



PreK-12 Appropriations Committee

Tuesday, January 12, 2010
2:00 p.m. – 5:00 p.m.
404 House Office Building

Action Packet

COMMITTEE MEETING REPORT

PreK-12 Appropriations Committee

1/12/2010 2:00:00PM

Location: 404 HOB

Attendance:

	<i>Present</i>	<i>Absent</i>	<i>Excused</i>
Anitere Flores (Chair)	X		
Dwight Bullard	X		
Gwyndolen Clarke-Reed	X		
Marti Coley	X		
Erik Fresen	X		
Tom Grady	X		
Martin Klar	X		
John Legg			X
Ronald Renuart	X		
Ron Schultz	X		
Kelli Stargel	X		
Richard Steinberg	X		
Will Weatherford	X		
Michael Weinstein	X		
Totals:	13	0	1

Committee meeting was reported out: Tuesday, January 12, 2010 4:10:22PM

COMMITTEE MEETING REPORT

PreK-12 Appropriations Committee

1/12/2010 2:00:00PM

Location: 404 HOB

Workshop

Base Budget Review

City Year of Miami Presentation

Appearances:

Saif Ishoof, Executive Director - Information Only

City Year Expansion & Support

City Year of Miami

44 West Flagler Street

Miami Florida

Phone:786-246-8434

Class Size Presentation

Appearances:

Linda Champion, Deputy Commissioner for Finance & Operations (Lobbyist) (State Employee)

(At Request Of Chair) - Information Only

Class Size

Florida Department of Education

325 West Gaines Street

Tallahassee Florida 32399

Phone:850-245-0507

Status Update on Targeted ARRA Funding Increases

Appearances:

Linda Champion, Deputy Commissioner for Finance & Operations (Lobbyist) (State Employee)

(At Request Of Chair) - Information Only

ARRA

Florida Department of Education

325 West Gaines Street

Tallahassee Florida 32399

Phone:850-245-0507

Committee meeting was reported out: Tuesday, January 12, 2010 4:10:22PM

COMMITTEE MEETING REPORT

PreK-12 Appropriations Committee

1/12/2010 2:00:00PM

Location: 404 HOB

Other Business Appearance:

Race to the Top

Eric J. Smith, Commissioner (Lobbyist) (State Employee) (At Request Of Chair) - Information Only

Florida Department of Education

325 West Gaines Street

Tallahassee FL 32399

Phone: 850-245-0507

Committee meeting was reported out: Tuesday, January 12, 2010 4:10:22PM

COMMITTEE MEETING REPORT

PreK-12 Appropriations Committee

1/12/2010 2:00:00PM

Location: 404 HOB

Summary: No Bills Considered

Committee meeting was reported out: Tuesday, January 12, 2010 4:10:22PM

American Recovery and Reinvestment Act (ARRA) Expenditure and Jobs Data by Award - Targeted (12-31-09)


Program	Federal Award Amounts	Allocated Amounts*	Reported Expenditures as of 12-31-09	FTE Jobs Saved and Created	Headcount Jobs Saved and Created
Individuals with Disabilities Education Act (IDEA), Part B	\$ 627,262,665.00	\$ 627,262,665.00	\$ 142,554,104.49	3,292.70	4,710.00
Individuals with Disabilities Education Act (IDEA), Preschool	19,700,808.00	19,700,808.00	3,450,168.15	41.09	142.00
Enhancing Education Through Technology, Title II, Part D	30,195,950.00	14,343,040.42	2,245,351.20	11.83	16.00
Education for Homeless Children and Youth, Title X	3,124,358.00	3,124,358.00	401,836.59	18.19	42.00
Improving the Academic Achievement of the Disadvantaged, Title I, Part A	490,575,352.00	490,575,352.00	65,543,664.41	1,968.15	2,783.00
Totals	\$ 1,170,859,133.00	\$ 1,155,006,223.42	\$ 214,195,124.84	5,331.96	7,693.00

*Awarded to Subrecipients as of December 31, 2009. All awards are effective through September 30, 2011 (2 years +)


American Recovery and Reinvestment Act (ARRA) Types of Expenditures by Award - Targeted Funds (As of 12-31-09)

Program	Instruction (500)	Instructional Support Services (6000)	Pupil Personnel (6100)	Instructional Media (6200)	Instruction & Curriculum Development (6300)	Instructional Staff Training (6400)	General Support Services (7000)	Plant Maintenance (8000)	Community Services (9000)	Other (9999)	Total
Individuals with Disabilities Education Act (IDEA), Part B	\$ 90,994,859.70	\$ 251,616.64	\$ 13,099,990.50	\$ -	\$13,234,072.78	\$ 8,947,458.13	\$ 15,908,270.72	\$ -	\$ 21,190.00	\$ 96,646.02	\$ 142,554,104.49
Individuals with Disabilities Education Act (IDEA), Preschool	2,038,285.65	11,948.66	481,003.24	-	378,237.45	287,651.23	253,041.92	-	-	-	3,450,168.15
Enhancing Education Through Technology, Title II, Part D	304,209.68	151,023.74	-	1,328,779.27	4,583.89	432,230.10	19,286.69	5,018.97	-	218.86	2,245,351.20
Education for Homeless Children and Youth, Title X	98,916.50	985.15	262,329.77	-	7,818.79	14,206.27	11,312.17	-	6,267.94	-	401,836.59
Improving the Academic Achievement of the Disadvantaged, Title I, Part A	29,670,438.15	786,340.80	2,365,688.82	526,960.74	7,937,668.69	22,367,645.29	1,888,921.92	-	-	-	65,543,664.41
Totals	\$123,106,709.68	\$ 1,201,914.99	\$ 16,209,012.33	\$ 1,855,740.01	\$21,562,381.60	\$ 32,049,191.02	\$ 18,080,833.42	\$ 5,018.97	\$ 27,457.94	\$ 96,864.88	\$ 214,195,124.84

Data reflect cumulative expenditures from July 1, 2009 - December 31, 2009





give a year. change the world.



City Year's Work in America's Schools

NATIONAL LEADERSHIP SPONSORS

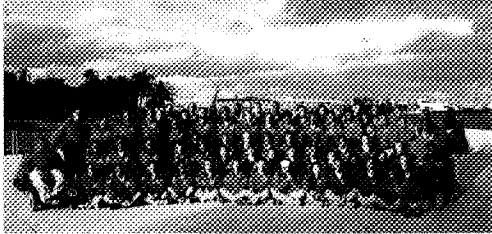




give a year. change the world.

City Year Miami At a Glance

The City Year Corps :

- Are 17-24 year olds
- Perform a year of full-time service
- Are the most diverse youth corps in the country
- Earn university scholarships
- Live on a weekly stipend
- Develop leadership skills





Highest Ranking on Charity Navigator five years running

City Year Miami Founding Year

82 corps members in founding year serving in 8 schools:

- Phillis Wheatley ES	- North County ES
- Paul L. Dunbar ES	- Westview ES
- Allapattah MS	- Pine Villa ES
- R.R. Moton ES	- Myrtle Grove ES



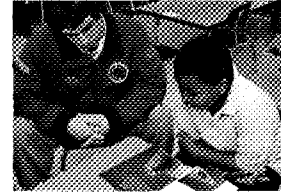
Whole School, Whole Child Framework

Whole School: Creating a positive, welcoming environment with participation in structured group activities to achieve school success.

Whole Child: Disadvantaged youth benefit from individual academic attention and supportive relationships with adults to learn and thrive socially and emotionally.

Academic Support

Reinforcing the skills that correlate with success and active learning in schools. Creating competence, self confidence, and meaningful connection with a caring adult at school



Positive School Climate

Reinforcing an environment in which students want to engage in learning, are excited and connected to a diverse and peaceful peer network. Can identify and participate in service to explore and address needs in their own school communities



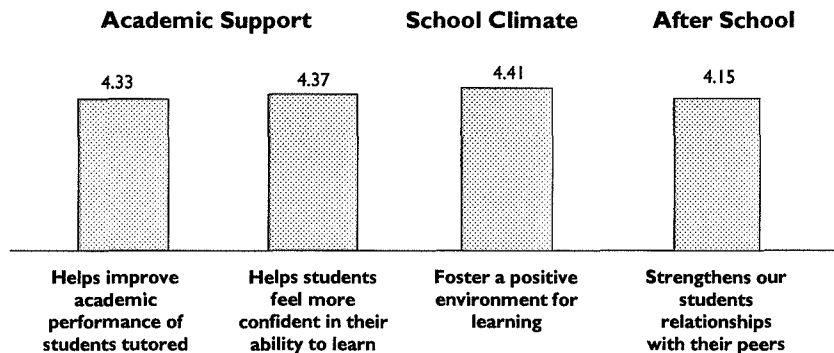
City Year Afterschool

Reinforcing key learning and development milestones that support learning efficacy such as positive peer relationships, school - family connection, and positive role modeling



Miami Service Partner Survey

Service Partners: Average agreement on a 1 to 5 scale where 1 represents "Strongly Disagree" and 5 represents "Strongly Agree"



Teacher Quotes:

- "City Year has had an impact on several of my students by motivating students to learn. Students that began the year with 33% on a test are now at 83%."
- "The team building activities have helped students work better together and have helped them increase their confidence level and self esteem."



A National Catastrophe: The High School Dropout Crisis



"When more than 1 million students a year drop out of high school, it's more than a problem, it's a catastrophe."

- Gen. Colin Powell
(Ret), Founding Chair,
America's Promise
Alliance

THE PROBLEM...

Every 26 seconds

A student drops out of school

- **Young people of color are most affected** – nearly half of all African-American and Native-American students will not graduate with their class; less than six in 10 Hispanic students will.
- High School dropouts are three times more likely than college graduates to be **unemployed** and eight times more likely to be in **jail or prison** than high school graduates.
- The more than 12 million students projected to drop out over the next decade will **cost the nation about three trillion dollars.**

...IS SOLVABLE

The right interventions

Can get students back on track

- 50% of the country's dropouts come from only 12% (2,000) of the high schools
- Research has shown that students who demonstrate a single off-track indicator as early as 6th grade have a 75% probability of dropping out.

The Primary Off-Track Indicators for Potential Dropouts: "ABC's"

- **P**oor **A**ttendance
- **D**isruptive **B**ehavior
- **C**ourse failure in math or English

5



Keeping Students In School & On Track

In School & On Track

A National Challenge



City Year's *In School & On Track* initiative seeks to reach 50% of all of the students who are falling off track in City Year's 19 U.S. locations, which will require expanding the number of corps members from 1,500 to 6,000 nationally.

In School & On Track engages school districts, the private sector and the federal government through AmeriCorps as partners in the effort to reverse the trajectory for students at-risk of dropping out of high school.



"We need greater scale so that in all of [City Year's] locations, we think about doubling, tripling, quadrupling your presence."

-Secretary of Education Arne Duncan

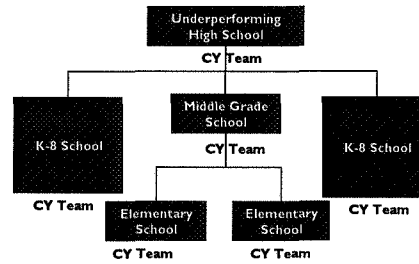
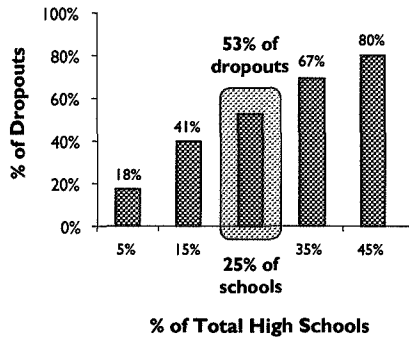
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Strategic Deployment for Impact

Working in the subset of schools with disproportionate amounts of dropouts...

