

# PART I - FACE SHEET

## APPLICATION FOR FEDERAL ASSISTANCE

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

1. TYPE OF SUBMISSION:

Application  Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):

3. DATE RECEIVED BY STATE:

12-JAN-12

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:

12AC133390

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

12ACHTX0010001

### 5. APPLICATION INFORMATION

LEGAL NAME: City Year, Inc.

DUNS NUMBER: 622374122

ADDRESS (give street address, city, state, zip code and county):

287 Columbus Avenue  
Boston MA 02116 - 5114  
County: Suffolk

NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes):

NAME: Paul Garro  
TELEPHONE NUMBER: (210) 247-4427  
FAX NUMBER: (210) 247-4499  
INTERNET E-MAIL ADDRESS: pgarro@cityyear.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

222882549

7. TYPE OF APPLICANT:

7a. Non-Profit  
7b. Service/Civic Organization  
Community-Based Organization  
National Non-Profit (Multi-State)

8. TYPE OF APPLICATION (Check appropriate box).

NEW  NEW/PREVIOUS GRANTEE  
 CONTINUATION  AMENDMENT

If Amendment, enter appropriate letter(s) in box(es):

A. AUGMENTATION B. BUDGET REVISION  
C. NO COST EXTENSION D. OTHER (specify below):

9. NAME OF FEDERAL AGENCY:

**Corporation for National and Community Service**

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

10b. TITLE: AmeriCorps State

11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:

City Year San Antonio

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc):

San Antonio, TX. Bexar County, TX.

11.b. CNCS PROGRAM INITIATIVE (IF ANY):

13. PROPOSED PROJECT: START DATE: 07/01/12 END DATE: 06/30/15

14. CONGRESSIONAL DISTRICT OF: a.Applicant  b.Program

15. ESTIMATED FUNDING: Year #:

a. FEDERAL	\$ 1,476,300.00
b. APPLICANT	\$ 1,476,300.00
c. STATE	\$ 0.00
d. LOCAL	\$ 0.00
e. OTHER	\$ 0.00
f. PROGRAM INCOME	\$ 0.00
g. TOTAL	\$ 2,952,600.00

16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?

YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:

DATE:

NO. PROGRAM IS NOT COVERED BY E.O. 12372

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation.  NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:

Evelyn Barnes

b. TITLE:

CFO

c. TELEPHONE NUMBER:

(617) 927-2373

d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:

e. DATE SIGNED:

11/04/11

# Narratives

## Executive Summary

111 AmeriCorps members will provide in-school and after-school tutoring and mentoring to fifth-ninth grade students who are at risk to drop out in 12 greater San Antonio public schools. At the end of the three-year project period, at least 1,350 students will have improved in attendance, behavior, and/or coursework in English and math. This project will focus on the area of Education. The CNCS investment of \$1,476,300 will be matched with \$1,476,300.

## Rationale and Approach

a . NEED: The public school system in Bexar County, which includes the City of San Antonio, is made up of 15 independent school districts that oversee 441 public schools. Bexar County's 15 Independent School Districts (BCISD) achieved an 82.5% graduation rate for the class of 2010. Schools served by City Year San Antonio (CYSA) teams fall in North East, San Antonio and Somerset Independent School Districts (ISD) with potential expansion into Edgewood ISD in 2012-13. These four districts enroll 44% (136,000) of BCISD's 308,000 students. In 2011, the majority of the school population at all schools is economically disadvantaged (55% - 95%) and at 10 of the 12 schools the majority ethnicity is Hispanic (50%-94). In 2010, across these four districts, more than 1,500 students repeated ninth grade. San Antonio's Hispanic students are almost twice as likely as their white peers to drop out of high school, 42% compared to 22%, and of the 1,503 BCISD students who dropped out of the Class of 2010, 1,174 were Hispanic.

City Year has partnered with these Districts to address the dropout rate by targeting the high risk populations in the local community -- minority students and the 1,500 students at risk to repeat ninth grade annually. According to research completed by Johns Hopkins University, a students' likelihood of graduating high school can be traced back to school performance as early as sixth grade -- sixth graders who fall behind in the Early Warning Indicators of attendance, behavior and course performance in math or English have less than a 20% chance of graduating. Among the schools to be served by CYSA teams (listed under Member Service Sites in Organizational Capacity section), students are behind their peers in math and English and therefore at a higher risk to drop out. At 6 of the schools, the percent of students meeting or exceeding standards on the 2011 Texas Assessment of Knowledge and Skills (TAKS) for math in sixth and ninth grade fell 15 percentile points or more lower than the state average. For example, only 34% of ninth grade students at Sam Houston High School met or exceeded standards in math compared to the state average of 70%, and at Twain Middle School 61% of sixth graders met or exceeded standards compared to the 83% state average. At 7 of the schools, the percent of students who met or exceeded standards on the TAKS reading exam was 5 percentile points or more lower than the state average, e.g. at Wheatley Middle School 56% of 6th graders met or exceeded standards compared

## Narratives

to the state average of 84% and at Somerset High School 70% of 9th graders met or exceed standards compared to the state average of 89%. CYSA partner schools are selected based on these test scores, student demographics, feeder patterns, district strategy and principal interest. For example, City Year schools fall within feeder patterns for high schools with low graduation rates such as Martin Luther King Academy, Wheatley and Davis Middle Schools all feed into Sam Houston High School, which has a graduation rate of 57.1% and Twain Middle School feeds into Edison High School, which has a graduation rate of 75.1%. Data sources: Texas Education Agency ([www.tea.state.tx.us](http://www.tea.state.tx.us)), Great Schools ([www.greatschools.org](http://www.greatschools.org)), P16Plus, Council of Greater Bexar County ([www.p16plus.org](http://www.p16plus.org)), and "Early Warning System", Neild, Balfanz, and Herzog. Educational Leadership, Oct 2007.

### b . VALUE ADDED: AMERICORPS MEMBER ROLES & RESPONSIBILITIES:

**\*\*MEMBER DEPLOYMENT:** In 2012-13, City Year San Antonio (CYSA) requests to field 111 full-time corps members who will be deployed in teams of 8 to 12 members to 12 public schools to provide targeted interventions to 5th -- 9th grade students. 40 members will serve in 4 high schools, 63 will serve in 7 middle schools, and one team of 8 members will serve at a K-8 grade school. Each of the 12 teams will be led by 1 or 2 Team Leader/s (typically members serving a second year). **\*\*MEMBER SCHEDULE:** Monday through Thursday, members will implement our full-time in-school and after-school education program called Whole School Whole Child (WSWC) at their assigned school. On Friday mornings, members participate in training and reflection, service planning and documentation, and post-AmeriCorps career planning. During a typical 10 hour day, corps members spend 1 hour conducting attendance initiatives; 4 hours providing tutoring and in-class academic support; 20 minutes of mentoring during lunch for students identified in need of attitude, behavior or motivation coaching; 30 minutes for lunch; 30 minutes for whole-school programming; 1 hour of planning and documentation time with teammates and/or teachers/specialists; 1 hour of afterschool homework support; and, 90 minutes of afterschool enrichment activities. **\*\*MEMBER ACTIVITIES:** Through the WSWC framework, all member activities are designed to address the research-based Early Warning Indicators (EWIs) that predict drop out risk: specifically student performance in attendance, behavior, English and math (Neild & Balfanz, 2006). Each member maintains an active 'focus list' of 10 students who receive strategic and targeted interventions that address the EWIs. **\*Activities in ATTENDANCE:** members run programs during breakfast and conduct morning greeting to welcome students into school, provide homework assistance to discourage absenteeism based on not being prepared, facilitate after-school student interest and service-learning clubs to develop student engagement with their school, facilitate report-card conferencing, and conduct phone calls home if a student is absent. **\*Activities in BEHAVIOR:** to improve school climate, members run whole-school programming such as anti-bullying rallies, provide

