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Executive Summary

78 AmeriCorps members will provide in-school and after-school tutoring and mentoring to 3rd-8th grade students who are at risk to drop out in 3 Tier 1 Manchester public schools and 5 Tier 2 schools. In 2013-14, 1,850 students will benefit from in class support and at least 700 students will receive targeted services that improve 511 scores or indicators in attendance, behavior, English and/or math. This project focuses on Education. The CNCS investment of \$982,800 is matched with \$982,800.

Rationale and Approach

A) NEED: City Year is an education-focused nonprofit organization that partners with public schools to help keep students in school and on track to graduate. City Year AmeriCorps members commit to a year of full-time service in schools, where they serve as tutors, mentors and role models and support whole school climate improvement. Since 2004, City Year New Hampshire has partnered with the Manchester School District (MSD) to increase the graduation pipeline for underperforming schools. The school district of Manchester, New Hampshire's largest city, operates 23 public schools with 15,000 students. Of these, twenty-one have been classified as Schools In Need of Improvement (SINI). One out of four students did not graduate from Manchester's three high schools in 2011 (of 1400 students), the highest dropout rate in the state. An average of 73% of the student population qualifies for free/reduced lunch; one-third to one-half of all students is Hispanic or African American, and due to a large resettlement population from Somalia, Sudan, Bhutan, and Iraq, more than 60 languages are spoken across MSD schools. These refugee students often face a high rate of mobility, illiteracy and lack of basic experience in educational settings. Manchester's students need more adult support in their school environments; however, in 2012 an \$8M budget cut led to a 12% reduction in MSD teaching and counseling staff. As a result class sizes exceed NH DOE minimum standards of 30 (13 of 14 elementary schools class sizes were above average in grades 3 and 4). Working with MSD, City Year New Hampshire will partner with eight elementary/middle schools to support struggling students. On average, 2 of every 10 students in these schools are English Language Learners (per school rates range between 8-46%). The 2011-12 New England Common Assessment Program (NECAP) tests show that at least one-third of 3rd-8th grade students tested partially or substantially below proficiency levels in core subjects: 33-62% were below level in reading, 37-67% in math, and 45-92% in writing. The attendance rate for the Manchester School District is also troubling, the lowest for public schools in the state at 91.7%. In 2011-12, as the result of a policy change and low levels of parent engagement, student absences in the district increased by 7,900, with 2,708 students classified

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as "habitually truant" for missing 10+ half-days unexcused from school. In August 2012 the school board revised its attendance policy, including a directive for MSD schools to implement attendance recognition programs and positive behavior programs (Sources: NH Department of Education 2011-12 School Profiles, www.mydoe.nh.gov; New York Times, "After Taking in Refugees for Years" 11.25.11, "Strapped District Plans to Add Online Classes" 12.2.12; NH Union Leader, "Absences prompt Manchester board to reconsider policy" 5.9.12 and "Manchester board to discuss discipline, attendance" 8.12.12).

B) EFFECTIVE MEANS TO SOLVE COMMUNITY PROBLEM: *MEMBER DEPLOYMENT: In 2013-14, City Year New Hampshire (CYNH) requests to field 78 full-time AmeriCorps members, who will be deployed on teams of 7 to 15 members to 7 elementary schools and 1 middle school to provide targeted interventions for 3rd to 8th grade at-risk students, plus classroom and school climate supports to benefit the student population as a whole. Teams are assigned to a specific school full-time for the entire academic year. Each of the 8 teams will be led by a Team Leader (typically members serving a second year). Two members will serve as Project Leaders, providing critical capacity in training, evaluation and coaching for all teams. *MEMBER SCHEDULE: Weekdays members will implement our full-time in-school and after-school education program called Whole School Whole Child (WSWC) at their assigned school. During a typical 10 hour day, corps members spend 30 minutes conducting attendance initiatives; 4 hours providing tutoring and in-class academic support; 1 hour of mentoring for students identified in need of attitude, behavior or motivation coaching; 30 minutes for lunch; 30 minutes for recess support and/or whole-school programming; 30 minutes of planning and documentation time with teammates and/or teachers/specialists; and, 90 minutes of afterschool homework assistance and enrichment activities. On alternating Fridays, members participate in training and reflection, service planning, and post-AmeriCorps career planning. All members will participate in at least three full-day physical service projects during the year, typically on Saturday. *MEMBER ACTIVITIES: Through the WSWC framework, member activities are designed to address the research-based Early Warning Indicators (EWIs) that predict drop out risk: student performance in attendance, behavior, English and math (An Early Warning System, Curran, Neild & Balfanz, 2007). *ATTENDANCE: Members conduct morning greeting to welcome students, homeroom check-ins and phone calls home if a student is absent, coach targeted students by discussing strategies to identify and overcome barriers to attendance, lead student interest clubs, run recognition events for students with improved attendance, and facilitate report-card conferencing. Members also run improved attendance appreciation and recognition events, positive school climate efforts, and family-

