

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:

17-JAN-12

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:

12AC133395

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

12ACHLA0010002

5. APPLICATION INFORMATION

LEGAL NAME: City Year, Inc.

DUNS NUMBER: 622374122

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

287 Columbus Avenue
Boston MA 02116 - 5114
County: Suffolk

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

NAME: Peggy Mendoza

TELEPHONE NUMBER: (504) 561-1290

FAX NUMBER:

INTERNET E-MAIL ADDRESS: pmendoza@cityyear.org

6. EMPLOYER IDENTIFICATION NUMBER (EIN):

222882549

7. TYPE OF APPLICANT:

7a. Non-Profit

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

8. TYPE OF APPLICATION (Check appropriate box).

NEW NEW/PREVIOUS GRANTEE
 CONTINUATION AMENDMENT

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

A. AUGMENTATION B. BUDGET REVISION

C. NO COST EXTENSION D. OTHER (specify below):

9. NAME OF FEDERAL AGENCY:

Corporation for National and Community Service

10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006

10b. TITLE: AmeriCorps State

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

City Year Louisiana

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

Baton Rouge: Baton Rouge and East Baton Rouge Parish, Louisiana
New Orleans: Orleans and Jefferson Parish, Louisiana

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

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

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

15. ESTIMATED FUNDING: Year #:

a. FEDERAL	\$ 1,362,500.00
b. APPLICANT	\$ 1,362,500.00
c. STATE	\$ 0.00
d. LOCAL	\$ 0.00
e. OTHER	\$ 0.00
f. PROGRAM INCOME	\$ 0.00
g. TOTAL	\$ 2,725,000.00

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

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

DATE:

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

17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?

YES if "Yes," attach an explanation. NO

18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/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

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Executive Summary

109 City Year AmeriCorps members will provide in-school and after-school tutoring and mentoring to 3rd - ninth grade students who are at risk to drop out in 3 schools in greater New Orleans and 7 schools in Baton Rouge. At the end of the three year project period, at least 2,400 students will have improved in attendance, behavior, and/or coursework in English and math. This project will focus on the area of Education. The CNCS investment of \$1,437,500 will be matched with \$1,437,500.

Rationale and Approach

a . NEED: In 2008-09, only 67.3% of Louisiana's public school students achieved on time graduation. Today, roughly 1/3rd of all of Louisiana's 2011-12 sixth grade students are not on track to complete high school on time. In 2006, John Hopkins University released a comprehensive longitudinal study that tracked 14,000 students in large urban schools over 8 years to find trends that would identify students who are at highest risk to drop out. This research shows that there are key "off-track" indicators that predict student drop out risk as early as 6th grade: student performance in attendance, behavior and course performance in Math and English. Across the State of Louisiana, public school students are struggling with achieving success in these 4 indicators. In 2011, only 68% of Louisiana's 5th graders (2011-12 incoming 6th graders) were at or above Basic on the Integrated Louisiana Educational Assessment Program (iLEAP) in English Language Arts and 67% were at or above in math. In East Baton Rouge (EBR) and New Orleans (NO), students fare considerably worse. For example, in 2009-10, 42% of NO and 62% of EBR 5th graders (today's 7th graders) were at or above Basic on the iLEAP in ELA and 40% of NO and 64% of EBR students were at or above in math. Among 8th graders in the same year (today's 10th graders), 24% of NO and 55% of EBR students were at or above Basic on ELA and 16% of NO and 52% of EBR students were at or above in math. In 2010, only 25% of NO 10th graders performed at or above Basic on the Graduate Exit Exam for the 21st Century (GEE21) in English and 35% of the same students achieved Basic in math. In East Baton Rouge, 56.8% of 2008-09 students achieved on time high school graduation -- 10.5 percentage points behind the state average.

Schools to be served by City Year teams under this request fall below the state and district averages, are Academically Unacceptable or on Academic Watch, and serve predominantly minority populations (e.g. in EBR 94%+ of students are African-American). In 2011, at Merrydale Elementary School (EBR), 51% of 5th graders performed at or above basic on the iLEAP in ELA and 53% were at or above in math. At Broadmoor and Capitol Middle Schools (EBR), 43% and 37% of 8th graders