## Narratives

in-class behavior coaching during whole-class support, conduct mentoring focused on behavior and attitude issues (may include lunch-time mentoring program), conduct behavior check-ins with students, and run recognition and incentive programs to encourage positive behavior. \*Activities in COURSEWORK: members provide small-group targeted tutoring in English and math following research based protocols, provide whole-class support in English and math classrooms (such as answer questions, keep students focused on task, and address behavior issues) and provide homework assistance. As a team, members conduct weekly meetings to discuss progress on the EWIs among focus list students. Members meet with school staff (teachers, etc.) every other week to review the EWIs so as to monitor student progress, identify student needs, and appropriately allocate resources and assign intervention practices. CYSA has been selected for participation in a formal collaborative school reform initiative called Diplomas Now (DN) -- a national partnership with Talent Development (TD), Communities in Schools (CIS) and City Year to implement the WSWC service model and coordinate efforts with TD and CIS staff to ensure that teachers and students are receiving the right mix of services from all DN partners. CYSA will recruit at least one comparative high school and one middle school to participate in the experimental study as control schools to validate the impact of the partnership and demonstrate the critical role members play in school reform. \*\*WHY AMERICORPS: Our AmeriCorps program provides a way for School Districts to bring human capital into their schools to provide comprehensive support structures that target students at risk to drop out and provide teachers the capacity to differentiate learning strategies within the classroom. Unlike many school-based volunteer programs where individual volunteers may only serve youth for a few set hours a week and only provide one type of intervention, through our full-time model, our members are uniquely positioned to provide consistent daily interactions across multiple interventions and recruit struggling students to attend after-school and in-school support programs. Our value to the students is evident in surveys of teachers. In 10-11, 72% of the 33 San Antonio teachers who responded to surveys said that their corps members provided essential academic supports that their students wouldn't have received otherwise and 78% said members help foster a positive environment for learning.

c . EVIDENCE-BASED: The Whole School Whole Child program utilizes the evidence-based Response to Intervention (RtI) approach (American Institute for Research and the National Center on Response to Intervention) to provide the right intervention to the right student at the right time. RtI is a data-driven approach to student screening and selection, progress monitoring, and prevention. Through RtI, our members deliver preventative interventions to students identified as tier one (low to moderate risk) and targeted interventions to students identified as tier two (moderate to high risk). Our focus on providing targeted interventions in attendance, behavior and tutoring in English and math is based on

## Narratives

the research conducted by Johns Hopkins University that concluded that student performance in these Early Warning Indicators is a means to identify students who are at high risk of dropping out of high school (Neild, Balfanz, and Herzog, 2007). Preventive interventions, such as classroom support and extended learning, address increasing student engagement. When a student fails to participate across multiple school-relevant activities, such as in class participation or enrichment clubs, even in the early grades, the student has a higher chance of not completing high school ("Withdrawing from School", Finn, Review of Educational Research, Summer 1989). The WSWC service model was developed with input from leading experts from the Education field including Dr. David Osher, American Institutes for Research for school climate activities and Dr. Mike Nakkula, University of Pennsylvania Graduate School of Education for academic support activities. The WSWC theory of change, which links student needs to core strategies to activities to first line, interim and ultimate outcomes for school success, was developed through a process led by the external evaluating firm Brett Consulting Group. Across the City Year network of 21 operating sites, 90% of 3rd through 5th grade students tutored by City Year AmeriCorps members improved raw literacy scores in 2010. And, as a result of City Year's attendance support initiatives, 55% of 6th through 9th grade students who were off track in attendance were back on track in 2010.

d . MEMBER EXPERIENCE: \*\*PROGRAM COMPONENTS: The program has three primary components: learning and development, service implementation, and evaluation. Our leadership development model, which guides our member experience, is an adaptation of the "Be, Know, Do" model used by the U.S. Army. Our program builds Civic Identity (Be) through the Idealist's Journey curriculum, builds Civic Capacity (Know) through competency based learning, training and coaching, self-directed learning, and performance management, and builds Civic Action (Do) through implementation of direct service in schools and through our volunteer engagement programs. Members are able to "see" their personal development and the impact they have achieved through their individual development plans, performance evaluations, review of student level data with teachers and their teammates, sharing of service results, and celebration of individual, student, and team accomplishments. \*\*REFLECTION: Reflection tools include the performance management system (individual development plans, performance evaluations with prompts for reflection), our Leadership After City Year program, the Idealist's Journey which includes structured reflection exercises, project debriefs (plusses/deltas), and Opening Day and Graduation ceremonies. \*\*AMERICORPS IDENTITY & CONNECTION: On Opening Day, members participate in a swearing-in ceremony. All members are trained on brand awareness and how to identify themselves as a member of the national service network. The AmeriCorps logo is included on member uniforms, name tags and business cards, City

## Narratives

Year recruitment materials, our website, and included in signage at CYSA offices and service locations. To build an esprit de corps, members serve on teams on a day to day basis and all teams come together for site-wide events and service events that engage the local AmeriCorps community. For service events, national service days and AmeriCorps Week, we partner with other local AmeriCorps programs such as Teach For America, AmeriCorps\*VISTA, Habitat for Humanity and Youth Build. Two CYSA members will sit on City Year's national Dean's Council which connects corps from all 21 City Year sites to share in and improve the member experience. One CYSA member will be nominated for OneStar's state-wide Leadership Council. Members are encouraged to enroll in AmeriCorps Alums in addition to City Year's alumni program.

e . OVERALL PICTURE: The State of Texas has set a state mandate for 90% of students in grades 6 to 12 to meet minimum requirements on state assessments in core subjects and in 2010, the United Way of San Antonio & Bexar County was awarded one of the 21 Promise Neighborhood planning grants issued by the US Department of Education to provide a continuum of services to students in high poverty communities. Local strategies to meet the state mandate and broader goals of the Promise Neighborhood can be seen in the San Antonio Independent School District (SAISD) plan for improvement. Key strategies recognized in the SAISD Plan include identifying struggling students and providing intervention programs, monitoring and supporting at-risk students, and increasing parent engagement and access to mentors by 30%. CYSA's Whole School Whole Child program supports this goal by a) utilizing an EWI approach to identify students who are struggling and at risk to drop out and provide these students with the right interventions in tutoring and mentoring, b) increasing teacher ability to provide differentiated instruction to all students by lowering the student to adult ratio, c) providing opportunities for families and community members to become engaged in the schools, e.g. phone calls and after hour family events, and d) use of a feeder pattern deployment strategy to align goals and resources and provide a continuum of services to students as they progress through school. Our AmeriCorps members are all between the ages of 17 and 24 allowing them to serve as full-time near-peers who are able to bridge a generational and authority gap among students, teachers and families and provide consistent in-school and after-school supports that improve student academic performance and engagement with their school community.

f . AMERICORPS MEMBER SELECTION, TRAINING, & SUPERVISION: \*\*RECRUITMENT: CYSA's 2012-13 Recruitment Plan has set a goal of receiving 395 complete applications by June 30, 2012 (for 11-12 we received 227 applications). As of October 30, 2011, we have received 44 applications for 2012-13. Each year, CYSA strives to recruit a corps that is diverse and reflective of the location population by

## Narratives

creating an applicant pool, which consists of: education: 70% college graduates, 20% some college, and 10% high school graduates; ethnicity: 35% Caucasian, 30% Latino-Hispanic, 15% African-American, 5% Asian, and 15% Multi-racial or Other; gender: 50% male/female. In 2011-2012, 37% of our corps are in-state, generated through recruitment partners such as the University of Texas, St. Mary's University, James Madison High School and the International School of the Americas (high school). STRATEGIES: Recruitment activities follow a standardized Recruitment Manual which includes steps, processes, and resources developed by City Year Headquarters. Outreach includes alumni engagement, info sessions, open houses, classroom presentations, and tables at colleges and career fairs. Advertising includes a local campaign to be developed in collaboration with marketing departments of CYSA's business partners, emails/mailings, student media, nationally broadcasted television and radio PSAs, local newspaper, social media, and lead cards. Applications are submitted through City Year's on-line system or in hardcopy. Disability and reasonable accommodation is available on request. SELECTION: All members must meet AmeriCorps eligibility requirements, be cleared through the City Year's alternative service provider Asurint for the National Sex Offender Public Registry and applicable state criminal history checks, and receive a check through the FBI. Selection is based on submittal of a complete application including three essays, two references, and two interviews using standardized questions. These are used to create a Candidate Profile, which includes a standardized rubric that ranks key characteristics around capacity to serve and frame of mind on a five point scale. All strong candidates are reviewed by a staff Selection Committee.

