

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: 02-DEC-11	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 12AC133392	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 12ACHPA0010001

5. APPLICATION INFORMATION

LEGAL NAME: City Year, Inc. DUNS NUMBER: 622374122	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Wyneshia Foxworth TELEPHONE NUMBER: (267) 386-7027 FAX NUMBER: INTERNET E-MAIL ADDRESS: wfoxworth@cityyear.org
ADDRESS (give street address, city, state, zip code and county): 287 Columbus Avenue Boston MA 02116 - 5114 County: Suffolk	

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)
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8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input checked="" type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: <p style="text-align: center;">Corporation for National and Community Service</p>
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10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: City Year Greater Philadelphia 11.b. CNCS PROGRAM INITIATIVE (IF ANY):
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Greater Philadelphia, Pennsylvania	

13. PROPOSED PROJECT: START DATE: 07/01/12 END DATE: 06/30/15	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 008"/> b.Program <input type="text" value="PA 002"/>
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15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 2,932,500.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 2,932,500.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 5,865,000.00</td> </tr> </table>	a. FEDERAL	\$ 2,932,500.00	b. APPLICANT	\$ 2,932,500.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 5,865,000.00	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372
a. FEDERAL	\$ 2,932,500.00														
b. APPLICANT	\$ 2,932,500.00														
c. STATE	\$ 0.00														
d. LOCAL	\$ 0.00														
e. OTHER	\$ 0.00														
f. PROGRAM INCOME	\$ 0.00														
g. TOTAL	\$ 5,865,000.00														
	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO														

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

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Evelyn Barnes	b. TITLE: CFO	c. TELEPHONE NUMBER: (617) 927-2373
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 12/02/11

Narratives

Executive Summary

255 City Year AmeriCorps members will provide in-school and after-school tutoring and mentoring to 6th-9th grade students who are at risk to drop out in 20 public schools in Greater Philadelphia, PA. By the end of the 3-year project period, 1,900 students will improve in attendance, behavior and/or coursework in English and math and at least 6,700 students will benefit from targeted services. This project focuses on Education. The CNCS investment of \$2,932,500 will be matched with \$2,932,500.

Rationale and Approach

a . NEED: With more than 160,000 students and 275 schools, the School District of Philadelphia (SDP) continues to be challenged with providing students with a quality education to ensure high school graduation. Although SDP has been successful in increasing its on-time graduation rate from 44% in 2002 to 58% in 2010, over 3,000 students dropped out of school between the start of the 2010-11 school year and January 31, 2011. The 20 public schools presented under this application (listed under Member Service Sites in Organizational Capacity section) enroll over 15,000 SDP students and represent some of the most challenged schools in Philadelphia. Identified by the district as Turnaround schools, students at most of these schools have only a 1 in 2 chance of graduating. In 2011, at 7 of the 12 schools serving grades 6 to 8, less than 30% of 6th grade students at each school tested at or above Proficient on the Reading portion of the Pennsylvania System of State Assessments (PSSA) and less than 50% of the same students were at or above Proficient in math. Schools range from 16% to 52% for Reading and 26% to 62% in math. Within the 8 high schools, graduation rates fall between 47% and 67% and the 2011 PSSAs for 11th graders indicate that less than 27% of students at all of these schools are at or above Proficient in Reading and in math. Schools range from 15% - 27% Proficient in Reading and 8% - 27% Proficient in math. These schools all serve predominantly minority populations (84% - 100%) and between 57% and 99% of students at each school are eligible for free or reduced lunch.

City Year Greater Philadelphia has partnered with SDP to address the dropout rate by targeting high risk populations and providing whole-school prevention and student-focused intervention supports in turnaround and cusp turnaround schools, in Philadelphia's most distressed urban neighborhoods. According to research completed by Johns Hopkins University and the National Dropout Prevention Center, 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--the "ABC's" of dropout--have less than a 20%

Narratives

chance of graduating. Our school placement sites will be selected based on demonstrated need as evidenced in the PSSA test scores and AYP performance indicators as well as student demographics, feeder patterns, and school principal interest. Data sources: Pennsylvania Department of Education, School District of Philadelphia Office of Accountability, Great Schools (<http://www.greatschools.org/>), and "Building a Grad Nation", Balfanz, Bridgeland, Moore & Fox, 2010.

b . VALUE ADDED: AMERICORPS MEMBER ROLES & RESPONSIBILITIES:

****MEMBER DEPLOYMENT:** In 2012-13, City Year Greater Philadelphia (CYGP) requests to field 255 full-time corps members. 245 members will be deployed on teams of 8 to 16 members to 20 public schools to provide targeted interventions to 6th - 9th grade students. 54 members will be assigned to teams serving in 7 K-8th grade schools, 68 members will serve in 5 middle schools, and 123 members will serve in 8 high schools. Each of the 20 teams will be led by a Team Leader (typically members serving a second year). The 10 member Civic Engagement Team will be based out of the CYGP office and implement volunteer programs and service events. ****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. During a typical 9.5 hour day, corps members spend 40 minutes conducting attendance initiatives; 4 hours providing tutoring and in-class academic support; 40 minutes of mentoring during lunch for students identified in need of attitude, behavior or motivation coaching; 30 minutes for lunch; 40 minutes for whole-school and/or lunchtime enrichment programming; 45 minutes of planning and documentation time with teammates and/or teachers/specialists; 1 hour of homework assistance; and, 1 hour of afterschool enrichment activities. On Fridays, members participate in training and reflection, service planning and documentation, and post-AmeriCorps career planning. ****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 (An Early Warning System, Curran, Neild & Balfanz, 2007). Each member maintains an active 'focus list' of students per indicator who receive strategic and targeted interventions that address the EWIs (each member has between 8 and 12 students). ***Activities in ATTENDANCE:** members run breakfast clubs (e.g. homework assistance) and conduct morning greeting to welcome students into school, conduct phone calls home if a student is absent, provide drop in homework assistance after school to discourage absenteeism based on not being prepared, coach students by discussing barriers to attendance and strategies to overcome barriers, facilitate in-

Narratives

school and after-school student interest clubs to develop student engagement with their school, run recognition events for students with improved attendance, and facilitate report-card conferencing.

