

Narratives

Executive Summary

294 City Year AmeriCorps members will provide in-school and after-school tutoring and mentoring to 3rd-9th grade students who are at risk to drop out in 20 NYC public schools. In 2013-14, 6,600 students will benefit from in-class support and at least 1,385 students will receive targeted services that improve 1,347 scores or indicators in attendance, behavior, English and/or math. This project focuses on Education. The CNCS investment of \$3,381,000 is matched with \$3,381,000.

Rationale and Approach

NEED: City Year is an education-focused, nonprofit organization that partners with public schools to help keep 3rd-9th grade 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 2002, City Year New York (CYN Y) has partnered with NYC Public Schools (NYCDOE) to increase the graduation pipeline for underperforming schools, in four low-income communities: Hunts Point (South Bronx, District 8), East Harlem (District 4), East New York (Brooklyn, District 19), and Long Island City (Queens, District 30). NYC houses the largest system of public schools in the U.S., serving 1.1 million students in over 1,700 schools. In 2011, the city's 4-year graduation rate hit a record high of 65.5% but 40% of black and Hispanic students still failed to graduate. In CYN Y's four neighborhoods, where an average of 89% of students are black/Hispanic and live within the top quarter of the economic need index (72-100+), graduation rates for area high schools such as William Cullen Bryant and Banana Kelly High School fell below 57%. Poor student academic performance and absenteeism in the lower grades foreshadows this trend. At CYN Y's current partner K-8 and middle schools, of over 9,000 total students, an average of 28% of 4th and 8th grade students demonstrated proficiency in ELA (between 10-45%), and 40% were proficient in Math (18-58%) on NY State Testing Program standardized assessments. Further, in CYN Y's schools, the average attendance rate is 91% (range of 88%-92.8%, or the equivalent of missing over 20 school days) -- well below the city standard of 95%. In 2013-14, CYN Y will place members in 20 Title 1 public schools in these neighborhoods. Of sixteen confirmed school partners, 50% have been identified by the state as high need and qualified for additional federal funding. Eight schools are categorized as Priority or Focus School on NY State's 2012 ESEA Approved Flexibility Waiver Request, and 8 are designated as Tier III (requiring improvement, corrective action, or restructuring, or newly identified as such) on the state's 2011-12 School Improvement Grant application. Four new school partners will be determined based NYC DOE direction, location within

Narratives

CYNY's four zones, and proximity to SIG-designated high schools within those neighborhoods. At least two (50%) will be designated as Priority/Focus Schools. *DATA SOURCES: New York State Education Department ESEA Flexibility Request/ School Allocation Memorandum No.70 FY13 (Oct. 18, 2012); NYSED LEA School Improvement Grant Application 1003(g) 2011-12;www.schools.nyc.gov/Accountability; Mayor's Interagency Task Force on Truancy, www.nyc.gov/truancy.

B) SOLVING COMMUNITY PROBLEMS: *MEMBER DEPLOYMENT: CYNY requests to field 294 full-time corps members. 280 members will be deployed on teams of 11 to 23 members to provide targeted interventions to selected 3rd-9th grade students, in 8 middle schools and 12 K-8th grade schools. Each team will be led by an experienced Team Leader (typically members serving a 2nd year). 6 members will serve as school-based Project Leaders, to build capacity in training, evaluation, communication and coaching for all school teams. 8 members will serve on the Civic Engagement Team (volunteer generation). *MEMBER SCHEDULE: Weekdays members will implement our full-day in-school and after-school education program called Whole School Whole Child (WSWC) at their assigned school. The WSWC program includes interventions for individual students on "focus lists", classroom-based support, extended learning activities, and school climate initiatives. During a typical 10-hour day, members spend 1.5 hours conducting attendance initiatives; 4 hours providing tutoring and in-class academic support in their assigned classroom; 20 minutes of mentoring during lunch for students in need of attitude, behavior or motivation coaching; 30 minutes for lunch break; 30 minutes for dismissal support and/or whole-school programming; 1 hour of planning and documentation time with teammates and/or teachers/specialists; 1 hour of homework help and 90 minutes of afterschool enrichment activities. Two Fridays per month, members participate in full-day education skills training or half-day service reflection, post-AmeriCorps career planning, or school-based service projects. All members participate in at least two full-day physical service projects during the year. *MEMBER ACTIVITIES: Through the WSWC framework, member activities are designed to address research-based "Early Warning Indicators" (EWIs) which are predictors of a student's risk to drop out: performance in attendance, behavior, English and math, for both targeted students and classroom populations. ("An Early Warning System," Curran, Neild & Balfanz, 2007). *ATTENDANCE: To promote 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, and run recognition events for students with improved attendance. As part of the Mayor's Interagency