**\*\*TRAINING PROGRAM:** CYSA's program provides up to 330 hours of trainings that are designed to develop professional skills and the discreet knowledge, skills or attitudes necessary for successful and effective implementation of our program. The training calendar includes a pre-service Orientation, a 4-week Basic Training Academy (BTA) with a 3-day retreat in August (150 hours), a 3-day mid-year Advanced Training Academy (ATA) in winter (24 hours) and half-day trainings on Fridays (150 hours). Trainings focus on building competencies in core areas of fluency in education practice and reform, communication, execution to results, problem solving and decision making, relationship development and team leadership. Satisfaction with the City Year program as a whole is assessed through surveys of members, teachers and principals. ORIENTATION: Members receive a pre-service reading outlining the service model and various member experiences, and a brief orientation on registration day prior to signing the Member Service Agreement. During BTA, they receive mandatory trainings such as program and AmeriCorps standards, benefits and timesheet completion, and the history of national service and an on-site orientation to their assigned service location conducted jointly by City Year and school staff. SERVICE SKILLS TRAINING: During BTA and ATA members participate in workshops, experiential learning exercises, and observations. BTA training topics include: operations, disaster preparedness

## Narratives

(emergency plans, CPR etc.), our leadership development program, community asset mapping, state of education in America and in the local community, diversity awareness (inclusive leadership, multiple intelligences, disability communities), team building, school observations, mandated reporting, classroom management, lesson design and planning, tutoring techniques (Texas Education Agency's contracted Education Service Center, Region 20, and a multi-part City Year program), documentation of service, and individual, team, and site AmeriCorps goals. Please see section (i) for further description of tutor training. ON-GOING TRAINING: The Friday trainings alternate on service improvement, tutoring techniques, the Idealist's Journey curriculum and the Leadership After City Year program. Through the Education Service Center, professional staff provide on-going observation and coaching sessions that build members' understanding of instructional models, tutoring techniques, behavior management, use of data to drive decisions, and professionalism within the school space. Through our partnership with the University of Texas San Antonio American Humanics Department, members have the option to take coursework at no cost and earn a certificate in non-profit management. PROHIBITED ACTIVITIES: Members are trained in Prohibited Activities during orientation and BTA, and sign a Member Service Agreement with the activities included. EMERGING NEEDS: Member start-of-year, mid-year and end-of-year surveys, professional development plans, and observations of members in service are used to educate staff on their corps and assess on-going training needs and areas for improvement. Members can self-identify training needs or requests through one-on-one meetings with their staff supervisor. \*\*SUPERVISION: CYSA Program Managers (PM) provide day-to-day supervision of corps members. Each PM is assigned 1 or 2 teams (10 -- 18 members total), conduct daily team check-ins, hold weekly team meetings, and conduct one-on-ones with each member of their team at least once every two weeks to track progress toward goals and service quality and address emerging school, service or personal issues. Each PM is the primary school partner at each campus. Supervisors support their members in completing individual Performance Development Plans in October and two performance evaluations that outline and track service goals and areas of personal growth. To support retention, check-ins and one-on-ones are used to identify member needs and direct the member to the appropriate resources. SUPERVISOR SELECTION & TRAINING: Program Managers submit resumes, are interviewed by CYSA senior staff, and are either City Year alumni or have equivalent experience in the national service or education field. Staff members participate in City Year's annual Summer Academy which provides new and returning staff training on corps management, leadership development, service-based skills such as data compilation and evaluation, and service products (i.e. member activities), prohibited activities, and City Year's standards and policies. Ongoing training is provided locally throughout the year. SUPERVISOR OVERSIGHT: Day to day supervision of the Program Managers is provided by the School and Education Partnership Director. There are two Directors, of which one will supervise 3 PMs

## Narratives

and the other will supervise 4. Program Managers meet with their Director once a week in a one-on-one setting and weekly in a large group setting. Managers meet with their school staff liaison weekly and the principal each grading cycle to review progress towards goals and the state of the relationship.

g . OUTCOME: PERFORMANCE MEASURES: \*\*OVERALL CHANGE: At the end of three years, City Year will have provided targeted services to 3,000 students and lowered the risk to drop out of high school for 1,350 5th to 9th grade students by improving student performance in one or more of the Early Warning Indicators (EWI). ANNUAL DEMONSTRABLE IMPACT: Under this application, each year of the three year grant, we anticipate that 1,000 targeted students will be enrolled in our academic programs of which 750 will complete the minimum hours for program completion (15 hours for those receiving tutoring and/or eight weeks of consistent attendance and behavior support). Of those that complete the City Year program, 450 students will demonstrate improvement in academic engagement and decrease their risk to drop out, as evidenced by improvement in at least one of the four Early Warning Indicators. Completion rates take into account student mobility rates, student absences, teacher reassignment, and nominal member attrition. MEASUREMENT: Impact will be measured through analyzing student level data and surveys administered to corps members, teachers, and school principals and liaisons. Student level data includes whole school level and focus list baseline EWI data provided by the district at the start of the school year, formative data (attendance logs, tutoring dosage/frequency, common assessments, quizzes, progress reports, discipline occurrences) provided by classroom teachers at a minimum of every two weeks; and summative data (course grades, overall attendance and behavior data provided at the end of each grading cycle). REPORTING: CYSA maintains an evaluation calendar that includes deadlines for collecting baseline data, mid-year data and end-of-year data on student performance. Student level attendance performance and academic scores are analyzed by CYSA's School and Education Partnerships Director. Schools participating in the Diplomas Now collaborative will have student performance data analyzed and reported annually by Talent Development under Johns Hopkins University. Reports will be submitted following the OneStar Foundation's reporting schedule. PERFORMANCE MEASURE SELECTION: As a provider of Education based services, we are opting into the AmeriCorps national standardized performance measure for improvement in academic engagement, ED1, ED2 and ED27. Targets were developed by using a 10:1 student to corps member ratio. Students are identified based on performance in attendance (less than 90%), behavior (determined either through school records or through a corps completed observational rubric), and coursework (D or F in English or math). Improvement in attendance is assessed either by achieving a 90% attendance rate or making significant improvement. Improvement in course performance is measured through course grade improvement, on-time course completion, and

## Narratives

performance on formative assessment tools. \*\*TRACK RECORD: Since 2008-09, members have provided academic intervention (tutoring and mentoring) services to over 1,100 students and engaged over 3,900 volunteers to contribute over 26,000 hours of service to the San Antonio community. Among students who received tutoring from corps members in 2010-11, 89% (249 of the 278) of students who completed dosage improved their TAKS assessment, which was an increase from the prior year in which 77% (245 of 319) improved. The Superintendent of Somerset Independent School District, Saul Hinojosa, confirms that CYSA has made considerable contributions to improvements in student benchmark performance. In 2010-11 CYSA served in 8th grade at Somerset Junior High which feeds into Somerset High School. In 2011-12, the first 9th grade benchmarks for Somerset High School show a dramatic increase in core coursework performance compared to the prior year's 9th grade class, for example, up from 78% in 10-11 to 84% in 11-12. Also, attendance among 9th graders was up 2.7% over the prior year in the first six weeks. Similarly, attendance was up 3% in the 8th grade class at the Junior High in the first six weeks compared to the prior year.