*Activities in BEHAVIOR: to improve school climate and student behavior, members run whole-school programming to address issues (e.g. anti-bullying rallies) or improve school atmosphere (e.g. a beautification project), provide in-class behavior coaching during whole-class support (e.g. role modeling and conflict resolution tactics), conduct mentoring focused on behavior and attitude issues (may include programming during lunch), conduct behavior check-ins with students, and run recognition and evening events to encourage positive behavior and engage family members.

*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. Teams meet weekly or bi-weekly with their Program Manager together with school staff (teachers, etc.) to review the EWIs so as to monitor student progress, identify student needs, and appropriately allocate resources and assign intervention practices. In addition to focusing on the EWIs, members will support students in developing college and career readiness by providing coaching specific to college attainment and organizing events such as college fairs that provide resources for students to explore college and career paths. **WHY AMERICORPS: Our AmeriCorps program provides a way for School Districts to bring high yield-low cost 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, 77% of 127 teachers at CYGP schools who responded to surveys said that their corps members provided essential academic supports that their students wouldn't have received otherwise and 87% of 114 teachers said members help improve student active engagement in 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.

Narratives

Through RtI, our members deliver preventative interventions to students identified as tier one (low to moderate risk) and targeted interventions to students identified as tier two (moderate to high risk). Our focus on providing targeted interventions in attendance, behavior and tutoring in English and math is based on the research conducted by Johns Hopkins University that concluded that student performance in these 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 and subsequently to outcomes for school success, was developed through a process led by the external evaluating firm Brett Consulting Group.

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

Narratives

as a member of the national service network. The AmeriCorps logo is included on member uniforms, name tags and business cards, City Year recruitment materials, our website, and included in signage at CYGP 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. We partner with other local AmeriCorps programs and participate in events sponsored by PennSERVE on national service days, the state-wide AmeriCorps Opening Day on Columbus Day and for AmeriCorps week. Two members will be nominated to 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. Members are encouraged to enroll in AmeriCorps Alums in addition to City Year's alumni program.

e . OVERALL PICTURE: Roughly 37% of all Philadelphia students will drop out of school before graduation. Among African-American males, this rate increases to 45%. These students can be identified as early as 6th grade using the EWIs. For example, 72% or more of 2011 6th graders at Harding Middle and Benjamin Franklin K-8 are at risk to drop out based on low PSSA scores - only 28% at each school were Proficient in Reading and 31% and 26% respectively were Proficient in math. Students have said their reasons for dropping out include uninteresting classes, failing to keep up with school work, missing too many days, and lack of motivation to work hard ("Why Students Drop Out", Bridgeland, DiIulio, and Morison, 2006). City Year's Whole School Whole Child program addresses the contributing factors to student drop out risk by providing services that target the Early Warning Indicators and meet student identified needs. For example, they provide homework assistance and tutoring to help students keep up with school work, provide attendance initiatives to discourage missing days, and provide report card conferencing and motivational coaching to engage students and encourage them to work hard. 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: In 2012-13 the Philadelphia Recruitment Plan has set a goal of receiving 1,150 complete applications by June 30, 2012 (for 11-12, CYGP received 1,125 applications for 230 slots). To date, we have received over 150 completed applications for 12-13. Each year, City Year strives to recruit a corps that is diverse by creating an applicant pool, which, for Philadelphia, will consist of: education: 60% college graduates, 20% some college, and 20% high school graduates; ethnicity: 35% Caucasian, 35% African-

Narratives

American, 15% Latino-Hispanic, 5% Asian, and 10% Multi-racial or Other; gender: 50% male/female. For 2012-13, our goal is to have at least 60% of applicants come from Pennsylvania through state and local college campuses such as Temple University, Pennsylvania State University, and The College of New Jersey, local Philadelphia high schools, and other partners such as the PA Association of College Admissions Counselors, the Archdiocese of Philadelphia, the Achieving Independence Center, and Kappa Alpha Psi. 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 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 and the PA Child Abuse registry. 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: City Year's program provides up to 300 hours of trainings for members 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 in Philadelphia includes a pre-service Orientation, a 3-week Basic Training Academy (BTA) in summer (128 hours), a 3-day mid-year Advanced Training Academy (ATA) in winter (24 hours) and trainings on Fridays (160 hours). We build in 20 hours of flex time into the calendar for team specific training and recognition events. 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. At the end of the program year, 75% of members will achieve an average of Level 3 Competency in each of the core areas. 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

Narratives

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 and response (emergency plans, CPR/First Aid, CERT, etc.), our leadership development program, community asset mapping, state of education in America and in the local community, diversity awareness (inclusive leadership, urban youth culture, the cycle of oppression), team building, mandated reporting, conflict resolution, classroom management, tutoring techniques, documentation of service, and individual, team, and site AmeriCorps goals. Please see section (i) for further description of tutor training. The Friday trainings throughout the year alternate on service improvement, team-building, the Idealist's Journey curriculum and the Leadership After City Year program. 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. Teams and members may also self-identify training needs or requests through the weekly meetings with their staff supervisor. Satisfaction with the City Year program as a whole is assessed through surveys of members, teachers and principals.