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centered events outside of regular school schedule to benefit whole school. *BEHAVIOR: For targeted students, members provide mentoring focused on social-emotional learning (may include programming during lunch), conduct daily behavior check-ins, and lead City Year-designed incentive programs (50 Acts of Greatness Grades 3-5, and 50 Acts of Leadership Grades 6-9). To benefit all students, members support teachers' classroom management efforts and positive, on-task behavior during transitions, recess and afterschool; run beautification projects to improve school climate; promote student leadership in events; and run appreciation and recognition events integrated with school PBIS. *COURSEWORK: For targeted students, members provide small-group targeted tutoring in English and math following research based protocols (approved by MSD) throughout the year. Members work closely with teachers on student selection, intervention design and frequency, and academic progress monitoring. They also provide whole-class support in English and math classrooms (such as answer questions, keep students focused on task, and support small groups), allow teachers to differentiate instruction, ensuring that more students receive the individualized help they need, and provide homework assistance. *EXTENDED LEARNING TIME: Members provide Extended Learning Time support for all students through enrollment-based and drop-in programs run in partnership with 21st Century Learning Communities 4x/week. Standard WSWC programs include homework assistance, social themed service-learning programs, student-selected enrichment clubs and camps run during school February vacation week; college readiness preparation; and recreation. All programming promotes school connectedness by increasing quality and number of experiences with members, other students and school activities.*PROJECT LEADERS: Two experienced members will build corps capacity to deliver high quality interventions by coordinating best practices for EWI interventions and out of school time programming. The Project Leaders will support corps training, conducting individual corps coaching and observation, assisting data collection and leading progress monitoring protocols. *VALUE AND ACCOMPLISHMENT: Our AmeriCorps program offers MSD a way to bring high-yield, low-cost human capital into schools to provide comprehensive support structures that target students at risk to drop out and provide teachers the capacity to vary learning strategies within the classroom. Unlike many school-based volunteer programs where individual volunteers may only serve youth for a few set hours a week and only provide one type of intervention, through our full-time model, our members are uniquely positioned to provide consistent daily interactions across multiple interventions and recruit struggling students to attend after-school and in-school support programs. In 11-12, 97% of 38 teachers at CYNH schools agreed/strongly agreed that their corps members provided essential academic supports that their students would not have received

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otherwise; 92% said members improved targeted students' motivation to learn; and 87% said members helped them differentiate instruction. As trained, peer-age role models, City Year members form connections with students as trusted mentors and gain holistic understanding of students' needs. Of 355 students surveyed in grades 3-5, 90% (315) said that CYNH members often/almost always helped them learn and believe they can succeed.

C) EVIDENCE BASED/INFORMED AND MEASUREABLE COMMUNITY IMPACT: The Whole School Whole Child program utilizes the evidence-based Response to Intervention (RtI) approach (American Institute for Research and the National Center on Response to Intervention) to provide the right intervention to the right student at the right time. RtI is a data-driven approach to student screening and selection, progress monitoring, and prevention. Through RtI, our members deliver preventative interventions to students identified as tier one (low to moderate risk) and targeted interventions to students identified as tier two (moderate to high risk). Our focus on providing targeted interventions in attendance, behavior and tutoring in English and math is based on the research conducted by Johns Hopkins University that concluded that student performance in these areas is a means to identify students who are at high risk of dropping out of high school (Neild, Balfanz, and Herzog, 2007). Preventive interventions, such as classroom support and extended learning, address increasing student engagement. When a student fails to participate across multiple school-relevant activities, such as in class participation, the student has a higher chance of not completing high school ("Withdrawing from School", Finn, Review of Educational Research, Summer 1989). The WSWC service model was developed with input from leading experts from the Education field including Dr. David Osher, American Institutes for Research for school climate activities and Dr. Mike Nakkula, University of Pennsylvania Graduate School of Education for academic support activities. The WSWC theory of change, which links student needs to core strategies to activities and subsequently to outcomes for school success, was developed through a process led by the external evaluating firm Brett Consulting Group. *IMPACT OF INVESTMENT: The AmeriCorps investment will provide the foundation for CYNH to achieve our long-term impact goal of serving 50% of off-track students in Manchester's West and Central High School cluster feeder patterns, to increase the number of students who reach 10th grade on track and on time. Our AmeriCorps members will saturate 3rd-8th grade levels in each school (e.g. a corps member will be assigned to each teacher in the grade) to establish conditions under which each student can benefit from RtI, whether through direct intervention by CYNH AmeriCorps members, or teachers' ability to vary instruction. The infusion of AmeriCorps members is critical to this strategy. A 2010 survey from the American

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Association of School Administrators reveals that 81% of district officials view the lack of human capital as a barrier to implementing RtI. A three-year investment ensures that students receive support from a City Year member into the next school year, e.g. between 3rd and 4th grade -- or through the difficult transition into middle school.*OVERALL CHANGE: At the end of three years, members will have served in classrooms with over 5,400 students; supported at least 68 teachers per year; provided at risk, low income students with 3,000 targeted interventions; improved at least 1,000 students' academic performance and 500 students' attendance and/or behavior in school; and fostered positive school climates consistently in 8 schools designated as in need of transformation, corrective action or other reforms. *DEMONSTRABLE IMPACT: In 2013-14, approximately 51% of the 1,850 students in 68 classrooms with assigned members will receive targeted interventions in attendance, behavior, and/or in ELA or math. Members will provide 1,036 targeted interventions (an average of 14 interventions per member, discounting Team Leaders) to MSD students -- we expect that 436 students will receive ELA tutoring, 272 will receive math tutoring, 56 will receive attendance coaching (in Parkside Middle School) and 272 will receive behavior coaching. Because there is overlap in students who receive ELA and/or math, and those who receive attendance and/or behavior, the targets set in the National Performance Measures are lower than those indicated here, i.e. a student may receive between 1 and 4 interventions but will not be reported more than once under ED5 and once under ED27. We expect that 339 unique students will improve by a level in ELA or math, and 167 unique students will improve in either attendance or behavior, as measured by average daily attendance or score improvement on rubrics for Social Emotional Learning.*MEASUREMENT TOOLS: CYNH will utilize scientifically researched assessments and standardized MSD instruments to measure student performance, plus teacher, principal and student surveys. Assessments will include Fountas & Pinnell Benchmark Assessment System, MSD Math Trimester Assessment (Qualitative Reading Inventory is also under consideration), MSD school records for attendance, and the Devereux Student Strengths Assessment or similar rubric for behavior. Student-level data will be captured in a secure, web-based intervention management system ("cyschoolhouse") to record profile, enrollment in attendance/behavior programs, response to intervention, and member assignment. For further detail on assessments' reliability and validity, please see Performance Measures.*REPORTING CAPACITY: CYNH's centralized relationship with MSD permits us to retrieve and report on student level data, current and historic from MSD data systems. Due to state requirements parent permission must be obtained to review any student's information, and members successfully procured 95% of permissions in 2011-12. The MSD Data Coordinator forwards year-long data attendance and

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disciplinary data for all targeted students, on days they are absent. Members meet with teachers at least biweekly to assess student progress and identify skills gaps and strategies. Supported by staff and Project Leaders, members follow a standardized evaluation calendar to collect and enter data into cyschoolhouse. Results are analyzed by CYHQ's Evaluation Department monthly, with summative reports in January and July, and reviewed by CYNH's Program and Service Director.

