

## PART I - FACE SHEET

### APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to conform 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:  10-JAN-12	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID:  12AC133393	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER:  12ACHOH0010001

**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: Gretchen Faro TELEPHONE NUMBER: (216) 373-3408 FAX NUMBER: INTERNET E-MAIL ADDRESS: gfaro@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)
---	--

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;"><b>Corporation for National and Community Service</b></p>
---	--

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: City Year Cleveland
--	--

12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): City of Cleveland and Greater Cleveland, Cuyahoga County, Ohio	11.b. CNCS PROGRAM INITIATIVE (IF ANY):
---	---

13. PROPOSED PROJECT: START DATE: 07/01/11 END DATE: 06/30/15	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 008"/> b.Program <input type="text" value="OH 011"/>
---	--

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;">\$ 625,000.00</td></tr> <tr><td>b. APPLICANT</td><td style="text-align: right;">\$ 625,000.00</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;">\$ 1,250,000.00</td></tr> </table>	a. FEDERAL	\$ 625,000.00	b. APPLICANT	\$ 625,000.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 1,250,000.00	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	\$ 625,000.00														
b. APPLICANT	\$ 625,000.00														
c. STATE	\$ 0.00														
d. LOCAL	\$ 0.00														
e. OTHER	\$ 0.00														
f. PROGRAM INCOME	\$ 0.00														
g. TOTAL	\$ 1,250,000.00														
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: 11/22/11

# Narratives

## Executive Summary

50 AmeriCorps members will provide in-school and after-school tutoring and mentoring to 3rd-9th grade students who are at risk to drop out in 6 of Cleveland's highest need public schools. At the end of three year project period, at least 1,470 students will benefit from targeted services of which at least 750 will improve in attendance, behavior, and/or in English and math. This project will focus on the area of Education. The CNCS investment of \$625,000 will be matched with \$625,000.

## Rationale and Approach

a . NEED: The Cleveland Metropolitan School District (CMSD) performs significantly below state averages for academic performance and high school graduation. In 2011, CMSD as a whole failed to meet the minimum state requirement of 75% of students being at or above proficiency on the 10th grade Ohio Graduation Test (OGT). For example, CMSD 10th graders achieved 67.6% for reading and 58.7% for math. CMSD students enter high school with significant academic deficiencies. On the 2011 state testing, only 64.7% of 8th graders were at or above proficiency in reading and 44.6% were at or above in math and among 7th graders 50.1% were at or above in reading and 46.3% were at or above in math. Further, the District's 92.2% attendance rate is below the state requirement of 93% and the 62.8% graduation rate is significantly below both the state average of 84.3% and the state requirement of 90%. Over the past decade CMSD has seen a substantial decline in student enrollment and the District's 2010 Academic Transformation Plan calls for the closing of 2 high schools (South and East High Schools) and 11 K-8 schools and calls for the development of 9th grade "academies" to focus on the unique challenges students experience during the transition to high school.

In 2011-12, City Year Cleveland (CYC) has partnered with 5 high schools that are performing below the District averages to bring targeted and whole school support services to each school's 9th grade class. All five high schools (East Technical, Glenville, John F. Kennedy, Martin Luther King, Jr., and the Thomas Jefferson Academy at Lincoln-West) serve predominantly minority communities with 4 schools being at least 97% African-American and 1 school is 53% Hispanic and 26% African-American. 100% of students at all schools are economically disadvantaged. Four of the schools are on Academic Emergency Status and 1 is on Academic Watch (step above Emergency) as a result of dismal graduation rates (49% - 55%) and 10th grade OGT scores for students performing at or above proficiency ranging between 41% -- 60% for reading, 45% - 65% for writing and 34% - 44% for math. Attendance rates at the schools range between 84% and 92% and are all below the 94.5% state average. To address significant behavioral challenges, Lincoln-West, for example, physically separated

## Narratives

their 9th Grade Academy by moving the entire 9th grade class to a nearby campus and renaming it the Thomas Jefferson Academy. For 2012-13, CYC will continue to partner with these five schools and add two K-8 schools that fall within the feeder patterns of 1 or 2 of these high schools. Currently, 84% of the 44 K-8 schools that feed into these 5 high schools are either in Academic Emergency (26) or Academic Watch (11) status.

Data sources: Ohio Department of Education Local Report Cards for school performance (<http://ilrc.ode.state.oh.us/>) and Great Schools (<http://www.greatschools.org/>).