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respectively were at or above Basic in ELA and 33% and 37% were at or above in math. In 2010, 22% of 5th and 27% of 8th graders at ReNEW Sarah Reed Elementary (NO) were at or above Basic in ELA and 22% of 5th and 16% of 8th graders were at or above in math. These lower schools fall within the feeder patterns of Sarah Reed High School (NO) and Belaire High School (EBR). In 2011, 26% of Belaire 10th graders achieved Basic on the GEE21 in ELA and 32% achieved Basic in math. On the 2010 GEE21 exam, 23% of Sarah Reed students reached Basic in ELA and 43% reached Basic in math. Bonnabel Magnet Academy (high school) in Jefferson Parish draws New Orleans students. In 2011, 42% of Bonnabel 10th graders were at or above Basic on the GEE21 ELA and 60% were at or above in math. All schools are below the state average of 94.8% average daily attendance with Belaire reaching 87% and Sarah Reed reaching 80.5% in 2010. Data sources: Louisiana Department of Education Local Report Cards for school performance (http://www.doe.state.la.us/data/school_report_cards.aspx) and Great Schools (<http://www.greatschools.org/>).

b . VALUE ADDED: AMERICORPS MEMBER ROLES & RESPONSIBILITIES:

****MEMBER DEPLOYMENT:** In 2012-13, the combined City Year Louisiana (CYL) sites, City Year Baton Rouge (CYBR) and City Year New Orleans (CYNO), request to field 115 full-time corps members. 42 members will serve in New Orleans and 73 will serve in Baton Rouge. Members will be deployed on teams of 10-15 members to 10 public schools to provide targeted interventions to 3rd -- 9th grade students. Teams will serve in 6 high schools, 2 middle schools, 1 K-8 grade school, and 1 elementary school. Each of the 10 teams will be led by a Team Leader (typically members serving a second year). 3 members will serve out of the CYBR or CYNO office and implement local volunteer engagement 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. A typical 10 hour day consists of: 1 hour of attendance activities; 4 hrs of tutoring and in-class academic support; 30 minutes of mentoring; 30 mins for lunch; 30 mins for whole-school programming; 1 hr of planning/meeting time; 1 hr of homework support; and, 90 minutes 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

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strategic and targeted interventions that address the EWIs (between 8 and 12 students per member).

*Activities in ATTENDANCE: members conduct morning greeting to welcome students into school, run "punctuality rooms", 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 and run whole-school health and fitness fairs 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, members provide in-class behavior coaching during whole-class support, 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 have regularly scheduled meeting with their Program Manager and 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.

At 6 of the 10 schools, we will participate in a formal collaborative school reform initiative called Diplomas Now (DN) -- a national partnership with Talent Development (TD), Communities in Schools (CIS) and City Year - to implement the WSWC service model and coordinate efforts with TD and CIS staff to ensure that teachers and students are receiving the right mix of services from all DN partners. Through the DN partnership, we will be participating in an U.S. Department of Education Investing in Innovation (i3) experimental study that will require us to recruit comparative schools to participate as control schools to validate the impact of the partnership and demonstrate the critical role members play in school reform.

**WHY AMERICORPS: Our AmeriCorps program provides a way for School Districts to bring 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, 91% of the 44 Baton Rouge and New Orleans teachers who responded to surveys

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said that their corps members provided essential academic supports that their students wouldn't have received otherwise and the same 91% said members help improve the overall academic performance of their students.

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 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.

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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 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 CYBR and CYN0 offices and service locations. To build an esprit de corps, members serve on teams on a day to day basis and all teams come together for site-wide events and service events that engage the local AmeriCorps community. For service events, national service days and AmeriCorps Week, we partner with other local AmeriCorps programs and participate in state-wide training events sponsored by the Louisiana Serve Commission. Two members at each site 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, at schools served by City Year corps members, less than 53% of students are performing at or above Basic in math or reading in any grade level. Poor skill development in lower grades feeds up to the high schools where 1 out of every 2 students is likely to not graduate. Each district (Recovery School District, New Orleans, East Baton Rouge and Jefferson Parish) has adopted a plan to raise graduation rates. Strategies included in district improvement plans include injecting more human capital into turnaround schools (Jefferson), expanding programming that supports parent involvement by engaging non-profit organizations (EBR), adopting Response to Intervention and data-driven decision making approaches (RSD), and creating a school climate that provides a safe and supportive environment (EBR). City Year's Whole School Whole Child program supports these plans by a) utilizing an EW1 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 and performance, b) increasing teacher ability to provide differentiated instruction to all students by lowering the student to adult ratio, and c) providing

