responsibilities. We will continue to work with our members to help them find additional part-time jobs within HCZ that provide them with extra income while also allowing them to meet their AmeriCorps requirements and ensuring high retention rates.

e. Performance Targets and Demonstrated Compliance: During the 2010 program year, HCZ met or exceeded nearly all of its performance targets. For the early childhood program, 100% (172/172) of our pre-school children were school ready for kindergarten at the end of the program year. In our youth development programs, students exceeded our goal (70% of students will pass 80% of their classes), with 81.13% (129/159) of TRUCE students passing and 84.78% TRUCE Fitness students passing 80% of their classes. Most notably, 100% (45/45) of the TRUCE seniors graduated high school. We surpassed all of our volunteer goals recruiting 922 volunteers who worked at 32 different service projects throughout the community. The target we struggled to meet was connected to school-based standardized testing. We did not meet our performance target to increase student performance on the NY State ELA exam from last year. Only 25.54% of 4th graders met the standards while the previous year 35.2% of 3rd graders met the standards. This year, to address this issue, we will intensify our literacy intervention strategy as outlined in the program section. We will also incorporate our own test to measure the academic gains made during the program hours in line with the requirements for the National Performance Measures, and we will move away from using the school's standardized tests as measures. We will utilize AIMSweb to measure the gains in student literacy levels over the course of the academic year through a pre- and post-test.

Special Circumstances: For over 40 years, the Harlem Children's Zone has consistently demonstrated its commitment to the growth of a network of best practice programs in Central Harlem, a community with high rates of poverty, crime and violence. Members serving in the Harlem Children's Zone's Peacemaker Program play a critical role in a comprehensive, community-building initiative called the HCZ Project. The Project, now the model for President Obama's national Promise Neighborhoods initiative, is a neighborhood-based network of services that creates positive outcomes for more than 9,500 children and 6,000 adults who live in Central Harlem.

Cost Effectiveness and Budget Adequacy

a. Cost Effectiveness: In line with our current AmeriCorps contract, we are requesting \$13,000 per MSY for 127 MSY. We are requesting CNCS to pay 40% of our total program budget of \$4,099,665. We will provide the remaining 60% of the budget from local, State and private funding sources. 7% of the total budget will come from NY State funds, including \$179,938 from an OCFS Advantage

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contract and \$120,000 expected to come from NYS Education Department. An additional 15% of the total budget is expected from NYC Department of Youth and Community Development. We are applying for an additional \$600,000 for the 2012-2013 academic year. The final 37% (\$1,122,111) will come from private dollars. We have secured the majority of these funds from our long-time funders, including the Robin Hood Foundation, the Starr Foundation and the Edna McConnell Clark foundation.

b. Current Grantees Only: HCZ has modified our program model to make a deeper impact achieving greater literacy gains for children in grades K -- 2. Our new model will provide more intensive literacy services to approximately 170 children. To achieve this outcome, we will utilize AmeriCorps volunteers with a college degree to provide direct intervention services. We have increased the grantee share and are not requesting an increase in Federal funds to make this enhancement.

c. Special Circumstances: The AmeriCorps HCZ Peacemaker Program has been a critical part of the broader mission of the HCZ since 1994, supporting HCZ's efforts in an economically impoverished community. Because the Peacemakers play an essential role in HCZ's unique community building initiative, the HCZ Project, member impact goes beyond achieving program outcomes and directly contributes to rebuilding the Central Harlem community. Through their service, members impact educational outcomes for Central Harlem youth, support community clean-up projects, and support agency-wide initiatives including our free tax prep program and the Harlem Children's Zone's Asthma Initiative.

d. Budget Adequacy: HCZ proposes to provide a 60% match in funds to the 40% provided in federal support to meet our full budget needs. We believe that the budget is adequate to implement the scale and the comprehensiveness of the model we are proposing. Specifically, the budget will allow us recruit 127 MSY and support additional management staff who will ensure our capacity to: 1) Implement the program in Harlem, Federal Empowerment Zone; 2) Provide members with daily, on site supervision for a program located in 7 public elementary schools, 4 pre-k program sites and 1 HCZ high school youth development sites; 3) Enhance our program with intensive literacy intervention services for Elementary students; and 4) Provide the resources and outreach needed to support 36 volunteer events in three years. The cost of the criminal history checks and the FBI checks has been incorporated into HCZ's administrative expenses as we conduct criminal history checks for all HCZ new hires.