*PERFORMANCE MEASURE SELECTION: As a provider of Education based services, CYNH will continue to use two aligned Tier 1 AmeriCorps national standardized performance measures: Academic Improvement, ED5 (with ED1 and ED2) and Academic Engagement ED27 (with ED1 and ED2). We are also proposing two applicant-determined measures that will illustrate our impact in the whole school environment (e.g. school climate and tier one students). Performance measure targets are developed by setting an anticipated capacity per Early Warning Indicator for each corps member and then adjusting for students receiving more than one intervention to prevent duplication of students reported under each measure. Students are identified based on performance in attendance (less than 90%), behavior (determined through school records and/or teacher recommendation), and coursework (testing below benchmark). Level of improvement in attendance is assessed either by achieving a 90% attendance rate or making significant improvement. For behavior, City Year is currently in the process of putting our Social-Emotional Learning (SEL) assessment tool out to bid. Improvement in SEL will be determined once the tool is contracted. For English/ELA tutoring we seek 9 months of learning gains across two data points and for math we expect 12 months of learning gains across two data points on the Star or ACT Explore assessment. TARGETS: Targets were established based on the prior two years' experience, plus conditions of the schools we work in and realistic progress levels for students with academic and social skills 1-3 years below grade level at start of year. ED1 reflects the number of unique students assigned to corps member focus lists (i.e. targeted students). ED2 is estimated at 75% of students enrolled, and reflects CYNH's historic experience with student mobility (transferring between schools), teacher reassignment, classroom dissolution, and student reassignment by teachers. ED5 and ED27 take into account a higher rate of improvement in lower grades (75%) and increasing complexity of material in middle school (50% of those who complete are projected to improve). *TRACK RECORD: CYNH has opted into the National Performance Measure pilot for the past two years, meeting 7 of 9 measures aligned with Academic Achievement (ED5), across two grants (State Competitive, and State Formula 06AFHNNH0010001). In six Manchester schools, CYNH members served over 2,100 students per year; provided 722 tutoring interventions in ELA and math, improving literacy scores for 94% of students in 2011, and

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96% of students in 2012 (at least 235 unique students tutored each year). Based on sample sizes, CYNH is succeeding in helping students who enter the year below grade level surpass grade level with greater than expected annual improvement. Fourth and fifth grade students who were significantly off track progressed at a much faster rate on benchmark assessments after working with CYNH members in 2012, when compared to their prior performance in 2011 (e.g. 4th graders achieved 141% growth with corps members, compared to 92% growth the prior year). Where we did not meet our National Performance Measure target, the margin was >15 students and related to challenges with student selection or scheduling. We worked closely with MSD staff (Assistant Superintendent of Curriculum and Instruction, and MSD Literacy Specialist) as well as 6 principals and 43 teachers to identify barriers. To date in 2013, xx students are enrolled in tutoring interventions and on track to completion. For students receiving behavior or attendance support, behavior incidents decreased by an average of 86% (or less than 2 incidents) per student, and 51% of students mentored improved attendance from start to end of year. 2012 end of year teacher and principal surveys reflected high level of overall satisfaction with members (100% of 13 principals, 92% of 38 teachers agree/strongly agree). Between 2009-12, CYNH members also provided regular after-school programming for 735 3rd-8th grade students; and met 19 of 20 applicant-determined measures (in afterschool programming, youth service-learning, member civic leadership, and volunteer generation).

D) MEMBER RECRUITMENT: CYNH creates an applicant pool that is socio-economically diverse, reflects the communities we serve, and consists of: education: 60% college graduates, 20% some college, and 20% high school graduates; ethnicity: 12% African-American, 58% Caucasian, 6% Latino-Hispanic, 3% Asian, and 21% Multi-racial or Other; gender: 50% male/female. This year, 40% of CYNH's corps self-identified as of color, multiracial or of Hispanic descent on start of year surveys and 47% reported as low-income (Pell-grant eligible). For 2013-14, our goal is to have at least 30% of applicants come from New Hampshire through state and local college campuses such as University of New Hampshire, Keene State College, and Dartmouth College, local area high schools such as our three in Manchester, Pinkerton Academy, Bow High School and Merrimack High School. In 2012-13, 44% of our corps is from NH. STRATEGIES: We work with diversity offices at partner schools, with fraternities, and attend multi-racial events to increase awareness and interest among hard to reach cohorts. Recruitment activities follow a standardized manual which includes steps, processes, and resources developed by City Year Headquarters. Outreach includes 15 info sessions, 5 open houses, 20 student center presentations and workshops, and tables at 30 colleges and career fairs. Advertising includes emails/mailings, student media, nationally broadcasted television and radio PSAs, local

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newspaper, social media, and lead cards. Applications are submitted through City Year's on-line system or in hardcopy. Disability and reasonable accommodation is available on request.