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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: CYBR and CYNO share a regional recruitment strategy. In 2012-13 the Recruitment Plan has set a goal of receiving 350 complete applications by June 30, 2012 (for 11-12 we received 246 applications). In the first quarter of this year, ending September 30, 2011, we received 36 applications for 2012-13. Each year, City Year strives to recruit a corps that is diverse by creating an applicant pool, which, in Louisiana, consists of: education: 77% college graduates, 11% some college, and 12% high school graduates; ethnicity: 53% Caucasian, 15% African-American, 12% Latino-Hispanic, 6% Asian, and 14% Multi-racial or Other; gender: 50% male/female. For 2012-13, our goal is to have at least 26% of applicants come from Louisiana through our local recruitment partners such as Delgado Community College and Louisiana State, Southeastern Louisiana, Southern, Tulane, Loyola and Xavier universities and Hosanna Christian Academy, Baton Rouge and Belaire 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: City Year'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 in Louisiana includes a

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pre-service Orientation, a 3-week Basic Training Academy (BTA) which includes a 3-day retreat and a Diplomas Now "institute" (150 hours), a 3-day mid-year Advanced Training Academy (ATA) in winter (24 hours) and trainings on Fridays (150 hours). Trainings focus on building competencies in core areas of fluency in education practice and reform, communication, execution to results, problem solving and decision making, relationship development and team leadership. Satisfaction with the City Year program as a whole is assessed through surveys of members, teachers and principals.

ORIENTATION: Members receive a pre-service reading outlining the service model and various member experiences, and a brief orientation on registration day prior to signing the Member Service Agreement. During BTA, they receive mandatory trainings such as program and AmeriCorps standards, benefits and timesheet completion, and the history of national service and an on-site orientation to their assigned service location conducted jointly by City Year and school staff. **SERVICE SKILLS TRAINING:** During BTA and ATA members participate in workshops, experiential learning exercises, and observations. BTA training topics include: operations, disaster preparedness (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, conflict resolution, classroom management, lesson design and planning, 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.

****SUPERVISION:** City Year Program Managers (PM) provide day-to-day supervision of corps members. Each PM is assigned 1 or 2 teams (10 to 20 members total), conduct daily team check-ins, hold weekly team meetings, and conduct one-on-ones with each member of their team every other week to track progress toward goals and service quality, and address school, service or personal issues. Each PM is the primary school contact at each campus and is on school grounds 4 days a week for at least 5 hours. PMs support their members in completing individual Performance Development Plans

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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 CYBR or CYNO senior staff, and are either City Year alumni or have equivalent experience in the national service or education field. Staff members participate in City Year's annual Summer Academy which provides new and returning staff training on corps management, leadership development, service-based skills such as data compilation and evaluation, and service products (i.e. member activities), prohibited activities, and City Year's standards and policies. Ongoing training is provided locally throughout the year. SUPERVISOR OVERSIGHT: Day to day supervision of the Program Managers is provided by the Program Director (CYNO) or the Program & Service Director (CYBR). Program Managers meet 1-on-1 with their Director weekly in CYBR and bi-weekly in CYNO. Managers meet with their school staff liaison at least once every other week (some schools have daily check-ins) and the Directors meet with school staff quarterly or as needed to review progress towards goals and the state of the partnership.

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 1,200 3rd to 9th grade students. ANNUAL DEMONSTRABLE IMPACT: Under this application, each year we anticipate that 1,025 targeted students will be enrolled in our academic programs. Of those enrolled, 703 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, 422 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.

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District approved assessment tools include the Measure of Academic Progress (MAP), benchmarking assessments, and iLEAP and LEAP21 scores. **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 each site's Program Director. Reports will be submitted following the Louisiana Serves Commission's reporting schedule. **PERFORMANCE MEASURE SELECTION:** As a provider of Education based services, we are opting into the AmeriCorps national standardized performance measure for improvement in academic engagement, ED1, ED2 and ED27. Targets were developed by using a 10:1 student to corps member ratio 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 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:** Since 2009-10, CYL members have provided targeted intervention (tutoring and mentoring) services to 1,089 students and engaged over 2,384 volunteers to contribute over 12,000 hours of service to their local community. Additionally, over 400 students have been served through after-school programs. In 09-10, 86% of students who were participating in small group or 1:1 tutoring improved their English Language Arts assessment scores and 75% of students receiving math tutoring improved their math scores. In 10-11, 62% of students who were only receiving interventions in attendance improved their attendance to reach a cumulative ADA of at least 90%. In 2010-11, 88% of 41 teachers surveyed reported that members helped improve students' ELA performance and 85% reported that members helped improve math performance.