Narratives

Truancy Taskforce, members work closely with school Attendance Teams (comprised of principal, guidance staff, CBOs, and City Year) in nine schools to reach chronically absent students and provide resources to their families. *BEHAVIOR: For targeted students, members provide at least two 20-minute sessions per week of behavior coaching focused on social-emotional learning. Sessions occur during lunch or afterschool periods using City Year-designed incentive programs (50 Acts of Greatness Grades 3-5, and 50 Acts of Leadership Grades 6-9); or following Advisory curricula selected by the school guidance department and aligned with Positive Behavioral Intervention and Supports (PBIS) protocols. To benefit all students, members support teachers' classroom management efforts and positive, on-task behavior during transitions, recess and afterschool; and promote student leadership in events. *COURSEWORK: Within a school, members are individually assigned to classrooms or student cohorts. They work closely with teachers throughout the year on student selection and academic progress monitoring, intervention design and delivery, in-class support, and continuity of learning into the extended day. For targeted students, members provide small-group tutoring in English and math following research based protocols aligned with Common Core State Standards. Members also provide whole-class support in English and math classrooms integrated with instructional curricula (such as answer questions, keep students focused, track class-wide homework completion, and lead small groups). Their support benefits all students in grades 3-8 who pass through those classrooms each day and allows teachers to differentiate instruction, ensuring that more students receive individualized help. *EXTENDED LEARNING TIME: Members provide enrollment-based and drop-in programs run in partnership with nonprofit organizations, 4x/week, 3:30-6pm. Members add capacity to existing providers (such as Beacon Programs or Children's Aid Society) and absorb student overflow when other programs are not running. CYNY programs include social themed service-learning programs, student-selected enrichment clubs; college readiness preparation; recreation; and camps run during school April vacation week. All programming promotes school connectedness by increasing quality and number of experiences with members, other students and school activities. *PROJECT LEADERS: Four experienced members will coordinate best practices and supplemental resources for all interventions and out of school time programming. They will support corps training and development, conduct individual corps coaching and observation, assist student-level data management and survey administration, create shared systems for positive school climate events, and lead progress monitoring protocols. Two members will facilitate communications and outreach (supporting social media, sharing corps impact and experience, and hosting informational school visits). The Project Leader team will report to CYN's Service Director, Service Manager and

Narratives

Learning & Development Manager. *VALUE & ACCOMPLISHMENT: Our AmeriCorps program provides a way for districts to bring high yield, cost-effective human capital into their schools that is strategically integrated into school improvement plans, and focused on ensuring that students at risk to drop out receive the right evidence-based interventions when they most need them. City Year teams improve the adult to student ratio within the school, and serve from before the first bell until the last student leaves. Compared to many school-based volunteer programs where individual volunteers may only serve youth for a few hours a week and 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. Members connect classroom instruction with extended day learning and enable teachers to vary instruction during class time for students at all skill levels. In 2011-12, 80% of 141 teachers at CYNV schools said that members provided essential academic supports that their students would not have received otherwise and average rating for members' impact on student motivation was 4.2 on a scale of 5. City Year's trained, peer-age role models form connections with students as trusted mentors, and gain holistic understanding of students' needs. Of 187 6th-8th grade students surveyed, 132 said that CYNV members often/almost always helped them learn and believe they can succeed.

C) EVIDENCE BASED AND MEASUREABLE 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 interventions in attendance, behavior and tutoring in English and math is based on the research conducted by Johns Hopkins University that concluded that student failure in these areas, at the critical 6th and 8th grade levels, is a means to identify students who have less than a 25% chance of graduating 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.