E) **MEMBER TRAINING:** CYNH's Annual Learning Plan includes a 2.5-week intensive Basic Training Academy (BTA) in August, 8 half-day trainings on WSWC (including school-hosted professional development sessions alongside teaching staff), 4 Community Building Days, 15 LACY (Leadership After City Year) Evenings and Events, and a 2-day Advanced Training Academy in February (at least 33 days total, plus 15 events). City Year Trainings are developed for the adult learner and include instructional and experiential components. **ORIENTATION:** Members receive a pre-service reading outlining the service model and various member experiences, and a brief orientation on registration day prior to signing the Member Service Agreement. During BTA, they receive mandatory trainings for AmeriCorps, and an on-site orientation to their assigned service location. **SERVICE SKILLS TRAINING:** During Training Academies members participate in workshops, experiential learning exercises (including 4 weeks of shortened in-school service alternating with practicums), and observations. Topics include: operations, disaster preparedness and response (CPR/First Aid, etc.), our leadership development program, community asset mapping, state of education in America and in the local community, diversity and disability awareness, team building, school observations, conflict resolution, classroom management, lesson design and planning, documentation of service, and individual, team, and site AmeriCorps goals. Friday trainings alternate on service improvement, bi-monthly "Just In Time" trainings to cover upcoming grade-level curriculum content, team-building, the Idealist's Journey curriculum and the Leadership After City Year program. **PROHIBITED ACTIVITIES:** Members receive training during orientation, receive a handbook, and sign a Member Service Agreement with the prohibited activities included. Sign-in sheets used during registration and BTA document member participation.

F) **MEMBER SUPERVISION:** A dedicated Program Manager (PM) provides day-to-day supervision of 1 or 2 teams of corps members (between 7 to 15 members). Each PM conducts daily team check-ins, holds weekly team meetings, and conducts one-on-ones with each member of their team to track progress toward goals and service quality, and address school, service or personal issues. The PM serves as the primary school contact at each campus and is on school grounds 2 to 4 days a week, 10 hours/day. An introductory meeting between PM, member and partner teacher serves to clarify roles, responsibilities, schedule, prohibited activities, and lines of communication; PMs and teachers meet bi-weekly throughout the year. Together with PMs, teachers provide an additional level of oversight for members. Members complete start of year performance management plans, plus mid-year and end of

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year performance evaluations with their PM. *SUPERVISOR SELECTION & TRAINING: Program Managers submit resumes, are interviewed by senior staff, and are either City Year alumni or have experience in the education field. Staff members participate in City Year's Summer Academy that provides new and returning staff training on corps management, leadership development, service-based skills such as data compilation and evaluation, member activities, prohibited activities, and City Year's standards and policies. *SUPERVISOR OVERSIGHT: Day to day supervision of 5 PMs is provided by the Program Director. PMs meet weekly with the Program Director and with their school staff liaison. The Program Director and Senior Director of Impact meet with school staff monthly to review progress towards goals and the state of the partnership at each school. *SERVICE SITE MANAGEMENT: Expectations for member roles and responsibilities are outlined in detailed Service Partner Agreements (including prohibited activities) with each school's staff in July. In addition to regular PM meetings, CYNH's Senior Director of Impact conducts formal reviews with principals or liaisons 3x/year.

i) TUTORING PROGRAMS: *MEMBER QUALIFICATIONS: All members must meet AmeriCorps eligibility requirements, have a high school diploma, receive requisite AmeriCorps and criminal history checks, and successfully complete Basic Training Academy. *TRAINING: Through our comprehensive training programs, members develop the skills to deliver research based literacy and math protocols for tutoring. During BTA, members complete City Year trainings in establishing student focus lists, creating the environment for effective tutoring, lesson design, coaching on student performance, working with teachers, and protocols for math tutoring (toolkit, understanding numbers and fractions, algebra) and literacy tutoring (comprehension, fluency, and vocabulary). Advanced trainings occur during the Advanced Training Academy (February) and periodically throughout the year. For example, education specialists (Literacy Consultants of Cambridge) are contracted with City Year, Inc. to serve as Regional Literacy Trainers and conduct on-site observations, corps trainings and staff coaching for CYNH in Q2 and Q3. *METHODOLOGY: CYNH plans to continue use of MSD-approved methodologies, America's Choice Literacy Workshops and Everyday Mathematics. CYNH will also utilize City Year's CY Literacy Comprehension Frameworks that includes literacy tutoring protocols in fluency, vocabulary, and reading comprehension and math tutoring protocols in computational fluency. The research basis for the protocols is Repeated Reading for fluency, Beck & McKeown word learning strategy and Kieffer & Lesaux's morphological strategy for vocabulary, Collaborative Strategic Reading for reading comprehension and IES Practice Guide (Gertan et al, 2009) for computational fluency. *SUPERVISION: In addition to PMs, members receive

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supplemental tutoring supervision from the Senior Director of Service Impact, their assigned teachers and other designated school liaisons.

G) MEMBER EXPERIENCE: *PROGRAM COMPONENTS: Our leadership development model, which guides our member experience, is an adaptation of the "Be, Know, Do" model used by the U.S. Army. Our program builds Civic Identity (Be) through the City Year developed Idealist's Journey curriculum, builds Civic Capacity (Know) through competency based learning, training and coaching, self-directed learning, and performance management, and builds Civic Action (Do) through implementation of direct service. Members are able to "see" their personal development and impact through their individual development plans, performance evaluations, review of student level data with teachers and their teammates, sharing of service results, and celebration of individual, student, and team accomplishments. A Policy Study Associates research study of 2,189 City Year Alumni and their civic engagement indicated that City Year alumni are more likely to be civically engaged, apt to volunteer and vote than their peers (published 2007). Overall the program is designed to advance members' individual and professional goals. On 2011-12 end of year surveys, 33% had been accepted into undergraduate or graduate school, and 21% were either returning for a second term or had already been offered a job. *CIVIC PARTICIPATION & NATIONAL SERVICE CONNECTION: Members participate in a swearing-in ceremony during City Year's and New Hampshire's Opening Day and Closing Celebration, and receive the AmeriCorps 101/History of National Service Training. For service events, to build members' identity as AmeriCorps members (not just City Year members) and help support VNH's State Service Plan, CYNH partners with other local AmeriCorps programs on National Service Days, supports at least one Student Conservation Association project, celebrates AmeriCorps Week (i.e. helping to coordinate the first annual NH AmeriCorps Service Panel 2012), and participates in state-wide training events sponsored by Volunteer NH. Members are encouraged to enroll in AmeriCorps Alums in addition to City Year's alumni program. CYNH staff participates in all VNH Program Director meetings, extends invitations to other AmeriCorps programs to attend our special events/speakers, and hosts VISTA trainings and AmeriCorps Alums events in our Headquarters.*REFLECTION: Reflection is incorporated regularly through the performance management system (includes reflection prompts), our Leadership After City Year program, the Idealist's Journey (includes structured reflection exercises), project debriefs (plusses/deltas), and Graduation ceremonies.