...City Year will provide interventions to keep students on track



In the average City Year market 25% schools generate over 53% of the students who fail to graduate

Students in high poverty school districts who successfully navigate grades 6 to 9, graduate from high school (75% or higher grad rates)

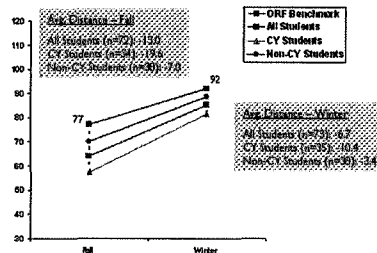


Academic Support: Voyager Passport Tutoring DIBELS Results at Pine Villa Elementary School

"City Year is the best thing that has happened to our school and I thank them all for the outstanding job they are doing at Pine Villa." *Principal Tamela Brown*

Pine Villa Literacy Data FY09- DIBELS Oral Reading Fluency (ORF) Grade 3: Oral Reading Fluency (ORF)

Average Distance from Fall and Winter Benchmarks
All Students, CY Students Only, Non-CY Students Only



Students tutored by City Year corps members had a greater increase in DIBELS test results than their peers

	Avg ORF Score Fall	Avg ORF Score Winter	Avg Growth
All Students	64.0	85.3	+21.3
CY Students	57.4	81.6	+24.2
Non-CY Students	70.0	88.6	+18.6



City Year's Expansion in Florida



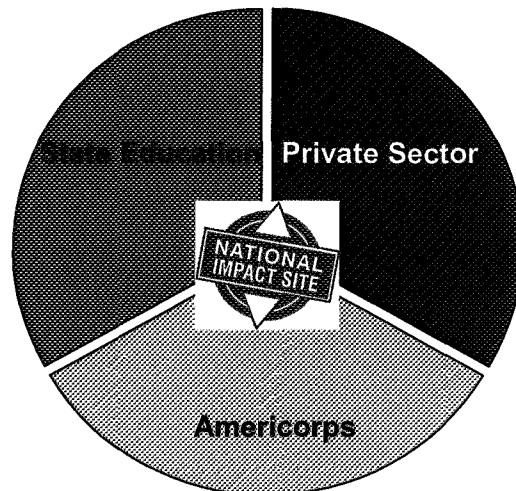
Jacksonville
prospective site

Orlando
prospective site
(first exploratory visit Jan 2010)

City Year Miami
founded 2008



Federal, private sector and state investments are matched 2:1



**USA
TODAY**
NO. 1 IN THE USA

Special report

Tuesday, April 14, 2009

Millennials a force for change

**'Civic generation'
rolls up its sleeves to
lend a hand at home
and abroad, striving
for a difference**

By Andrea Stone
USA TODAY

Jobs are scarce. Money is tight. A speedy economic recovery seems unlikely. Yet none of that has stopped the Millennial Generation from helping others. Young adults who grew up in the shadow of the 9/11 attacks and saw the wreckage of Hurricane Katrina are volunteering at home and abroad in record numbers. The generation that learned in school to serve as well as to read and write, the Millennials were the first global Internet explorers even as they pioneered social networking for favorite causes at home.

"Community service is part of their DNA. It's part of this generation to care about something larger than themselves," says Michael Brown, co-founder and CEO of City Year, which places young mentors in urban schools. "It's no longer keeping up with the Joneses. It's helping the Joneses."



By Karen Sayre for USA TODAY

All for all: City Year volunteers Adrienne Shea, Josh Murphy, center, and James Paradis join in a unity cheer before heading to work with children at Francis Stevens Education Campus in Washington as tutors and mentors.

Surveys show people born between 1982 and 2000 are the most civic-minded since the generation of the 1930s and 1940s, say Morley Winograd and Michael Hais, co-authors of *Millennial Makeover: MySpace, YouTube, and the Future of American Politics*.

Unlike culturally polarized Baby Boomers or cynical Gen-Xers, this is "a generation of activist doers," they write.

friends thought she was "crazy" since many college graduates can't find jobs. Her parents weren't pleased, either.

"My passion is helping people and making a difference," she says. "This is the perfect time for me not to focus on business...If I don't do this now, I may never have this opportunity again."

Trahey is among 3,700 college graduates who will join Teach for America next fall. Nearly 25,000 applied, a 37% increase over 2007 and the most since the program began in 1990, says spokeswoman Amy Rabinowitz. Nearly every government-funded service program has seen applications spike.

City Year, where monthly stipends are about \$1,000, saw applications triple last year. Applications to the Peace Corps, which sends volunteers to work in other countries, are up 16%. AmeriCorps, which sends young adults into schools, health clinics, parks and other local organizations, has three applicants for every slot.

The Corporation for National and Community Service, the federal agency that oversees Ameri Corps and other programs, says volunteer rates for ages 16-24 nearly doubled from 1989 through 2005, from 12.3% to 23%.

Winograd says those are the peak formative years for Gen-Xers and Millennials. He says it was rare for those now

"Other generations were reared to be more individualistic," Hais says. "This civic generation has a willingness to put aside some of their own personal advancement to improve society."

Michelle Trahey, a Penn State marketing major, has turned down three job offers so she can work for two years in a New York City elementary school as a Teach for America corps member. Trahey, 22, says

in their 30s and 40s to perform community service in high school. More than 80% of Millennials did it, often because it was required.

Although the volunteer rate for young adults declined to 21.9% in 2008, nearly three in five 18- to 24-year-olds surveyed by the Harvard University Institute of Politics said they were interested in public service. Statistics compiled by the Corporation for National and Community Service, which oversee AmeriCorps and other programs, show that college towns such as Provo, Utah; Iowa City and Madison, Wis., have among the country's highest volunteer rates.

The United Way, which was founded in 1887 to raise money for charities, opened campus chapters in 2008. It hopes to have 50 by next year, many of them offshoots of spring break programs in which students give up the beach for projects helping others.

Kathryn Yaros, a student at University of Michigan-Dearborn who is a United Way team leader, spent freshman spring break helping build a wheelchair ramp so a paralyzed man could leave his Detroit home. This spring she worked at a residential treatment center for troubled girls.

"Volunteering is not such a casual thing anymore. It's part of our lifestyle," says Yaros, 19. "Giving back is our own way of being empowered to create a positive change within the community."

Analysts cite several reasons Millennials are stepping up:

► **The times.** Just as the Great Depression and World War II shaped their grandparents' generation, Millennials view the world through the lens of 9/11, wars in Iraq and Afghanistan, and the economic meltdown.

"The events you grow up with have a lot to do with what a generation focuses on," says Alan Solomont, chairman of the Corporation for National and Community Service. "This generation grew up at a time when there was a need to pull together."

Hard times, says City Year's Michael Brown, produce "values clarification."

► **Global connections.** Because of the Internet, social networking sites such as Facebook, the growth of study-abroad programs and ethnic diversity, the Millennials are closely attached to the world and want to make it a better place.

Whether it's teaching English in China or building a well in Africa, Millennials are "in tune" with global needs, says Philip Gardner of the Collegiate Employment Research Institute at Michigan State University. He says many who study abroad — 70% of students at four-year colleges have traveled outside the United States — "get the bug to go back internationally, and one of the fastest ways ... is to do volunteer projects."

Amanda MacGurn studied in Belgium, taught English in Chile and interned with Doctors Without Borders. Now 26, the Southern Oregon University graduate leaves next month for Romania to work for the Peace Corps.

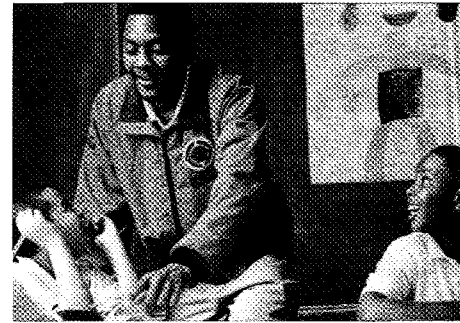
"I want to devote my life to international service work," says MacGurn, who lives in Eugene, Ore. "This is a great opportunity to serve both my country as an ambassador and also the international community."

► **Practicality.** Required to volunteer in high school and encouraged by colleges to keep it up, Millennials responded to Hurricane Katrina with outcomes they could see.

Thousands spent their college spring breaks on the Gulf Coast where they helped clear debris, patch roofs and rebuild homes after the 2005 storm.

Millennials don't want to send money and forget it, Solomont says. "They want to get things done, to fix things," he says. Unlike Baby Boomers, "They're not into chasing their own ideologies as much as rolling up their sleeves and improving things."

Emory University student Maria Town, 21, who has cerebral palsy, started



By Karen Sayre for USA TODAY

Mentoring: Donald Morgan left, and Darius Williams laugh with City Year volunteer Josh Murphy at an education center in Washington.

Alternative Life Cycles, an organization to provide retrofitted bicycles for disabled people, because she knew how expensive her own adapted recumbent tricycle was. "I've learned it's a full life commitment that can be more than just a hobby," says the Hammond, La., native. "It can be a career."

► **The Obama effect.** Millennial voters last year preferred Barack Obama 2 to 1. Many embraced the former community organizer's call to service.

Online applications to the Peace Corps spiked 175% in the days surrounding his inauguration, says spokeswoman Laura Lartigue.

"We are seeing a rebirth of the kind of idealism that we saw during the Kennedy era" of the 1960s, when the Peace Corps was founded, she says, noting that the average age of Peace Corps volunteers is 27.

Obama's election was "a signal that young people really do matter," says Roger Gu, 21, who will work for Teach for America in Los Angeles after graduating from Princeton University this spring. "I don't want to sound corny or lame, but I believe individuals can make a difference," he says.

► **Economic troubles.** A miserable job market is an added reason to volunteer.

"When the economy is downsizing full-pay job opportunities, many are looking at these stipend and volunteer opportunities

as a good alternative," says Patrick Rooney of the Center on Philanthropy at Indiana University. He says recent graduates are more likely than older adults to work for little or no pay because they have yet to start families or take on mortgages.

Rabinowitz of Teach for America has seen a change at student job fairs. "We were going head-to-head" with Wall Street firms, she says. Lately, "There's been much less competition."

At 20, Colorado College sophomore Eleanor Mulshine hasn't chosen a career, but she has traveled to the Gulf Coast twice to help with hurricane recovery, trekked to a village in India to build compost pits and worked on a New Mexico farm that promotes sustainable agriculture. Between classes in Colorado Springs, she helps refugees adapt to their new home.

Mulshine says she learned the value of helping others from her parents, who are "heavily involved" in their Washington, D.C., neighborhood.

"I'm trying to give back," she says. "What else would I do with my spare time?"

The Washington Post

THURSDAY, JUNE 18, 2009

Showing Youths a New World

City Year Program Mentors Aim to Change Lives, One Student at a Time

By JOANNA CHAKERIAN
Special to The Washington Post

Anthony Buenafe was sure he could motivate the kids in his sixth-grade class to do something besides playing with paper footballs or fighting.

So he brought his childhood chess set into school.

Buenafe was starting a year as a mentor to students at Stanton Elementary School in Anacostia, and he wanted to make it count. To make sure everyone had a chance to play, he scouted out holiday sales at toy stores and bought more chess sets with his money.

Months later, in the spring, the entire class could be found sitting quietly and playing the game at the end of the school day.

"It's not like where you see in commercials or movies, where you know that an adult is going to come in there and stand out in that child's life," Buenafe said. "When you're in the moment, you don't know how much work you have to pour into a child.

"It doesn't happen in the span of two hours, like in a movie," he said. "There's a lot of resistance, and you don't know when that tipping point is going to be. It may never come."

Buenafe, 22, is a D.C. corps member with City Year, a national organization that lets people 17 to 24 contribute one year of public service. Equipped with a few items donated by City Year sponsors – a T-Mobile cellphone, Metro cards and uniforms made by Timberland – plus a weekly stipend for living



U.S. Education Secretary Arne Duncan greets Anthony Buenafe, a City Year mentor at Stanton Elementary School in Anacostia, this month. (By Mark Gail – The Washington Post)

expenses, corps members take on a variety of service activities at locations across the District.

The program operated this year in 19 locations throughout the country. Corps members' duties have included such things as planting community gardens and running spring break camps for schools in poor urban areas.

The organization's D.C. operation, which has 85 corps members, received a boost when Michelle A. Rhee took over as the District's schools chancellor in 2007. She has supported the program's involvement in schools.

"I have been pleased to work with City Year this year to provide more small-group and one-on-one support to our students," Rhee said. "Especially in systems undergoing significant reform, I have seen directly how powerful quality one-on-one and small-group support can be in challenging our students to higher achievement levels."

Rhee has roots in such service efforts and

was in one of the first classes of Teach for America in 1992. "When districts can engage in true partnerships to align reform initiatives with the support that organizations like City Year can provide, we see the enormous potential of our students transform into achievement," she said.

In April, President Obama signed a \$5.7 billion national service act that will triple the size of AmeriCorps, the federal umbrella program that includes City Year.

Members of City Year's D.C. corps use mentoring and tutoring to raise the public school system's graduation rate. A study released last week by Education Week found that the on-time graduation rate for D.C. public school students fell to 48.8 percent in 2006. Other projects include an HIV/AIDS prevention team as part of an effort to address the city's high infection rate of 3 percent of residents, according to a new report by the District's HIV/AIDS office. The City Year team teaches middle and high school students about safe sex.

Central to City Year's philosophy is the use of "near peers," people young enough to be friends but old enough to be role models. That approach is considered crucial to improving struggling urban school districts, educators say.