h . VOLUNTEER GENERATION: \*\*PROGRAM & NEED: CYSA's volunteer engagement strategy is aligned with our Whole School Whole Child model by engaging our students in community service, bringing additional resources to our school-service partners, engaging the whole school community -- students, school staff, and families -- in community events, connecting our sponsors with our direct beneficiaries, and improving our member experience. For example, our After-School Heroes program provides opportunities for our focus list students and other interested students to volunteer on Saturdays. Members organize and lead eight to 10 Saturday events and for other Saturdays, members will identify and provide lists of volunteer opportunities in the community to the students. Students who can verify that they have served the requisite volunteer hours are recognized through Presidential Volunteer Service Awards. In addition to the After School Heroes program, CYSA runs one-day or half-day service events on National Service Days (September 11 and the Martin Luther King March) and on team days with our corporate sponsors. Projects are predominantly physical service activities such as painting, landscaping, light construction (e.g. playground builds) and book sorting. When possible, projects are completed on school grounds in order to improve students' connection and engagement with their school. For example, attendance is impacted by making the physical space of the school more welcoming and improves school climate. Specific service projects are identified in collaboration with our school partners and community partnerships. In 2012-13, CYSA expects to engage 1,950 volunteers to provide 11,900 hours in one-time projects (approximately 18 volunteers per corps member who each participate in a 6 hour event) and 120 student volunteers (10 per school) will complete 4,000 hours as a result of our after school programs. \*\*RECRUITMENT/RECOGNITION: Volunteers are recruited

## Narratives

through our schools, colleges, community and faith-based groups, and businesses, and include corporate sponsor employees, parents, teachers and principals. Recruitment outreach includes presentations, newsletters, online outreach, radio spots, and word of mouth. We recognize volunteers for their service through post-service celebrations, newsletters, thank you letters and promotional materials (e.g. t-shirts) as most appropriate to the event. \*\*MEMBER ROLES: Members are responsible for recruiting volunteers; managing event communication; planning and resourcing service projects; leading volunteers through a pre-event service briefing (e.g. purpose and safety) and the service project; data collection and evaluation; and, facilitating recognition ceremonies.

i . TUTORING PROGRAMS: \*\*MEMBER ELIGIBILITY: Members are required to have at least a high school diploma or its equivalent and complete the baseline tutor trainings required by City Year Headquarters. \*\*TRAINING: Through our comprehensive training programs, members will develop skills to deliver research based literacy and math protocols for tutoring. Locally, CYSA has a contracted partnership with the Education Service Center Region 20 (ESC) to provide training on in-school services including instructional models, reading, math, student diversity and behavior management. ESC also provides on-the-job skill development through observation and feedback. City Year, Inc. has a contracted partnership with Public Consulting Group (PCG) to implement the Site Literacy Capacity Program starting in 2012-13. The framework for this program includes multiple training opportunities (Summer Academy, virtual sessions, and on-site sessions), accessible training materials/tools (literacy modules, online resources, videos), and site based support (needs assessment, action plan development, literacy coaching). Regional training will be provided by PCG staff that specializes in education and literacy practices. Advanced trainings on the WSWC service model are held during the Advanced Training Academy and throughout the year, members receive regular observation and coaching on tutoring delivery from ESC, PCG, CYSA staff and/or school staff. \*\*METHODOLOGY: CYSA members will implement tutoring techniques that are in line with and support the Understanding by Design (UbD) pedagogical framework used in San Antonio school districts. UbD is published by the Association for Supervision and Curriculum Development and has been incorporated into the State Standards for Texas. UbD develops "six facets of understanding" or ability in students to: explain, interpret, apply, gain perspective, empathize, and improve self-knowledge. To meet these standards, CYSA members will utilize literacy protocols in fluency, vocabulary, and reading comprehension and math protocols in computational fluency. For example, the protocol for vocabulary follows a context (explain), repeat (interpret), example (apply), interact (have perspective), and word attack (empathize and self-knowledge) strategy. The research basis for the protocols is Repeated Reading for fluency, Beck & McKeown word learning strategy and Kieffer & Lesaux's morphological strategy for vocabulary,

## Narratives

Collaborative Strategic Reading for reading comprehension and IES Practice Guide (Gertan et al, 2009) for computational fluency. \*\*SUPERVISION: In addition to CYSA's Program Managers, members receive supplemental supervision from the School and Education Partnership Directors, their assigned teachers and from school liaisons.

### Organizational Capability

a . ORGANIZATIONAL BACKGROUND & STAFFING: \*\*MISSION & HISTORY: City Year, Inc. was founded in 1988 in Boston, Massachusetts and now operates in 21 U.S. cities and maintains affiliates in London, England and Johannesburg, South Africa. In 1993, City Year served as a demonstration model for the AmeriCorps program. Our mission is to build democracy through citizen service, civic leadership and social entrepreneurship by engaging young people in service in our nation's neediest schools. At each City Year site, teams of corps members serve in schools as tutors, mentors and role models to make a difference in the lives of children and transform schools and neighborhoods in their local community. City Year San Antonio (CYSA) was founded in 1995 and since then we have enrolled more than 830 AmeriCorps members to serve in San Antonio schools and implement our volunteer programs. \*\*CONTACTS: Primary: Evelyn Barnes, Chief Financial & Administrative Officer, City Year, Inc. Secondary: Paul Garro, Executive Director, City Year San Antonio. \*\*FEDERAL FUNDING EXPERIENCE: Since 1994, City Year, Inc. has managed more than 250 AmeriCorps State Competitive, State Formula and National Direct grants, Planning Grants from State Commissions, VISTA, and America Recovery and Reinvestment Act grants. In addition, City Year, Inc. has received and managed grant awards from the Department of Education, the Department of Health and Human Services, and the Department of Housing and Urban Development. \*\*FUNDRAISING EXPERIENCE: Since 2007-08 CYSA has raised more than \$2.5 million to use as match and more than \$4 million in non-AmeriCorps revenue in total. In 2011, we received our first \$1 million gift from a private funder. \*\*FUNDING SOURCES: In San Antonio, our primary sources of revenue are local affiliates of private companies, foundations, individuals and state agencies such as our partnerships with the City of San Antonio and four local school districts. City Year's most recent Annual Report lists 62 donors in addition to CNCS who provided at least \$1,000 in cash or in-kind to San Antonio. Our 10-11 revenue breakdown was AmeriCorps (39%), Foundations (11%), Corporate (18%), State/Local (29%) and Individuals (3%). \*\*PERCENT OF OPERATING BUDGET/TOTAL FUNDING: As per our 09-10 A-133 audit report, funding from CNCS accounted for 32% of City Year, Inc.'s total funding (includes ARRA stimulus funding). For 12-13, CYSA's attached program budget represents approximately 83% of the total projected operating site budget for San Antonio. \*\*CNCS 5-YEAR SUPPORT: Since 2007-08, City Year San Antonio has received \$3.09M through State funding and \$281K through the America Recovery and Reinvestment Act.

## Narratives

**\*\*GOVERNANCE STRUCTURE:** All City Year sites, including San Antonio, operate as part of one 501(c)3 nonprofit organization and adhere to central policies and procedures established by the legal applicant City Year, Inc. We are governed by a Board of Trustees that oversees organizational strategic planning and sustainability and approves all budgets, site launches or closings, and major policies and procedures. The Board of Trustees and Board committees (Finance/Audit, Program, etc.) each meet quarterly. The Board is comprised of 29 individuals and led by Chair Steve Woodsum, Co-Founder, Summit Partners. In addition, each City Year operating site maintains a local advisory board, called a Site Board, comprised of local community and industry leaders. These boards review the site's progress toward quarterly and annual operating goals, offer guidance around areas for improvement, support local fundraising efforts, and help develop and implement local strategic plans. Unique to CYSA is the board's quarterly "investment review" held at each campus with district administrators, campus leadership, CYSA staff and members. This review focuses on impact-to-date, compliance to the articulated MOU between City Year and the school district and fidelity to the WSWC program. The board acts as a resource to ensure and sustain the conditions for a successful partnership. City Year San Antonio maintains a 20-member Site Board, which is chaired by Jeff Galt, President & COO of Magi Realty.