H) VOLUNTEER GENERATION: *In 2013-14, CYNH will engage 1,185 volunteers to provide 2,485 hours of service to our schools partners, local non-profit organizations and to support our members.

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At least 925 volunteers will be engaged through events on Global Youth Service Day and Dr. Martin Luther King Day, Jr. of Service. For King Day, CYNH coordinates an annual food drive with other AmeriCorps programs, reinforcing members' connection to other national service participants. For Global Youth Service Day, our students comprise 90% of the 925 volunteers recruited and service projects are focused on partner schools' beautification. Such projects support CYNH's positive school climate work by building students' pride in their school and through the creation of inspirational murals or fun, educational blacktop games. At our schools, members will also recruit volunteers to support Report Card Conferencing and help implement 16 events (2 per school) designed to engage parents in their child's academic success. These events include Math and Literacy Nights, Health and Wellness Nights, and, College and Career Nights. Volunteers man booths, educate the community and support event operations. 15 City Year alumni mentor CYNH Team Leaders and offer professional skills development and career coaching to our corps. The content and purpose of all volunteer events is reviewed by City Year staff for prohibited activities. *MEMBER ROLES: Members are responsible for recruiting volunteers; managing event communication; planning and resourcing service projects; leading volunteers through a pre-event service briefing (e.g. purpose and safety) and the service project; data collection and evaluation; and, facilitating recognition ceremonies.

I) AMERICORPS IDENTIFICATION: The AmeriCorps logo is included on member uniforms, name tags and business cards, City Year recruitment materials. Both AmeriCorps and the Volunteer NH logo are on our website and included in event materials, newsletter and signage at CYNH offices and service locations. City Year sites are supported by a professional Marketing and Communications department at City Year Headquarters. This department develops standard branded materials and logo blocks, issues a month-by-month messaging calendar, and leads ad and social media campaigns such as the current #makebetterhappen Twitter campaign. Each site is required to have a designated local Brand Manager to ensure all sites follow messaging and branding guidelines.

Organizational Capability

A) ORGANIZATIONAL BACKGROUND AND STAFFING: *HISTORY: Founded in 1988, City Year works in 24 cities across the United States and has international affiliates in London and Johannesburg, South Africa. In 1993, City Year served as a demonstration model for the AmeriCorps program. Our mission is to build democracy through citizen service, civic leadership and social entrepreneurship by engaging young people in service in our nation's neediest schools. City Year New Hampshire was founded in 1999. *ORGANIZATIONAL STAFFING & MANAGEMENT STRUCTURE: To support 78 members and 8 teams, the 2013-14 City Year New Hampshire staffing

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plan calls for 16 staff positions of which 1 will fall in Executive leadership, 7 will fall in Program and Service, 4 will fall in Recruitment and Operations, and 3 will fall in Development. Only the 7 positions in the Program and Service Department are included in this grant. CYNH operates under the regional recruitment model which means that activities engaged in by these staff support multiple City Year operating sites, i.e. they focus on recruitment in the Northeast region to benefit all 24 City Year sites, and therefore activities cannot be attributed to one grant or site. *STAFF ROLES & EXPERIENCE: Executive Director PAWN NITCHIAN has been with City Year for over 12 years and is responsible for CYNH site leadership, including partnerships, recruitment, board management and fundraising. The Program & Service Department is led by Senior Director of Impact, ROBERT KESSLING. He is responsible for overall leadership of member activities, service delivery, strategic school relationships, member training, evaluation and reporting. Program Director MEGAN McCLURE reports to Mr. Kessler and supervises CYNH's five Program Managers, oversee service goals and ensures quality and consistency of delivery of interventions across schools. Five Program Managers provide day-to-day supervision of the corps (14-17 members each) and lead their team through implementation of the service activities. Mr. Kessler also supervises Service Manager ANDREA DAYNE, who manages data collection, data entry, coordinates the data-related elements of the Focus List process such as acquiring permission slips from parents and student-level data from MSD; and coordinates member trainings. Senior Director of Operations TED WING is responsible for human resources, alumni engagement, site logistics and operations, and oversees all local marketing and recruitment, including supervision of three recruitment/outreach staff. Mr. Kessler has been with CYNH for 9 years in program management, is an MBA Candidate at University of NH, and holds a BA from U.Texas at Austin. Mr. Wing has 10 years of City Year experience, five in recruitment and operations for CYNH and holds a BA from Plymouth State University. Ms. McClure has served with CYNH as program staff for 4 years, with a BA from James Madison University. Eleven of CYNH's current staff members are City Year alumni with 2-9 years of related experience. Staff hired for two vacant positions will all have experience in team management, working with youth and/or experience in the education sector as relevant to the position level. AmeriCorps alumni and/or teaching experience is preferred for all positions. *STAFF TRAINING (FINANCE, PROGRAM AND TECHNICAL ASSISTANCE): CYNH staff will participate in Volunteer NH conferences and training opportunities, City Year's cross-network and regional conference calls organized around job function, and training conferences and workshops organized by City Year Headquarters (CYHQ) staff and held in Boston or regionally. We utilize CYHQ specialists, webinars, and our peers at other sites to troubleshoot issues around

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recruitment, corps and program management, and train incoming staff on policies and procedures. With guidance from community partners, such as District and school staff and our advisory Board, local professional expertise is identified for specific trainings and feedback. CYHQ finance staff participates in CNCS or Commission sponsored financial management trainings. Further, City Year, Inc. is in process of developing an on-line learning and development center for staff which will provide self-directed and community learning opportunities.