h . VOLUNTEER GENERATION: **PROGRAM & NEED: City Year'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. For example, in Baton Rouge, members will implement 24 school based projects that will engage 150

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volunteers in physical service and events management (e.g. organizing and supporting family nights and kids' fairs). We run one-day or half-day service events that engage volunteers on Make a Difference Day, Martin Luther King, Jr. Day of Service, Global Youth Service Days and Hurricane Katrina Memorial Service Day. Projects are predominantly physical service activities such as painting, landscaping, and light construction (e.g. playground builds). School based projects typically are designed to improve the school climate, engage families or improve the physical appearance of the school. Specific service projects are identified in collaboration with our school partners and community partnerships. In 2012-13, we will stage over 30 events that will engage 1,150 volunteers to provide 5,900 hours of service to our schools partners and local 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:** 1 member in New Orleans and 2 members in Baton Rouge will be responsible for project managing civic engagement and volunteer activities. All members support the civic engagement service leaders and lead events at their assigned school. 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 BTA, members complete trainings in establishing focus lists, creating the environment for effective tutoring, lesson design, coaching on student performance, working with teachers, and protocols for math tutoring (toolkit, understanding numbers and fractions, algebra) and literacy tutoring (comprehension, fluency, and vocabulary). Our Diplomas Now partner, Communities in Schools, provides training in mentoring, building relationships with students, mandated reporting, and the first 90 days of serving in the school. During the first week of school, members receive practical in-service training with students under teacher observation. City Year, Inc. has a contracted partnership with Public Consulting Group (PCG) to implement the Site

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Literacy Capacity Program starting in 2012-13. The framework for this program includes multiple training opportunities (Summer Academy, virtual sessions, and on-site sessions), accessible training materials/tools (literacy modules, online resources, videos), and site based support (needs assessment, action plan development, literacy coaching). Regional training will be provided by PCG staff that specializes in education and literacy practices. Advanced trainings on the WSWC service model are held during the Advanced Training Academy and throughout the year, members receive regular observation and coaching on tutoring delivery from PCG, City Year staff and/or school staff.

****METHODOLOGY:** City Year will implement tutoring methodologies and programs that are approved by the School District. For reading strategies, members will implement the READ180 program and/or the McGraw-Hill Treasures. Approved math strategies include Fast Math, Math Counts and Buckle Down Louisiana Mathematics. Further, members will utilize City Year's CY Literacy Comprehension Frameworks that includes literacy protocols 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. In New Orleans, 1:1 and small group tutoring occurs in 15 minutes sessions three times a week. In Baton Rouge, ELA tutoring is one 1-hour session per week and math tutoring is one 30 minute session per week. ****SUPERVISION:** In addition to our Program Managers, members receive supplemental supervision from the Program Director or Program & Service 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 Louisiana (CYL) was founded in 2005 within 90 days of Hurricane Katrina and since then we have enrolled more than 430 AmeriCorps members. Under the 2009 Grant Cycle (09ACHLA0010002), CYL functioned as a single site with one

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governance board. As of 2011, City Year, Inc.'s Board of Trustees voted to separate CYL into the separate operating sites of City Year Baton Rouge (CYBR) and City Year New Orleans (CYNO) each with its own board, strategic plan, and accountability. **CONTACTS: Primary: Evelyn Barnes, Chief Financial & Administrative Officer, City Year, Inc. Secondary I: Laura Hamm, Executive Director, City Year Baton Rouge. Secondary II: Peggy Mendoza, Executive Director, City Year New Orleans. **FEDERAL FUNDING EXPERIENCE: Since 1994, City Year, Inc. has managed more than 250 AmeriCorps State Competitive, State Formula and National Direct grants, Planning Grants from State Commissions, VISTA, and America Recovery and Reinvestment Act grants. In addition, City Year, Inc. has received and managed grant awards from the Department of Education, the Department of Health and Human Services, and the Department of Housing and Urban Development. **FUNDRAISING EXPERIENCE: Since 2007-08 City Year Louisiana has raised more than \$3.6 million to use as match and more than \$4.2 million in non-AmeriCorps revenue in total including match. **FUNDING SOURCES: Our primary sources of revenue are local affiliates of private companies, foundations, and state agencies such as our partnerships with the City of Baton Rouge, East Baton Rouge School District, and the Recovery School District. City Year's most recent Annual Report lists 34 donors in addition to CNCS who provided at least \$1,000 in cash or in-kind to our Louisiana sites. In 2009-10, 44% of Louisiana's non-CNCS sponsors were individuals, 20.5% were foundations, 20.5% were corporate, 9% were public, and 6% were non-profit. **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 CYBR and CYNO total budgets represent 4% (or 2% per site). For 12-13, the attached program budget represents approximately 62% of the total projected site budgets for CYBR and CYNO. **CNCS 5-YEAR SUPPORT: Since 2007-08, City Year Louisiana has been awarded over \$5M through the Louisiana Serve Commission under Competitive, Formula and ARRA applications. **GOVERNANCE STRUCTURE: All City Year sites, including Baton Rouge and New Orleans, 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 site maintains a local advisory