**\*\*ADMINISTRATIVE STRUCTURE:** City Year's Boston based Headquarters (CYHQ) maintains centralized operating services and systems. Each functional department at the site level (Executive, Program/Service, Recruitment, and Development) has a complementary department at CYHQ. In addition, CYHQ maintains centralized departments for finance, human resources, and information systems and manages insurance, legal, and audit services. All accounting, payroll and fiscal management functions are centralized and a grant accountant is dedicated to each site. MIP is the accounting software used and Raiser's Edge software is used to streamline revenue recognition and management. Finance staff participates in CNCS or Commission sponsored financial management trainings. CYHQ provides centralized program supports including development of and support for comprehensive program policies and procedures, staff and member handbooks, member and staff performance evaluations systems, service research and development, standardized collateral materials for recruitment and media, internal evaluation tools and service impact analysis, staff training, including guidance on AmeriCorps compliance requirements, and management oversight.

**\*\*AMERICORPS INTEGRATION, PERFORMANCE & COMPLIANCE:** City Year is a stand-alone AmeriCorps program and as such all aspects of the City Year program are designed and developed to meet AmeriCorps program requirements. City Year's 09-10 and 10-11 Financial Statements and A-133 Audit show no findings or material weaknesses.

**\*\*STAFFING:** All site based staff directly support our AmeriCorps program by recruiting the corps, managing the corps program, managing services provided, raising funds, or supporting operations. As

## Narratives

such, City Year San Antonio's 2012-13 staff structure is split into 4 functional departments: Executive & Operations (2 positions), Program & Service (10 positions), Recruitment (3 positions) and Development (3 positions). 12.5 of the 18 FTE positions are captured in the proposed grant budget. In 12-13, in order to accommodate the growth in corps, we will be adding 2 positions to our current Program & Service department. STAFF PROFILES: \*Executive Director: Since 2006, PAUL GARRO has provided overall site leadership, raised match funds (56.85% of time excluded from the grant), and managed strategic planning and site board development to ensure that CYSA met City Year and AmeriCorps goals. Garro has over 20 years of education experience including serving as a teacher, administrator, and principal within San Antonio schools. \*Deputy Director: JEFF ORLANDINI manages the 10 member Program & Service department to ensure that service delivery maintains fidelity to the model and meets goals, that members are supported and have a positive experience and that the program adheres to AmeriCorps requirements. Orlandini has 6 years' experience with City Year in Detroit and Chicago and served as principal of the Outdoor High School in Oregon. \*Chief of Staff: AmeriCorps alumnus SCOTT MELTZER supports board management and strategic planning, site operations including member files and background checks, and resource management. Mr. Meltzer has prior experience with the Williamson County Tennessee Youth Court and the Tennessee Commission on Community and National Service. \*School and Education Partnerships Director (2 SEPD positions): SEP Directors supervise the Program Managers, manage relationships with the school districts and the individual school partners, set annual school-based service goals, oversee school service evaluation and reporting, and ensure high quality programming is implemented. One position is currently filled by MAREKO PRIOR who was a Senior Trainer for the POSSE Foundation and a former VISTA member. \*Recruitment Director: KAYLA GALVAN supervises 2 Admissions Managers and manages a year-round recruitment cycle that processes over 350 applicants annually. \*Program Managers (7 positions): Program Managers (PMs) each provide daily supervision of one to two teams (10 - 18 members per PM). Responsibilities include: team goal setting and project planning, service partner communication, member and team progress and evaluation, ensuring data collection and reporting, and supervising team projects. 3 of CYSA's 6 current PMs are City Year alumni and all have professional and volunteer experience including serving with the Volunteer Center of North Texas, the United Way, Kens5 News, and Habitat for Humanity. \*Vacancies: For all vacancies CYSA will leverage the AmeriCorps and City Year networks, in particular the City Year LEAD program for high performing staff, and local partnership contacts. As with the filled positions, new hires will have experience working with youth, leading teams, project management, and supervisory roles commensurate with the position.

\*\*STAFF ORIENTATION: Program orientation and basic training is provided through City Year's Summer Academy, a week-long professionally-led training program for all City Year staff and Team

## Narratives

Leaders (corps members). Academy focuses on fundamental program goals, organizational objectives, and implementation of high impact service around tutoring in English and math and the attendance and behavior initiatives. Additionally, workshops are conducted on teambuilding, compliance issues and member performance management, volunteer engagement and management, local financial management, fundraising strategies, and leadership development. \*\*STAFF TRAINING & TECHNICAL ASSISTANCE: CYSA staff participates in cross-network conference calls organized around job function that provides updates to the field and peer sharing opportunities. Staff also attends training conferences and workshops organized by CYHQ staff and held in Boston or regionally, utilize CYHQ specialists, webinars, and our peers at other sites to troubleshoot issues around recruitment, corps and program management, support IT, fiscal and other administrative needs, and train incoming staff on policies and procedures. With guidance from community partners, such as our four School Districts and our Diplomas Now partners, professional expertise is identified for specific trainings and feedback. Under the leadership of Luz Carrasquillo, who has more than 15 years of professional learning development experience at Comcast, City Year, Inc. is in process of developing an on-line learning and development center called cyCONNECT which will provide self-directed and community learning opportunities. \*\*SITE MONITORING & COMPLIANCE: City Year San Antonio staff will participate in Program Director's meetings, conference calls and desk audits conducted by the OneStar Foundation. CYSA program staff meets weekly to discuss issues and challenges. The School and Education Partnership Directors conduct weekly check-ins with the Program Managers and issues that cannot be solved locally are elevated to CYHQ or the OneStar Foundation as appropriate. Program Managers meet with service sites (school staff) weekly to ensure members are providing quality service and are not engaged in prohibited activities.

b. SUSTAINABILITY: CYSA creates sustainability by developing a diversified funding base with multi-year commitments and by grouping program activities into marketable 'products' to create sponsorship opportunities. Sponsorships range from \$10,000 event sponsors, such as national service days, to \$100,000 Team Sponsorships. In return, sponsors (predominantly corporate partners and foundations) are recognized on collateral materials depending on sponsorship level (e.g. event or team t-shirts), participate in event programming, and volunteer at service projects. The prominent corporate partners include NuStar Energy, Valero Energy, Wells Fargo, Bank of America, Rackspace, State Farm and Toyota. To engage private individuals, we maintain Leadership Giving Circles that recognize and promote different levels of individual giving. Through these tactics, CYSA has developed meaningful partners with individuals at the CEO level like Jeff Galt (Magi Realty), Kenny Wilson (US Trust), Harvey Najim (Sirius Computers), Gordon Hartman (Hartman Inc), Rick Cavender (Cavender Audi), Graham

## Narratives

Weston (Rackspace) and George Rapier (WellMed). \*\*COMMUNITY PARTNERS: CYSA's primary stakeholders are our site advisory board, our four School Districts, our school service partners, administration and teachers, local government and city agencies, our funding partners, our corps members, student beneficiaries and their parents. Our relationship with the Diplomas Now partnership creates long-term sustainability through our participation in a five-year funded study to assess school reform models. Through this partnership, we collaborate with Communities In Schools (social work) and Talent Development (teacher training) to reach teachers, students, and families and address whole school reform.

c. COMPLIANCE & ACCOUNTABILITY: \*\*PARENT ORGANIZATION: City Year Headquarters (CYHQ) provides policy and oversight of the AmeriCorps program through multiple means such as automated systems, policies, standard operating procedures, training, document audits, site monitoring visits, memorandums of understanding, and customer service for any questions. We have an annual monitoring plan that includes a risk-based approach and is specific to the AmeriCorps program. The plan is implemented by the Government Relations department in collaboration with the Finance and Regional Site Operations departments. \*\*PREVENTION: Contract management, training, and automated systems are our primary means of prevention. For example, our electronic member on-boarding system 'stops' processing at key points if data is not entered or accurate, e.g. social security numbers are verified through the federal eVerify system and the process stops if the member does not sign the Member Service Agreement. School partner agreements and the Member Service Agreement contain the Prohibited Activities and staff, school partners and members receive training on the Prohibited Activities during orientation. All contracts with a third party are reviewed and signed by the office of Chief Financial Officer. \*\*DETECTION: CYHQ utilizes desk audits and site visits to ensure the program is being implemented as designed. Automated systems, such as ADP for payroll, detect when signatures are not present and stop the payroll or on-boarding process until signed. The member position descriptions are approved by the National Program Director and checked for Prohibited Activities. CYHQ's policy on non-partisanship includes a reporting structure for questions and issues. \*\*ACCOUNTABILITY: CYHQ's office of Regional Site Operations issues a monthly dashboard that addresses performance indicators for each site for the prior month, e.g. revenue raised, expenditures, recruitment, retention, AmeriCorps compliance, and service and evaluation. Issues of non-compliance are reported to the direct supervisor of the individual responsible. Violation of CYHQ policy can lead to dismissal or termination. School partnerships are reviewed annually and compliance with the partnership agreement is factored into consideration for renewal.