**SUPERVISION: City Year Program Managers (PM) provide day-to-day supervision of corps members. Each CYGP PM is assigned 1 or 2 teams (12 - 20 members per PM), conduct daily check-ins with the Team Leader, hold weekly team meetings, and conduct monthly one-on-ones with each member of their team to track progress toward goals and service quality, and address school, service or personal issues. Each PM serves as the primary school contact at each campus and spends 60% of time on school grounds. PMs support their members in completing individual Performance Development Plans in October and two performance evaluations. To support retention, check-ins, weekly meetings, and one-on-ones will be used to identify member needs and direct the member to the appropriate resources. SUPERVISOR SELECTION & TRAINING: Program Managers submit resumes, are interviewed by 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 will

Narratives

be provided locally throughout the year. SUPERVISOR OVERSIGHT: Day to day supervision of the Program Managers is provided by one of three Program Directors. Program Managers meet weekly with their Program Director and hold weekly check-ins with school staff liaison and teachers.

g . OUTCOME: PERFORMANCE MEASURES: **OVERALL CHANGE: At the end of three years, City Year Greater Philadelphia will lower the number of students at high risk to drop out of high school by improving student performance in one or more of the Early Warning Indicators (EWI) for at least 1,550 6th to 9th grade students. DEMONSTRABLE IMPACT: Under this application, in 2012-13, we anticipate that 1,740 targeted students will be enrolled in our academic programs each year. Of those enrolled, 1,044 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, 522 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 (e.g. attendance logs, tutoring dosage/frequency, homework performance, discipline occurrences) collected by the member or provided by the teacher throughout the year; and summative data (assessment data, course grades, overall attendance and behavior data) provided at the end of the grading or assessment cycle. REPORTING: City Year maintains an evaluation calendar that includes deadlines for collecting baseline data, mid-year data and end-of-year data on student performance. Reports on student enrollment, baseline data, and formative assessments are collected monthly by City Year, Inc., with summative reports produced at mid-year (January) and year-end (July). These are distributed to each site's staff, board, school district personnel, key sponsors and CYHQ. Student level attendance performance and academic scores are analyzed by CYGP's Evaluation Director. Reports will be submitted following PennSERVE's reporting schedule. PERFORMANCE MEASURE SELECTION: As a provider of Education based services, we are opting into the Tier 1 AmeriCorps national standardized performance measure for improvement in academic engagement, ED27, with ED1 and ED2. Targets were developed by using an 8:1 student to corps member ratio for first year corps members. Students are identified based on performance in attendance (less than 90%), behavior (determined through school records), and coursework (D or F in English or math). Improvement in attendance is assessed

Narratives

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 performance on formative assessment tools. City Year is developing a strategy to measure behavior improvement, including observation tools to (e.g. a socio-emotional rubric), and school records

****TRACK RECORD:** Over the past three years, CYGP has provided services to 8,547 students through our targeted intervention programs and out-of-school programs. Among the 1,498 students who received targeted EWI services in 2010-11, 76% of students who were failing English at the start of year and 63% who were failing math improved by at least one grade level. This is an improvement from 2008-09 when only 51% of those failing English and 60% of those failing math improved at least one grade level. Our third party evaluation partner, Research for Action (RFA), conducted a comparative analysis of 114 low performing high school students (those who received a D or F in 2009-10) to see if there was a statistical difference between students who received City Year services and those who did not (to be released by 12/31/11). Their preliminary evaluation report indicates that students who receive City Year literacy tutoring are statistically more likely to increase their overall English GPA by a full letter grade than those students who do not receive literacy tutoring (72% of City Year's 2010-11 students increased by a full letter grade compared to 45% of non-City Year students). For attendance, RFA reports that 91% of the 284 middle school students and 60% of 169 high school students who received attendance coaching ended the 2010-11 school year with at least an 80% attendance rate. Within our Diplomas Now partner schools, we saw a 47% reduction in the number of students who were "off-track" in attendance and a 78% reduction in students off-track in behavior. Further, 57% of students increased their ADA by at least one level from 09-10 to 10-11. The average increase of these students was 9.8% which translates to an additional 18 days in school per student. Among our behavior students, on average these students spent 8.5 more days in school in 2010-11 than they did in 2009-10.

h . VOLUNTEER GENERATION: **PROGRAM & NEED: CYGP's volunteer programs align with our Whole School Whole Child model by engaging our students in community service, engaging the whole school community (students, school staff, and families) in community events, and connecting our sponsors with our direct beneficiaries. For example, our 2011 MLK Day of Service engaged 1,416 community volunteers to complete revitalization and transformation projects at three of our school partners: South Philadelphia High School, Universal Vare Middle School and Benjamin Franklin Elementary (K-8). Volunteers renovated gyms, painted murals, and beautified classrooms. In 2012-13, CYGP will implement at least 10 large scale (50+ volunteers) events through national service days