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

**\*\*MEMBER DEPLOYMENT:** In 2012-13, City Year Cleveland (CYC) requests to field 70 full-time corps members who will be deployed in teams of 9 or 10 members to 7 public schools to provide targeted interventions to 3rd -- 9th grade students. 49 members (5 teams) will serve in 5 high schools and 20 members (2 teams) will serve at 2 K-8 grade schools. Each of the 7 teams will be led by 1 or 2 Team Leader/s (typically members serving a second year). 1 member will be based out of the CYC office and coordinate volunteer engagement activities. **\*\*MEMBER ACTIVITIES:** 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 Fridays, members participate in training and reflection, service planning and documentation, and post-AmeriCorps career planning. 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 EWI indicator who receive strategic and targeted interventions that address the EWIs (between 10 and 12 students total as students may be on one or more focus lists). **\*Activities in ATTENDANCE:** members conduct morning greeting to welcome students into school, manage a "tardy table" for late arrivals, conduct phone calls home if a student is absent, provide drop in homework assistance after school to discourage absenteeism based on not being prepared, facilitate in-school and after-school student interest clubs to develop student engagement with their school, run whole-school attendance rallies, and facilitate report-card conferencing. **\*Activities in BEHAVIOR:** to improve school climate, members run whole-school programming such as pep rallies, provide in-class behavior coaching during whole-class support, conduct mentoring focused on behavior and attitude issues following City Year's 50 Acts of Greatness (3rd -5th grade) and 50 Acts of Leadership (6th-9th grade) curriculums (may include programming

## Narratives

during lunch), conduct behavior check-ins with students, and run recognition and events programs to encourage positive behavior and engage family. \*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 with their Program Manager weekly and with school staff (teachers, etc.) regularly 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, organizing events such as college fairs, and managing success centers that provide resources for students to explore college and career paths. \*\*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, 80% of the 20 Cleveland 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 improve student time spent on learning tasks.

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 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

## Narratives

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. Across the City Year network of 21 operating sites, 86% of 3rd through 5th grade students tutored by City Year AmeriCorps members improved raw literacy scores in 2011 (90% 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 and Justice Talking curriculums, which include 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 Year recruitment materials, our website, and included in signage at CYC 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

## Narratives

Week, we partner with other local AmeriCorps programs. 1-2 CYC members will participate in the Ohio Commission sponsored Justice Talking curriculum, which unites member leaders from all Ohio AmeriCorps programs in structured reflection on the meaning of service. Two CYC 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. Members are encouraged to enroll in AmeriCorps Alums in addition to City Year's alumni program.

e . OVERALL PICTURE: In 2011, the Cleveland Metropolitan School District as a whole has failed to meet minimum state requirements for attendance, graduation rates, reading and math across multiple grade levels. CMSD will be challenged to increase their 62.8% graduation rate to the state requirement of 90% when only 43.4% of their incoming 6th grade class (2010-11's 5th graders) are at or above proficiency in reading on Ohio's iLEAP assessment and 30.4% are at or above in math. In 2010, CMSD issued a holistic district wide Academic Transformation Plan which places a particular emphasis on the development of a 9th grade academy structure to support the transition into high school and provide a personalized learning experience for students who are at highest risk to drop out. CYC's Whole School Whole Child program supports the district's Plan by a) focusing individualized services on students most at risk to become disengaged during the transition to high school, b) 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 and improve their academic engagement, c) increasing teacher ability to provide differentiated instruction to all students by lowering the student to adult ratio, and d) providing opportunities for families and community members to become engaged in the schools, e.g. phone calls and after hour family events. 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: CYC's 2012-13 Recruitment Plan has set a goal of receiving 350 complete applications by June 30, 2012 (for 11-12 we received 238 applications). In the first quarter of this year, ending September 30, 2011, we received 49 applications for 2012-13. Each year, CYC strives to recruit a corps that is diverse by creating an applicant pool, which consists of: education: 71% college graduates, 14% some college, and 15% high school graduates; ethnicity: 42% Caucasian, 36% African-American, 8% Latino-Hispanic, 7% Asian, and 7% Multi-racial or Other; gender: 50% male/female. For 2012-13, our goal is

## Narratives

to have 75% of applicants come from Ohio through our local recruitment partners such as the College of Wooster, Notre Dame College, John Carroll, Cleveland State and Case Western Reserve universities and Shaker Heights, Warrensville and Euclid high schools. 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. 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: CYC's program provides up to 340 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 5-week Basic Training Academy (BTA) which includes a 3-day retreat and five days of in-school orientation, observation and service in August (170 hours), a 3-day mid-year Advanced Training Academy (ATA) in winter (24 hours) and trainings on Fridays (144 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

## Narratives

preparedness (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 (delivered by school faculty and through 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, team-building, the Idealist's Journey curriculum and the Leadership After City Year program. All members participate in the Justice Talking curriculum 2 hours a month between October and May.