City Year members can be recognized by their red jackets, but the organization recruits from diverse locations and demographics.

Tamonie Villigran, 18, hails from the District and is a product of the city's public school system. She said she remembers City

Year members in her schools. Erin Connell, 18, is from Haddonfield, N.J., where the public school graduation rate is near 100 percent. After high school, she said, she decided to do something different from her friends and postponed college to join City Year.

Once they are on the job, City Year corps members quickly learn that achieving results requires perseverance.

After the classroom success of his chess gambit, Buenafe brought in a Rubik's Cube. Every day for one month, he showed sixth-grader Keith Spriggs, 12, the sequences of how the cube moved. After many frustrating sessions, Keith had a breakthrough and solved the puzzle.

His mother, LaKisha Spriggs, said she remembers when Buenafe called to tell her the news. "I was so amazed," Spriggs said. "I think he can solve it in like a minute now. He takes his lunch breaks to do it. . . . I've never seen him as excited as he is with this."

Buenafe said he likes to explain the program to his family and friends with "The Starfish Story," a City Year motivational favorite. Thousands of starfish wash up on a beach, and a little girl throws them into the ocean one at a time. A man walks up to her and says, "Why bother? You can't save all of them." The little girl keeps throwing them and tells him, "Yeah, but now I've just saved that one! And that one! And that one!" – as she throws each one into the water.

Buenafe paused and said, "Keith with the Rubik's Cube was my starfish kid."

The Boston Globe

TUESDAY, SEPTEMBER 9, 2008

Volunteering to get tomorrow's dropouts on track

By Robert Balfanz and Michael Brown | September 9, 2008

MILLIONS OF American students are back in high school, and before the year is done more than 1.1 million will drop out. In many of the nation's cities and low-wealth rural districts, 40 to 60 percent of entering freshman will not graduate. The suburbs are no longer immune.

Retired general Colin Powell, founding chairman of the America's Promise Alliance, has called this a "national catastrophe." It's an expensive one, with a price tag of more than \$150 billion for each cohort of dropouts who are more likely to be in poor health, living in poverty, or receiving public assistance. They are three times more likely to be unemployed, and eight times more likely to be incarcerated.

Yet there is hope. The dropout crisis is solvable. It's a matter of getting the right interventions to the right students at the right time.

We know where help is needed most. Research shows 15 percent of high schools produce more than 50 percent of the nation's dropouts. Students starting at these 2,000 high schools typically come from middle schools at which children are already falling off the graduation track.

We know who needs help the most. As early as the sixth grade, students at risk of dropping out can be identified by three "off-track" indicators: poor attendance;

disruptive behavior or lack of effort; and course failure, particularly in math or English. In high-poverty environments, up to 75 percent of sixth- to ninth-grade students with even one off-track indicator do not graduate high school.

We know how to get them back on track. Research tells us that continuous support from trained and dedicated adults working as tutors, mentors, monitors, and problem solvers works. In combination with the transformation of the secondary schools that produce most of the dropouts and increased wraparound supports for the neediest students, these additional adults working closely with skilled teachers and administrators are the key to ending the dropout crisis.

Superintendents on the front lines agree. According to Arne Duncan, CEO of the Chicago Public Schools, "Improving what is going on in the classroom is an important piece of the equation, but that alone is not the answer. The answer is a combination of much greater rigor in the classroom, and a heck of a lot more support. . . . People who are going to be there and help them be successful."

We know this works because we've seen it work. "Our team of diverse, trained, and dedicated City Year AmeriCorps members helped raise test scores, lower suspension rates, and reduce classroom disruptions,"

said principal Sharif El-Mekki of Philadelphia. "They also bring things that cannot be taught: compassion, consistency, and a desire to serve."

How can we ensure this level of support in the several thousand schools in which the dropout crisis is concentrated? The answer is national service. A National Education Corps of 100,000 trained young adults should be established. That is the level of person-power necessary to get the job done.

Young people want to serve on the front lines addressing America's greatest challenges. They can be the skilled and idealistic force ensuring that students falling off the graduation path get the adult support they need: making sure they come to school; helping them fulfill their assignments; providing enriching extended day activities; and serving as positive "near peer" role models for perseverance and good behavior.

National service is a cost-effective solution. The maximum federal cost of a full-time AmeriCorps member is \$12,600 plus a \$4,725 scholarship.

The next president and Congress can make a National Education Corps a reality. When it comes to dropping out, it is time for stepping up.

Dr. Robert Balfanz, a research scientist, is co-director of the Everyone Graduates Center at Johns Hopkins University. Michael Brown is CEO and cofounder of City Year.

Scaling City Year's Impact: National Impact Site Guideposts



Every 26 seconds a student gives up on school; one million Americans drop out every year and they are three times more likely than college graduates to be unemployed, and eight times more likely than high school graduates to be incarcerated. Research has shown that as early as 6th grade, students who demonstrate key off-track indicators relating to attendance, behavior and course performance in math and English, have a 75% probability of dropping out of high school. By implementing a scalable, outcomes-based service model focusing on the high schools and feeder middle and elementary schools that disproportionately generate dropouts, City Year will keep students from high-poverty communities on track to succeed in school and graduate as productive, engaged citizens.

City Year's National Impact Site (NIS) designation affirms local strategies to scale City Year's impact and reach 50% of the students who are off track or falling off track within a district or high-need area. Headquarters will provide increased financial and human capital, which includes leveraging senior leadership to secure resources, helping develop a scale plan in partnership with stakeholders, expanding staff and corps member recruitment capacities, supporting local evaluation and program development and providing national marketing and communications support.

The following National Impact Site guideposts, approved by the City Year, Inc. Board of Trustees, are designed to ensure that City Year's National Impact Sites are developed in a manner that is operationally sound and sustainable. The Board of Trustees will vote to authorize National Impact Site Designation once the following guideposts are met:

- Shared Impact Goal:** A goal that is shared by local stakeholders, including the superintendent, mayor, teachers, state service commission, site board and philanthropic champions to scale City Year's impact through the strategic deployment of Whole School, Whole Child teams. Stakeholders commit to a plan that will reach at least 50% of children who are off track or are in danger of falling off track within a district or high-need region.
- Champion:** A lead champion, fully committed to the scale plan's success, who has convening power and access to essential resources.
- Scale Plan:** City Year Headquarters will provide staff resources to facilitate the development of a scale plan in partnership with local stakeholders. This includes a timeline and plans for: team deployment, resource/capacity development, program development, staff and corps recruitment and multi-year diversified revenue strategy.
- Lead Investor:** \$1 - 5 million multi-year investment, depending on market size, to develop capacities required for scale.
- Strategic Partnership with School District:** A formally executed strategic partnership with the local superintendent committing support of \$100,000 annually per City Year team, ideally inclusive of a minimum commitment by each partnering school. The partnership will include a commitment to data-driven instruction, as demonstrated by the full integration of the City Year team into school instruction, program, practices and systems. District shares goal of strategic deployment of City Year teams to feeder schools with a high percentage of the district's off-track students.
- Mayoral and City Support:** Formal support from the Mayor and City in the form of funding, support letter and in-kind transportation passes for corps members.
- AmeriCorps Support:** Strong AmeriCorps track record and support for scale plan from the State Commission.
- Multi-year Funding:** Pledges totaling at least 90% of the non-federal (AmeriCorps) funding required over four years, including school district commitment, city funding, 100% of teams sponsored for at least three years and local investment in City Year's Individual Giving Circles with at least two Founder Circle members and 10 Champion Circle members.
- Board Leadership:** Experienced Board Chair committed to City Year for three to five years. Board self-assessment completed by Chair in order to identify board development needs to support scale plan. Established standard committee/chair structure and 100% participation in board giving.
- Operational Readiness:** As determined by the Office of Site Leadership, key programmatic and personnel objectives are met to ensure operational readiness, including experienced site senior leadership, strategic plan aligned with scaled impact strategy, staffing plan to support growth, track record of success in corps recruitment and retention, established site training capacity and proven success implementing the Whole School, Whole Child model in multiple schools.

The New York Times

MONDAY, MAY 18, 2009

Editorial

Dropout Factories

About one in five American students drops out of high school today, and there are some schools where students have only a 50-50 chance of getting a diploma. Hearings held last week before the House education committee suggest that Congress may be ready to tackle this problem. To solve it, federal, state and local governments will all need to focus intensely on the relatively small number of troubled schools that produce a majority of the nation's dropouts.

The country should be much further along the road to addressing what is truly an educational crisis. Part of the fault lies with the Bush administration's abysmal stewardship of the No Child Left Behind law of 2002, which required states to report dropout rates annually. Too many states phoned up those statistics, with some intentionally failing to count students who had quit school in the ninth, 10th or 11th grade.

A belated rule change issued last year will at last require the states to keep track of students from the time they enter high school to the day they get their diplomas — or leave school without one.

If there is any good news here, it is that the problem is localized. According to Robert Balfanz,

of Johns Hopkins University's Everyone Graduates Center, just 12 percent of the nation's 20,000 high schools account for half of the country's dropouts and almost three-quarters of its minority dropouts. By focusing on these high schools — and the lower schools that feed them — the country stands a good chance of keeping in school millions of students who would otherwise drop out.

Researchers can now predict as early as sixth grade which students are likely to leave school without diplomas. These children are often easy to reach because they feel badly about performing poorly in school and want desperately to succeed. Several states and localities, often working with foundations and community groups, have already lowered dropout rates significantly by providing help to students and strengthening the schools they attend.

The dropout problem is fixable. To do that, federal state and local governments must work together to remake the "dropout factories." That means putting public money into prevention programs that have been shown to keep children in school.

Philadelphia Public School thenotebook

An Independent Voice for Parents, Educators, Students, and Friends of Philadelphia Public Schools

keeping students on track

Spring 2009

Two schools use 'early warning' system to avert dropouts

by Liza Herzog

In November, an eighth grade English teacher at Feltonville School of Arts and Sciences (FSAS), a neighborhood middle school in upper North Philadelphia, was meeting with her colleagues to discuss one of her students, who had been failing her benchmark reading tests. The group decided the student needed intensive one-on-one tutoring.

In many schools, such extra help is difficult to come by. But in this case, a staffer from the nonprofit group City Year was available to tutor the student after hours – whatever it took – until the next benchmark test and beyond.

Six weeks later, the student scored 70 percent on her next benchmark.

The focused discussion of struggling students and the tutoring are components of a program at FSAS and the upper school of Cooke Elementary called *Keeping Middle Grades Students On-Track to Graduation: The Early Warning Indicators Project*. It targets students who exhibit telltale signs that almost always lead to dropping out.

The four indicators

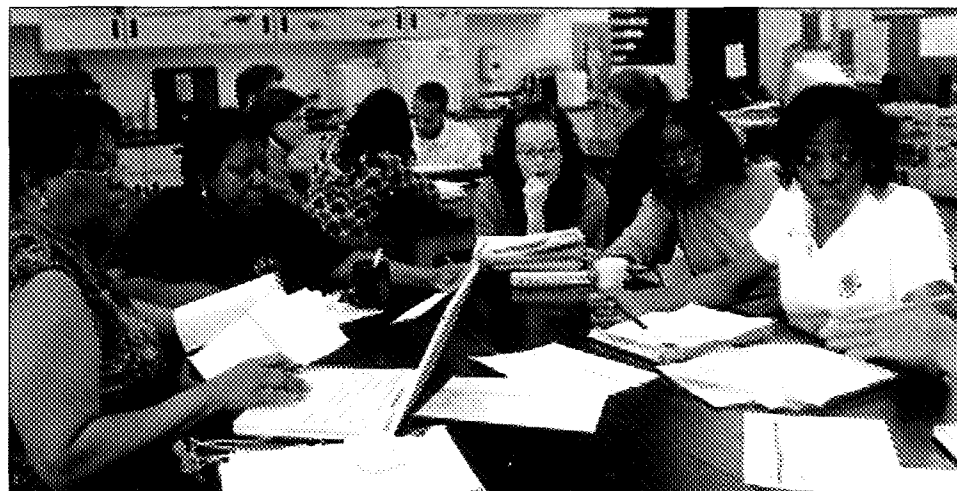
Four years ago, the School District

learned from research conducted by the Philadelphia Education Fund and Johns Hopkins that many of its future dropouts can be identified with near certainty by sixth grade based on four early warning signs: poor attendance, repeated behavior problems, failing English, and failing math.

“The research findings send a clear message that Philadelphia’s dropout prevention efforts cannot begin in the ninth grade,” said Robert Balfanz, codirector of the Center of Social Organization of Schools at Johns Hopkins University and one of the project’s lead researchers. The study followed 13,000 city students from middle school to high school and beyond.