Narratives

(Make a Difference Day and MLK Day), Corporate Sponsor Events with Comcast and SAP, city sponsored events (Mayor's Clean Up and SEPTA), and school based engagement events. Projects are predominantly physical service activities such as painting, landscaping, and light construction (e.g. playground builds). Specific service projects are identified in collaboration with our school partners and community partnerships. We engage long term volunteers through our mentoring programs. CYGP has partnered with iMentor to implement a youth mentoring program at Mastery Charter School which will recruit up to 150 community members to mentor students 3 hours each month. And, volunteers through our corporate sponsors Deloitte, Glenmede, Sunoco and Teva Pharmaceuticals provide mentoring on professional development to our corps members. In 2012-13, CYGP will implement volunteer programs that engage 2,400 volunteers to provide 14,000 hours of service. ****RECRUITMENT/RECOGNITION:** Volunteers are recruited 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:** The 10 member Civic Engagement Team will plan and implement the large scale events and 2 members placed at the Mastery school will coordinate the cyMentor program. 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. School based members support the running of each event.

i . **TUTORING PROGRAMS:** ****MEMBER ELIGIBILITY:** Members are required to have at least a high school diploma or its equivalent and complete Basic Training Academy. ****TRAINING:** Through our comprehensive training programs, members develop the skills to deliver research based literacy and math protocols for tutoring. During BTA, members complete City Year trainings in creating the environment for effective tutoring, lesson design, coaching on student performance and motivation, working with teachers, and protocols for math tutoring (toolkit, understanding numbers and fractions, algebra) and literacy tutoring (comprehension, fluency, and vocabulary). Through our Diplomas Now partnership, we engage subject matter experts from Communities in Schools, the Philadelphia Education Fund, and Talent Development. 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

Narratives

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 PCG, City Year staff and/or school staff. **METHODOLOGY: Tutoring strategies will support SDP's standardized intervention block curriculums, Corrective Reading and Corrective Math. At Mastery Charter School, members will be trained on Action 100 Reading and Project Excel (math). Members will utilize City Year's CY Literacy Comprehension Frameworks that includes literacy tutoring protocols in fluency, vocabulary, and reading comprehension and math tutoring protocols in computational fluency. The research basis for the protocols is Repeated Reading for fluency, Beck & McKeown word learning strategy and Kieffer & Lesaux's morphological strategy for vocabulary, Collaborative Strategic Reading for reading comprehension and IES Practice Guide (Gertan et al, 2009) for computational fluency. **SUPERVISION: In addition to the on-site City Year Program Managers, members receive supplemental supervision from the Program Directors, their assigned teachers and other designated 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 Greater Philadelphia (CYGP) was founded in 1997 and since then has filled over 2,300 AmeriCorps positions. **CONTACTS: Primary: Evelyn Barnes, Chief Financial & Administrative Officer, City Year, Inc. Secondary: Wyneshia Foxworth and Loree Jones, Co-Executive Directors, CYGP. **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

Narratives

Housing and Urban Development. ****FUNDRAISING EXPERIENCE:** Since 2007-08, CYGP has successfully raised more than \$10.8 million from private and public sources to use as match towards our AmeriCorps awards. ****FUNDING SOURCES:** In Philadelphia, our primary sources of revenue are local affiliates of national companies, local businesses, foundations, individuals and state agencies such as our partnerships with the City of Philadelphia and the School District of Philadelphia. City Year's most recent Annual Report lists 141 donors in addition to CNCS. Each of the 141 funders provided at least \$1,000 in cash or in-kind to Philadelphia. In 2009-10, 63% [89] of CYGP's non-CNCS sponsors were from the corporate sector, 26% [36] were individuals, 5% [7] were foundations, 3% [4] were public entities, and 3% [5] were private non-profits. ****PERCENT OF OPERATING BUDGET/TOTAL FUNDING:** As per our 09-10 A-133 audit report, funding from CNCS accounted for 30.1% of City Year, Inc.'s total funding (includes ARRA stimulus funding). In 11-12, City Year, Inc. has an \$87M operating budget of which Philadelphia's site operating budget accounts for less than 9%. For 12-13, the attached program budget represents approximately 68% of the total projected operating site budget CYGP. ****CNCS 5-YEAR SUPPORT:** Since 2007-08, CYGP has received \$12,249,000 from PennSERVE: The Governor's Office of Citizen Service through State*Competitive, State*Formula and America Recovery and Reinvestment Act awards. ****GOVERNANCE STRUCTURE:** All City Year sites, including Philadelphia, 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 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. City Year Greater Philadelphia's 25-member site board is Co-Chaired by Joe Banner (President, Philadelphia Eagles) and Arthur Block (SVP, General Counsel and Secretary, Comcast Corporation). ****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

Narratives

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 such, City Year Greater Philadelphia has a staffing structure that is split into functional departments: Executive Leadership, Program & Service, Operations, Recruitment, and Development. Each department is headed by a Deputy Director (Operations and Recruitment share a Deputy Director). Each Director level position has 1 to 6 direct reports. Our 2012-13 organizational chart has 46 staff positions of which 35 are captured whole or in part in the attached budget. *EXECUTIVE LEADERSHIP: (4 positions -- 2 positions excluded from budget): Responsibilities include meetings with champions or board members, service partners, funders, and civic officials; recruiting and managing staff; evaluating needs, assets and community feedback to develop and implement the strategic service vision; and meeting all quarterly goals for revenue, recruitment, service and retention. Development time for positions in the grant is excluded. Positions: Co-Executive Directors, Chief of Staff and one support position. The site is led by Co-Executive Directors LOREE JONES and WYNESHIA FOXWORTH. Ms. Jones joined City Year in 2009 and was the former Executive Director of the non-profit Manayunk Development Corporation and the Managing Director of the City of Philadelphia. Ms. Foxworth was in CYGP's founding corps, served as a founding Executive Director for City Year Louisiana, and has fifteen years' experience in National Service. *PROGRAM & SERVICE: (23 positions) Responsibilities include overall development, implementation and evaluation of program and service activities including oversight of school and district relationships; overall corps