Evaluation Summary or Plan

The New York State Commission on National and Community Service has determined that an

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applicant to the 2012 State AmeriCorps RFP seeking a third 3-year grant award or subsequent is not required to submit a new Evaluation Plan. Applicants applying under these conditions that are successful in either the competitive or formula competition will be required to develop a corrective action plan with their Commission State Office AmeriCorps Program Administrator to address any weaknesses identified in the AmeriCorps Evaluation. These grantees will be closely monitored throughout the 3-year grant period, provided the necessary training and technical assistance, and comply with the necessary directives from the State Commission Office in order to strengthen their AmeriCorps program and enhance the member experience.

Amendment Justification

N/A

Clarification Summary

Budget Clarification Items:

Section I. Part A. Personnel Expenses.

-Please clarify why there is only one program director listed in the budget but 2 are described in application narrative. There are 2 program directors listed in the budget at salaries of \$60,000 each. There seems to be an error in the e-grants system which is only pulling part of the personnel information into the final budget view and is showing only 1 Program Director at \$120,000. The issue for the Program Directors has been fixed in the budget, but it is still an issue for the supervisor positions which have different salary levels. A have requested assistance from e-grants for this issue.

-Please provide a brief description for each position listed in the personnel section.

Personnel List Position Descriptions

2 Program Directors oversee the operations of the seven Peacemaker schools and ensure Member compliance for all AmeriCorps Members. They communicate regularly with all Member host sites and ensure all Member hours are entered and status is maintained.

2 Assistant Directors assist Program Directors with day-to-day operations of the Peacemaker school programs and help manage Member compliance.

7 Supervisors directly supervise the day-to-day operations of the seven Peacemaker program sites and

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directly supervise the site staff, including Members assigned to the site.

10 Program Assistants support the supervisors, helping to manage site daily operations and supervise program staff. Program Assistants also supervise and support the Members assigned to the site.

1 Administrative Assistant provides general administrative support for the Program Directors and the Assistant Directors. The Administrative Assistant also helps with record keeping and data entry for all Member files and records.

5 Literacy Specialists will supervise the literacy component at the seven Peacemaker schools. The Literacy Specialists will coordinate literacy training for Members involved in direct literacy intervention and supervise their implementation of literacy activities and individual plans for students. The Specialists will also supervise the coordination of the non-intensive literacy activities offered to all students

Part B. Match.

-Please include the total amount of match funds. Please specify for each amount, whether it is cash or in kind and if

it's federal or non-federal. The total of Match funds is \$2,527,111 total match funds are cash and non-federal funds.

-Please confirm the source of the Clark Foundation donated funds. The Clark Foundation is the Edna McConnell Clark Foundation. Funds are from the Foundation.

Programmatic Clarification Items:

1. HCZ volunteers donate their time and talents, serving the low-income children and families in our programs and the larger Central Harlem community. Volunteers help beautify the community through clean-up events at the seven public schools in which HCZ works, local parks and other community spaces, helping to improve the overall environment our children live in and making a real impact on a poor community. Volunteers contribute to the community need of education by hosting HCZ youth on career exposures and speaking at career days -- helping youth to understand the value and importance of educational attainment and its long-term impact on their lives. Volunteers impact education by reading to our young children. Volunteers impact education by hosting cultural and

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educational exposure opportunities for our children and opening up new experiences for them such as museums, plays, ballets and operas.

2.HCZ has requested both full-time and part-time positions to best meet the needs of our work in the public schools. Incorporating both FT and PT members allows us to most effectively support our work during the school day and the after school programs. PT Members allow flexibility in meeting the needs at each school and concentrating support in the areas most needed.

3. Member Breakdown: A total of 127 MSY will support three HCZ programs (119 FT and 16 PT): Harlem Gems will have 21 FT Members; TRUCE will have 9 FT Members; and Succeeding in K -- 5th Grade will have a total of 97 MSY (89 FT and 16 PT).

4. The two hours per week dosage of literacy services is our target minimum per child. The target was determined through our extensive review of current literature and research on literacy programs, which indicates two hours is the minimum dosage to see measurable impact. Actual dosage amount will be determined by each child's actual need and will vary on a student-by-student basis.