In each class of Philadelphia sixth graders, between a third and half the students carry at least one of the early warning indicators – which gives them just a 10 to 20 percent chance of graduating from high school.

Backed by the William Penn Foundation, Johns Hopkins joined the Ed Fund and the District in 2006 to establish the pilot Early Warning



Philadelphia Education Fund

Eighth-grade teachers at Feltonville School of Arts and Sciences hold a grade-group meeting, where teachers and resource staff discuss interventions with students.

Indicators (EWI) project at the two schools to test out interventions to help students get back on track.

Now the Early Warning Indicator approach has been adopted as an element of the District’s draft strategic plan to prevent students from dropping out.

“This is the first project I have seen that takes the critical step of providing the actual in-house services called for by the research,” said Deborah Bambino, a

longtime District teacher who is the project manager for EWI at FSAS.

The Ed Fund works with middle grades staff at the schools to map out each year’s set of student supports and interventions at three distinct levels. *Whole-school/classroom interventions* are set in motion to reach all students. For example, Cooke adopted the 100 Book Challenge, a student supplemental reading program with a proven track

record. Cooke is also implementing a climate program called Single School Culture. Some students need additional *targeted interventions* such as a daily check-in and contracts with a caring adult around attendance or behavior problems. Other students need *intensive interventions* such as daily one-on-one academic tutoring or case management for behavioral health issues.

More troops on the ground

During the first two years, the EWI project team learned that they could be far more effective with more personnel who could intercede with the large numbers of students at risk. In September 2008, City Year sent 14 corps members to FSAS four full days a week and Communities in Schools of Philadelphia (CISP) dispatched two social workers.

The City Year corps members, 17-24 years old, work in all three grades with a focus on sixth grade, monitoring attendance, helping with homework, instructing small groups, tutoring, mentoring, and being positive role models. They follow their targeted students throughout the day, including during lunch and on the playground, and

provide academic support and activities after school.

The two CISP caseworkers work with students who need emotional and behavioral supports, and each has a full caseload. One works exclusively with sixth graders.

The schools also have a computerized data tool that allows staff to track the latest student-specific information on each of the four early warning indicators, plus PSSA results and reading levels.

But the linchpin of the work is gradegroup meetings for staff. Twice a month, teachers and resource staff meet to discuss students individually and either identify interventions that are already available or create new ones. Teachers assess the progress of students and identify more students who need help.

“EWI allows teachers to collaborate with others in meaningful conversation that brings about strategies that work,” said teacher Lesly Eckstein, who is the union building representative. “We share and celebrate success stories at the end of each meeting.”

An on-site EWI Project Manager coordinates outside partners, teachers,

administrators, and support staff, and reaches out to students and families to integrate the project into daily life at the school.

Since the stepped-up interventions started, there are signs of progress. At the close of the first marking period, students served through EWI had higher attendance than they did the previous year – which reverses the usual pattern of attendance declining as students get older.

Of the more than 250 students who were “off-track “ to graduation at the beginning of the 2008-09 school year at FSAS, 54 percent have shown improvement in their original risk area, and nearly two-thirds have improved their grades in math and English.

The collaborative plans to expand in the North Region next year, first targeting those middle schools with the highest numbers of students with one or more of the early-warning indicators, and then expanding to high schools.

And there are efforts to put more components in place. Teachers who work with the same students are looking for more opportunities to teach together and want more time to keep track of each

student’s data, progress, and needs.

The yearly cost – \$150,000 to \$400,000, depending on the size of the school and EWI components implemented – is more than offset by the far heftier price tag of dealing later on with students who enter ninth grade unprepared and fall off track, the project’s backers said.

Bambino, who has seen many reforms come and go, is encouraged. “The ability to develop customized supports for students as part of a collaborative team of educators and stakeholders sets this project apart,” she said. “It gives me hope for our students.”

Liza Herzog is senior research associate at the Philadelphia Education Fund.

THE CHRONICLE OF PHILANTHROPY®

The Newspaper of the Nonprofit World

April 9, 2009

Charities Get Ready to Put Millions of Federal Volunteers to Work

By Suzanne Perry

WASHINGTON

The votes by both houses of Congress last month to approve a big expansion of national- and community-service programs left nonprofit leaders and other champions of the plan feeling euphoric. With President Obama's support, the Edward M. Kennedy Serve America Act was passed by large majorities of the House and Senate. The legislation authorizes new spending of up to \$6-billion over the next five years to spread volunteer efforts nationwide.

But now begins the hard work of turning into reality the plan to triple by 2017 the number of participants in AmeriCorps, the main national-service program, and create an array of new volunteer programs. AmeriCorps members work on projects for 10 months to a year for a modest stipend, winning an education grant when they finish.

Surge in Applications

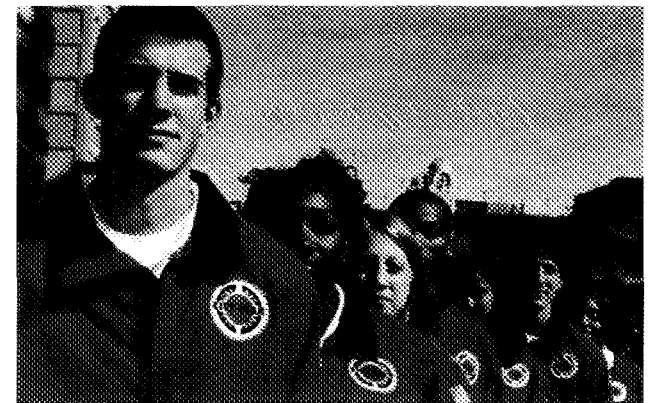
Nonprofit groups have already begun to lay plans to respond to both a rising demand for help during the economic downturn and a sharp increase in applications for national-service positions. That jump has been attributed to both a new spirit of service and an interest in alternatives

to disappearing jobs.

As just one example, applications to City Year, a group that recruits young AmeriCorps members to tutor, serve as mentors, and offer other assistance in schools for 10 months, have more than tripled over the past year, says Michael Brown, the chief executive. At the same time, he says, "we've been asked to scale up our program by a number of superintendents."

He notes that City Year's mission seems to dovetail with the Education Corps that was created in the national-service bill to enlist people to help improve the country's schools. So the group has asked school districts and other interested parties in the 18 U.S. cities where it operates to draw up plans to compete for some of the new AmeriCorps positions.

The mandate to expand AmeriCorps will present some challenges, however, especially given the recession's impact. For example, the federal money does not cover all of the costs of taking on new volunteers. In fact, nonprofit groups, or the state commissions that operate national-service programs, are usually required by law to find matching money from other sources—although that requirement can sometimes be waived.



MEMBERS OF CITY YEAR

VERONICA PAIZ

"In any other kind of climate, it wouldn't be that hard a sell," says Richard Murphy, who heads Youthline America, in New York, which builds communications systems for young people, and serves on the board of Public Allies, a national group that operates an AmeriCorps program to train young people for nonprofit and public-service jobs. "This is a tough environment to raise money." Nicky Goren, acting chief executive of the Corporation for National and Community Service, the federal agency that will carry out the Serve America Act, says officials there have been talking to foundations about the possibility of providing money to help with the new programs.

The Council on Foundations, which represents more than 2,000 grant makers, has organized a conference call to brief its members on the legislation.

Mr. Murphy says the recession may complicate life in another way for groups that want AmeriCorps members. If they have recently laid off people, they may have trouble proving they are not using the members to replace employees—a practice that is not allowed.

But, Mr. Murphy adds: “All of these are good problems. It’s better to have this kind of problem than no change at all.”

Money for Charities

That optimistic spirit mostly prevails. In addition to bolstering national service, the Serve America Act creates a new program to channel money to innovative nonprofit groups—a move that has been promoted by a wide range of nonprofit organizations, including more than 70 that make up the America Forward coalition. The Social Innovation Funds program has a budget of \$50-million for 2010, rising to \$100-million for 2014—with matching money required from

nonfederal sources.

The legislation also creates a Nonprofit Capacity Building Program to spend \$5-million a year for five years to provide training to small and medium-size charities in areas like financial planning, grant-proposal writing, and complying with federal tax laws.

But not everyone is happy. Some Republicans criticized the legislation during the Congressional debates for being too costly and inserting government into what they said should be private acts of volunteerism. Some also waged a losing campaign to prohibit national-service money from going to organizations that engage in “political or legislative advocacy.”

Some experts have criticized previous AmeriCorps expansions for increasing the number of bodies without providing adequate resources to ensure the programs are effective.

“It’s not good policy to always be driving toward the most number of members with the least amount of money,” says Shirley Sagawa, a visiting fellow at the Center for American Progress who served in President Clinton’s White House when he created AmeriCorps. “We should be

looking at return on investment.”

Sen. Barbara Mikulski, Democrat of Maryland, who chaired a Senate hearing on the national-service bill, urged supporters to ensure that enough money is allocated for managerial functions when Congress approves the 2010 budget for the Corporation for National and Community Service.

“To pass an authorization that does not have the resources behind it makes us feel good,” she said. “We want to do good.” Ms. Sagawa praises the bill’s emphasis on measuring results, for example by setting “indicators” of success for the service programs.

The Education Corps, for example, will be expected to measure “secondary-school graduation rates” and “student engagement, including student attendance and student behavior” to see whether the corps members have done anything to improve the schools. Ms. Sagawa urges nonprofit groups who want to apply for the new AmeriCorps money to study those criteria. “Even if you’re working in education, if you can’t show how you’re advancing the things in the bill, you won’t necessarily be able to participate,” she says.

The Miami Herald

SUNDAY, OCT. 18, 2009

Kids' mentoring program worth expanding

By Miriam Marquez

mmarquez@MiamiHerald.com

First lady Michelle Obama went to Miami's Freedom Tower – the heart and soul of exile – to remind us about America's strength: service.

Days earlier in Washington, former Gov. Jeb Bush called for innovation and service – mentors for struggling students – during his annual education summit. And on Friday, two presidents, Obama the community organizer and Bush father the decorated war veteran, celebrated in Texas the 20th anniversary of Bush's Thousand Points of Light Institute, which promotes public service.

In my mind's eye stood a shimmering Erin Broskowski in her red jacket.

The energetic college grad spent a year as a mentor at Paul Laurence Dunbar Elementary in Overtown, part of an 89-member red-jacket crew of trained mentors in Miami and 1,800 nationally.

When I met her in May, the school year was wrapping up, she was psyched about her experience at Dunbar, where FCAT scores improved, and pumped to do more in the future.

Students click instantly with their mentors, which City Year limits to 17- to 24-year-old students who earn a pittance (about \$1,000 a month) to produce miracles.

The results of City Year's trained mentors' one-on-one tutoring sessions and after-school group activities lead to improved reading and math skills for the vast majority of students at some of the nation's worst schools. Mentored students earn a healthy dose of self-esteem through their hard work, which keeps them academically motivated, especially if they remain involved in City Year programs through middle school. By high school, they're focused on college, not the streets.

City Year, which began in Boston, has a proven track record.

And it has big plans to fix a 50 percent dropout rate in Miami-Dade's 11 most academically challenged high schools.

The fix? Start mentoring early in elementary school.

Then expand the program to all elementary and middle

schools that feed into Miami-Dade's high-dropout high schools.

This past school year, City Year's 82 corps members helped 1,900 children, and 1,413 other volunteers served in mentor activities. In all, they invested 139,400 hours in these children, and the time paid off.

In most parts of the country, City Year operates with one-third of its budget coming from the AmeriCorps program started by President Bill Clinton, another third from philanthropic organizations and generous corporate donors and the rest from the local school district served by this results-driven program.

Everyone from Miami-Dade School Board members to the superintendent and business leaders hail City Year, but it has yet to get any funding from the district.

Surely the district should be looking to accelerate this program with a modest investment. City Year's success is needed more than ever.

It would take 600 City Year mentors – more than seven times the number serving today – to help students at all high-risk feeder schools. Yet that's not insurmountable. Because, at the same time, thousands of recent college grads are on waiting lists nationwide to spend a year working for Teach America, AmeriCorps, City Year and other community-service and mentor programs.

The timing couldn't be better.

The Miami Herald

35 CENTS
105TH YEAR, NO. 331 7096

MiamiHerald.com



THURSDAY, JULY 31, 2008
SPECIAL EDITION

DANIEL SHOER ROTH | VIEW FROM EL NUEVO HERALD

Dedicated teens oppose indifference

It's not the typical summer vacation for a teen.