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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 Baton Rouge maintains a 12-member Advisory Board, which is co-chaired by Jennifer Eplett-Reilly, Co-Founder and Trustee of City Year, Inc., and City Year New Orleans maintains a 7-member board chaired by Diana Lewis, New Orleans Community Leader. **ADMINISTRATIVE STRUCTURE: City Year's Boston based Headquarters (CYHQ) maintains centralized operating services and systems. Each functional department at the site level (Executive, Program/Service, Recruitment, and Development) has a complementary department at CYHQ. In addition, CYHQ maintains centralized departments for finance, human resources, and information systems and manages insurance, legal, and audit services. All accounting, payroll and fiscal management functions are centralized and a grant accountant is dedicated to each site. MIP is the accounting software used and Raiser's Edge software is used to streamline revenue recognition and management. Finance staff participate 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 Baton Rouge and City Year New Orleans each have an independent staffing structure that is split into 4 functional departments: Executive Leadership, Program & Service, Recruitment, and Development. Each department has a Director with 1 to 5 direct reports and all Development positions are excluded from the grant budget. To create efficiencies, CYBR and CYNO share a single Recruitment Director (based in New Orleans) and have a dedicated Recruitment Manager at each site. 9 of the staff on the attached budget will be based in Baton Rouge and 7 will be in New Orleans. In 12-13, in order to accommodate the growth in corps, we will be adding 3 Program Managers (1 CYNO, 2 CYBR) and an Operations Manager (not included in budget). FUNCTION PROFILES:

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*Executive Directors provides overall site leadership, raise match funds (50% of time excluded from the grant), and manage strategic planning and site board development to ensure that the site meets City Year and AmeriCorps goals. *Program & Service Directors manage day to day program implementation, manage school partnerships, set annual school-based service goals, oversee school service evaluation and reporting, supervise, manage and coach Program Managers, and oversee the holistic member experience. *The Recruitment Director oversees the year round annual recruitment cycle that includes processing over 350 applicants, holding 8 open houses, running 8 information sessions at area schools/colleges, staging booths at 4 career fairs, and tabling at 10 events monthly. *Program Managers 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. LEADERSHIP STAFF PROFILES: BATON ROUGE: *Executive Director, LAURA HAMM is the former Chief of Staff for City Year New York which fielded a corps of 254 members. She is a graduate of Louisiana State University and has 7 years' of program and fundraising experience with City Year including serving 2 years as a member. *Program & Service Director, MELISSA MANUSELIS, has over 7 years' experience with managing National Service programs including CYBR, Habitat For Humanity, and NCCC and holds a Master's from Loyola University, New Orleans. NEW ORLEANS: *Executive Director, PEGGY MENDOZA, is a New Orleans native and has over 20 years' experience in multi-unit managing as the New Orleans Market Manager for T-Mobile, District Sales Manager for The Body Shop (Louisiana, Florida, and Mexico) and Regional Sales Manager for the Paul Harris stores. *Program and Service Director, BETHANY HOUSMAN, has 4 years' experience with City Year and was the National and Global Service Learning Coordinator at St. John's University from which she holds a Master's in Sociology. *Recruitment Director (shared between sites), LYNN AUSTIN holds a JD from Louisiana State University Paul M. Herbert Law Center and served as an Account Executive at ABC 33/40 and Program Director at Rockbrook Camp. *Program Managers (3 CYNO, 5 CYBR) represent a broad range of experience including as City Year corps members, coaching youth sports, teaching in public schools, volunteer coordination and grant management. *VACANCIES: 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,