Narratives

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 provides the foundation for CYNV to achieve our long-term impact goal of serving 50% of off-track students in East Harlem, Hunts Point, East New York, and Long Island City, to increase the number of students who reach 10th grade on track and on time. Our proposed deployment structure "saturates" 3-9th grades in our partner schools to ensure continuous corps member presence per classroom, and allow students to benefit from member interventions over successive years and to create continuity and ease transition for students between feeder schools. Our program also supports the NYC DOE's new 2012-13 Quality Review Rubric standards by supporting an "instructional core" approach to incorporating flexible strategies for students at different levels to learn, and creating positive school culture ("Raising the Bar For Students and Schools" NYC DOE, 2010; www.schools.nyc.gov/Accountability/tools). At the end of 3 years, members will have provided over 9,900 interventions in English, math, attendance and behavior to at-risk students.*DEMONSTRABLE IMPACT: In 2013-14, members will provide whole class support to 260 classrooms or student cohorts, reaching 6,600 of the 11,600 students at these schools. 1,385 targeted students will be enrolled in literacy and/or math tutoring and 1,347 will be enrolled in attendance and/or behavior mentoring. Of those enrolled, 1039 will complete the tutoring program and of those, 636 will improve a level on Pearson's Qualitative Reading Inventory 5 (testing reading comprehension) and/or proficiency increase on Easy CBM (numeracy). 1,010 students will complete 8 weeks of attendance and/or behavior coaching and of these, 505 will achieve 90% average daily attendance and/or demonstrate improvement on a social-emotional rubric. Student progress is assessed every 6-10 weeks against exit criteria and rates take into account student mobility (transfers across schools), student absences, and teacher reassignment. Overall, members will deliver more than 3,500 targeted interventions to students in ELA, Math, behavior and attendance.*MEASUREMENT TOOLS: Impact will be measured through analyzing student level data and surveys administered to corps members, teachers, and school principals and liaisons. Student level data includes baseline EWI data provided by each school at the start of the school year; formative data (attendance logs, tutoring dosage/frequency, discipline occurrences) collected by members, Project Leaders, or provided by teachers; and summative data (assessment data, overall attendance and behavior data) provided by each school at the end of the assessment cycle.

Narratives

*REPORTING CAPACITY: CYNV's Service Manager supports data collection and reporting efforts and will work with Project Leaders on student-level data and entry into City Year's secure, web-based system, "cyschoolhouse". Reports on student enrollment, baseline data, and formative assessments are collected monthly by City Year, Inc.'s centralized evaluation department, which produces summative reports at mid-year (January) and year-end (July). Student level attendance performance and academic scores are reviewed quarterly by the Service Director and CYNV leadership team.

*PERFORMANCE MEASURE SELECTION: As a provider of Education based services, we are opting into two aligned Tier 1 AmeriCorps national standardized performance measures: Academic Improvement, ED5 with ED1 and ED2 and Academic Engagement ED27 with ED1 and ED2. In addition, we are submitting two applicant-determined measures that illustrate our impact in the classroom and whole school environment (e.g. student connectedness and in-class support). National Performance Measure targets are developed by setting an anticipated capacity for each EWI focus list and then adjusting for students receiving more than one intervention to prevent duplication of students reported under each measure. Targets take into account historic experience, expected annual growth for students 1-3 years behind grade level and variables such as student and school schedules.

*TRACK RECORD: Since 2006, CYNV members provided ELA tutoring services and collected progress data for 5,199 students, of whom 3,872 (74%) improved raw scores on literacy tests over the course of the academic year. In six years, members have also served 9,712 students through after school programs. In 2011-12, of 401 3rd-5th grade students who began the year off-track or sliding off-track, 331 (83%) increased their scores on literacy assessments. In 6th-8th grades, 78% of students for whom pre/post assessment data was available (121 of 155) increased scores over the course of the year. Further, CYNV's recent external evaluation conducted by Policy Studies Associates notes that higher ELA scores are correlated with additional hours of tutoring provided by members (Dec. 2012). Of 430 middle school students enrolled in attendance interventions, more than half increased their average daily attendance by at least a percentage point, reclaiming two or more days of school. In 2012-13 to date, we have enrolled students in 3,714 interventions under our academic programs for ELA, math and/or attendance and behavior. On mid-year surveys (November 2012), 105 teachers' average rating of member impact on student motivation, enjoyment of school, active engagement in learning, and improved academic performance exceeds 4 on a scale of 5.

D) MEMBER RECRUITMENT: CYNV creates an applicant pool that is socio-economically diverse and consists of: education: 70% college graduates, 10% some college, and 20% high school graduates; ethnicity: 25% African-American, 30% Caucasian, 20% Latino-Hispanic, 10% Asian, and 15% Multi-