Narratives

training, management and retention; ensuring compliance to AmeriCorps regulations; and, meeting all service goals. Positions: Deputy Director for Program & Service, 3 Program Directors, Evaluation Director, Service Director, Director of Corps Learning and Development, Corps and Alumni Relations Manager, and 15 Program Managers. Department is led by DARRYL BUNDRIGE who has been with City Year for two years and has 8 prior years of experience leading youth programming at Foundations, Inc. *OPERATIONS (5 positions -- 1 excluded): Responsibilities include local human resources for staff and corps, office and supply management (uniforms, cell phones, computers), office calendar and conference room management, site project management, and customer service. Positions: Deputy Director of People and Operations, Human Resources Director, Brand and Operations Director, Special Projects Assistant, and Headquarters Associate. Department is led by JANA CURTIS who has nine years' experience with City Year and has recruited over 1,000 members. *RECRUITMENT (6 positions): Responsibilities include managing a year-round recruitment cycle which includes planning or attending 400 recruitment events, staging 5 Open Houses, processing 1,150 applications, interviewing and confirming 255 members to serve with CYGP. Positions: Recruitment Director, Outreach Manager, 2 Outreach Coordinators and 2 Admissions Managers. This department is also overseen by Jana Curtis. *DEVELOPMENT (8 positions -- all excluded): Responsible for raising funds to support program operations and provide match, managing current and potential donor relationships, marketing, and event planning. In addition, this department supports the Program & Service department by planning civic engagement events such as overseeing and coordinating volunteer service events, opening day and graduation events. The department is led by HEATHER GEE who is a Certified Fund Raising Executive and Chartered Advisor in Philanthropy, a founder of the Women's Philanthropy Network, and a guest lecturer at the American College and Philanthropic Planning Collaborative. *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 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: CYGP staff will participate in PennSERVE training opportunities (Program Director's meetings, conferences, conference calls, etc.) as well as City Year's cross-network

Narratives

conference calls organized around job function that provides updates to the field and peer sharing opportunities. Staff attend 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 District administrators, school principals, and our Diplomas Now partners, local 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: CYGP's staff will participate in conference calls and site monitoring visits as conducted by PennSERVE. The Program & Service department holds bi-weekly meetings to discuss issues and challenges. Program Directors meet weekly with the Program Managers and issues that cannot be solved locally are elevated to CYHQ or PennSERVE as appropriate. Program Managers are at the schools 3 days a week and have weekly check-ins with the school liaison and/or teachers to ensure members are providing quality service, are on-track to meet goals, and are not engaged in prohibited activities.

b . SUSTAINABILITY: CYGP creates fiscal sustainability by developing a diversified funding base with multi-year commitments and by grouping program activities into marketable 'products' to create sponsorship opportunities, which 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. Among our 20 corporate and foundation Team Sponsors, seven have sponsored CYGP for 10+ years (Comcast, David's Bridal, Eagles Youth Partnership, Firstrust Bank, Glenmede Trust Company, Lincoln Financial and Wells Fargo), five for 7 or 8 years (Bank of America, CSX, Drinker Biddle, SAP America, and Sunoco), five for 3 to 5 years and three are new having sponsored for 1 or 2 years. We have maintained on-going partnerships with the City of Philadelphia, the School District of Philadelphia, and SEPTA (Philadelphia public transit) for 15 years. To engage private individuals, we maintain Leadership Giving Circles that recognize and promote different levels of individual giving. Through these tactics, we have developed meaningful and committed partnerships with individuals to serve as site board members such as Kimberly Allen (VP, Wells Fargo), Brad Brubaker (Head of Global Field Legal, SAP

Narratives

America, Inc.), William Copeland, Jr. (Division Leader, Deloitte Consulting) and Charles Greenberg (SVP, Bank of America). **COMMUNITY PARTNERS: Community based partners provide input on the strategic direction of our program and have strong representation on our site board including representatives from the Mayor's Office and the City of Philadelphia, ASAP -- After School Activities Partnerships, Men United for a Better Philadelphia, Rutgers University, Philadelphia Youth Network, and 10,000 Friends of Pennsylvania. Further, we develop strategic partnerships with city officials, high schools and colleges to support recruitment and member training, community based organizations to serve as service project partners and to provide training and member support, and corporate partners to provide professional expertise, resources, and member professional development. For example, we have partnered with the Mayor's Office and the City Parks & Recreation department for 15 years on volunteer projects and with MLK365, PA Horticultural Society and the Urban Tree Connection for 5+ years for each; with the Non-Profit Human Resources Group of Philadelphia for staff professional development (4+ years); and, with Widener University, Graduate! Philadelphia, Vanguard, and the US Army for member professional development and training (2+ years each). We have maintained a mutually-beneficial partnership with SEPTA, in which SEPTA provides in-kind transit passes for our corps members and we implement service projects in SEPTA communities. Through all of CYGP's initiatives and programs members serve as intermediaries connecting those with resources, such as our corporate sponsors, with those in need, such as schools, to develop long lasting partnerships.