Between the fun and the sun, Monica Trueba, 17, spent a week this year training at the Miami-Dade Emergency Operations Center to help her neighborhood in the event of a hurricane. Along with 30 other kids ages 13 to 17, she handed out batteries at a retirement home, watched a documentary about Hurricane Katrina and brainstormed on how to help during an emergency.

"I learned that there are people around me that need help, and that there are a lot of opportunities to become a volunteer," said Trueba, who will graduate next year from Carrollton School of the Sacred Heart.

Trueba is part of a new wave of teens and young adults in South Florida intent on swimming against the currents of indifference.

Students have shown that if a person becomes active in social work at an early age, they will maintain that commitment through their adult lives. So

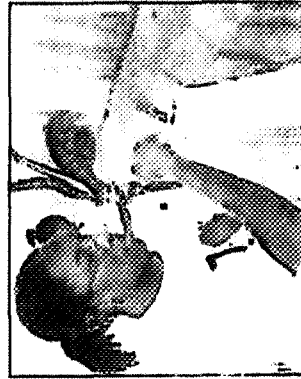
the outlook is not quite as somber as the one outlined this week by a national study that ranked the Miami-Foxt Lauderdale area as dead last in the percentage of adults that dedicate part of their time to volunteer work.

Miami has never been a beacon of social activism. Perhaps it's due to our relatively short history as a community or because immigrants have concentrated first on planting roots, without focusing on a common cause.

That's beginning to change. Among others, there are three innovative programs for kids and young adults:

- **Hands on Miami** offers one-week summer camps, like the one visited by Trueba, where kids explore issues such as homelessness, the environment, people with disabilities and disaster preparedness. In exchange, kids accumulate hours of community service.

- **The Human Services Coalition** graduates Thursday its first class of Public Allies, a 10-month program that provides young adults the opportunity to intern with relief agencies for low-



SAHEL SECURES THE MURAL MURAL

BEAUTIFYING: Marique Leflore paints a Flagler Bridge mural for a Hands on Miami project.

income families and immigrants. They receive a monthly stipend and \$4,700 toward their college.

- **City Year**, an organization that unites young people for a yearlong community service in 18 cities, will inaugurate its Miami program this fall. Participants will serve as tutors and role models in public schools.

A 2007 study by the Policy Studies Association that interviewed 2,100 graduates from City Year concluded that participants were 45 percent more likely to vote than other youth abiding the same demographic and social characteristics. Similarly, the participants were 65 percent more likely to remain involved in volunteer work.

Esmeralda González, an FIU graduate, is a good example. The 22-year-old participated in Public Allies volunteering with Family Counseling Services of Greater Miami. Her plan was to travel to Europe for study abroad, but she enjoyed her work so much that the agency hired her.

"Young people are realizing that the change is not going to happen unless someone does something," she said.

So what better moment than now to defy statistics without having to wait for the young to grow up to grabbing the reins of change? You don't have to complicate your life. It is through daily random acts of kindness that a community is transformed.

The Miami Herald

ONE DOLLAR
100TH YEAR, NO. 2168008

MiamiHerald.com 

SUNDAY, OCT. 5, 2008
8000th EDITION

Role models help young students

BRAD and CORI FLAM MELTZER, Miami

We grew up in Miami, so we know about the beauty of this city. But while the community can boast of gorgeous beaches and neon on Ocean Drive, we can get caught up in the superficial.

Recently, we saw the real beauty of Miami, where dozens of residents and local organizations used their passion and resources to bring City Year, America's premier service organization, to town. What's more beautiful than that?

With the launch of City Year Miami, 80 uniformed young adults have committed to serve our city, working full-time in Miami-Dade County public elementary schools, tutoring and mentoring children and giving much-needed help to overworked after-school programs, vacation camps and other aspects of overextended schools. They'll even be trained as emergency volunteers to assist when the next hurricane strikes. Think of it as a Peace Corps for the United States. The young adults' diversity and age – 17 to 24 – give them a unique ability to connect with the children they mentor and give these kids someone to look up to.

Is it any surprise that both Barack Obama and John McCain are supporters?

City Year corps members come from all walks of life. Irene, an 18-year-old from Boston, was admitted to Stanford. But she deferred her dream so that she could help children in Miami pursue theirs.

There's also Lucien, a 24-year-old from Little Haiti. He is returning to his old Miami neighborhood to serve. When he tells children not to make the mistakes he has made, they know where he comes from. And when he shows them the path he took to graduate high school and pursue a career, they know it's more than simple talk.

Young people like Irene and Lucien inspired us to bring City Year to Miami. A few months ago, a national study ranked the Miami-Fort Lauderdale area dead last in the percentage of adults that dedicate time to volunteering. City Year Miami will help change that by giving young people the opportunity to serve – and turning them into involved, engaged community participants for life.

City Year corps members – in their bright red jackets – also will act as reminders to the rest of us: If they can give a whole year, maybe we can give an hour, a day, maybe more. City Year isn't just for the kids – it's for our entire city.

In our efforts to bring City Year to Miami, dozens of people told us it couldn't be done – that the city couldn't support yet another public interest organization; that there wasn't enough funding to go around. But our schools are in a crisis, and our children and community suffer because of it. Miami-Dade County Public Schools' high-school graduation rate hovers at around 50 percent. And the school system has one of the highest drop-out rates in the state. In the face of these sad realities, how could we not act?

We are uniting as a community – The Knight Foundation, The Children's Trust, Volunteer Florida, Bayview Financial, Comcast, CSX, Royal Caribbean, T-Mobile, and our own charitable foundation – ready to work alongside City Year Miami corps members for a stronger community.

Everyone loves a hero, and in Miami, heroes aren't hard to find. Irene, Lucien and many others are dedicating a year to our city. They are building, for all of us, a stronger community. They are changing this world – and changing Miami. That's what we call beautiful.



CITY YEAR MIAMI OVERVIEW

give a year. change the world.



City Year unites diverse young people of all backgrounds for a year of full-time service, giving them the skills and opportunities to change the world. As tutors, mentors, and role models, these idealistic leaders make a difference in the lives of children and transform schools and neighborhoods across the U.S. and in South Africa.

City Year launched its newest site in September 2008 with an exploratory grant from Volunteer Florida. Wendy Spencer (CEO of Volunteer Florida), who oversees AmeriCorps funds in the state, along with Miami-based City Year champions, bestselling author Brad Meltzer and Cori Flam (Meltzer) led the effort to establish a City Year site in Miami.



In 2009-10, City Year Miami's 82 young leaders will complete over 140,000 hours of service through the following activities:

- Mentoring, tutoring, and educating school children in partnership with public schools;
- Organizing after-school programs, school vacation programs and instilling a culture of preparedness in the schools and surrounding communities;
- Engaging students of all ages in community service and leadership development activities; and
- Planning and leading physical service projects.

City Year Miami Service Partners:

- Allapattah Middle School
- Carrie Meek/Westview Elementary School
- Myrtle Grove Elementary School
- North County Elementary School
- Paul Laurence Dunbar Elementary School
- Phillis Wheatley Elementary School
- Pine Villa Elementary School
- Robert Russa Moton Elementary School



City Year Miami Site Partners:

- Bank of America
- Bayview Financial (Team Sponsor)
- Brad and Cori Meltzer Charitable Trust
- Comcast (Team Sponsor)
- CSX (Team Sponsor)
- Governor's Commission on Volunteerism and Community Service (Volunteer Florida)
- JPMorgan Chase
- MetLife
- Miami-Dade Transit
- NBC Universal Foundation
- Royal Caribbean International Inc. (Team Sponsor)
- Starbucks
- T-Mobile
- The Children's Trust
- The John S. and James L. Knight Foundation
- Walmart (Team Sponsor)



City Year Miami Board Members:

- Brad Meltzer (Board Chair), Best-selling Novelist
- Cori Flam (Vice Chair), Brad & Cori Meltzer Charitable Trust
- Michelle Azel Belaire, Senior Manager for Public Affairs & Government Relations, Walmart
- Alan Becker, Managing Shareholder, Becker & Poliakoff
- Mayor Manny Diaz, City of Miami
- Klayton Fennell, Regional Vice President, Government Affairs & Community Investment, Comcast
- Katherine Fernandez Rundle, State Attorney, Miami-Dade County, 11th Judicial Circuit
- Jose Fuentes, South Florida Director, The WREN Group
- Commissioner Carlos A. Gimenez, Miami-Dade County Board of County Commissioners
- Armando Gutierrez, Co-founder, Conglomerate.com, LLC
- Horace C. Hord, Jr., President, HC Marketing
- Bob O'Malley, Resident Vice President, Public Affairs – Florida, CSX
- Martine Pasquet, Director, Human Resources, Royal Caribbean Cruises Ltd.
- Madeline Pumariega, Dean of Student and Administrative Services, Miami Dade College
- Jorge Salgueiro, Partner and Regional Leader, Advisory Services, Deloitte and Touche, LLP
- E. Roe Stamps, Managing Partner, Summit Partners



www.cityyear.org

For more information, please visit www.cityyear.org or contact Lee Grever at 786.406.7902 or lgrever@cityyear.org

Photo: by Jennifer Caspell, Arnie, Dean, & John Guicoy/PE



NATIONAL LEADERSHIP SPONSORS



CITY YEAR MIAMI SITE SPONSORS





City Year 2009

give a year. change the world.



City Year unites young people of all backgrounds for a year of full-time service, giving them the skills and opportunities to change the world. As tutors, mentors and role models, these diverse young leaders make a difference in the lives of children and transform schools and neighborhoods across the United States and in South Africa.



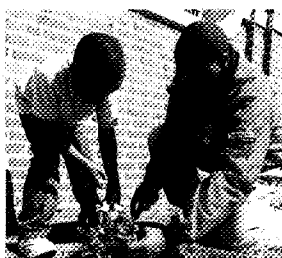
This year, City Year's 1,500 young leaders, who are 17 to 24 years old, will complete more than 2.5 million hours of service through the following activities:

- Tutoring, mentoring and serving as role models to help children and schools succeed;
- Leading after-school programs and school vacation programs;
- Engaging students of all ages in community service and leadership development activities; and
- Planning and leading transformational service projects.



From a 50-person pilot program in 1988, City Year has grown to 20 locations:

- | | |
|-------------------------------|-------------------------|
| Boston | Miami |
| Chicago | New Hampshire |
| Cleveland | New York |
| Columbia | Philadelphia |
| Columbus | Rhode Island |
| Detroit | San José/Silicon Valley |
| Little Rock/North Little Rock | San Antonio |
| Louisiana: Baton Rouge | Seattle/King County |
| Louisiana: New Orleans | South Africa |
| Los Angeles | Washington, DC |



Since its inception, City Year has:

- Graduated more than 12,500 alumni;
- Served 1,120,000 children;
- Completed more than 20 million hours of service; and
- Engaged more than 1,052,000 citizens in service.



City Year, a proud member of AmeriCorps, is a model private/public partnership, and its closest strategic partners include:

National Leadership Sponsors

- ARAMARK
Bank of America
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National In-Kind Partners

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CSX
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photos by Andy Dean, John Gilkerson & Kevin Johnson

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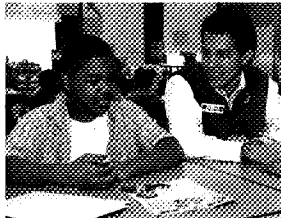


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City Year Service

give a year. change the world.



At City Year's locations across the United States and in South Africa, young people serve full-time for 10 months. Each of these diverse, young leaders gives a year to change the world and provides more than 1,700 hours of service in schools and neighborhoods to make a difference for children and their communities.



SCHOOL-BASED SERVICE

Corps members serve as tutors, mentors, role models and leaders of after-school programs to help students and schools succeed. Through City Year's service model – called Whole School, Whole Child – diverse teams of full-time corps members serve in grades 3 through 9 to help improve student attendance, behavior and course performance – which research confirms are indicators of a student's likelihood of graduation from high school. As near-peers who begin their service before the first bells rings and stay until the last child leaves the after-school program, corps members are uniquely able to provide the right interventions to the right students at the right time through:

- academic support,
- attendance monitoring and incentives,
- positive behavior support,
- after-school programming, and
- in-school programs and activities such as assemblies and celebrations that improve the overall school environment.



YOUTH LEADERSHIP

One of the important ways corps members share their belief in service and their commitment to helping children is by teaching elementary, middle and high school students how to be active in their communities and make a difference. Teams of corps members lead age-appropriate activities and curricula that enable students to understand challenges facing their communities and recognize the role they can play in addressing them.