Narratives

racial or Other; gender: 50% male/female. For the 2012-13 program year, 68% of CYN's corps self-identified as of color, multiracial or of Hispanic descent on start of year surveys and 44% self-reported as Pell grant eligible. For 2013-14, CYN's goal is to have at least 50% of applicants come from NY through local campuses such as Ithaca College and SUNY Albany; area high schools such as Bronx Regional High and community based partners such as Bonner Scholars. In 2012-13, 32% of our members are from NYC. Recruitment activities follow a standardized manual which includes steps, processes, and resources developed by City Year Headquarters. Working closely with ethnic organizations, fraternities and sororities of color, and campus Offices of Multicultural Affairs, we organize over 260 information sessions, open houses, classroom presentations, and tables at colleges and career fairs. Advertising includes emails/ mailings, student media, nationally broadcasted television and radio PSAs, local 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: CYN's Annual Learning Plan calls for a 2.5 week intensive Basic Training Academy (BTA) in August, 10 half day training days on WSWC, 15 Community Building Days, 15 LACY (Leadership after City Year) Evenings and Events, and a 2 day Advance Training Academy (ATA) in February (24 days plus 42 events). Members also participate in select school-delivered professional development sessions alongside the teaching staff. *ORIENTATION: Members receive a pre-service reading outlining the service model and 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 school partner and neighborhood. *SKILLS ACQUIRED: Members develop skills in working with children and youth, tutoring strategies and techniques, teamwork, communication, public speaking, project management, conflict resolution and negotiation, and data management and analysis. City Year's national Member Development Curriculum Map sets foundational trainings that are necessary for members to deliver the WSWC model. Over the course of the program year, members receive 31 topic-based trainings in ELA service delivery, 15 topic-based trainings in math delivery, 32 topic-based trainings social-emotional learning (attendance and behavior) and 6 topic-based trainings in WSWC cross indicators. *ON-GOING TRAINING: Under the Curriculum Map, we follow a 36 week learning calendar that provides opportunities for sequential knowledge and skill development. In addition, members receive on-going coaching and feedback through observations from CYN staff and Project Leaders. At all times, members have access to online and on-demand learning through a

Narratives

content library and recorded webinars. *TRAINING TOPICS: BTA training topics include: operations, disaster preparedness and response (CPR/First Aid), our leadership development curriculum (the Idealist's Journey), 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.*PROHIBITED ACTIVITIES: Members receive training during orientation, receive a handbook, and sign a Member Service Agreement with the prohibited activities included. Regulations are reviewed at mid-year. Sign-in sheets used during registration and BTA document member participation in required trainings.

F) MEMBER SUPERVISION: A dedicated City Year Program Manager (PM) provides day-to-day supervision for 1-2 teams of corps members (between 11-23 members) with assignments determined by District and school feeder pattern. Each PM conducts daily team check-ins, holds weekly team meetings, and conducts monthly one-on-ones with each member of their team to track progress toward goals and service quality, and address school, service or personal issues. PMs serve as primary school contacts and are on school grounds 2-4 full or half-days per week. *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. As part of staff on-boarding, a signed checklist is maintained to verify completion of prohibited activities training. *SUPERVISOR OVERSIGHT: Day to day supervision of CYN's 16 Program Managers is provided by 4 Program Directors (4 PMs per Director). Fourteen PMs and 3 Directors are captured under this grant, with the remaining 3 staff responsible for CYN's Diplomas Now program (Grant #12ACHNY0010002). Program Managers meet twice monthly with their Director and school staff liaison.*TUTORING PROGRAMS: MEMBER QUALIFICATIONS: All members must meet AmeriCorps eligibility requirements, have a high school diploma, receive requisite AmeriCorps and NYC DOE criminal history checks, and successfully complete our Basic Training Academy.*MEMBER TRAINING: During BTA, members complete City Year trainings in 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). For grades 3-8, methodologies are recommended by the

Narratives

principal (such as Guided Reading, Journeys, Great Leaps, Scholastic (Read 180) and Easy CBM for math), or include City Year's research-based Literacy and Math Frameworks. We utilize school-issued materials and organize member participation in trainings conducted by certified personnel (such as Special Education Teacher Support Services staff) for specific ELA methodologies, alongside teachers. Trainings promote scaffolded learning and occur in August and February, with ongoing sessions once per month. Members also receive regular observation and coaching on tutoring delivery from PMs, school staff, and Project Leaders. Literacy Consultants of Cambridge, MA provide customized support for all City Year sites including CYNV. City Year's Regional Literacy Trainer for the Atlantic Region and specialist in at-risk reading strategies, Dr. Sheelah Sweeney, conducts quarterly on-site training observation, assessment and review with CYNV's Service Director. *SUPERVISION: Members receive supplemental support, observation and feedback from PMs, the Service Director, assigned teachers and other designated school liaisons.