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

Narratives

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.

d . ENROLLMENT/RETENTION: CYGP has consistently filled at least 100% of MSY awarded and retained at least 84% since the 2007-08 program year. In 2010-11, we enrolled 101% [212/210] of awarded MSY under this grant (09ACHPA0010001) and 100% [15/15] under full-time Education Award Only slots provided by The Corps Network. We retained 89% [201/227] of those enrolled. Of those who exited early in 2010-11, 2 resigned to pursue other jobs/enroll in school, 8 resigned for financial hardship that was not compelling, 6 resigned for poor program fit, and 10 were dismissed for failure to adhere to program standards. To improve retention, in addition to implementing standard City Year retention practices, we are increasing the member living allowance to the AmeriCorps minimum, are implementing an on-line quiz to be taken during application process to ensure understanding of the program, service and standards, have created an inter-departmental Retention Taskforce to support struggling members, and increased focus on our LACY (post City Year) program to enhance connection between service and future goals and secured local "Give a Year" partnerships with University of Pennsylvania and Eastern University (supports member educational attainment after City Year).

e . PERFORMANCE TARGETS & COMPLIANCE: **Performance Measures: In 2010-11, CYGP met our volunteer and member development goals. Last year, we participated in the pilot for the National Performance Measures for Improved Academic Performance (ED1, ED2, & ED5) and Improved Attendance (ED3, ED4, & ED6). Although we did not meet all measures for the pilot, participation in the pilot provided us the opportunity to identify and correct misalignments that we have in our data collection systems for tracking and reporting on the National Measures (a new system is under

Narratives

development), informed us on necessary improvements to our training for both our staff and corps on how to develop student focus lists, monitor progress and record data on interventions (conducting weekly meetings on student progress), and provided leverage with our district partners on where we need to improve the practical implementation of the model (such as assigning a liaison at the district who will provide student level data). **Compliance: CYGP achieved at least 99% compliance for enrollments and exits in both 09-10 and 10-11. Some of the exits were originally submitted on time but were re-opened and the resubmittal date marks them as late. We achieved 100% compliance for enrollments in 2011-12.

g . OPERATING SITES AND MEMBER SERVICE SITES **SERVICE SITES: City Year Greater Philadelphia maintains a single local headquarters from which teams of members are deployed to one of 20 public schools. The Civic Engagement Team serves out of the CYGP headquarters. Pending final approval of the district, school teams will serve at seven K-8 Grade Schools (Thurgood Marshall, Benjamin Franklin, Smith, Pastorius, Mastery Shoemaker, Universal Institute, and Universal Daroff), five Middle Schools (Feltonville Arts & Sciences, Anna B. Shaw, Universal Vare, Dimmer Beeber, and Harding) and eight High Schools (Overbrook, West Philadelphia, Universal Audenried, Germantown, South Philadelphia, Frankford, Samuel Fels, and Martin Luther King). Five of the schools are in the public charter system operating under the non-profits Universal Companies and Mastery.

**SELECTION PROCESS: School selection is a collaborative process between CYGP staff, district administration, school leadership (principals) and includes feedback on current partnership from Program Managers, teachers and corps. Schools are identified based on Title 1 eligibility, Adequate Yearly Progress status, Early Warning Indicator data, and feeder patterns into low performing high schools. A detailed "Conditions for Success" rubric developed by Deloitte provides a way for CYGP to predict success in a particular school and helps finalize selection and direct resources. Timeline: Nov-Dec: information gathering on current partnerships, potential new schools and district budgeting cycle. Jan-March: conversations with current schools to determine interest level to continue partnership and with potential school partners and assess conditions for success at each school. April: submit our priority school list to district Associate Superintendent of Schools and charter school partners. May: the district School Reform Commission votes on schools to receive teams. May-June: Contracts and partnership agreements are processed with School District of Philadelphia, Charter School Central Offices and individual schools. **RELATIONSHIP: City Year has partnered with the School District of Philadelphia for 15 years and with Mastery for 6 years. We are in our second year with Universal. We complete a contract with the district and annual school level agreements that

Narratives

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 Greater Philadelphia respectfully requests a grant award of \$2,932,500 at a cost/MSY of \$11,500. We will continue to match the CNCS award dollar for dollar with a 50% match commitment. Our 2012-13 diversified revenue plan supports 255 corps members and we have identified 100% of our match sources required. To date, we have secured commitments for 24% (\$702K) of the match identified. All remaining match sources will come from renewal of current partnerships and we project that 52% (\$1.53M) will generate from partners who have sponsored CYGP for 11 years or more, 7% will come from partners who have sponsored us for 5 -10 years, and 17% (\$505K) will come from partnerships that are three years or less. 39% (\$1.15M) of the match sources identified represents public funding (school district and city funding), 26% (\$765K) represents corporate sponsors, 23% (\$667K) represents private non-profits, and 12% (\$351K) represents private foundations. All match sources identified are in cash.

b . EXTENT INCREASING GRANTEE SHARE: CYGP has continually met or exceeded the CNCS 10-year match rate. Over the past grant cycle, we maintained a 48% match commitment in Years 1 and 2 and increased our match to 50% in Year 3 (2011-12). In addition to increasing our match commitment, we are increasing our member living allowance to meet the AmeriCorps minimum of \$12,100 without requesting an increase in the cost-per-MSY from CNCS. For our first year corps members, this represents an increase in cost of approximately \$2,300 per member (stipend plus the allocation for FICA). CYGP's expansion strategy presumes increasing levels of investment per member and per team from the school district, the private sector, and individuals. Our cost planning uses our baseline AmeriCorps structure to leverage maximum community investment in our outcomes and build sustainability. In total, this request represents a \$517,500 increase in grantee share from \$2,415,000 in 2011-12 to \$2,932,500 in 2012-13.

c . SPECIAL CIRCUMSTANCES: Not Applicable.

d . BUDGET ADEQUACY: City Year runs a single program (AmeriCorps) and therefore all costs directly support the implementation of the proposed service activities. This 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;

Narratives

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 CYGP staff will work directly and exclusively on the AmeriCorps program and therefore 100% of staff salaries, excluding fundraising time, are eligible for expense. 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 based on the 2010-11 site usage rate. 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 \$2,932,500, 71% (\$2,070,937) 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 Greater Philadelphia maintains a contractual relationship with Research For Action who evaluates and informs on our service delivery. 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 (www.cityyear.org).