***ORGANIZATIONAL CAPACITY TO PROVIDE TRAINING (STAFF & CORPS):** CYHQ maintains a professional Learning and Development department within the Human Potential (resources) department. Under the guidance of a cross-departmental committee, this department leads on the implementation of network wide conferences and events, training design, and learning plans. Locally, member training is coordinated by the Service Manager.

***ORGANIZATIONAL CAPACITY TO CONDUCT EXTERNAL EVALUATION:** CYHQ maintains a professional Evaluation department, led by Dr. Gretchen Biesecker that supports the organization and individual sites with completing external evaluations. Supports include advising on selection of an external evaluator, managing relationships, identifying areas to evaluate and/or questions, type of evaluation, data collection, and interpreting results.

***PRIOR EXPERIENCE ADMINISTERING FEDERAL FUNDS:** Since 1994, City Year, Inc. has managed more than 300 AmeriCorps State Competitive, State Formula and National Direct grant awards, Planning Grants from State Commissions, VISTA, and ARRA grants. In addition, City Year, Inc. has received grant awards from the Department of Education, the Department of Health and Human Services, and the Department of Housing and Urban Development.

***CITY YEAR INC GOVERNANCE:** All City Year sites, including CYNH, 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. We are governed by a Board of Trustees that oversees organizational strategic planning and sustainability and approves all budgets, site launches or closings, and major policies and procedures. The Board is comprised of 29 individuals and led by Chair Steve Woodsum, Co-Founder, Summit Partners. In addition, each City Year operating site maintains a local advisory board, which reviews the site's progress toward quarterly and annual goals, and supports local fundraising efforts and strategic planning. City Year New Hampshire's board is led by Lesa Scott, President of the Heinemann Publishing Company, and comprised of 11 individuals representing the business, foundation, education, non-profit and government sectors.

***ADMINISTRATIVE STRUCTURE:** City Year's Boston-based Headquarters (CYHQ) maintains centralized operating services and systems and departments for finance, human resources, marketing and communications, and information systems. All legal, insurance, auditing,

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accounting, payroll and fiscal management functions are centralized at CYHQ. CYHQ also provides centralized program supports including development of and support for comprehensive program policies and procedures, staff and member handbooks and performance evaluation systems, service research and development, standardized collateral materials for recruitment and media, internal evaluation tools and service impact analysis, staff training, including guidance on AmeriCorps compliance requirements, and management oversight. In addition we maintain regionalized management structures around member recruitment, service implementation, literacy coaching and site operations. *AMERICORPS INTEGRATION: City Year is a stand-alone AmeriCorps program and as such all aspects of the City Year program are designed and developed to meet AmeriCorps program requirements. City Year's 10-11 Financial Statements and A-133 Audit show no findings or material weaknesses (11-12 audit report is in process of being completed).

B) SUSTAINABILITY: *FISCAL STRATEGIES: Each City Year site operates as an affiliate model under the oversight of the national Headquarters. Sites create fiscal sustainability by developing a diversified funding base with multi-year commitments and by grouping program activities into marketable 'products' to create sponsorship opportunities. Sponsorships range from \$10,000 event sponsors, such as national service days, to \$50,000 Team Sponsorships. In return, sponsors (predominantly corporate partners and foundations) are recognized on collateral materials depending on sponsorship level (e.g. event or team t-shirts), participate in event programming, and volunteer at service projects. CYNH has developed strong funding base through renewing these annual or multi-year sponsorships with a shared commitment and deep investment from all stakeholders, contributing to our long-term sustainability. In the past 5 years, 2007-2012, CYNH has raised over \$6.4M to support the planning, implementation and sustainability of our AmeriCorps program. \$4.45M was generated through corporate contributions and private grants, \$1.3M through state and local government grants, and \$540K from other federal grants. Long-term partners, such as TJX Companies, Citizens Bank, and The Timberland Company have continued to support CYNH after more than 9 years; Harvard Pilgrim Healthcare, the Cogswell Benevolent Trust, New Hampshire Charitable Foundation and Norwin and Elizabeth Bean Foundation have supported CYNH for 5-7 years; Lincoln Financial, Granite United Way, and Gran Fondo Sponsors have supported CYNH operations for over 3 years. New sponsors this year include ARAMARK and Dyn, Inc. (with leadership on CYNH Board). Our successful annual fundraising gala has raised \$250,000 per year (with track record of reaching goals for 12 years). *COMMUNITY STAKEHOLDER SUPPORT: CYNH's primary stakeholders are our site advisory board, school district leadership (School Board and

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Superintendent), our school service partners, administration and teachers, local government leadership (Board of Aldermen and Mayor) and city agencies, our funding partners, our corps members, student beneficiaries and their parents. We develop strategic partnerships with area high schools and colleges to support recruitment, community based organizations to provide training and member support and corporate partners to provide professional expertise, resources, and member professional development. Through all of CYNH's initiatives and programs, the goal is to develop change for the schools and students served that will last long after the team's work is completed.***DEMONSTRATED COMMUNITY PARTNERS:** Over the past three years, key advocacy for CYNH to serve in our partner schools comes from Manchester Mayor Ted Gatsas (also Chair of the Board of MSD) and MSD Superintendent Tom Brennan. In 2010, Mayor Gatsas secured a 3-year commitment of \$450K per year from the City of Manchester and private sources to support CYNH members. Based on our promising service results, since August 2012, Superintendent Brennan has hosted eight meetings with CYNH to strategize on funding, team deployment, and alignment with individual school need and district priorities. MSD is considering a multi-year commitment with CYNH, investing additional funding to help place CYNH members in Manchester's schools over a period of years. Decisions will depend on the outcome of New Hampshire's application for an ESEA flexibility waiver, expected in February 2013. Other key community stakeholders include Governor John Lynch; Lew Feldstein, former head of the NH Charitable Foundation; and Patrick Duffy, former board member and Manchester community leader. Our partner teachers and principals provide critical survey feedback twice annually, which we use to inform and update program implementation, and report back improvements.