G) MEMBER EXPERIENCE: Our program has three primary components: learning and development, service implementation, and evaluation. 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. City Year graduates build on their experience post program. 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). *REFLECTION: Reflection tools include the performance management system (with reflection prompts), our Leadership After City Year program, the Idealist's Journey curriculum (with structured reflection exercises), project debriefs (plusses/deltas), and Graduation ceremonies.*NATIONAL SERVICE CONNECTION: Members participate in a swearing-in ceremony during City Year's Opening Day and receive the AmeriCorps 101/History of National Service training. To develop connections with local programs, 50 members attend the NYV AmeriCorps Kick-Off event (Opening Day) in Albany; recruit members from TASC, Jumpstart, and the NYC Civic Corps for citywide volunteer mobilization events on MLK Day and Earth Week; and offer shared trainings and

Narratives

CYNY space usage with Ramapo and ReServe, among others. CYNY members are actively encouraged to enroll in AmeriCorps and City Year Alums.

H) VOLUNTEER GENERATION: In 2013-14, CYNY will engage 2,670 volunteers to provide 10,000 hours of service to our schools partners, local non-profit organizations, and corps members. 600 volunteers will serve on Dr. Martin Luther King Jr. Day in projects to benefit partner schools. At our schools or in surrounding neighborhood, members will lead 1,990 employees of our corporate sponsors, alumni and students in 14 service projects that improve school climate, i.e. beautification projects such as painting murals, blacktop games on playgrounds, building bookshelves or supporting student recognition events. Service projects are also designed to leverage volunteer skills and interest, i.e. Microsoft employees work with teachers' use of math tools and graphing calculators. Such projects generate school value, but also build students' pride in their school and neighborhood and foster corporate sponsor/employee awareness of school conditions and needs. For our corps members' professional development, we engage a cadre of 84 mentors from corporate sponsor Deloitte, Amex and Bain & Company who volunteer 15-20 hours each. They provide our corps with leadership mentoring, financial literacy, teambuilding skills, resume, interview and career coaching.*MEMBER ROLES: Eight members will serve on the Civic Engagement Team, supervised by a dedicated PM, and manage volunteer recruitment, 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. The content and purpose of all volunteer events is reviewed by CYNY staff to ensure allowability.

I) AMERICORPS IDENTIFICATION: Besides member uniforms, the AmeriCorps logo is included on member and staff name tags and business cards, City Year recruitment materials, our website, and included in signage at CYNY offices and service locations. City Year sites are supported by a professional Marketing and Communications department at City Year's 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 Brand Manager to ensure adherence to 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

Narratives

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 York was founded in 2002. *LOCAL STAFFING & MANAGEMENT STRUCTURE: To support 294 members and 20 teams, the 2013-14 CYNVY staffing plan calls for 46 staff positions of which 2 will fall in Executive leadership, 26 will fall in Program and Service, 8 will fall in External Affairs/Recruitment, and 9 will fall in Development. Of these, 23 positions in the Program and Service Department are included in the grant. All other CYNVY staff is excluded, such as recruitment personnel who support City Year's new regional recruitment structure. Because their activities support multiple City Year operating sites they are not attributable to one grant or site. *STAFF ROLES & EXPERIENCE: Executive Director ERICA HAMILTON is responsible for site leadership, including partnerships, recruitment, board management and fundraising. Chief of Staff MARIS GOODSTEIN oversees site operations, talent development, government relations and growth strategy. Managing Director JOHN HUGHES leads member activities, service delivery and the AmeriCorps program. He supervises four Program Directors and Service Director AMANDA BRUCE. Ms. Bruce oversees WSWC service quality, member training and evaluation, and 4 Product Managers in these areas. Program Directors ROB MOWRING, JENN MAHONEY, NICOLE TSANG and ANNIE KESSLER provide day-to-day supervision of 4 Program Managers each, managing service goals, quality and program execution. Program Managers provide day-to-day supervision of the corps. Ms. Hamilton joined CYNVY as Executive Director in 2012 with over 15 years of experience managing programs in the nonprofit and private sectors. Ms. Hamilton holds an MBA (Wharton), MPA (Robert F. Wagner School of Public Service at NYU), and BA (Harvard University). Dr. Hughes served 14 years as a Principal in NYC schools, including 10 years as key liaison for CYNVY's partnerships in South Bronx schools. Dr. Hughes earned his PhD of Education in School Administration (Fordham University) and received awards as Principal of the Year (Bronx District 9) and from Harvard University's Principal Center. Ms. Goodstein, an alumna with 7 years of CYNVY experience has managed corporate and foundation relationships and served an integral role in CYNVY's partnership development with the NYC DOE. She completed City Year's Executive Management program, the Coro Leadership New York Fellowship and is a graduate of Barnard College. Ms. Bruce, a Connecticut College graduate, also a City Year and NCCC alumna, has 7 years of experience managing teams and leading CYNVY's service implementation. CYNVY's Program Managers represent a combined 30 years of AmeriCorps experience; 100% have earned B.A.s; and bring prior experience working in youth development, as public school teachers in NYC and with Teach For America and Citizen Schools. New position hires in