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 participate in bi-weekly consultation with staff from the Hanna Perkins School and Center for Child Development. These consultations allow for members to discuss challenges they are having with their students. Teams and members may also self-identify training needs or requests through the weekly meetings with their staff supervisor.

\*\*SUPERVISION: CYC Program Managers (PM) provide day-to-day supervision of corps members.

Each PM is assigned 1 or 2 teams (10 or 20 members total), conduct daily team check-ins, hold weekly team meetings, and conduct full scope one-on-ones with each member of their team at least three times during the term to track progress toward goals and service quality and address school, service or personal issues. Each PM is the primary school partner at each campus and at the schoolhouse 3 days per week. 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, weekly meetings, 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 CYC 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

## Narratives

year through informal coaching and training on new elements of the service platforms.

**SUPERVISOR OVERSIGHT:** Day to day supervision of the Program Managers is provided by the Program Director. Program Managers meet with their Director weekly in a one-on-one setting and in a large group setting. Managers meet with their school staff liaison bi-weekly and the Service and Impact Director meets with school staff 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 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 600 3rd to 9th grade students. **DEMONSTRABLE IMPACT:** Under this application, we anticipate that 690 targeted students will be enrolled in our academic programs each year of which 414 will complete the minimum hours for a given intervention (15 hours for those receiving tutoring and/or eight weeks of consistent attendance and behavior support). Of those that complete the City Year program, 207 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, quiz and 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:** CYC 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 CYC's Service and Impact Director. 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 CYC's staff, board, school district personnel, key sponsors and CYHQ. Reports will be submitted following the Ohio Commission on Service and Volunteerism's reporting schedule. **PERFORMANCE MEASURE SELECTION:** As a provider of Education based services, we are opting into the AmeriCorps Tier 1 national standardized performance measure for improvement in academic engagement, ED27, with ED1 and ED2. Targets were

## Narratives

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 an 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 improvement on literacy assessments such as the Northwest Evaluation Association assessment (9th grade only), math assessments, course grade improvement, on-time course completion, and performance on formative assessment tools. City Year is currently developing a strategy to measure behavior improvement, including observation tools (e.g. a socio-emotional rubric) and use of school records. \*\*TRACK RECORD: Since 2009-10, members have provided academic intervention (tutoring and mentoring) services to 796 students and engaged over 1,600 volunteers to contribute over 9,000 hours of service to the greater Cleveland community. Among the 796 students, 325 of the 636 enrolled in tutoring serves improved their academic performance and 72 of the 160 students enrolled in mentoring improved their attendance. In 2010-11, among the ninth grade students who were receiving tutoring and who took the Northwest Evaluation Association (NWEA) measure of academic progress for the second time, 47% improved their NWEA reading score and 45% improved their math score. The average improvement was 9 points for reading and for math, which brought the average for students at Thomas Jefferson, Glenville, and JFK from below benchmark to above benchmark. 73% of students who started with less than 90% average daily attendance and received attendance coaching demonstrated improvement. The average daily attendance across students increased from 74% at the start of year to 84% at the end of year. In 2010-11, 94% of teachers surveyed reported that they were satisfied or very satisfied with having City Year in their school.

h . VOLUNTEER GENERATION: \*\*PROGRAM & NEED: CYC's volunteer engagement strategy is aligned 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, connecting our sponsors with our direct beneficiaries, and improving our member experience. Our after-school programs, After School Heroes and Starfish Corps, incorporate elements of service-learning, which provides students the ability to give back to their immediate community through in-school service projects. In addition, CYC runs one-day or half-day service events on National Service Days (Make a Difference Day and Martin Luther King, Jr. Day of Service) 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. Specific service projects are

## Narratives

identified in collaboration with our school partners and community partnerships. School based projects typically are designed to improve the school climate and physical appearance. We also engage on-going volunteers through our member mentoring partnership with Deloitte and through our site Alumni Board. Additionally, we annually engage one student volunteer intern from St. Martin DePorres High School to support our program operations. In 2012-13, CYC expects to engage 325 volunteers to provide 1,350 hours of service to Cleveland's schools and non-profit organizations.