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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: CYBR and CYNO staff participate in the Louisiana Serve Commission training opportunities as well as City Year's cross-network conference calls organized around job function that provide updates to the field and peer sharing opportunities. Staff also attend training conferences and workshops organized by CYHQ staff and held in Boston or regionally, utilize CYHQ specialists, webinars, and 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, Talent Development and Communities in Schools, 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: City Year's New Orleans and Baton Rouge staff will participate in conference calls, site monitoring visits, and desk audits as conducted by the Louisiana Serve Commission. At both CYNO and CYBR program staff hold bi-weekly meetings to discuss issues and challenges. The Program & Service Directors meet no less than bi-weekly with their local Program Managers and issues that cannot be solved locally are elevated to CYHQ or Louisiana Serve as appropriate. Program Managers are at the schools 4 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: City Year 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. Through our corporate programs, in Louisiana, we have been able to retain several of our founding partners such as CSX (entering our third 3-year commitment at \$100,000 annually), Lamar Advertising (provided a 5 year

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team sponsorship commitment and advertising space), the Pennington Foundation (which has increased its funding commitment to become a team sponsor), and generate new partnerships such as Entergy Corporation (second year team sponsor) and the Albermarle Foundation (third year team sponsor). 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 Board members such as Tommy Teepell (CMO, Lamar Advertising, CYBR board), Lori Bertman (President & CEO, Pennington Foundation, CYBR board), Tim Williamson (President & CEO, Idea Village, CYNO board), and Norma Jean Sabiston (President, Sabiston Consulting, CYNO board). **COMMUNITY PARTNERS: City Year's primary stakeholders are our site advisory board, our school districts, our school service partners, administration and teachers, local government and city agencies, our funding partners, our corps members, student beneficiaries and their parents. Through our partnership with the East Baton Rouge District, we are currently negotiating a 4 year contract for 3 schools and a 3 year contract for 1 school which includes a \$10,000 per member commitment. City Year's relationship with the Diplomas Now partnership creates long-term sustainability through our participation in a five-year validation study (funded through the U.S. Department of Education's I3 competition) to assess school reform models. Through this partnership, we collaborate with Communities In Schools (social work) and Talent Development (teacher training) to finalize school partner selection, reach teachers, students, and families and address whole school reform. In addition we maintain strategic partnerships with area high schools and colleges, such as Louisiana State University, to support recruitment and member training, community based organizations, such as Evacuteer, to provide training and member support and corporate 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.

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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 Louisiana has filled 100% of awarded MSY in each of the past three years and enrolled 60 full-time members in 2009-10, 70 full-time and 4 half-time in 2010-11 and 73 in 2011-12. **RETENTION: Our retention was 97% in 09-10 and 84% in 10-11. Twelve members exited without awards in 10-11 of which 4 resigned for financial reasons/other job opportunities, 3 resigned for personal health reasons that were not compelling, 2 resigned for dissatisfaction with service, and 3 were dismissed for failure to meet program standards (e.g. attendance). To address retention, at both sites we have improved our recruitment strategies, in particular communications with incoming corps around expectations and time commitment, improved our training program through our partnership with Communities In Schools to provide differentiated trainings to meet the varying needs of our members, and, in Baton Rouge, increased staff capacity by moving to a one PM per team model. For longer term, we have a planned increase to the living allowance in 2012-13 that will bring it up to the AmeriCorps minimum. To date we have seen improvements. In 10-11, we lost 8 members before 10/31/10, whereas this year we have lost two.

e . PERFORMANCE TARGETS & COMPLIANCE: **TARGETS: We met all of our tutoring, after-school (measure discontinued 09-10), and member development targets for 2009-10 and 2010-11. We

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met our volunteer generation target in 2010-11 but missed in 2009-10 as a result of weather-related cancellations and a shift to dedicate more member time to in-school service. 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. We met or exceeded our goals for Academic Improvement. We did not meet our goals for Attendance. During the pilot, we discovered that our reporting systems, training, and program implementation were not fully aligned with the national measures, for example, students were receiving duplicate services between ED5 and ED6 but could only be reported under one measure. This pilot year has provided the opportunity to identify and correct misalignment in our data collection systems (a new system will be launched by CYHQ in 2012-13), informed us on necessary improvements to our training for both our staff and corps on how to develop student focus lists and how to record data, and provided leverage with our district partners on where we need to improve the practical implementation of the model (such as student level data collection). In 2012-13, we will be aligning under the new ED27 measure as this measure captures interventions that we were providing under both ED5 and ED6. **COMPLIANCE: City Year Louisiana approved 3 enrollments and 1 exit past the 30 day deadline in 2010-11. The exit form was submitted late as a result of waiting for documentation to establish compelling personal circumstances so that the member could be exited with a prorated award. The enrollment forms were all initiated within 22 days of the members' start date however there were technical challenges with the members' preexisting records (wrong social security number, wrong birthdate and a social security number that was rejected since it had 3 consecutive 6s in it) that required intervention from the HelpDesk and the National Service Trust and took 17+ days to resolve. As a best practice, City Year's Louisiana sites begin the enrollment process two weeks in advance of the 30 day deadline which should allow for timely completion of forms.