5.The literacy intervention program is a component of our overall Success in K -- 5 Program. It is not solely a tutoring program because the Members will be working in the public schools during the school days and during after school hours providing various support services. Not all Members will be providing the intensive literacy intervention; therefore not all Members will meet the definition of tutors as defined by AmeriCorps. Members will have a variety of duties to support the program. Members will have multiple contacts with students throughout the week, providing conflict resolution services and assistance in classrooms. Some Members will provide direct literacy intervention activities to students in their caseload and coordinate the students' overall progress and development with regards to literacy. Members will also work closely with teachers to coordinate school day pull-out sessions and supplemental literacy activities. The program is designed to serve all of the students in the school and after school program while providing struggling readers in grades K -- 2 with early literacy intervention services.

6. HCZ's overall approach as an agency is to provide the holistic supports our children and families need to succeed. The AmeriCorps Members have been an invaluable addition to HCZ's Harlem Gems

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and TRUCE programs and Members at both sites contribute to the overall success of the programs. At TRUCE Members help high school youth successfully graduate from high school by contributing to their overall academic and personal development. Members at TRUCE provide engaging arts-focused youth development activities and direct academic supports to help youth progress academically towards graduation. At Harlem Gems our Members work directly with young children, providing one-on-one instruction and leading engaging activities to help our young children develop academically, socially and emotionally. AmeriCorps Members at both programs ensure our young children and our youth receive the intensive, individual guidance to progress academically to successful futures.

7. Value Added: Members at all three programs act as role models for the children. All Members are college graduates or college-going youth. In a community where only 14% of adults 25 years and older are college graduates, an increased presence of college educated adults can make a great impact on young children and reinforce the importance of a college education. Members assigned to all three programs add value by utilizing their personal skills and talents to enhance the programs. We encourage Members with special skills or talents to utilize their skills to enhance class instruction and the overall program. For example at the after school programs, members with special musical or artistic talents will lead music sessions for group activities or create special art projects. At Harlem Gems, talented Members have used their art skills to create projects which reinforce classroom lessons. At TRUCE, Members are often hired to specifically share their artistic skills and use their unique talents to enhance project-based learning. In the after school programs and at TRUCE, Members create and lead community service projects. Moreover, throughout this process, Members educate the youth on the importance of giving back to their community and the value of community service. Specifically at the seven Peacemaker schools, Members have an important role which adds value by connecting the school day and the after school hours, creating consistency for the students. Because Members work in the school during the day and support the after school programs, Members ensure continuity for the students.

8. Member Duties for school support and after school programs: Members will work with HCZ staff and school teachers and administrators to successfully implement a leveled literacy intervention program and provide holistic and academically supportive after school programs, enhancing the school environment and academic support services. Members will provide direct services to children, some Members will be Student Advocates, managing a caseload of 15 -- 20 students monitoring their

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overall development with regards to literacy skills and providing direct literacy instruction. Members will provide these services during the school day and the after school program. A second group of Members will support the leveled literacy intervention work by working in the after school programs as Program Aides and provide support in classrooms during the school day. In the after school programs, Members will work as group leaders, directly supervising children and leading group and special activities. Members will work alongside HCZ staff. Other program staff include site supervisors, assistant supervisors, activity specialists, tutors and literacy specialists. Members will have a unique role as group leaders, but will work closely with tutors and activity specialists to implement program activities. Members serving as Student Advocates will have a unique role in the program, enhancing both the school and after school academic support services.

TRUCE Member duties: Members will be hired to work as Teaching Artists creating and implementing arts-based projects following thematic units. Members will also be hired to work as Student Advocates, managing a caseload of students with regards to their academic development. All Members will coordinate and implement service projects for the youth. Members will work within the program structure with HCZ staff, including a program director, assistant director, program coordinators, tutors and student advocates. Members hired as Teaching Artists will hold unique roles specializing in their particular program area, for example media or journalism.

Harlem Gems Pre-K Programs Member Duties: At Harlem Gems, Members will work in pre-k classrooms. Members will enhance classroom supports, working directly with young children providing one-on-one and small group instruction, implementing daily activities, and providing general classroom support. Members will work with HCZ staff to include program directors, education directors, lead teachers, assistant teachers and teacher's aides.

9. The specific evidence mentioned for the college preparation activities offered at TRUCE is our own data. Per the RFP instructions, evidence of success can include previous program data. Since 2007, TRUCE has successfully graduated 96.5% of its high school seniors and 96% have been accepted into college.