Narratives

2013 will have experience in team management, working with youth and/or experience in education. AmeriCorps alumni and/or teaching experience is preferred.*STAFF TRAINING (FINANCE, PROGRAM AND TECHNICAL ASSISTANCE): CYNV staff will participate in New Yorkers Volunteer conferences and trainings, plus City Year's national cross-network and regional conference calls organized around job function, and trainings 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 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 and NYV or other State 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 TRAINING CAPACITY (STAFF & CORPS): CYHQ maintains a professional Learning and Development department within our Human Potential (resources) department which plans network wide conferences and events, training design, and learning plans such as the Member Curriculum Map. Locally, member training is coordinated by our Training Manager, with support from one of our four Project Leaders. We maintain relationships with 8 local organizations and professionals to lead and deliver trainings to the corps and staff, e.g. Ramapo for Children, The Trevor Project and Global Kids. Based on recommendations from our external evaluator, PSA, we reconfigured our roster of providers and timing of trainings this year, to ensure our corps receive high-quality, professionally-led trainings in each indicator area..*CAPACITY TO CONDUCT EXTERNAL EVALUATION: Over three years (2009-2012) PSA has evaluated implementation, outcomes and impact of CYNV's WSWC model, to assess its effectiveness in improving student literacy and student attitudes towards learning and civic engagement (most recent report released in December 2012). CYNV is now participating in a five-year randomized experimental study under an Investing in Innovation (i3) grant conducted by MDRC. We receive advisory support from CYHQ's professional Evaluation department, led by Dr. Gretchen Biesecker, on selecting external evaluator/s, 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. *CITY YEAR INC

Narratives

STRUCTURE: Governance: All City Year sites, including CYNV, 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. CYNV's board is led by Stephanie Mudick (Executive Vice President, J.P. Morgan Chase), and is comprised of 20 individuals representing the business, foundation, education, non-profit and government sectors.*Program Support: Boston-based CYHQ maintains centralized operating services and systems and departments for finance, human resources, marketing and communications, and information systems. All legal, insurance, auditing, accounting, payroll and fiscal management functions are centralized. CYHQ also provides develops and supports 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. 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 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 \$100,000 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. CYNV has developed a shared commitment and strong funding base with 1,156 funding partners and over 100 in-kind partners through renewing these annual or multi-year sponsorships. In the past 5 years, 2007-12, CYNV has raised \$33.2M to support the planning,

Narratives

implementation and sustainability of our AmeriCorps program. More than \$21.4M was generated through corporate contributions and private grants, and \$11.2M through state and local government grants, including school district contracts. CYN Y has a strong track record of retaining donors in all sectors. Founding partners, such as The Charles Hayden Foundation, Starr Foundation, Bain and Co. and individual donors, continue to support CYN Y after 10 years; corporate partners Aloca Foundation, Credit Suisse Americas Foundation, CSX Corporation, Barclays, American Express Foundation, and HSCB have supported CYDC for 5-8 years; and public sector funders the NYC DOE and New York City Council have each invested in CYN Y for 7 years.*

COMMUNITY STAKEHOLDER INVOLVEMENT & SUPPORT: City Year's primary stakeholders are our site advisory board, our school districts, our school service partners, administration and teachers, local government and city agencies, our funding partners, our corps members, student beneficiaries and their parents. We develop strategic partnerships with 20 area high schools and colleges to support recruitment, 5 community based organizations to provide member training, 15 nonprofits to support after school programs and student social services resources, and 33 corporate partners to provide professional expertise, resources, 180 volunteers annually, and member professional development. Our network of community partners helps CYN Y teams add critical capacity to afterschool programs within each zone, providing space, recruiting students, or offering enrichment programs. The Point CDC hosts a CYN Y's local office in South Bronx. The Children's Aid Society, Jacob Riis, and various Beacon programs are all 3-6 year partners and CYN Y has coordinated with AmeriCorps program ReServe (student volunteer mentors) to support the Mayor's Truancy Initiative since 2010. Our 6-year relationship with NYC DOE anchors our program sustainability and implementation. We work closely with the NYC DOE Office of School Transformation's Deputy Chancellor Marc Sternberg and Director of School and CBO Partnerships Serge Saint Leger, who recommends program funding allocations to the New York City Chancellor of Education's Office. Our NYC DOE relationship started in 2007 with a multi-year contract for over \$1,000,000 in year 1, growing by 140% to \$2.4M in 2012-13. To ensure ongoing program improvement, we request key stakeholders, teachers and principals, to complete twice-annual surveys that provide feedback on our service delivery, historically with a 75% rate of return. Parents provide our third, critical constituency, and we work to engage them with our schools through at least 100 school-based events per year, such as Family Literacy Nights. Beyond fundraising, our 20 advisory board members serve as committed champions, facilitating important relationships across all aspects of CYN Y's program. At official and executive levels, they represent our team sponsors, civic officials, Alumni, teachers, and invested individual donors.