Amendment Justification

Not applicable.

Narratives

Clarification Summary

City Year, Inc. 12AC133392

This application is under consideration for a grant in the amount of \$2,932,500; for 255 Member Service Years (MSYs) and 255 member positions.

Budget Clarification Items:

Section I.C. Staff Travel - Please itemize \$100 in travel costs per person for the Summery Academy. Please provide a mileage rate if applicable. Please justify charging \$133,870 in local transit passes to the grant as match funds.

Section I. G. Member Training - explain what \$6.28 per member covers for basic training and mid-year advanced training.

Section I. Other Program Operating Costs - clarify how staff criminal history and FBI checks are being covered.

Section I. Other Program Operating Costs - justify renting copiers and storage fees. Why does the program need to rent copiers and what is the program storing?

Section I. Supplies - confirm that recruitment costs are not duplicative of the recruitment costs listed in Section I Other Operating Costs. Please justify \$375 per person in corps member uniforms as the value of these uniforms seems to vary across City Year grants.

Section I. F. Evaluation. Please clarify that costs do not include the daily/weekly gathering of data to assess progress toward meeting performance measures.

Programmatic Clarification Items:

Please make the following changes in the eGrants narrative field labeled "Clarification Summary."

Narratives

-Clarify role and structure of Team Leaders (i.e., how many TLs per school/team).

Team Leader Role & Structure: Each team of corps members is led by a designated Team Leader (TL), who is typically a second year corps member. The TL serves in a leadership capacity by providing peer coaching, modeling of City Year practices, leading team meetings, coordinating team activities and managing logistics, and reporting team needs to the Program Manager (team supervisor). In addition to leading the team, the TL supports the Program Manager with maintaining school relationships, tracking progress towards goals, and providing feedback on team activities. As with the rest of the team, the TL is supervised by the Program Manager. The TL does not supervise corps members, approve timesheets for other members, discipline other members, or complete performance evaluations of other members.

- Provide more information about facilitating report-card conferencing and explain how this is not a teacher's duty.

Report Card Conferencing (RCC): The RCC program is a structured brief conversation following standard prompts between an adult and an individual student about the student's grades, progress, and action plan for improvement. This program allows for the student to objectively discuss their performance as a whole (all classes) with an impartial adult and does not duplicate or replace discussions the student has with individual teachers regarding class performance. Conversations occur twice a year in schools with a trimester system and 3 times a year in schools with a quarter system. The program aligns with our WSWC program by increasing corps member awareness of individual student needs as a whole, supports student level goal setting, is relevant to the schools, and builds school capacity through direct service.

- Please provide more information about the college preparatory activities (i.e., how much of members' time is spent on these activities) and explain why this activity is not being measured in the performance measures.

College Preparatory Activities: Corps members spend less than 5% of their time facilitating and/or supporting College Preparatory Activities, including: planning/supporting college and career fairs;

Narratives

arranging visits from college admissions departments and supporting students in their postsecondary planning to connect their day-to-day decisions in school with their long-term goals.

- Explain how recruiting volunteers to do mentoring is meeting the identified need. Please explain how 3 hours per month was determined as an effective dosage.

Picking up where the Whole School, Whole Child model leaves off in the 9th grade, mentors work closely with 10th grade students (who had previously received targeted supports from City Year) from the time they are paired through high school graduation. The amount of time spent with each mentee was determined through the experience of iMentor, a non-profit based in New York City that partners with CYGP to deliver the cyMentor model. What iMentor learned was that traditional mentoring models essentially exclude almost everybody who has the time and willingness to devote to mentoring but needs more flexibility in that commitment. iMentor's solution was to create a more flexible mentoring model without sacrificing the level of rigor required for effective mentoring. This model includes weekly email exchanges between mentors and mentees and once monthly in-person meetings/events, which allows mentors to develop relationships with their mentees within a schedule that works for them.

-Confirm if CYGP has approved access to official school records for the purposes of measuring progress on performance measures.

Access to Student Data: Shared data agreements are written into our agreements with the school district and school partners to ensure we have access to student level data. Within the contract, we maintain an agreement for data use, data access, acquisition and requirements, and the coordinated data review process.

- Please explain how many of the CYGP schools are also Diplomas Now schools.

CYGP will be implementing the Diplomas Now model in 6 schools. The schools are Feltonville Arts and Sciences, Dimner Beeber, Woodrow Wilson, E. Washington Rhodes, Grover Washington, and Anna B. Shaw.

-Explain if members will participate in any professional development trainings with school staff.

Narratives

Corps Members participate in applicable professional development alongside school and district staff. Professional development takes place on designated days that are determined within the district calendar, as well as during common teacher planning time (grade group meetings) during the school day.

-Please explain how the member is integrated in the school culture. How are school staff and member relationships formed?