**\*\*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:** One member is dedicated to civic engagement and will coordinate and project manage large scale volunteer engagement events throughout the year. Each school-based team is responsible for implementing at least one service event that engages volunteers at their school (with support from the civic engagement member). All 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 Basic Training Academy. **\*\*TRAINING:** Through our comprehensive training programs, members will develop skills to deliver research based literacy and math protocols for tutoring. During Week 3 of BTA, members complete trainings in establishing focus lists, creating the environment for effective tutoring, lesson design, coaching on student performance, working with teachers, math tutoring (toolkit, understanding numbers and fractions, algebra), and literacy tutoring (comprehension, fluency, and vocabulary). During Week 4 of BTA, members spend 6 hours with the teachers and 14 hours in orientation and observation at the school. During this time, CMSD faculty provide training on the curriculums and interventions to be followed in the schools. During Week 5 of BTA, members receive 21 hours of practical in-service training with students under teacher observation. Additionally, CYC staff will implement City Year network programs. 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),

## Narratives

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, CYC staff and/or school staff. \*\*METHODOLOGY: CYC has been approved by CMSD to use the Accelerated Reader protocols developed by Renaissance Learning to improve student performance in reading. This program allows for personalization of tutoring sessions to each students' current reading level (through leveled books) and emphasizes a read to, read with, and read independently approach. Further, members will utilize City Year's CY Fluency and Comprehension Frameworks in fluency, vocabulary, and reading comprehension and math 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. Tutoring will be delivered in-school in 20 minute sessions twice per week in either small group or 1:1 format. Supplemental (second dosage) tutoring is available on a drop in basis before school or during the after-school homework assistance period. \*\*SUPERVISION: In addition to CYC's Program Managers, members receive supplemental supervision from the Program Director, the Service and Impact Director, 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 Cleveland (CYC) was founded in 1996 and since then we have enrolled more than 1,000 AmeriCorps members to serve in Cleveland schools and implement our volunteer programs. \*\*CONTACTS: Primary: Evelyn Barnes, Chief Financial & Administrative Officer, City Year, Inc. Secondary: Phillip Robinson, Executive Director, City Year Cleveland. \*\*FEDERAL FUNDING EXPERIENCE: Since 1994, City Year, Inc. has managed more

## Narratives

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 City Year Cleveland has raised more than \$2.88 million to use as match and more than \$3.5 million in non-AmeriCorps revenue in total including match. \*\*FUNDING SOURCES: In Cleveland, our primary sources of revenue are local affiliates of private companies, foundations, and state agencies such as our partnerships with the City of Cleveland, Cuyahoga County and Cleveland Metropolitan School District. City Year's most recent Annual Report lists 23 donors in addition to CNCS who provided at least \$1,000 in cash or in-kind to Cleveland. In 2009-10, 52% of CYC's non-CNCS sponsors were corporate, 31% were foundations, 9% were public, 4% were non-profit, and 4% were individuals. \*\*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 CYC's total budget represents 2%. For 12-13, City Year Cleveland's attached program budget represents approximately 70% of the total projected operating site budget for Cleveland.\*\*CNCS 5-YEAR SUPPORT: Since 2007-08, CYC has received \$3.28M through the Ohio Commission on Service and Volunteerism.

\*\*GOVERNANCE STRUCTURE: All City Year sites, including Cleveland, 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 Cleveland maintains a 13-member Advisory Board, which is co-chaired by Bruce Akers, Mayor, City of Pepper Pike, and Robert Gillespie, Jr., Chairman Emeritus, KeyCorp. \*\*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

## Narratives

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 Financial Statements and A-133 Audit show no findings or material weaknesses (10-11 audit report is in process of being completed).