10. For the Peacemaker schools: A Site Supervisor at each site and either one or two Program Assistants (determined by student enrollment numbers) supervise Members at each Peacemaker

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school. Members will also be supported by the Literacy Specialist assigned to each school. School day teachers and administrators also provide support and guidance during the school day.

At Harlem Gems, Members will work in classrooms under the direct supervision of a Lead Teacher and an Assistant Teacher. Members will also be supervised by a Program Director and receive support from an Education Director.

11. Two Program Directors are sufficient to manage compliance of 135 Members. Program Directors will have the assistance of two Assistant Program Directors in managing day-to-day operations. Program Directors will work closely with the host site supervisors at each program site. Program Directors require host site supervisors to attend monthly meetings and provide bi-weekly updates on Member status, and communicate with host sites frequently. Program Directors and Assistant Directors are in constant communication and meet weekly.

12. There are a total of 12 program sites. In the narrative we refer to 7 Peacemaker schools. In addition there are 4 Harlem Gems Pre-kindergarten programs and 1 TRUCE youth development program.

13. Retention: To increase Member retention rates, HCZ focuses on selecting the appropriate individuals for the role and providing Members with key supports to provide a strong foundation for successful program completion, including: a thorough orientation, strong supervision, training, an opportunity to provide feedback and potential for growth. During the selection process, candidates are thoroughly screened and selection is made for those who are the best fit for the program. Members receive a thorough orientation to ensure they have an understanding of the AmeriCorps program and their position as a Member and within HCZ. Training includes an on-board training prior to Member placement, which ensures members understand all job requirements and what the program demands will be. Additional training is provided throughout their year of service to reinforce key skills/areas and promote Member development. We provide members with a strong supervision system at every program site, ensuring they have the support necessary to successfully carry out their duties. Strong supervision also ensures Members receive regular and consistent evaluation and support of their efforts. Members have the opportunity to provide regular feedback on the program and suggest updates and new program ideas at weekly meetings. To further encourage Member development and

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commitment to the program, they are also given the opportunity to lead different projects. Finally, Members are made aware of opportunities for advancement within HCZ once they complete their year of service. Many HCZ program directors first joined the agency as AmeriCorps Members, new Members learn about what opportunities are available within HCZ and how many other former Members built successful careers with HCZ.

14. HCZ supports seven public schools in Central Harlem with our Peacemaker program. These seven schools were selected many years ago through our work in the community, through discussions with school administrators and feedback from our community advisory board. All seven of the Peacemaker schools will receive the literacy intervention services.

15. Members assigned to be Student Advocates at TRUCE will provide Academic Case Management (ACM) services for students. These Members are required to have a college degree and will participate in HCZ's ACM training provided by HCZ's Director of Education. The Director of Education has created an entire series of trainings to ensure a strong foundation in ACM and an understanding of their role within the holistic ACM support system. Student Advocates at TRUCE, participate in ACM 101: Introduction to Academic Case Management; ACM 201 (Parts 1 & 2): Guide to Student Advocates Practices; ACM 301: Data base and Data Analysis; and grade specific college prep activities are covered in ACM 503 and 504 (Parts 1 & 2). Teaching Artists at TRUCE participate in ACM 801: Youth-Centered Project-based Curriculum Design and Assessment, to ensure they understand how their projects connect to and support ACM. Members participate in training prior to program start. The Education Coordinator and Program Director provide support on site while HCZ's Director of Education is always available as a resource.

Performance Measure Clarification Items:

1. There is no need to have an applicant-determined measure that duplicates the early childhood National Performance Measure. This should not be in the application.

5. Members assigned to our TRUCE youth arts development program site will work directly with high school youth in grades 9 -- 12. Members will serve as Teaching Artists and Student Advocates, sharing their individual skills and abilities with our youth and helping youth get on-track to high school

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graduation. They bring their unique talents and perspectives to HCZ's holistic approach of supporting the development of the whole person with comprehensive academic and social supports. We select Members to serve at TRUCE specifically for their talent and interest in the arts.

Members who serve as Teaching Artists lead a creative component of TRUCE such as media arts, journalism, graphic design or drama. These Members use their individual skills and backgrounds in the arts to create a project-based curriculum. These enrichment activities in the arts are used to enhance academic development and expand cultural exposure. For example, in the drama unit, under AmeriCorps Member supervision, youth not only put on a play, but write the script and produce the play. Drama develops their literacy skills. Similarly in the journalism activities, students produce and edit a literary magazine twice per year. Arts activities are used as an incentive to capture the youths' interests and encourage them to become academically engaged in the program. Without our AmeriCorps Members we could not have the level of expertise our Teaching Artists bring to the program and we would lose a valuable tool to get youth engaged in academic work.