C) COMPLIANCE AND ACCOUNTABILITY: ***PREVENTION:** CYHQ provides policy and oversight of the AmeriCorps program through automated systems, policies, standard operating procedures, training, document audits, and site monitoring visits. CYNH's staff participates in conference calls, site monitoring visits, and desk audits as conducted by Volunteer NH. For MSD school partners, prohibited activities are outlined in writing through standardized, annual Service Partner Agreements (memorandums of understanding with each school). Program Directors meet regularly with their line PMs and issues that cannot be solved locally are elevated to CYHQ or Volunteer NH as appropriate. Program Managers are on the school campus at least 4 days per week, and meet weekly with school staff to ensure members are providing quality service and are not engaged in prohibited activities. The Senior Director of Service Impact and Service Manager meet at least quarterly with each school and reviews the prohibited activities with each partner. Members and school liaisons,

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teachers and principals also receive in-person training in the prohibited activities in the beginning of the year. *DETECTION: CYHQ utilizes standardized rubrics, desk audits and site visits to ensure the program is being implemented as designed. Automated systems, such as ADP for payroll, detect when signatures are not present and stop the payroll process until signed. CYHQ reviews and approves all member position descriptions. CYHQ's policy on non-partisanship includes a reporting structure for questions and issues. CYNH allows for "Extra Hours Opportunities" for members to make up service (for absences) outside of the regular service day, which must be approved by both PM and Program Director. Questions are referred to CYHQ's Government Relations department. *ACCOUNTABILITY: Issues of non-compliance are reported to the direct supervisor of the individual responsible. Violation of CYHQ policy is documented on performance plans and can lead to dismissal or termination. School partnerships are reviewed annually and compliance with the partnership agreement is factored into consideration for renewal.*DEMONSTRATED COMPLIANCE: In 2011-12, CYNH managed State Competitive grant #09ACHNH0010001, and State Formula grant #06AFHNNH0010001, a total of 52 MSY. Two members were enrolled late, one in each grant due to technical challenges that required resolution by the Trust (the members were enrolled under the wrong grant and needed to be switched); 5 additional members under CYNH's Formula grant were enrolled late due to a technical problem where CYNH staff could not access the grant profile. Working with VNH and CNCS, we were able to resolve the issue but not before the 30 day enrollment window expired. One member was exited late. To resolve errors, we have established internal check/balance protocols against the 30-day timeframe between the Program Director and Director of Service Impact.*ENROLLMENT/RETENTION: City Year New Hampshire is proud to have filled and retained 100% of slots in 2011-12 across both grants. To date in 12-13, CYNH has also filled and retained 100% of awarded slots.*SERVICE LOCATIONS: Partner schools will include three federally-qualified School Improvement Grant (SIG) schools implementing Transformation improvement models (Gossler Park Elementary, Parker Varney, and Middle School at Parkside,), four schools classified by the NH Department of Education as Tier I, Persistently Low Achieving Title I schools (Bakersville, Beech, Wilson Elementary schools, and McDonough Elementary School), and one Title I school (Northwest Elementary). CYNH's school selection has been closely guided by MSD Superintendent Tom Brennan and Assistant Superintendent Michael Tursi based on Title 1 and SIG status, recent student and school performance, school staffing, and alignment with feeder patterns into Manchester's West and Central High Schools (meetings conducted between August -- November 2012).

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Cost Effectiveness and Budget Adequacy

A) COST EFFECTIVENESS: *COST PER MSY: City Year New Hampshire respectfully requests a grant award of \$1,701,000 at a cost/MSY of \$12,600 to field 78 members. We have maintained a \$12,600 cost/MSY for the past three years. *PERCENT OF BUDGET: As per our 10-11 A-133 audit report, funding from CNCS accounted for 27% of City Year, Inc.'s total revenue. In 12-13, City Year, Inc. has a \$115.1M operating budget of which New Hampshire's operations account for 1.9%. *PERCENTAGE OF OPERATING BUDGET: For 13-14, the attached program budget represents approximately 34% of the total projected operating site budget for City Year New Hampshire. *CNCS 5-YEAR SUPPORT: Since 2007, CYNH has been awarded \$4,271,073 in State Competitive and Formula funds. These funds supported 320 full-time positions. CYNH received \$129,000 in ARRA funds (2009). *EXPERIENCE RAISING DIVERSE FUNDS: Over the past four years CYNH's private sector funding has increased by 73%, from \$526K in 2008 to \$912K in 2012; State and local grants increased fivefold, from \$66K to 441K. Many of our long-term funders are increasing their support. For example, Harvard Pilgrim Healthcare increased investment from \$25 to \$50K (7 years); Lincoln Financial increased investment from \$10-\$25K (3 years); As a collaboration, Houghton Mifflin Harcourt and the Heinemann Publishing Company funds CYNH at \$50K per year (7 years). *MATCH SECURED TO DATE: As of December 2012, CYNH has secured two multi-year commitments totaling \$75K for 2013-14, including TJX Companies (\$25K, 5-year commitment) and Lois Dickerman Fund (\$25K, 3-year commitment). *PLAN TO SECURE REMAINDER OF MATCH: Above the secured match, we have identified over \$1M in strong prospects: Manchester School District (\$100K, 3-year funder), Mayor Gatsas Fundraising (\$200K, 3-year funder), Granite United Way (\$30K, 4-year funder), Gran Fondo Rider Fee/Sponsors (\$75K, board support), Timberland (\$50K, verbal agreement), plus Lincoln Financial (\$25K), TJX (\$25K), New Hampshire Charitable Foundation (\$20K), Citizens Bank (\$15K), Riverstone (\$30K), ARAMARK (\$15K), Dyn, Inc. (\$12.5K), private donors with 5-year funding record (\$150K), Alumni Prospects (\$20K), Annual Dinner corporate sponsors (\$150K), Annual Dinner individual sponsors (\$110K), plus private foundations (\$45K). *RETURN ON AMERICORPS INVESTMENT: Our cost-effective program design significantly multiplies the value of the federal investment. The holistic set of services each corps member provides per day represents an ROI of nearly \$7 to every \$1. For example, our members serve as tutors, academic coaches, mentors, and afterschool/extracurricular activity facilitators. If separate providers were engaged for each, the annual cost per student would exceed \$8,270: \$1,700 for tutoring (cost to school for Slyvan's ACE It! tutoring program, 34 hours/year at an