## Narratives

d . ENROLLMENT/RETENTION: \*\*ENROLLMENT: Under our Competitive (09ACHTX0010002) and Formula (06AFHTX0010066) grants, CYSA filled 100% of awarded MSY in 09-10 and 10-11. We enrolled 32 FT members in 09-10, 45 FT in 10-11, and 81 FT in 11-12. \*\*RETENTION: We achieved a 100% retention rate in 09-10 and a 93% rate in 10-11. Three members exited without awards in 10-11 of which 1 resigned for personal reasons that were not compelling and 2 were dismissed for failure to meet program standards. To improve retention we have added staffing capacity in our Program & Service Department and include an early intervention discussion during our weekly staff meeting to address members who are struggling and identify resources to support them. Our members complete a 2 page interest and needs survey at the beginning of the year that is used to engage our board by matching member interests with board members to serve as mentors and to provide fun activities (e.g. events tickets). Members have also leveraged their peers at other sites through the Dean's Council.

e . PERFORMANCE TARGETS & COMPLIANCE: \*\*TARGETS: CYSA has met or exceeded all performance measure targets since 2008-09 except an output for member development in 08-09 due to timing of member enrollments and the output for ED2 in 2010-11. In 2010-11, we participated in the pilot for the National Performance Measures. During the pilot, we discovered that our reporting systems, training, and program implementation were not fully aligned so as to fully track the dosage for each unique student per indicator, for example, students were duplicated between the ED5 and ED6 measure. This pilot year has provided the opportunity to identify and correct misalignment in our data collection systems (a new system will be launched by CYHQ in 2012-13), informed us on necessary improvements to our training for both our staff and corps on how to develop student focus lists and how to record data, and provided leverage with our school districts on where we need to improve the practical implementation of the model. \*\*COMPLIANCE: In 2010-11, only 69% of our enrollments were compliant with the 30-day rule. This occurred primarily due to staff turnover and how duties were assigned -- the same person who was responsible for enrollments was also responsible for the orchestrating the month long Basic Training Academy for the corps and simply missed the deadline. To correct for this, we created the Chief of Staff position to support site-wide deadline management, defined communication protocols and cross-trained staff so that more than one person is knowledgeable in how to on-board the corps. For 2011-12, 100% of our enrollments were submitted on time.

g . OPERATING SITES AND MEMBER SERVICE SITES \*\*SERVICE SITES: As an operating site for the City Year, Inc. parent organization, City Year San Antonio maintains a single local headquarters from which teams of members are deployed to one of 12 school service sites. As per current negotiations, in 2012-13 teams will be assigned to 7 schools in the San Antonio Independent School District (Sam

## Narratives

Houston High School and its feeder schools Davis and Wheatley Middle Schools, MLK Academy and Washington Elementary, and Edison High School and its feeder school Twain Middle School), 3 schools in the North East ISD (Roosevelt High School and White and Krueger Middle Schools), and 2 in Somerset ISD (Somerset High School and Somerset Junior High). A potential expansion into Edgewood ISD is also under discussion with teams serving within the feeder pattern for Kennedy and Memorial High Schools. Any expansion would involve redeploying a team from one of the other districts to Edgewood ISD. Final decision will occur in Spring 2012. \*\*SELECTION PROCESS: Schools are selected in collaboration with District administrators and school staff. Target schools are identified based on feeder patterns in which lower schools feed into high schools with low performance indicators such as student test scores, AYP and API scores, and graduation rates. A "Conditions for Success" rubric developed by Deloitte provides a way to predict success in a particular school and helps finalize selection and direct resources. \*\*RELATIONSHIP: CYSA has contracted with the SAISD since 1995. We complete annual district memorandums of understanding and school level agreements that outline roles and responsibilities and includes a financial schedule, activities and responsibilities, agreements around data collection and usage, supervision and monitoring expectations, training expectations, space allocation, and division of duties between City Year and school staff.

h . SPECIAL CIRCUMSTANCE: Not Applicable

### **Cost Effectiveness and Budget Adequacy**

a . COST EFFECTIVENESS: City Year San Antonio respectfully requests a grant award of \$1,476,300 at a cost/MSY of \$13,300 and a dollar for dollar match of 50%. Our 2012-13 diversified revenue plan supports growth to 111 corps members and we have identified 100% of our match sources required of which 65% will come from the public funding (school district and city funding), 26% from private foundations, and 9% from corporate partners.

b . EXTENT INCREASING GRANTEE SHARE: CYSA has continually met or exceeded the CNCS 10-year match rate. Under our Formula grant award, we received a cost-per-MSY of \$15,000. Under this request, we are reducing the cost-per-MSY by \$1,700 to \$13,300. We are increasing our match share from 46% in 2011-12 to 50% in 2012-13. In total, this represents a \$326,300 increase in grantee share from \$1,150,000 in 2011-12 to \$1,476,300 in 2012-13.

c . SPECIAL CIRCUMSTANCES: Not Applicable.

d . BUDGET ADEQUACY: City Year runs a single program (AmeriCorps) and therefore all costs directly

## Narratives

support the implementation of the proposed service activities. Our proposed budget was built off of historical costs and includes benefits for all corps, staffing levels that we know from experience will set us up for success; essential overhead costs including space rental and telecommunications equipment; supplies including member uniforms; criminal history checks including FBI fingerprinting; internal performance measurement for member service activities; corps and staff attendance at our national training events and annual service summit; corps and staff participating in CNCS and Commission sponsored events; corps training and transportation costs; general liability insurance; and requisite limits on administrative costs. All CYSA staff will work directly and exclusively on the AmeriCorps program and therefore 100% of staff salaries, excluding fundraising time, is an eligible expense, however, only 86.3% or less of the salary cost per position is captured in the budget. Staff members are paid competitively based on their professional experience, tenure, and comparable rates in our localities. Staff benefits (FICA, SUI, Group Health & Life Insurance, 401K match and Worker's Compensation) are estimated at 21% of salary cost. Section II: Corps benefits include full-time stipends, health care for full-time participants, FICA and worker's compensation. All costs are allocated at a percentage based rate that is reflective of the site operating budget. Of the total requested amount of \$1,476,300, 65% (\$953,377) will support Member Costs. Section III: Administrative functions performed by City Year, Inc. are shared across all City Year operating sites. A portion of these costs are included in the Administrative section. Federal funds will be used only for allowable direct costs in this category.

e . EAPs and Full-time Fixed-Amount Applicants: Not applicable.

### Evaluation Summary or Plan

City Year San Antonio will participate in the OneStar Foundation's state-wide evaluation in 2012-13 as requested. Additionally, over the past 11 years, City Year, Inc. has contracted multiple external evaluations on components of our service including the Policy Study Associates research study of 2,189 City Year Alumni that demonstrated the impact of our program on increasing alumni civic engagement (published 2007) and evaluation of our Whole School Whole Child service model prepared by Brett Consulting Group (published 2009 and 2010). In 2010, City Year was included under an Investing in Innovation (i3) grant awarded to the Diplomas Now partnership which pairs City Year with Talent Development (Johns Hopkins University) and Communities in Schools. This five-year \$30 million grant includes a randomized experimental study contracted under the evaluation firms MDRC and ICF to test and validate the impact of the Diplomas Now model. All completed evaluation reports have been submitted to CNCS and our State Commissions and select reports are available on the City Year website. (<http://www.cityyear.org/researchstudies.aspx>)

## Narratives

### Amendment Justification

Not Applicable.