**\*\*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 Cleveland's 2012-13 staff structure is split into 4 functional departments: Executive & Operations (2 positions), Program & Service (8 positions), Recruitment (2 positions) and Development (2 positions). 6.86 of the 14 FTE positions are captured in the proposed grant budget. In 12-13, in order to accommodate the growth in corps, we will be adding a Program Manager, a Training Manager, a Recruitment Coordinator and a Development Manager. **STAFF PROFILES:** \*Executive Director: PHIL ROBINSON provides overall site leadership, raises match funds (67.34% of time excluded from the grant), and manages strategic planning and site board development to ensure that CYC meets City Year and AmeriCorps goals. Robinson is a former Cleveland Executive Fellow at the Cleveland Leadership Center and has served as a senior account executive at Marcus Thomas, LLC and as a legislative aide to U.S. Senator Dianne Feinstein. \*Service and Impact Director: BRIANNA SCHULTZ manages relationships with the school districts and the individual school partners, sets annual school-based service goals, oversees school service evaluation and reporting, ensures high quality programming is implemented and supervises the Training Manager (new position). Shultz has been with City Year for over 6 years and has prior experience as a VISTA member and a pre-school teacher. \*Program Director: This position is currently VACANT. The Program Director will manage

## Narratives

day to day program operations, will supervise, manage and coach 5 Program Managers, and will oversee the holistic member experience (matriculation, resource allocation, problem solving, and passage through graduation). \*Recruitment Manager: DAHLIA CUMMINGS has 4 years' experience within City Year and will supervise a Recruitment Coordinator (new position) and manages a year-round recruitment cycle that will process a targeted 350 applicants and stage over 25 recruitment events. \*Program Managers (5 positions): Program Managers (PMs) each provide daily supervision of one to two teams (10 - 20 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. 4 of the PM positions are currently filled and these staff represent a broad range of experience including AmeriCorps\*VISTA, City Year AmeriCorps terms, Friendly Inn, E-City and the Cleveland Executive Fellowship program. All four PMs hold at least a BA/BS and two hold Master's. \*Vacancies: CYC will leverage the AmeriCorps and City Year networks, in particular the City Year LEAD program for high performing staff, and local partnership contacts. 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 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: CYC staff participate in the Ohio Commission on Service and Volunteerism (OCSV) Program Director meetings as well as the Ohio Conference on Volunteering and Service. Staff also participate in City Year's cross-network 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 CMSD, our principals, and Hanna Perkins School, local professional expertise is identified for specific trainings and feedback, for example we have an over seven year partnership with the Diversity Center of Northeast Ohio. Under

## Narratives

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 Cleveland staff will participate in conference calls, site monitoring visits, and desk audits as conducted by OCSV. CYC program staff meet weekly to discuss issues and challenges. The Program Director will meet bi-weekly with the Program Managers and issues that cannot be solved locally are elevated to CYHQ or OCSV as appropriate. Program Managers are at their assigned school three days a week and meet with service sites (school staff) bi-weekly to ensure members are providing quality service and are not engaged in prohibited activities.

b . SUSTAINABILITY: CYC 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. CYC's prominent corporate partners include CSX (\$100,000 per year), KeyBank (\$50,000 per year), Huntington National Bank (\$25,000 per year), and RPM (\$50,000 per year), Inc. Our primary foundation funders are the George Gund Foundation (\$50,000 per year) and the Cavaliers Youth Fund (\$50,000 per year). All of the above have funded CYC for at least two years are included as our match sources for 2012-13. To engage private individuals, we maintain Leadership Giving Circles that recognize and promote different levels of individual giving. Through these tactics, CYC has developed meaningful and committed partnerships with individuals to serve as Board members such as Peggy Mikes (SVP, Huntington National Bank), Christopher Miree (VP, First Third Bank), Melissa Pozniak (Partner, Deloitte), Jeffery Weaver (EVP, KeyBank) and Len Komoroski (President, Cavaliers/Quicken Loans Arena). \*\*COMMUNITY PARTNERS: CYC's primary stakeholders are our site advisory board, Cleveland Metropolitan School District, our school service partners, administration and teachers, local government and city agencies, our funding partners, our corps members, student beneficiaries and their parents. These stakeholders provide resources necessary to implement the program and inform on service location, services provided and quality of service implemented. In addition we maintain strategic partnerships with area high schools and colleges to support recruitment and member training, community based organizations to provide training and member support and corporate

## Narratives

partners to provide professional expertise, resources, and member professional development.