g . OPERATING SITES AND MEMBER SERVICE SITES **SERVICE SITES: As operating sites for the City Year, Inc. parent organization, City Year Baton Rouge and City Year New Orleans each maintain a single local headquarters from which teams of members are deployed to one of 10 public schools (service sites). In Baton Rouge, members will serve in Merrydale Elementary School, Broadmoor Middle School, Capitol Middle School, Belaire High School and two new schools. The new schools will be selected for participation in the Diplomas Now partnership collaborative in Spring 2012. As of current discussion, two of the following three schools will be selected: Tara High School (2008-09: 52.2% on-time graduation, 20.5% drop out rate), Scotlandville Magnet High School (2008-09: 64.7% on-time graduation) or Glen Oaks High School (2008-09: 55.9% on-time graduation,

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15.1% drop out). All schools are in the East Baton Rouge School District. In New Orleans, members will serve in the ReNew Sarah T. Reed Elementary School, the ReNew Accelerated High School at City Park, and the Sarah T. Reed High School. CYNO is currently in discussions with the Jefferson Parish Public School System to place a team at the Bonnabel Magnet Academy High School on the west side of New Orleans. **SELECTION PROCESS: Schools are selected in collaboration with District administrators, Talent Development (for Diplomas Now) and school staff. Target schools are identified based on Title 1 eligibility and feeder patterns in which lower schools feed into high schools with low performance indicators such as student test scores, AYP and API scores, and graduation rates. A detailed "Conditions for Success" rubric developed by Deloitte provides a way for City Year sites to predict success in a particular school and helps finalize selection and direct resources.

**RELATIONSHIP: City Year has partnered with the East Baton Rouge and the Recovery School Districts since 2006-07. 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 Louisiana respectfully requests a grant award of \$1,437,500 at a cost/MSY of \$12,500 and a dollar for dollar match of 50%. Our 2012-13 diversified revenue plan supports growth to 115 corps members and we have identified 100% of our match sources required of which 52% (\$750,000) will come from the public funding (school district and city funding), 19% (\$275,000) from foundation team sponsors, 17% (\$250,000) from corporate team sponsors, 10% (\$137,500) from non-profits, and 2% (\$25,000) from individuals. All match sources identified are cash.

b . EXTENT INCREASING GRANTEE SHARE: The combined Baton Rouge and New Orleans sites have continually met or exceeded the CNCS 10-year match rate. Over the past grant cycle, we have maintained a match commitment of 48% and plan to increase our match to 50% in 2012-13. In addition to increasing match percentage, 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 \$2,000 per member (stipend plus the allocation for FICA and Worker's Compensation). As a whole, City Year's

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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 \$606,733 increase in grantee share from \$830,767 in 2011-12 to \$1,437,500 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. The proposed total budget of \$2,875,000 includes \$1.5M for operations in Baton Rouge and \$1.3M for operations in New Orleans. 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; 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 CYBR and CYNO 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 19% 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 each site's operating budget. Of the total requested amount of \$1,437,500, 69% (\$986,189) 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)

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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.

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 115 MSY. Upon review during this clarification process, we are requesting that our application be reduced to 109 MSY for final consideration on the basis of our current school partnerships status. This lowered request reduces the number of school teams in New Orleans from 4 teams to 3 teams. The new deployment will be 32 members to New Orleans (down from 42 members) and 77 to Baton Rouge (up from 73 members). New Orleans will reduce by one 10 member team and Baton Rouge will distribute four of these slots to Baton Rouge teams that are currently small for the size of the school to be served. The Recovery School District in New Orleans has been under receivership for five years and has been strategically shifting schools over to charter school districts for management. For the past several months we have been in close discussion with three charter school district administrators with the goal of minimizing the number of district partnerships and partner with one district. Based on multiple considerations around alignment of City Year's AmeriCorps program with charter school needs, principal interest and structure, we settled on partnering with FirstLine Schools. We are in the

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process of contracting with the district to have teams placed in John Dibert Community School, Samuel J. Green Charter School and Langston Hughes Academy. All schools serve grades K to 8. These schools are designated transformation schools that FirstLine Schools has taken over the operations of in order to improve student achievement. Under FirstLine, over five years, Green has moved from the worst in New Orleans to a One-Star School Performance Score Rating (73.6). Range is Academically Unacceptable (below 60) to Five Star (140 or above). At Langton Hughes, in 2010-11, 43% of 4th and 6th graders and 55% of 5th graders and were rated unsatisfactory or approaching basic on the LHA i/LEAP achievement levels. Dibert is in its first year of management by FirstLine.