### Clarification Summary

2012-13 Clarifications: Responses to clarification items included below. The Executive Summary and Performance Measures have been updated to reflect the revised numbers. The budget has been updated with detail requested and, as needed, additional justification included in this narrative.

Grant Start Date: We respectfully request a grant and member enrollment start date of July 1, 2012.

### BUDGET CLARIFICATIONS:

- 1) Sec I -Part C Staff Travel: Superchargers are a reference term for City Year conferences in a particular job function (e.g. Program, Evaluation, Recruitment) led by City Year staff and held in Boston, MA. The leadership summit is typically held in May in Washington DC.
- 2) Sec I -Part G Member Training: Detail on cost basis (number of corps) included. All corps participate in Basic Training Academy and Advanced Training Academy. Team Leaders (second year corps) participate in Summer Academy held in Boston, MA (July 16 -- July 21, 2012).
- 3) Sec I -Part I Other Program Operating Costs: Criminal History Checks: New hire staff receive state repository and NSOPR checks through Asurint and fingerprinting checks through the FBI. Costs added to the budget. Starting in 2012-13, Asurint checks will be automatically initiated through the electronic corps and staff on-boarding system before the individual is processed into payroll.
- 4) Sec I -Part I Other Program Operating Costs: Vehicle Rental: Detail provided in budget. Vans are not used for regular transportation of members but rather program specific activities such as large scale volunteer service events in which cargo vans are rented to move materials used by volunteers (e.g. rakes, shovels, mulch, wood, paint).
- 5) Sec I -Part E Supplies: Text updated as requested.
- 6) Sec I -Part H Evaluation: The daily rate is not above \$750.

### PROGRAM CLARIFICATIONS:

- 1) Supervisor experience: All member supervisors (Program Managers) have backgrounds in working with tutoring programs. Half are City Year alumni and all go through intensive training before leading members. This training includes the City Year weeklong Academy in Boston where all staff are trained in

## Narratives

implementation of the service model and effective tutoring practices. They also participate in train the trainer workshops facilitated by school district personnel so that they can effectively train members in the tutoring program. Further, City Year, Inc. has a contracted partnership with Public Consulting Group (PCG) to implement the Site Literacy Capacity Program starting in 2012-13. The framework for this program includes multiple training opportunities including on-site sessions, accessible training materials/tools (literacy modules, online resources, videos), and site based support (needs assessment, action plan development, literacy coaching). On-site regional training is provided to CYSA by PCG staff member Jacqueline Zeig, Ph.D. (Southeast region). Zeig holds a doctorate in literacy focused on at risk-readers and served 2 years as a lecturer at University of Florida. Dr. Zeig trains staff and Team Leaders by modeling effective observation and coaching practices and providing analysis and feedback on current practices. All current managers have worked with City Year for at least a year. Our staff recruitment feeders include education based programs such as Teach For America and Education graduate schools.

2) Role of Volunteers: Volunteers will be utilized in various ways to support Whole School Whole Child program activities that promote academic success and student engagement in the learning process. For example, volunteer participants in service days such as MLK day, Global Youth Service Day, and playground builds improve school climate through beautification projects (inspirational murals, peace gardens, etc.) and resource capacity building through playground builds and student centers. For attendance, we invite team sponsor employees and visitors to join members with Morning Greeting when students arrive at school and thanking parents as they drop off students. For behavior initiatives, we engage volunteers in facilitating after school clubs and the After School Heroes program which increases our adult to student ratio, serving as guest speakers to discuss career opportunities and the importance of staying in school, and assist with implementing the 50 Acts of Leadership program during lunch. For academic improvement, volunteers in our after school programs provide homework assistance and second dosage tutoring (as appropriate and trained, e.g. City Year alumni). Overall, these volunteer opportunities are designed to keep students engaged with their school experience so as to not drop out before graduation. [Volunteers with consistent and reoccurring access to youth are screened for criminal histories.]

3) Student Needs: Students are selected for the focus list interventions based on performance in one or more of the following: failure in Math or ELA at the end of the previous year, missed 10 days or more in the second half of the previous year or missing 1 or more days every two weeks in the first quarter of the current year (1 day every two weeks puts a student on track to achieve less than a 90% ADA at year end), or identified as needing help with behavior based on large number of in school and out of school suspensions the previous year. Selection is determined in partnership with the school. All of these

## Narratives

indicators, failing ELA and/or math, attendance less than 90%, and behavior issues are leading indicators to predict a student's risk to drop out (Johns Hopkins University research basis). The schools that members serve in have high dropout rates compared to local averages. 20% of Class of 2010 students for Houston High School dropped out as per the AEIS (Academic Excellence Indicator System) report from the Texas Education Agency. The district average for San Antonio ISD was 15%. 11% of Roosevelt HS students dropped out compared to 6% in the North East ISD. 9% of Somerset High students dropped out (only high school in the district). Reports from the Texas Education Agency (TEA) indicate that among middle and high schools served 40% - 79% of students are at risk. 1,736 students at Roosevelt HS are at risk within Roosevelt's feeder pattern, 478 of the 1194 students at Krueger MS are at risk and, of which 11% (131) are predicted to dropout and 523 of the 1,024 students at White MS are at risk and 113 will dropout. 621 of the 786 students at Houston HS are at risk and within feeder pattern schools, 457 of 672 students at Davis MS are at risk and 20% (134) are predicted to dropout, 309 of 476 students at MLK Academy are at risk and 271 of 366 students at Wheatley are at risk. At Somerset High School, 598 of 965 students are at risk and 275 of 528 students in the Somerset Junior High are at risk.

### PERFORMANCE MEASURE CLARIFICATIONS:

1) Measures reviewed and updated in eGrants Performance Measure section with the following changes:

ED1: 1,386 Students will be enrolled in Academic Programs (student to member ratio 12.5:1)

ED2: 1,040 Students will complete requisite dosage in either ELA or math tutoring, or in attendance or behavior programs (75%)

ED5: 482 Students who complete tutoring program will improve performance

ED27: 242 Students who complete attendance program will improve performance

1) Enrollment Instruments: Members complete rosters of students enrolled.

All City Year sites use a centralized intervention management platform called "cyImpact" to capture student level data, including student name, location, assigned corps member, type of intervention and frequency of intervention. A second, secure data warehouse (cyStudentdata) is used to collect student assessment data, which utilizes role-based access and password protection. In FY13 City Year will pilot a new web-based platform ("cyschoolhouse") to integrate both existing functions. This is being developed by Acumen Solutions and will permit real-time, remote data entry for student level information. These capacities will reduce administrative time, improve data security and accessibility to member teams, and

## Narratives

enable more frequent and accurate progress monitoring. Neither system is intended for use in student selection other than to store baseline data.

- 2) Reference to course performance removed from ED27.
- 3) Academic Improvement, ED5, outcome measure added.

Because members spend a significant portion of their day providing tutoring support, as well as interventions designed to improve school engagement, we have restructured our performance measure to address two distinct outcomes: ED27 (academic engagement, including attendance and behavior) and ED5 (academic achievement in ELA). A student may receive more than one intervention, and therefore may be captured under both outcomes. We have reframed our performance measure to include course performance under ED5, and retained the reference in our strategy statement. All reference to using course grades as measures of student progress has been removed.

- 4) Justification for ED27 targets provided below.

ED1 and ED2 refer to all unduplicated students receiving interventions, and most students will receive more than one type of support. The target for ED5 is based on outcomes related to academic achievement only. For example, of 990 students who are enrolled in ELA and math tutoring, we expect 742 to complete dosage (75%) of whom 482 (65% of 6th-9th grade students) are expected to improve. The target for ED27 is based on outcomes related to attendance support only. For example, of 495 students who are enrolled in attendance programs, we expect 371 (75%) to complete of whom 242 (65% of 6th-9th grade students) are expected to improve.