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.

d . ENROLLMENT/RETENTION: \*\*ENROLLMENT: City Year Cleveland has filled 100% of awarded MSY in each of the past three years and enrolled 50 full-time members in 2009-10, 51 in 2010-11 and 50 in 2011-12. \*\*RETENTION: We achieved a 90% retention rate in 09-10. In 2010-11, our retention fell to 75%. Thirteen members exited without awards in 10-11 of which 3 resigned for financial reasons and to pursue other job opportunities, 2 resigned for personal health reasons that were not compelling, 1 resigned for poor program fit, and 7 were dismissed for failure to meet

## Narratives

program standards (e.g. absences and unprofessional behavior). At the beginning of this program year, CYC held an all staff retreat to examine our 2010-11 retention challenges and identify ways in which we could improve supporting members through a successful term of service. To this end, we are providing more direct staff oversight and support, improving our training program through the CYHQ Site Literacy Capacity Program, and continuing our relationship with the Hanna Perkins School. Staff support strategies include increasing the number of days per week that the Program Manager is on-site at the school, establishing a "team buddy" program that assigns senior staff to teams, holding monthly feedback sessions between site leadership and members, and increasing involvement of program staff in the member selection process during recruitment. Externally, we are engaging Deloitte in a corps mentoring program to support professional development. For longer term, we have a planned increase to the living allowance in 2012-13 that will bring it up to the AmeriCorps minimum. Compared to this time last year, we have lost one member compared to four.

e . PERFORMANCE TARGETS & COMPLIANCE: \*\*TARGETS: CYC met our member development and volunteer generation targets for both 2009-10 and 10-11. In 09-10, we met all targets for our Afterschool program (measure discontinued in 10-11). In 2010-11, we participated in the pilot for the National Performance Measures and proposed two aligned measures, ED1, ED2 and ED5 for Academic Improvement and ED3, ED4 and ED6 for Attendance Improvement. In 2010, per request of CMSD, we made significant changes in our school partnerships which shifted the majority of members from serving K-8th grade students to serving 9th grade students. In 2010-11, we enrolled 301 3rd - 9th grade students in tutoring services, exceeding our original goal of 90 3rd-5th grade students. Of the 301, 112 (37%) improved academic performance which was comparable to our original goal of 34 (37%). Similarly for our improved attendance measure, we enrolled 160 students in our coaching and mentoring programs, exceeding our goal of 135, of which 72 (45%) demonstrated improvement in attendance compared to the target of 40 (30%). \*\*COMPLIANCE: The eGrants cycle time report indicates that two members were exited past the deadline in 2009-10 and one in 2010-11. One of these exits was originally submitted within the 30 day deadline however we had to reopen the exit form to make a correction and the resubmitted form shows as late. To manage exits, reminders are set in staff Outlook calendars a week in advance of the 30 day deadline. For the 2010-11 program year, City Year Cleveland rated a 29 (0-31 is low-risk) on the Ohio Commission's Risk Based Monitoring Policy and Procedures, which included review of member, program and financial documentation for compliance, completeness, and accuracy. In addition, the Commission conducted a site monitoring visit on April 1, 2011. The only compliance issue identified was that staff background

## Narratives

checks were not available during the visit (new staff checks are conducted and maintained by City Year Headquarters human resources).

g . OPERATING SITES AND MEMBER SERVICE SITES \*\*SERVICE SITES: As an operating site for the City Year, Inc. parent organization, City Year Cleveland maintains a single local headquarters from which teams of members are deployed to one of 7 school service sites in the Cleveland Metropolitan School District (CMSD). As per current negotiations, in 2012-13 teams will be assigned to the East Technical, Glenville, John F. Kennedy, and Martin Luther King, Jr., high schools, the Thomas Jefferson Academy at Lincoln-West High School, and to two K-8 schools. There are currently six K-8 schools under discussion: Fullerton, Mound, Stokes, Carver, Martin and Wade Park. Fullerton and Mound are the most likely schools to be selected. Both of these schools fall within the residence zone for South High School which is slated to be closed due to underperformance and underutilization. The nearest high schools for these students are Lincoln-West and East Technical. Final selection will be determined in late spring 2012 and contracts finalized in summer 2012.