COMMUNITY TRANSFORMATION

In addition to helping schools and students succeed in school, City Year corps members transform their communities through physical service such as:

- Painting murals
- Planting gardens
- Creating playspaces
- Renovating schools
- Refurbishing community centers

By engaging community members, corporate partners and civic leaders in this work, corps members help share the power of service.



photos by Jennifer Coppwell, Andy Dean & John Gillock/PEI

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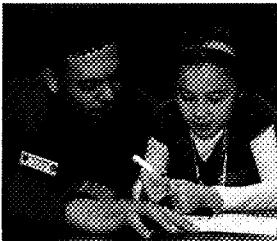
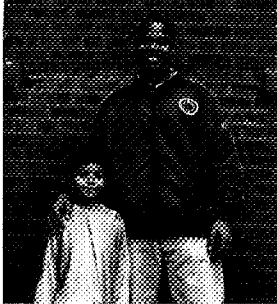


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City Year Impact

give a year. change the world.



photos by Amy Dean, Jennifer Cogswell & Mike Schwalber

IMPACT IN SCHOOLS AND COMMUNITIES

Helping Children and Schools Succeed

- In Chicago, 96% of Chicago Public Elementary students in grades K-3 who were tutored one-on-one by corps members improved their reading level by one third of a grade or more (2008).
- In Cleveland, at two schools where City Year corps members served, 72% of fourth graders scored at or above the proficiency level in math, compared with an average of 52% among fourth graders in the Cleveland Metropolitan School District (2007).
- In Seattle/King County, 94% of students in grades K-5 who were tutored one-on-one or in small groups by City Year corps members increased their reading levels by at least half a level (2007).
- In Philadelphia, Principal Sharif El-Mekki said: "A few years ago, almost 500 students were suspended—62% of our student population. Last year, with the assistance of City Year and their methods of community building and civic engagement, our number dropped to 27%. This current year, the number of suspended students is on target to reach lower than 15%." (2007)
- In a nationwide survey (2008), teacher and principal responses reflected a strong, positive perception of City Year's impact on students and schools:
 - 95% percent of teachers agreed that corps members have a positive impact on student learning.
 - 91% percent of teachers agreed that corps members serve as role models on how to work with people from different backgrounds.

LIFE-LONG IMPACT

Developing Leaders for Life

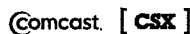
A 2007 study conducted by Policy Studies Associates indicates that on every established major indicator of civic engagement, City Year alumni excel:

- **VOTING:** When compared with the voting behavior of 18 to 40-year-olds in the national population, City Year alumni were 45% more likely to vote.
- **VOLUNTEERING:** Nearly 70% of City Year alumni volunteer 10 hours a month, making them 65% more likely to be engaged in volunteer activities than similarly situated individuals in the national population.
- **LEADERSHIP:** At least 90% of alumni reported that their City Year experience contributed to their ability to lead others.
- **DIVERSITY:** More than 90% of alumni reported that their City Year experience contributed to their ability to work as part of a team and work with people from diverse backgrounds.

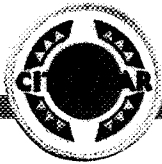
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City Year Alumni

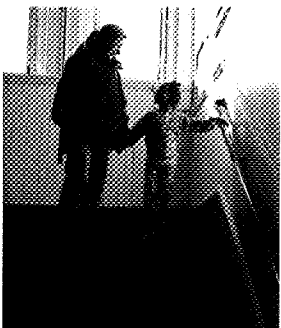
give a year. change the world.



DEVELOPING LEADERS FOR LIFE

For more than 20 years, City Year has provided 12,500 young leaders with the skills and experiences they will need to change the world. City Year corps members serve as tutors and mentors to help make a difference in the lives of children and their communities, and research shows that these young men and women are becoming “leaders for life.”

A study conducted by Policy Studies Associates indicates that on every established major indicator of civic engagement, City Year alumni excel.



- **VOTING:** When compared with the voting behavior of 18 to 40-year-olds in the national population, City Year alumni were 45% more likely to vote.
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- **DIVERSITY:** More than 90% of alumni reported that their City Year experience contributed to their ability to work as part of a team and work with people from diverse backgrounds.
- **CIVIC INVOLVEMENT:** Three-quarters of alumni reported that City Year contributed to their ability to solve problems in their communities.
- **MEMBERSHIP:** More than 75% of City Year alumni belong to a community group or civic organization, compared with 29% of similarly situated members of the national
- **EDUCATION:** 81% of alumni completed additional school after City Year, including 83% of alumni who came to City Year without a GED or high school diploma.

“Serving with City Year did nothing short of changing my life forever. There is no experience that I know of that can provide an individual with a better education and understanding of our nation’s biggest social problems. Committing to serve with City Year was without question one of the best decisions of my life.”

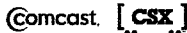
– Michael Flynn, Corps Member

For the complete Policy Studies Associates alumni study, go to <http://www.cityyear.org/researchstudies.aspx>

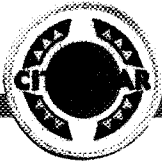
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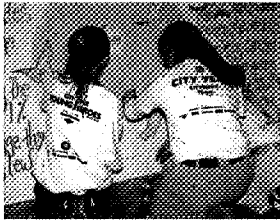
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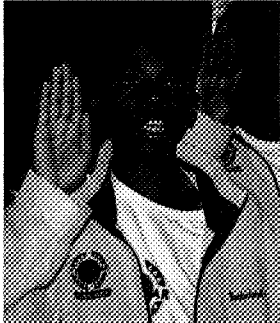
City Year Heroes

making friends and a difference

give a year. change the world.



City Year corps members share their belief in service and their commitment to helping children by leading the City Year Heroes programs, leadership development and community service initiatives for 6-12th grade students. On Saturdays from January to May, corps members teach middle and high school students about how to become active in their communities and their ability to make a difference.

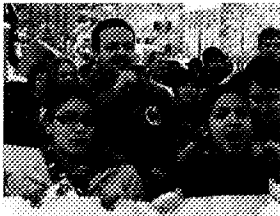


YOUNG HEROES – middle school

Sponsored by **Bank of America**



Now in its 16th year, the Young Heroes program engages nearly 2,000 middle school students annually in communities across the country. Participants learn about the social issues in their communities and help address them through hands-on community service.



CITY HEROES – high school

Since its founding in 2000, City Heroes engages more than 800 high school students in serving their communities annually. As a weekend leadership development and social awareness program for high school students, participants learn to lead others in tackling issues that directly affect their communities.



HEROES: LIFE-LONG IMPACT

Studies show that Heroes enjoy their experience in the program, demonstrating that participants can see service and leadership training as fun, and increasing the likelihood that they will make service and civic engagement part of their lives.

- More than 95% of Young Heroes said they made friends with people from different backgrounds.
- More than 95% of Young Heroes said they had fun learning and serving.
- More than 90% of City Heroes felt like they made a difference.
- More than 90% of Young Heroes said they do things differently outside of Young Heroes because of what they learned in the program.
- More than 85% of Young Heroes indicated an increase in leadership skills such as teamwork, problem solving, and public speaking.

HEROES: MAKING A DIFFERENCE

Young Heroes and City Heroes not only provide students with a structured, team-based opportunity to perform community service, but the programs also seek to educate youth on social and community issues and help them become active citizens and effective leaders.

“Young Heroes is based on the idea that no one is too young to make a positive difference in the world around him or her, and that service, if begun early, can become a life-long commitment.”

– **Caroline Kennedy, TIME Magazine**

“My son learned many important values as well as lessons. The most important was how to give of himself to the community. He also learned valuable tools, such as time management and organization skills that will last him a lifetime.”

– **Karen, Parent of a Young Hero**

“City Heroes teaches us that we are not just the future of the world, but we are the present and our actions can make a difference in society.”

– **Sam, City Hero, age 15**

“That is something Young Heroes has taught me: the power that I, and the rest of us, have to make a difference.”

– **Meiraf, Young Hero, age 13**

A SATURDAY IN THE LIFE OF A HERO

(example)

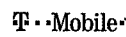
- 7:00 am** – Wake up
- 8:15 am** – Meet City Year corps member
- 9:00 am** – Prepare for day of teamwork and service with team
- 9:30 am** – Learn about the reality and causes of homelessness, including a discussion with a formerly homeless family
- 11:30 am** – Lunch
- 12:30 pm** – Service: renovating a shelter
- 4:00 pm** – Group discussion and reflection
- 4:30 pm** – Return home

photos by Jennifer Cogswell, Andy Dean, John Gibboly/FEI & staff and corps from around the network

www.cityyear.org



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National Leadership Sponsors

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National Leadership Sponsors are the companies—and the people—increasing the service and scope of City Year as its closest strategic and premiere partners. In addition to their time, expertise, ideas and civic passion, National Leadership Sponsors invest at least \$1 million in City Year over two years.



The City Year/ARAMARK partnership leverages the shared dedication of both organizations to improve our communities through service. The partnership will engage thousands of ARAMARK employees across the country in large-scale, high-impact service events that will enhance the positive role community centers play for children and their families. For more information, visit www.aramark.com



As the National Lead Partner of City Year's Young Heroes Program, Bank of America helps middle-school students nationwide understand the social issues facing their communities and how they can address them through hands-on service. For more information, visit www.bankofamerica.com



With the mission of building stronger, healthier communities through social investment focused on education and the power of the Internet, Cisco works with City Year to build and implement the Whole School, Whole Child service model to enrich the school-based service and after-school programs led by City Year corps members. For more information, visit www.cisco.com



The partnership between Comcast and City Year focuses on a shared commitment to volunteerism, youth leadership development and literacy. As City Year's National Leadership Development and Training Partner, The Comcast Foundation invests in the tools and training that corps and staff need to serve their communities with excellence. For more information, visit www.comcast.com



Through its partnership with City Year, CSX brings its focus on safety and excellence to City Year with an emphasis on City Year's Care Force® to directly impact communities across the country through transformative physical service. For more information, visit www.csx.com



With a commitment to youth empowerment, volunteerism and diversity, Pepsi supports City Year by promoting recruitment efforts, increasing outreach and awareness and enabling more young adults to make a difference in their community and their world. For more information, visit www.pepsi.com



In partnership with City Year, Timberland seeks to redefine what a company and a nonprofit organization can do together by interweaving, including through Care Force® service events and serving as City Year's Official Outfitter. For more information, visit www.timberland.com



T-Mobile is City Year's National Lead Afterschool Partner, Official Telecommunications Partner and Care Force® service day partner, all of which comprises a collaboration dedicated to providing safe and reliable after-school options for children in urban communities. For more information, visit www.t-mobile.com

and



Building on Deloitte LLP's leadership in education and commitment to college preparedness, Deloitte and City Year will work together to help high school students, who are at risk of dropping out, stay on track and graduate. Deloitte provides critical resources, including pro bono services, that help strengthen City Year's capacity to fulfill its goal of reaching more students across the country. For more information, visit www.deloitte.com