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average rate of \$50/hour per student), \$4,320 for afterschool programming (\$24 - \$33/hour per student, Cost of Quality Out of School Time Programs, Wallace Foundation, 2009), \$2,250 for academic coaching (Student Organizational Services charges \$95 - \$110 per 50 minute session). The additional academic and behavior whole class supports members provide would cost schools an average of \$15 per hour (with benefits) or need to be secured through less consistent volunteer time valued at \$21.79 per hour by the Independent Sector. Using these market values, each day, a 12-member team at Parkside Middle School would provide \$7,550 in services to students. Over the course of an entire school year, the team will serve approximately 130 days, bringing the total market value of the services the team provides to over \$982,020. The average member on the team will provide \$82,000 in services over their term--6.7 times greater than our cost/MSY (\$12.2K). *EXTENT INCREASING GRANTEE SHARE: CYNH's expansion and growth strategy presumes increasing levels of investment per member and per team from the school district, the private sector, and individuals. Our cost planning uses our baseline AmeriCorps structure to leverage maximum community investment in our outcomes and build sustainability. CYNH has exceeded match requirements raising 50% of the proposed budget while absorbing the remaining third of our actual costs (e.g. development costs, regional operations costs, infrastructure and licensing costs) since 2007. Our match in this budget is \$982,800. City Year also seeks to achieve economies of scale such as shifting core capacities to a regional structure. For example, we are shifting to a regional recruitment strategy through which we will reduce cross-site redundancy in applicant processing while increasing applicants to the City Year network as a whole from the state.

B) BUDGET ADEQUACY: *CLARITY, REASONABLENESS, & ALIGNMENT OF BUDGET: The budget presented here was built off of historical costs and includes benefits for all corps, staffing levels that we know from experience will set us up for success; essential overhead costs (e.g. office space and telecommunications); supplies; member uniforms; criminal history checks including FBI fingerprinting and state checks; internal performance measurement for member service activities; corps and staff attendance at our national training events and annual service summit; corps and staff participating in CNCS and Commission sponsored events; corps training and transportation costs; general liability insurance; and requisite limits on administrative costs. Staff benefits are calculated at 7.65% for FICA, 10% for Health Insurance and 1.35% for Workers' Compensation based on the 2011-12 site usage rate. Section II: Corps benefits include full-time stipends, health care, FICA and worker's compensation. Of the total requested amount of \$982,800, 57% (\$566,608) will support Member Costs. Section III: Administrative functions performed by City Year, Inc. are shared across all City

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Year operating sites and a portion of these costs are included. Federal funds will be used only for allowable direct costs in this category.*SUFFICIENCY TO SUPPORT PROGRAM ACTIVITIES: City Year runs a single program (AmeriCorps) and therefore all costs directly support the implementation of the proposed service activities. In 2012-13, the average cost to City Year to field a single corps member is \$39K. The attached budget represents 64% of the average per-member cost ($\$12,600 \times 2 = \$25.2K$). Forty-one percent of the \$39K is related to direct and variable expenses for the corps (stipend, benefits, uniform, travel, telecom). 23% is related to local staff focused on service delivery (Program department staff). 11% supports recruitment staff, activities and resource development. 7% supports occupancy costs (office space). 2% supports program expenses (materials and supplies). 3% supports events and development costs. 13% represents shared national expenses such as the IT infrastructure, payroll, accounting and administrative services, program design research, marketing, regional operations management, service implementation support and evaluation. Approximately 25% of the \$39K is excluded from the budget because either the costs are unallowable costs, such as development, or cannot be associated with a specific grant at the time incurred, such as recruitment, or are allowable but are part of the shared national expenses above the 5.26% cap.

Evaluation Summary or Plan

EVALUATION PLAN: City Year, Inc. has contracted multiple external evaluations on components of our service including evaluation of our Whole School Whole Child service model prepared by Brett Consulting Group (published 2009 and 2010) and a 2-year evaluation of the WSWC model's socio-emotional component, prepared for the Einhorn Foundation (pub. 2012). In 2010, City Year was included under an Investing in Innovation (i3) grant awarded to the Diplomas Now partnership which pairs City Year' Whole School Whole Child program with Talent Development (Johns Hopkins University) and Communities in Schools. This five-year \$30 million grant includes a randomized experimental study contracted under the evaluation firms MDRC and ICF to test and validate the impact of the Diplomas Now model. All completed evaluation reports have been submitted to CNCS.

Amendment Justification

n/a

Clarification Summary

n/a

Continuation Changes

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n/a