These percentages are based on historic experience and reflect realistic, reasonable and ambitious goals for a single year in our high-poverty urban schools. They take into account how far behind our focus list students are academically when members begin working with them, frequently testing 2-3 grade levels below proficiency. Our students attend the lowest (5-10%) performing schools in their state, meaning that classrooms are crowded, with 25-40 students per teacher. We have also calibrated our expectations for improvement based on student age. Students in middle and high schools are more likely to be further behind, so the results we expect to achieve for the upper grades are more modest when compared with results expected for younger students (for example, 50% of high school students vs. 75% of elementary students).

## Narratives

Our results to date have been recognized by the U.S. Department of Education as significant enough to award City Year (as part of the Diplomas Now collaborative, including Talent Development and Communities in Schools) an Investing in Innovation grant with "highest ranking", in a competition with over 1700 applicants. The context for our target percentages is clear in our results from FY11. Across City Year's network of 21 sites demonstrated the following gains: 85% of all students in grades 3-5 tutored by City Year improved literacy scores (N=1060), and 42% of students in grades 6-9 increased at least one letter grade in English Language Arts (N=677). Results are for students receiving at least 15 hours of tutoring. In terms of attendance improvement, 58% of students in grades 6-9 who started the year struggling in attendance improved by the end of the year (N=866). Results shown for students who receiving at least one month of attendance coaching. As we work over time in schools we hope that year over year, fewer students will start their time with members so far behind and we may increase our expectations for improvement, within one year.

5) Explanation of attendance measurement provided below.

Students will be identified for attendance support using either the prior year's data, or first quarter Average Daily Attendance (ADA) results. Improvement will be based on a reduction of in absences assessed on a per student basis, and/or maintaining consistent attendance, using school records collected at mid and end of year. Selection will target students who miss 10+% of school days (typically 18+ days), or are at risk of declining attendance. Significant improvement, or on-track, will align with equal or greater to 90% attendance, and school percentage goals (usually 90% ADA). 90+% has been recognized by most states and school districts as an indicator of AYP and noted as a key benchmark in validated national research (Balfanz, Bridgeland: Building a Grad Nation, 2010-11). A student with below 90% attendance typically has a D- average, misses one school day every two weeks, and experiences a loss of over 100 instructional hours (18 days x 6 hours). A 1% improvement represents at least 10 instructional hours recovered and is considered by partner districts to be a positive and significant change. In San Antonio, districts follow Texas guidelines of 95% AYP attendance benchmark. We target students who are below 90% ADA and those who are at risk of falling below the state standard of 95%.

6) Explanation of benchmark assessments for engagement and academic achievement provided below.

As noted, CYSA will adopt ED5. City Year will utilize research based assessments used by the school district to assess student achievement. For Math, we will utilize MSTAR (math students algebra ready)

## Narratives

and for English the SRI Scholastic Reading Inventory, both of which are school district pre and post assessments to determine students' ability. School districts have authorized City Year access to assessment results, as well as allowing City Year to administer the assessments as necessary. Assessments will be administered at the start of the school year and end of the school year to measure achievement. Assessments are not based on grades earned or state testing.

7) Update on instruments to measure behavior provided below.

CYSA will not measure outcome for behavior improvement in FY13, but will continue to work with each school partner and school leadership to implement standardized behavior management programs. In FY13, CYSA will track intervention time and duration, and expects to utilize this information, plus review of alternate assessments (such as the Devereux Student Strengths Assessment (DESSA), a standardized, norm-referenced behavior rating scale that assesses social-emotional competencies, as reported by teachers on a per student basis) for implementation in FY14.

8) Explanation of tutoring dosage provided below.

Research indicates that effective intervention time should be at least 30 minutes in length and should occur three to five times each week. A minimum of 16 data points at two assessments per week are needed in order to provide reliable slopes with which judgments of student progress can be made. Therefore, if data are collected twice each week, a total of 8 weeks' worth of data would be needed. More weeks would be needed if data are collected on a less frequent basis (Christ, T. J., "Short-term estimates of growth using curriculum-based measurement of oral reading fluency: Estimating standard error of the slope to construct confidence intervals." *School Psychology Review* 35, 2006; pp. 80, 128-133). Calculating a range based on the information above (30 minutes x (3-5 times per week) representing 16 assessments' worth of data (twice per week for eight weeks)) represents a range of (1.5 hours x 8 weeks = 12 hours) to (2.5 hours x 8 weeks = 20 hours).

9) Further explanation for ED1 and ED2 targets:

The targets for both ED1 and ED2 are both reasonable and rigorous, given the conditions of the schools we work in and our objective to serve the most at-risk students with multiple interventions, within the context of a comprehensive turnaround school partnership.

## Narratives

ED1 reflects the number of unique students assigned to corps member focus lists. One member will have 3-4 focus lists (one per intervention, e.g. in ELA or attendance) with students typically overlapping on lists. Based on our experience from the past two years under the National Performance Measure pilot, the number of students a member can realistically work with consistently throughout the school year takes into account school factors, student and corps member schedule, budgeted time per intervention, and time spent in whole class support.

School schedule: Scheduling factors include length of school day, number of periods per day, course length, teacher free periods, student groupings, and available common planning time for teachers and members. These all influence the amount of tutoring time members will have per student. The number of weeks a member has with a given student can also vary by school, where it may take between 10-30 days before students are identified for intervention which affect the student identification process. Other variables can include new school partnership, or school-specific goals for a particular intervention. For example, high schools request greater levels of behavior support, and individual student support in-class is common; elementary schools need greater levels of individual ELA and math support. These factors will impact the total number of focus list students per member.

Student schedule: In a given school, students may follow a cohort-based or individual schedule. Cohort-based students provide a more efficient framework, allowing a member to work with more students (for example, for students with individualized schedules, member time will be absorbed in multiple teacher meetings). A limiting factor within student schedules is that if a student receives 90 minute of ELA time per day (7 hours per week), the intervention time already represents about 7% of total ELA instructional time.

Member schedule: ED1 is also a product of corps member capacity. All teams participate in comprehensive school turnaround partnerships, meaning that as part of their regular day they provide whole class support, school climate improvement and extended day learning time activities that benefit students beyond their assigned focus lists. Other activity examples include morning greeting, phone calls home for non-focus lists students, attendance assemblies and incentives and ensuring safe and structured recess. Members also need planning and meeting time per day.

Intervention time: Each member's time with focus list students is budgeted based on type of intervention and related frequency/duration. Typically, one member works with 5 students in each of the 4 indicators. Students may overlap on 1 or more focus lists and members typically average a unique

## Narratives

student cross-indicator roster of 14 unique students. It is difficult to predict individual student needs in advance, and our goal is to help students who are typically 2-3 grade levels behind and have been for years, to "catch up and keep up". Therefore our targets assume minimal student shift during the year. As noted, one student may receive multiple interventions.

A typical member day is outlined in the proposal. Per intervention, member time is budgeted as follows: One on one and small group tutoring typically occurs 2-4x per week, for 15 minutes per session, for the full school year. Attendance and behavior supports occur daily (4x per week), throughout the day for a minimum of 4.5 hours per day. Attendance support includes morning greetings, check-ins, positive phone calls home, make-up work after absences, and homework help during afterschool programs. Behavior support includes assistance during ELA and math classes, lunchtime mentoring, hallway transitions, and focused support during afterschool programs. Both interventions are estimated to continue per student for at least 8 consecutive weeks, resulting in a minimum of 16 hours of support per each.

Whole school and whole classroom support: Within a comprehensive school partnership, members provide a range of key supports that improve the overall learning environment in the classroom and school. Importantly, teachers are able to spend more time providing differentiated instruction because of member support in the classroom. Members help keep students on task, work with small groups, and support positive behavior.

&#8195;

### Continuation Changes

Not applicable.









## Required Documents

**Document Name**

**Status**

Evaluation

Sent

Labor Union Concurrence

Sent