Narratives

C) COMPLIANCE AND ACCOUNTABILITY: *PREVENTION: City Year Headquarters (CYHQ) provides policy and oversight of the AmeriCorps program through multiple means such as automated systems, policies, standard operating procedures, training, document audits, and site monitoring visits. For school partners, prohibited activities are outlined in writing through standardized, annual Service Partner Agreements (memorandums of understanding with each school). CYNV's staff participate in conference calls, site monitoring visits, and desk audits as conducted by Serve DC. Program Directors meet regularly with their line PMs and issues that cannot be solved locally are elevated to CYHQ or NYV as appropriate. PMs formally meet with school administrative staff to during the summer, at start of year, and mid-year to ensure members are providing quality service and are not engaged in prohibited activities, with monthly check-ins scheduled to address questions and team/member performance. Program Directors conduct monthly site monitoring visits at each school to observe and provide feedback on member activities. Members, school liaisons and teachers also receive in-person training in the prohibited activities in the beginning and periodically during 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. CYNV 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, 99.6% of enrollments (253/254) and 99% of exits (228/230) were completed within the 30 day enrollment deadline. The outstanding exits occurred due to compelling personal circumstances (documentation delays). To correct, CYNV has instituted monthly reports reviewed by the Corps Operations Manager.*ENROLLMENT: CYNV has filled 100% of 762 full-time slots awarded over the past 3 years. *RETENTION: CYNV has a strong track record for retention: 90.6.1% [230/254] in 2011-12; 91.3% [232/254] in 2010-11; and a current retention rate of 98% [249/254]. To address member attrition, we created a corps led Council last year; established a Retention Task Force; and continued to improve messaging to potential members about expectations during recruitment. The school-based

Narratives

Project Leaders are intended to expand real-time, peer-level support for our members. These members will work with PMs to identify training needs, support interventions, and assist with data entry and interpretation responsibilities to increase efficiencies and enable the front-line corps to focus on their students' challenges and progress.*SERVICE LOCATIONS: As an operating site for the City Year, Inc. parent organization, CYNV maintains a local headquarters from which teams of members are deployed to one of 20 NYC public school campuses. Twelve teams, or 172 members (59%) will serve in Tier 1 schools, e.g. New York State-designated Priority/Focus Schools, including: middle schools CPMS (JHS 13), 126K John Ericsson, 171K Abraham Lincoln, JHS 302K Rafael Cordero, and 424X Hunts Point; K-8th grade schools PS 154X Jonathan D. Hyatt, PS 345K Patrolman Robert Bolden, PS- IS 50M Vito Marcantonio; and two others to be selected from the Priority category. Eight teams, or 103 members (37%) will serve in Tier III schools, including middle schools IS 126Q Albert Shanker and MS 302X Luisa Dessus Cruz; K-8th grade schools PS112Q Dutch Kills; PS 130X Abram Stevens Hewitt; PS 149K Danny Kaye, PS 171Q Peter Van Alst; PS 48X Joseph R. Drake, PS 75X, and two others to be determined. Confirmed schools have been CYNV program partners for 1-9 years.*SELECTION PROCESS: New school partners for 2013-14 may include IS 166, IS 123, IS 218, Urban Assembly of Civic Engagement, and Archimedes Academy, all of which appear as Priority schools; plus IS 204Q, PS 83M, PS/MS 57M, and PS/MS 206M, under the Tier III category. Final school selection will be determined in Spring 2013, based on per school meetings with CYNV leadership to verify principal commitment to conditions for success within school settings, direction from NYC DOE and CYNV staff review. All school partners will be assessed against the following criteria: School Improvement Grant Status and/or status on the New York State ESEA Approved Flexibility Request, Title 1 eligibility, AYP and API scores, student test scores on QRI-5, and/or are schools that fall within feeder patterns for neighborhood high schools in our Districts with low graduation rates. We utilize a detailed "Conditions for Success" rubric developed by Deloitte accompanied with a "WSWC Configurations" rubric to further assess school partner suitability.*SELECTION TIMELINE: CYNV began 2013-14 conversations with NYC DOE in January 2013, and anticipates school applications for teams to be returned in March. CYNV will submit a list of applicant schools to NYC DOE for approval. The NY Chancellor of Education's Office drafts the final district budget in May. Per school agreements completed in June outline roles, responsibilities, expectations and goals.