Members who serve as Student Advocates work directly with students implementing HCZ's unique Academic Case Management model which provides for individualized support for each student. We select Members for this role based on their organizational and leadership skills to be an integral team player. Student Advocates work with a caseload of approximately 25 students, providing individualized guidance with regards to the student's academic progress and monitoring their overall well-being. Student Advocates are the central figure to getting our students on-track academically towards high school graduation. They monitor student grades and academic development. They coordinate the necessary academic supports such as tutoring and test prep. They also coordinate the necessary supports to help youth with the college search and application process. Members serving as Student Advocates directly guide a caseload of students towards high school graduation. Without AmeriCorps Members serving as Student Advocates, we would not be able to provide these individualized, coordinated services to our youth which are critical to get them to successfully graduate high school and apply to college. AmeriCorps Members who serve as Student Advocates possess a college degree, an interest in the arts and a passion for helping young people. They make an invaluable contribution as role models for the youth in the program.

7. & 8. AmeriCorps Members assigned to work at HCZ's Harlem Gems Pre-Kindergarten program are

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a vital component of our ability to get young children ready for school. These Members are required to have a college degree, or have some credits towards a college degree. We select these Members based on their interest in young children and their talent to bring a creative and nurturing environment. They provide a unique support system within our Harlem Gems programs and ensure we provide a 4:1 student to teacher ratio in every classroom. The Members support the work of the teachers in the classroom, five days a week from 8:00 am -- 6:00 pm. They support all academic, social and recreational activities designed to get children school ready. Member duties include working with children one-on-one in supplemental literacy activities, leading circle time, and teaching an art lesson. Members are encouraged to share their individual talents to promote children's learning. For example, a current Member regularly creates art lessons designed to reinforce classroom learning, such as focusing on shapes when creating a portrait. By incorporating AmeriCorps Members into the Harlem Gems programs, we have expanded the amount of talent in our classrooms. Most importantly, without our AmeriCorps Members, children would not receive the intensive small group and one-on-one academic support from caring adults necessary to get them ready for school. We simply would not be able to provide children with the one-on-one interactions and instruction necessary to get them on-par with national school ready standards.

10. Early Childhood has different numbers because the PM statement for the early childhood measure refers to only four year old children who will be tested for school readiness, while the Strategy Statement includes the both the three and four year old children who will participate in the program.

12. The Harlem Children's Zone has been working in public schools in Central Harlem with the support of AmeriCorps Members since 1994. Our HCZ Peacemakers, Success in K -- 5 program has provided school day support, enhancing services at the public schools during the school day and providing high-quality, academically focused after school programs to further enhance school services and academic achievement of students. To support the school day, our AmeriCorps members work in k -- 5 classrooms to assist teachers and help them improve classroom instruction. The literacy intervention program is a component of our HCZ Peacemakers, Success in K -- 5 program. We have designed the program to provide another level of support within the seven public schools. All of the Members assigned to this program will work to improve the academic achievement of children in the

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program. Some Members will provide the literacy intervention services while others will support the overall program, providing school day support in classrooms, providing the additional literacy activities, and running academically supportive and engaging after school programs. All of the services will contribute to the improved educational achievement of the children served in the schools. It is impossible to provide the intensive literacy services without the overall program and the efforts of all of the Members assigned to the Success in K -- 5 program.

As outlined in our proposal, this will be the pilot year of the intensive literacy component. We have chosen to focus on early literacy intervention with K -- 2nd graders to help our children meet the 3rd grade level reading standards, an increasing need of the public schools. The 3rd grade is when the NY State Standardized tests are implemented to measure student progress. In NYC, students are required to be at 3rd grade level reading before being promoted to the 4th grade. As such, our program will provide intensive literacy interventions for K -- 2nd graders, while also providing additional support to all of the students in the schools. We are committed to helping the children of Central Harlem improve their academic achievement as that is not only the goal of our program, but of the Harlem Children's Zone's overall mission.

Continuation Changes

N/A

Required Documents

Document Name

Status

Evaluation

Sent

Labor Union Concurrence

Not Applicable