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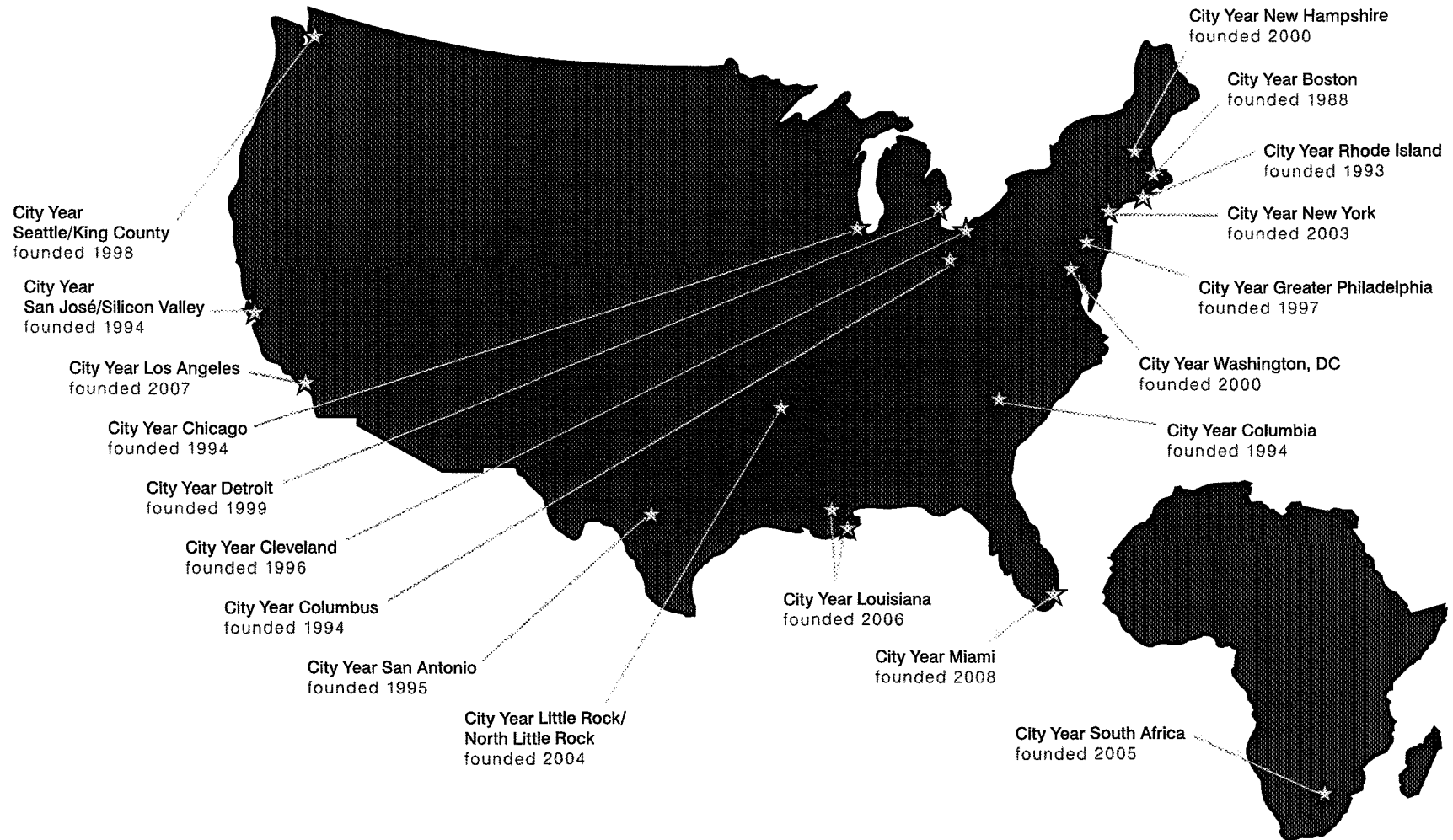


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City Year Locations

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City Year History-at-a-glance

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50 corps members strong, and with five founding sponsors, City Year pilots its first eight-week program in Boston.

President George H. W. Bush, working with Congress, enacts the National and Community Service Act and establishes the Commission on National and Community Service and the Points of Light Foundation.

City Year receives its first federal funding, a grant from the Commission on National and Community Service.

City Year locations in Chicago, Columbia, Columbus, and San Jose are founded.

The Young Heroes program is launched.

City Year receives its first AmeriCorps funds.

City Year Cleveland is founded.

City Year Seattle/King County is founded.

City Year locations in New Hampshire and Washington, DC are founded.

The Starfish Corps program is launched.

City Year New York is founded.

AmeriCorps sustains devastating cuts and federal funding for City Year is cut in half.

City Year takes a part in organizing the Save AmeriCorps Coalition to promote the value of and encourage support for national service.

The bipartisan National Service Congressional Caucus is launched. The caucus, led by Congressmen Doris Matsui (D-CA), Todd Platts (R-PA), David Price (D-NC) and Chris Shays (R-CT), helps move national service forward as part of the nation's domestic agenda.

City Year Louisiana is founded after Hurricanes Katrina and Rita.

City Year purchases Headquarters for Idealism to serve as a permanent home for the Boston service corps, national headquarters and emerging global initiatives.

City Year Miami is founded.



Boston's first full-year corps launches the first Camp City Year and Serve-a-thon.

Congress passes the National and Community Service Act of 1990, opening up new funding potential for City Year on a national level.

City Year's first expansion location, City Year Rhode Island, is founded.

Congress and President William J. Clinton create AmeriCorps and the Corporation for National and Community Service with the National and Community Service Trust Act.

City Year Columbus hosts the organization's first Annual Convention of Idealism, cyzygy.

City Year San Antonio is founded.

City Year celebrates its 10th anniversary.

City Year Detroit is founded.

The City Heroes program is launched.

City Year Greater Philadelphia is founded.

9/11 reminds the nation of the importance of building strong communities. President George W. Bush establishes the USA Freedom Corps to expand national service programs, including AmeriCorps, and issues a call to every American to serve.

City Year Little Rock/North Little Rock is founded.

The City Year Alumni Association, and Web site, alumni.cityyear.org, is launched.

City Year is part of a nationwide grassroots movement, Voices for National Service, that leads to an appropriation of a record \$444 million by Congress for AmeriCorps for 2005.

City Year launches its first international location in Johannesburg, South Africa.

City Year Los Angeles is founded.

SERVE AMERICA ACT: The Edward M. Kennedy Serve America Act is signed into law by President Barack Obama within his first 100 days in office. The bill represents the largest federal expansion of national service since the New Deal.



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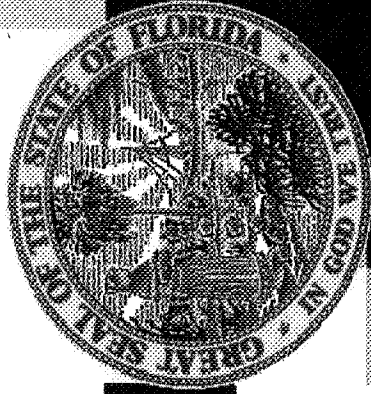
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House PreK-12 Appropriations
Committee
Update on the Class Size Amendment
January 12, 2010

Florida Department of Education
Linda Champion



The Constitutional Amendment

Limits Class Sizes

November 2002 establishing, by the beginning of the 2010-2011 school year, the maximum number of students in core-curricula courses assigned to a teacher in each of the following three grade groups:

- ❖ 18 students in Prekindergarten through Grade 3
- ❖ 22 students in Grades 4 through 8
- ❖ 25 students in Grades 9 through 12

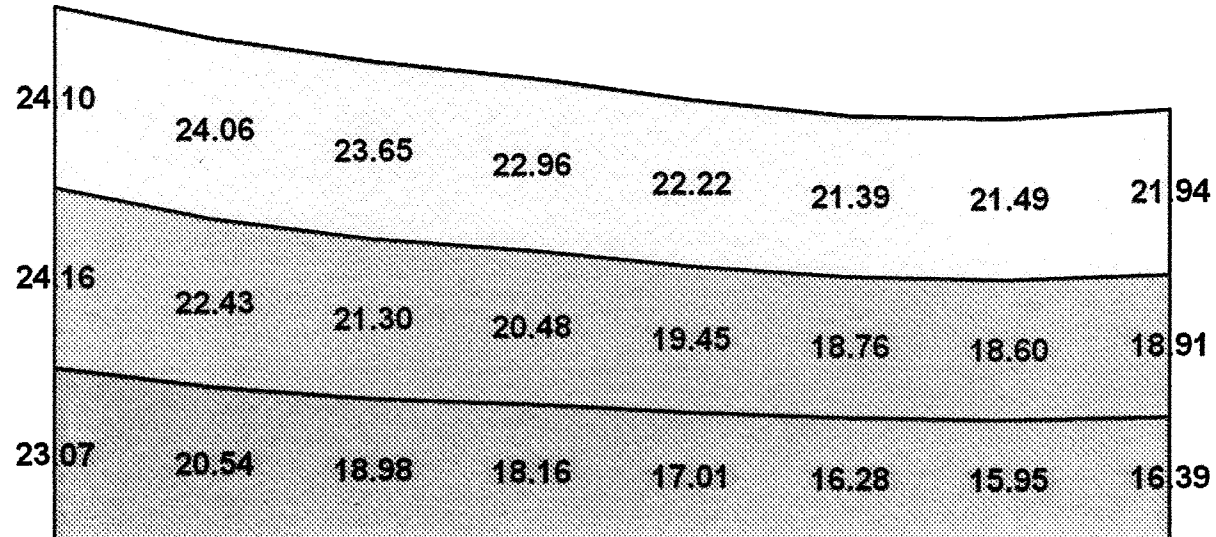
Section 1003.03(2), Florida Statutes

Schedule for Implementation of Compliance with the Constitutional Amendment

Level at which Compliance will be Measured for All Grade Groups by Year

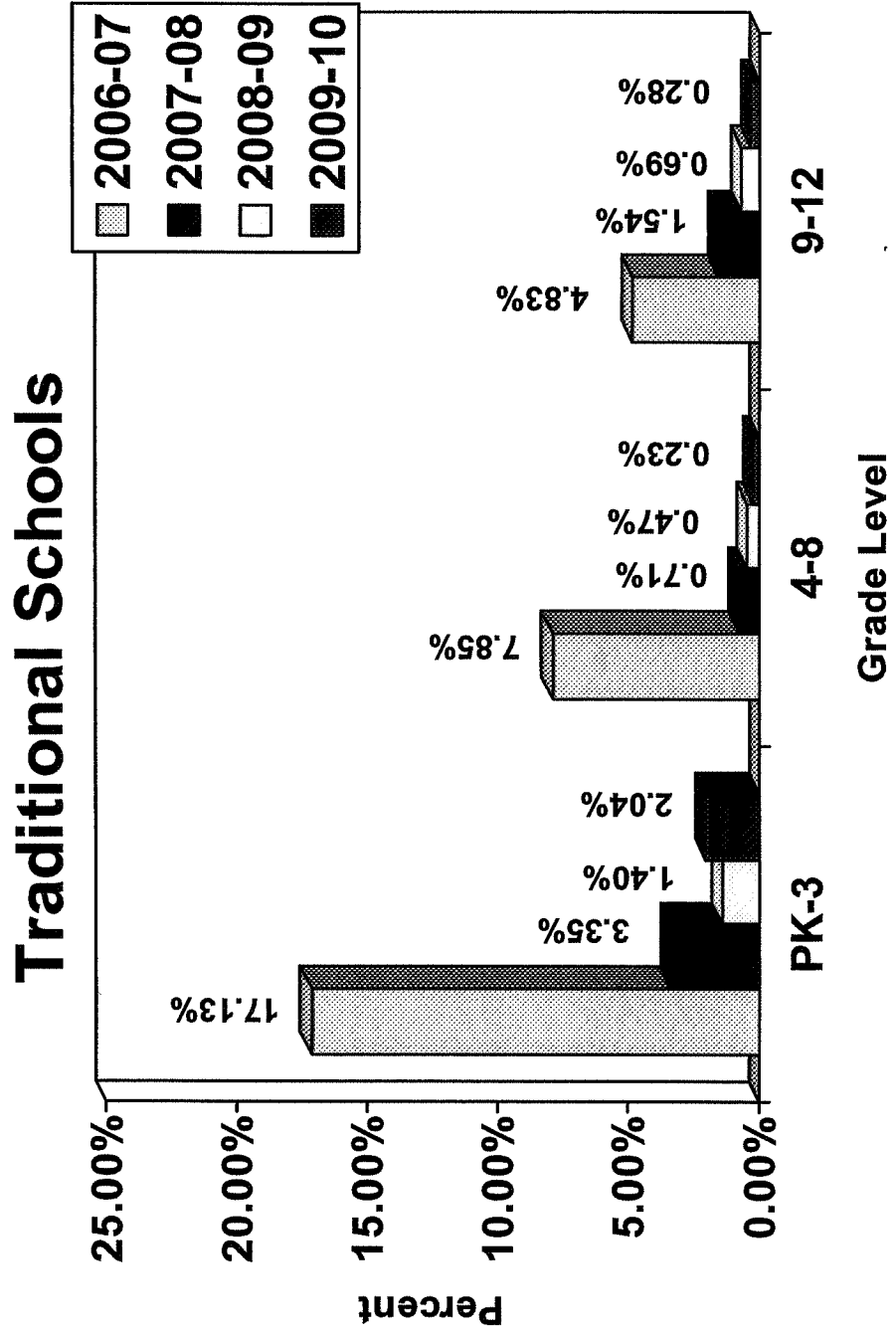
<u>School Year</u>	<u>Compliance Measured at</u>
2003-04 through 2005-06	District Level
2006-07 through 2009-10	School Level
2010-11 & After	Classroom Level