Cost Effectiveness and Budget Adequacy

A) COST EFFECTIVENESS:*COST PER MSY: CYNV respectfully requests a grant award of

Narratives

\$3,381,000 at a competitive cost/MSY of \$11,500 to field 294 members. Cost/MSY Track Record: Our cost per MSY has remained at or below \$11,500 since 2007. Since our founding in 2002, we have exceeded match requirements and for the past five years have raised 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). In 2013-14, we will match the grant award at 50% (\$3,381,000). *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 \$115M operating budget of which CYNV's operations account for 10.5%. *PERCENTAGE OF OPERATING BUDGET: For 13-14, the attached program budget represents approximately 62% of the total projected operating site budget for CYNV. CNCS 5-YEAR SUPPORT: Since 2008, CYNV has been awarded \$13.2M in State Competitive funds, including \$496,000 in funds to support our Diplomas Now collaborative initiative in 2012-13. These funds supported 1,270 full-time positions. *FUNDRAISING EXPERIENCE: Since 2007, CYNV has raised over \$33M, through corporate contributions and private grants (\$21.4M), state and local government grants (\$11.2M), and CYHQ allocations (\$522K). *MATCH SECURED TO DATE: CYNV has secured \$800K for 2013-14 to date from The Alcoa Foundation (\$225K), Towerbrook (\$200K), Credit Suisse Americas Foundation (\$200K), CSX Corporation (\$100K), and long-term individual donors (\$75K). *PLAN FOR REMAINDER: Above the secured match, we have identified an additional \$3.29M in prospective revenue through renewed sponsorships. We project \$1.816M in service partner match from NYC DOE, plus \$170K from the New York City Council, for deploying teams to 20 schools (contracts to be finalized in early summer 2014). In addition, a minimum of \$60K will be generated through Board fundraising and individual donors; \$759K in donations from 4 private foundations (Pinkerton, Starr, Charles Hayden, and Charina Endowment Fund) and \$425K from 4 businesses (Barclays, American Express Foundation, HSBC, Bain and Co.) that have supported CYNV for between 5-10 years each; and \$60K from new sponsor Man Investments. *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 \$6.50 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 Sylvan's ACE It! tutoring program, 34 hours/year at an 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

Narratives

(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, the 11 member team at Central Park East Middle School (CPEMS JHS 13) will provide \$6,450 in services to students. Over the course of an entire school year, the team will serve approximately 130 days in CPEMS bringing the total market value of the services the team provides to over \$832,600. The average member on the team will provide \$75,600 in services over their term--over 6 times greater than our cost/MSY (\$11,500). *EXTENT INCREASING GRANTEE SHARE: CYNV's growth strategy presumes increasing levels of investment per member and per team from the school district, the private sector, and individuals. Our cost planning relies on our baseline AmeriCorps structure to leverage maximum community investment in our outcomes and build sustainability. For example, our contract with NYC DOE is scaled so that the commitment from the district increases as we add teams and/or corps. To achieve economies of scale we have shifted 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. It includes requisite personnel costs for 23 field staff and 294 corps, essential overhead costs (e.g. office space, telecommunications, postage and shipping, and photocopier leases), supplies (member uniforms and program materials for use in service activities), criminal history checks including FBI fingerprinting and state checks, internal performance measurement evaluation for member service activities, member and staff travel to our national training events and annual service summit and CNCS and/or NYV-sponsored events, staff and corps training costs (Summer Academy, Basic and Advanced Training Academy), and requisite limits on administrative costs. Staff salaries reflect rates based on local cost of living, and 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 \$3,381,000, 73% (\$2,491,300) will support Member Costs. Section III: Administrative functions performed by City Year, Inc. are shared across all City 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: City Year runs a single program

Narratives

(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 just 59% of our average per-member cost ($\$11,500 \times 2 = \$23K$). 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

City Year, Inc. has contracted multiple external evaluations on components of our service including evaluation of our WSWC service model prepared by Brett Consulting Group (published 2009-10), and evaluation of our socio-emotional component, prepared for the Einhorn Foundation (published 2012 and submitted). 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 and our State Commissions. Per CYN's contractual agreement with the NYC DOE, we will retain PSA for a fourth year of evaluation of our WSWC program (2012-13). Our recently completed 2011-12 PSA evaluation is submitted.

Amendment Justification

n/a

Clarification Summary

n/a

Continuation Changes

Narratives

n/a