School staff and member relationships are initially formed at the beginning of the school year when staff return to their schools to begin planning and preparations for the school year. During this time, members present to school staff about the services they will be providing to students and attend initial teacher professional development sessions. Prior to this, members are provided with a profile of their respective school that includes standardized test scores, Adequate Yearly Progress status, demographic make-up, and a copy of the School Report Card from the district. These relationships continue developing throughout the year through regular attendance at grade group meetings, bi-weekly partner teacher check-ins and participation in school facilitated professional development.

-Explain how parents/guardians are notified if their child is identified by City Year. How is parental involvement encouraged?

Parent Participation and Engagement: At the beginning of the program year, Program Managers send letters home with the students participating in our programs which introduces the family to the City Year program, services that are available to the student and contact information for questions. Corps members, in partnership with their teachers, are encouraged to speak frequently with the parents and guardians of students they support. As part of our program model, members conduct positive phone calls home to students on their Focus List to let them know of the child's progress. For students receiving interventions in attendance, members call home whenever the student is absent. Members organize parent engagement events outside of regular school hours (e.g. literacy nights, weekend or holiday service projects, student talent shows, attendance recognition events, etc.) that provide the opportunity for the parent or guardian to engage in the school during hours convenient to them. Our afterschool programs are enrollment based and require the parent or guardian to complete

Narratives

documentation prior to enrolling their child in our program.

Performance Measure Clarification Items:

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

ED1 -- 1766 unduplicated students will be enrolled in Academic Programs (overall student to member ratio = 7:1).

ED2 -- 1060 students will complete requisite dosage in one or more programs (60%).

ED5 -- 530 of 1060 students who complete literacy or math tutoring (50%) will improve performance.

ED27 -- 133 of 265 students who complete attendance program (50%) will improve performance.

Overall, 663 students will demonstrate improved academic performance or increased academic engagement. Of 1766 students enrolled, approximately 880 are expected to receive more than one intervention (including ELA, math, attendance or behavior programs).

2) The strategy includes course performance which is not part of ED27. Please remove this section from the strategy statement or clarify how it relates to academic engagement. Please remove all reference to course performance and course grades for ED27/ ED5.

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.

3) Please provide more information about the benchmark assessments, what specifically they measure, and how the results relate to academic engagement (versus academic achievement). Also,

Narratives

provide an update on the development of a behavior measurement tool.

As noted, CYGP will adopt ED5 to assess academic achievement, using the following assessments:

ELA tutoring: We will use The Qualitative Reading Inventory-5 (QRI-5). This is an individually administered informal reading inventory (IRI) designed to provide information about (1) conditions under which students can identify words and comprehend text successfully and (2) conditions that appear to result in unsuccessful word identification or comprehension. The QRI-5 will be used to provide information for designing and evaluating intervention instruction and the level to which students are participating in intervention activities. The QRI-5 will be administered 4 times/year, with baseline data collected in the second month of in-school service (October)/using a combination of prior year data and the benchmarks assessment of the tool. Progress is measured based on improvement of the students reading grade level. The goal would be to increase student performance by at least one grading level.

Math tutoring: We will use easyCBM, administered 3/year, with baseline data collected in the second month/using prior year data and this assessment. Developed in a Response to Intervention framework, easyCBM will be able to help members to monitor progress and plan interventions. The math assessments currently available on easyCBM are based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards in Mathematics. Alignment to Common Core Standards is currently in development. In each grade, K--8, there are a total of 30 progress monitoring measures: 10 aligned to each of the three main Focal Point standards for each grade level. This can also be used for grade 9 as well. Progress is measured based on 1 benchmark level of improvement.

Because it will be the first year of implementation in FY13, CYGP has decided not to measure outcomes for behavior interventions, although students will continue to receive behavior support as articulated in our proposal in addition to academic and attendance support. CYGP will track intervention time and duration, and expects to utilize this information, together with the results from assessments being piloted by other City Year sites, in FY14.

Narratives

4) Please clarify what instruments are being used to count students who start in the program (ED1).

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

5) Target for ED27 is 50% of target for ED2. Please clarify how this target is reasonable and ambitious.

ED1 and ED2 refer to all students receiving interventions, and most students have such significant need that they will receive more than one type of support. The target for our new ED5 is based on outcomes related to academic achievement only. The target for ED27 is based on outcomes related to attendance support only. In both cases we continue to expect that 50% of students who receive sufficient dosage will 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. Typically the students assigned to CYGP members for attendance support have an ADA of 85%, the equivalent of missing 24 days of school. 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 than with younger students (for example, 50% vs. 75%). 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

Narratives

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 received 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.

6) Please clarify that the program will use baseline attendance data to demonstrate an improvement. Please define significant improvement in attendance.

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 in absences assessed on a per student basis, and/or maintaining consistent attendance, using school records collected at mid and end of year. 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. Based on this research we plan to improve students with an ADA of 80-84% by 3 percentage points which is the same as 30 instructional hours or as much as three days of school. CYGP Focus list students in 19 schools began with an average daily attendance rate of 85% in 2011. This represents 27% of students receiving supports for attendance.

1) Further explanation for ED1 and ED2 targets:

Narratives

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.

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,

Narratives

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 4-8 students in math or ELA, and 2-4 students in attendance and behavior. 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 15-30 minutes per session, for the full school year. Attendance and behavior supports occur daily (4x per week), for at least 30 minutes 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. Results from CYGP's FY11 surveys show that of 128 teachers, 76% reported increased ability to differentiate instruction. The total number of classrooms and/or cohorts projected to receive support from CYGP teams is 218, with a total student population of 6,706, of which focus lists students comprise 26%.

Continuation Changes

Not applicable.

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Sent