Trends in Class Size Reduction 2002-03 to 2009-10

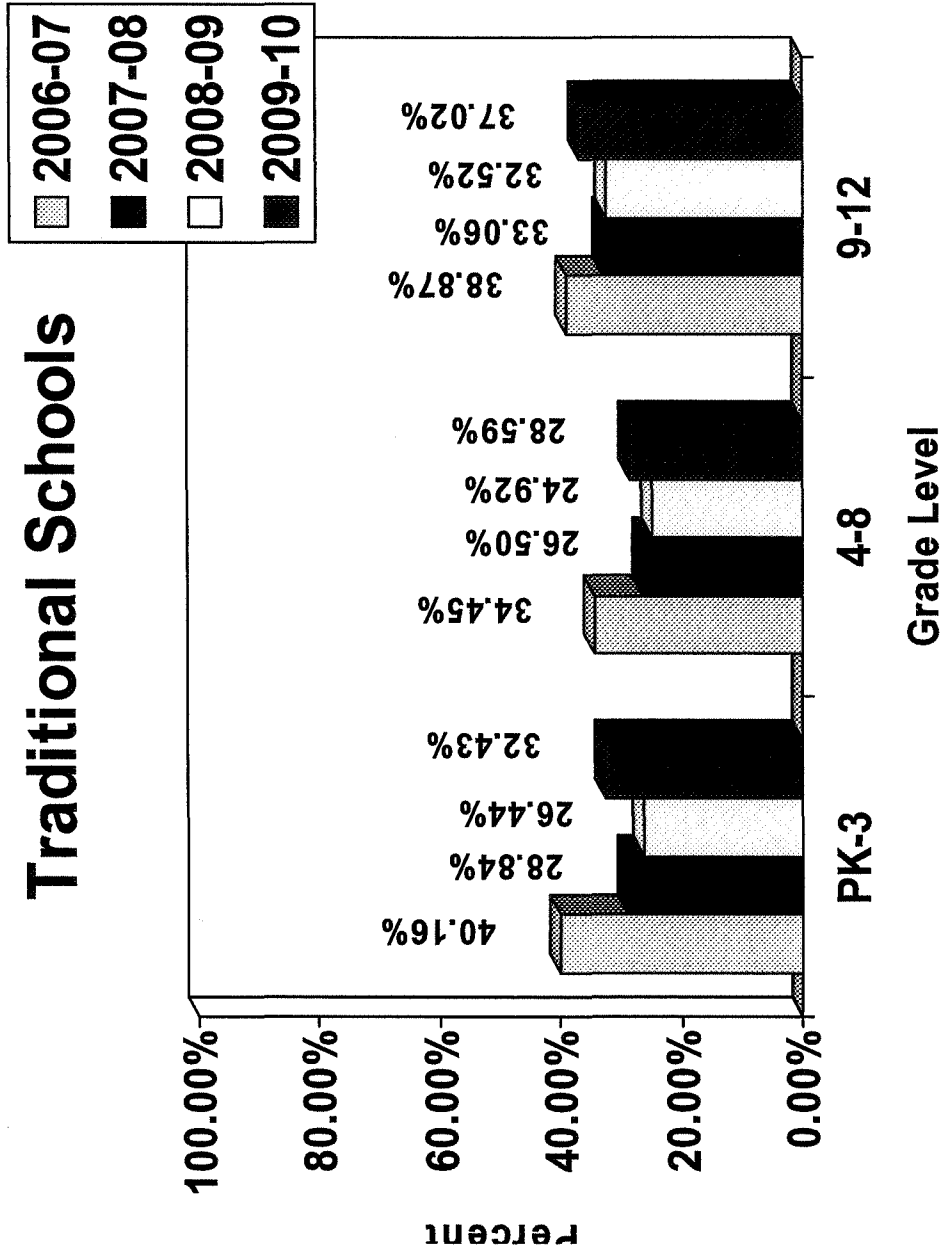


	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
□ Grades 9-12	24.10	24.06	23.65	22.96	22.22	21.39	21.49	21.94
▒ Grades 4-8	24.16	22.43	21.30	20.48	19.45	18.76	18.60	18.91
■ Grades PK-3	23.07	20.54	18.98	18.16	17.01	16.28	15.95	16.39

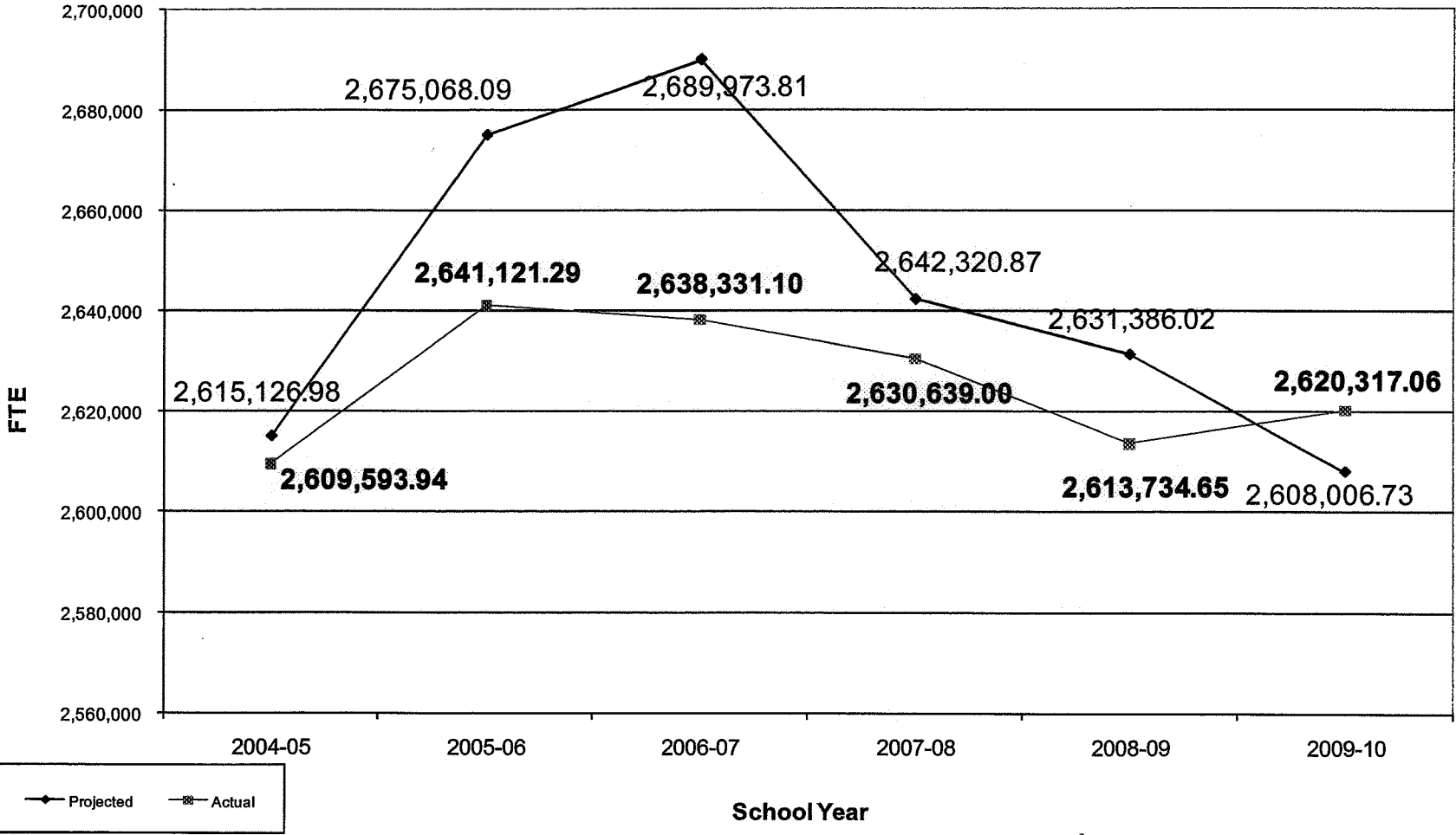
Percent of Schools Over Class Size Cap



Percent of Classrooms Over Class Size Cap



Projected vs. Actual FTE 2004-05 - 2009-10





2009-10 Process and Timelines for Appeals

November 30 – Districts receive October 2009 school-level class size averages and appeals process begins.

December 18 – Deadline for submission of appeal and supporting documentation.

January 7 – January 12 – Review of appeals.

Prior to February 15 – State Board of Education consideration of appeals and alternate transfer calculations.

February 2010 – Legislative Budget Commission approval of final transfer calculations.

History of Class Size Appeals

	Number of Districts/Schools Not in Compliance – Pre- Appeals	Number of Districts/Schools Not in Compliance – Post- Appeals
2003-04	17 Districts	8 Districts
2004-05	18 Districts	9 Districts
2005-06	3 Districts	1 District
2006-07	177 Traditional Public Schools	86 Traditional Public Schools
2007-08	69 Traditional Public Schools	23 Traditional Public Schools
2008-09	39 Traditional Public Schools	0 Traditional Public Schools
2009-10	72 Traditional Public Schools	16 Traditional Public Schools*

* Pending State Board of Education approval

History of Class Size Transfer Calculation for Traditional Public Schools

	Pre-Appeals	Post-Appeals
2003-04	\$21,488,179	\$1,479,948
2004-05	\$11,354,475	\$1,076,719
2005-06	\$5,222,735	\$496,059
2006-07	\$7,836,834	\$3,273,943
2007-08	\$5,330,411	\$333,302
2008-09	\$1,396,108	\$0
2009-10	\$1,912,030	\$267,263*

* Pending State Board of Education approval



School-Level Compliance 2009 - 2010 Prior to Appeals

- 72 traditional public schools were determined to not have met compliance with class size requirements
- 26 districts had at least 1 school out of compliance



School-Level Compliance 2009 - 2010

Post – Appeals Pending SBE Approval

- 16 traditional public schools were determined to not have met compliance with class size requirements
- 9 districts had at least 1 school out of compliance



Final Appeals 2009-10

- Action for State Board of Education prior to February 15, 2010
 - Approve alternative transfer calculation for noncompliance with class size reduction requirements

- Action by the Legislative Budget Commission
 - Consideration of alternative transfer calculation for noncompliance with class size reduction requirements

K-12 Class Size Reduction Total Operating and Capital Costs to Implement through 2010-11

Class Size Reduction Calculations K-12 Total Operating and Capital Costs to Implement through 2010-11

	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11 ¹	8 Yr Total
2003/04	468,198,634	468,198,634	468,198,634	468,198,634	468,198,634	468,198,634	468,198,634	468,198,634	3,745,589,072
2004/05		503,992,582	503,992,582	503,992,582	503,992,582	503,992,582	503,992,582	503,992,582	3,527,948,074
2005/06			535,008,480	535,008,480	535,008,480	535,008,480	535,008,480	535,008,480	3,210,050,880
2006/07				601,329,648	601,329,648	601,329,648	601,329,648	601,329,648	3,006,648,240
2007/08					532,190,386	532,190,386	532,190,386	532,190,386	2,128,761,544
2008/09						88,771,303	88,771,303	88,771,303	266,313,909
2009/10							116,087,816	116,087,816	232,175,632
2010/11								353,741,106	353,741,106
Operating Costs	468,198,634	972,191,216	1,507,199,696	2,108,529,344	2,640,719,730	2,729,491,033	2,845,578,849	3,199,319,955	16,471,228,457
FCO Costs	600,000,000	100,000,000	83,400,000	1,100,000,000	650,000,000	0	0	0	2,533,400,000
TOTAL to Implement	1,068,198,634	1,072,191,216	1,590,599,696	3,208,529,344	3,290,719,730	2,729,491,033	2,845,578,849	3,199,319,955	19,004,628,457

1. From Department of Education 2010-11 Legislative Budget Request.

Classroom Level Class Size Calculation Simulation, s.1003.03(4)(e), F.S.

- At the time of the Third FEFP Calculation for the 2009-10 fiscal year, the Department shall simulate the 2010-2011 Class Size Calculation.
- The simulation will identify for each grade group:
 - The number of classes in which the enrollment exceeds the maximum.
 - The number of FTE students which exceeds the maximum for each class.
- The total number of FTE students that exceeds the maximum class size for each grade group is multiplied by the district's FTE dollar amount of the class size reduction allocation for that year.
- The total is calculated for all three grade groups.



2010-11 Simulation Results

- The number and percentages of individual classrooms out of compliance:
 - 100,440 classrooms or 32.43% in Prekindergarten through Grade 3
 - 77,607 classrooms or 28.59% in Grades 4 through 8
 - 56,564 classrooms or 37.02% in Grades 9 through 12
- The number of FTE students in schools out of compliance:
 - 34,565.56 FTE in Prekindergarten through Grade 3
 - 42,806.46 FTE in Grades 4 through 8
 - 43,623.76 FTE in Grades 9 through 12
- Total reversion - \$131,451,874
 - \$50,305,492 for classrooms out of compliance in Prekindergarten through Grade 3
 - \$39,324,970 for classrooms out of compliance in Grades 4 through 8
 - \$41,821,412 for classrooms out of compliance in Grades 9 through 12



Presentation may be accessed at

<http://www.fldoe.org/classize/>