\*\*SELECTION PROCESS: School principals place a request for a team and final selection of the school to be served is a collaborative process between City Year staff, CMSD administrators and the school staff. Target high schools are identified based on low performance indicators such as student test scores, AYP and API scores, and graduation rates. K-8 schools are selected based on performance indicators and which high school they feed into. A "Conditions for Success" rubric developed by Deloitte for City Year provides a way to predict success in a particular school and helps finalize selection and direct resources. \*\*RELATIONSHIP: CYC has partnered with the CMSD since our founding in 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 Cleveland respectfully requests a grant award of \$875,000 at a cost/MSY of \$12,500 and a dollar for dollar match of 50%. Our 2012-13 diversified revenue plan supports growth to 70 corps members and we have identified 100% of our match sources required of which 65% (\$570,000) will come from the public funding (school district, city and county funding), 24% (\$205,000) from corporate partners, and 11% (\$100,000) from private foundations. All match

## Narratives

sources identified are cash. Our city, corporate and foundation funders have all funded us for at least two prior years and typically make final announcements in May and June. We have been working with the district and county to increase their funding commitments for the past two years and expect final award in April 2012.

b . EXTENT INCREASING GRANTEE SHARE: City Year Cleveland has continually met or exceeded the CNCS 10-year match rate. Over the past grant cycle, we have raised our match commitment from 46% in 2009-10 to 47% in 2011-12 and plan to further increase our match to 50% in 2012-13. 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 \$3,000 per member (stipend plus the allocation for FICA and Worker's Compensation). City Year'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 \$320,754 increase in grantee share from \$554,246 in 2011-12 to \$875,000 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. 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 CYC staff will work directly and exclusively on the AmeriCorps program and therefore 100% of staff salaries, excluding fundraising time, are eligible for expense, however, only 65.32% 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 25% of salary cost. Section II: Corps benefits include full-time stipends, health care for full-time participants, FICA and worker's compensation. All

## Narratives

costs are allocated at a percentage based rate that is reflective of the site operating budget. Of the total requested amount of \$875,000, 68% (\$592,654) 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**

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](http://www.cityyear.org)).

### **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 at grant and member enrollment start date of July 1, 2012.

ADJUSTMENT TO GRANT REQUEST:

Grant Reduction: We appreciate CNCS' support in considering our application at 70 MSY. Upon

## Narratives

review during this clarification process, we are requesting that our application be reduced to 50 MSY for final consideration on the basis of site fiscal sustainability. The reason is that the timing of when funding decisions will be made at the school district level introduces enough uncertainty into our revenue projections that we are hesitant to overcommit ourselves at this time. Although initially on track to secure an additional \$250,000 in new funding from the district to support growth by 20 corps, the Cleveland Municipal School District continues to struggle with budget deficits and the decision on new funding has been pushed further down the district's timetable and will now occur after the Clarification period has ended. We discussed our intent with the Ohio Commission on Monday, April 23rd and they support our decision.

### BUDGET CLARIFICATIONS:

The budget has been adjusted to 50 MSY at a cost-per-MSY of \$12,500 for a total request of \$625,000.

- 1) Sec I, Part A Staff Allocation: With reduction of the budget, the staffing allocation has been adjusted to 44.87% or less of time. Although staff work on the AmeriCorps program 100% of the time, we only allocate a percentage of the cost to the AmeriCorps budget. The remainder of the costs will be paid for out of non CNCS or match funds.
- 2) Sec I, Part H Evaluation: The \$150 per corps member includes allocated cost of City Year's internal Evaluation Department's support for annual survey development, distribution, aggregation and analysis (service partner and teacher surveys, corps member surveys, etc.), support with analysis of student level data and design and maintenance of data collection tools and databases. This internal evaluation support is not a duplication of the budgeted site employees or corps members' data gathering expenses and does not include costs associated with weekly gathering of data for performance measurements. It does not include costs for consultants.
- 3) Sec I, Part I Background Checks: All newly hired staff receive state repository and NSOPR checks through Asurint and fingerprinting checks through the FBI as per AmeriCorps regulations. All staff with school access are required to meet Ohio Department of Education screening as well. Starting in 2012-13, checks will be automatically initiated through the electronic corps and staff on-boarding system. Staff checks are paid for through funds not included in the CNCS or grantee share.
- 4) Sec I, Part C Staff Travel & Part G Training: The Executive Director is only allocated at 50% for

## Narratives

travel and participation in Summer Academy. The reason is that the Executive Director participates in trainings and events that are solely focused on fundraising and we are excluding 50% of his time to account for this.

### PROGRAM CLARIFICATIONS:

- Member deployment changes: As a result of reduction in the corps size, we will be deploying members to six schools - 3 high schools (9th grade) and 3 third-8th grade schools. Five teams will have 8 members, 1 team will have 9 members, and 1 member will coordinate volunteer engagement and service project activities. Under this deployment structure, we will enroll 43 first year members, 6 Team Leaders and 1 Project Leader (volunteer engagement).

- Team Leader Role: Each school-based 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.

### PERFORMANCE MEASURE CLARIFICATIONS:

ED1: 490 students will be enrolled in Academic Programs (student to member ratio = 10:1)

ED2: 288 students will complete requisite dosage in either ELA or math tutoring or attendance interventions (75% of students enrolled)

ED5: 250 students who complete literacy tutoring will improve performance.

ED27: 38 students who complete attendance program will improve performance.

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

## Narratives

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.

2) 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 academic engagement, we have restructured our performance measure to address two distinct outcomes: ED27 (academic engagement, including attendance) and ED5 (academic achievement in ELA and math). 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) Explanation of ED1 and ED2 targets provided below.

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, math, attendance) with students frequently 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 work with regularly 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. As directed by our school partners, students generally do not roll off focus lists. The goal for assigned students is to "catch up and keep up" so that short term progress is sustained throughout the year.

## Narratives

ED2 is estimated at 75% of students enrolled, and is based on a student completing dosage in one intervention. It reflects CYC's historic experience by anticipating student mobility, teacher reassignment, classroom dissolution, student reassignment by teachers, timely access to student level data, and availability of complete sets of student progress data.

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. These supports are designed to improve the overall learning environment in the classroom and school.

Whole school and whole classroom support: Importantly, teachers are able to spend more time providing differentiated instruction because of member support in the classroom. Members help keep

## Narratives

students on task, work with small groups, and support positive behavior. Results from City Year Cleveland's FY12 surveys show that 78% of teachers reported increased ability to differentiate instruction. The total student population of classrooms in which City Year serves is 575, of which focus lists students comprise 87%. Member capacity is also limited by necessary planning and meeting time per day.

Intervention time: To further develop a target ratio of students : member, each member's time is budgeted based on type of intervention and related frequency/duration. Typically, one member works with 4-6 students in math or ELA, and 1-4 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 depending on tutoring curriculum, for the full school year unless the tutoring curriculum is semester-based. Attendance and behavior supports occur daily (4x per week), throughout the day for a minimum of 20 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.

5) Explanation of ED27 targets provided below.

The target value for ED27 originally incorporated student improvement in three areas, course performance, attendance and behavior. As noted, our revised measure now includes two distinct outcomes, ED5 and ED27. Of students who receive sufficient dosage, we expect 50% of 6th-9th grade students to improve in course performance, and 75% of 3rd-5th grade students to improve; and 50% to improve in attendance (as noted, student outcomes for behavior interventions will be tracked but not measured in FY13). These percentages are based on historic experience and reflect realistic,

## Narratives

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. 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. 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. 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.

Results to date: In FY11, results 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 Artst (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.

6) 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%

## Narratives

improvement represents at least 10 instructional hours recovered and is considered by partner districts to be a positive and significant change. City Year Cleveland focus list students began the year with an average of 74% attendance rates in 2011 and completed the year with an average of 84% average daily attendance..

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

As noted, City Year Cleveland will adopt ED5 to assess academic achievement, using the following assessments:

ELA tutoring: We will use Ohio State Benchmark Test or the NWEA test, administered 3 times/year, with baseline data collected in September. Progress is measured based on raw score improvement. The results of this assessment will be reported under ED5.

Math tutoring: We will use Ohio State Benchmark Test or the NWEA test, administered 3 times/year, with baseline data collected in September. Progress is measured based on raw score improvement. The results of this assessment will be reported under ED5.

Please refer to response #6 for attendance metrics.

8) Update on instruments to measure behavior provided below.

Because it will be the first year of implementation in FY13, CYC has decided not to measure outcomes for this intervention, although students will continue to receive behavior support as articulated in our proposal in addition to academic and attendance support. CYC 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.

9) Explanation of tutoring dosage provided below.

## Narratives

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). We are extrapolating this research basis to apply to math tutoring instruction as well.

### Continuation Changes

Not applicable.











## Required Documents

**Document Name**

**Status**

Evaluation

Already on File at CNCS

Labor Union Concurrence

Sent