BUDGET CLARIFICATIONS:

The budget has been adjusted to 109 MSY at a cost-per-MSY of \$12,500 for a total request of \$1,362,500.

BUDGET CLARIFICATIONS:

1. Sec I. Part A: Personnel Expenses: Staff who are allocated 100% to the grant do not raise funds for City Year. These staff are in the Program & Service or Recruitment departments and focus exclusively on program and service delivery and evaluation, corps members supervision and management, and corps member recruitment. The Executive Directors, who do engage in fundraising, are only allocated at 50% to account for these activities.
2. Sec I. Part C Staff Travel: Cost detail and itemization provided.
3. Sec I. Part I Other Program Operating Costs: Criminal Background Checks: Corps members and newly hired staff receive state repository and NSOPR checks through Asurint and fingerprinting checks through the FBI. Starting in 2012-13, Asurint 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 I Other Program Operating Costs: Office Rent: The cost difference between the Baton Rouge and New Orleans office space is based on office size and local commercial rental rates. Baton Rouge has a larger staff and corps size than New Orleans and requires more office space for offices and workstations and for training space for members. In local context, rent for the Baton Rouge office is below market value for downtown Baton Rouge. City Year's office location strategy is to secure Class B commercial space in high traffic downtown areas in order to increase our visibility and brand awareness and be centrally located and easily accessible for general visitors, applicants coming in for interviews, and board member and donor meetings. Many of our donors and supporters are located in nearby vicinity.

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5. 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.

6. General: Allocation Rates: Expenses not included in the budget (e.g. allocations) are paid for through funds received from our school district contract and through additional private sector funds. Certain costs that are directly associated with each corps member are allocated at 100% of cost. Indirect costs such as telecommunications, supplies, rent are allocated based upon the AmeriCorps budget to the total site operating budget.

PROGRAM CLARIFICATIONS:

- 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:

1) Measures reviewed and updated in eGrants Performance Measure section with the following changes, and for 109 MSY:

ED1 -- 1332 unduplicated students will be enrolled in Academic Programs (student to member ratio = 12:1).

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ED2 -- 1000 students will receive requisite dosage in one or more programs (80% will complete either ELA tutoring and/or attendance programs).

ED5 -- 669 of students who complete literacy tutoring will improve performance.

ED27 -- 166 of students who complete attendance program will improve performance.

Overall, 835 students will demonstrate improved academic performance or increased academic engagement.

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

All City Year sites use a centralized intervention management platform called "cyImpact" to capture student level data, including student name, location, assigned corps member, type of intervention and frequency of intervention. A second, secure data warehouse (cyStudentdata) is used to collect student assessment data, which utilizes role-based access and password protection. In FY13 City Year will pilot a new web-based platform ("cyschoolhouse") to integrate both existing functions. This is being developed by Acumen Solutions and will permit real-time, remote data entry for student level information. These capacities will reduce administrative time, improve data security and accessibility to member teams, and enable more frequent and accurate progress monitoring. Neither system is intended for use in student selection other than to store baseline data.

3) Reference to course performance removed from ED27.

4) Academic Improvement, ED5, outcome measure added.

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

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5) Justification for ED27 targets provided below.

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

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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.

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

As noted, City Year Louisiana will adopt ED5 to assess academic achievement, using edusoft benchmark assessments as well as Fountas and Pinnell.

First Line Charter School Management which manages all of the schools City Year is serving during the 2012-2013 school year in New Orleans will be utilizing the Fountas and Pinell, Step and DRA reading benchmark assessments as well as Star Math Assessment for math subjects. These benchmark assessments will include tests administered quarterly to assess reading levels of students three times each year. This assessment will yield level (with equivalent grade levels), accuracy, fluency, and detailed information and scores on comprehension. This system has been extensively field tested. Further assessments in comprehension, phonemic awareness, phonics, letter learning and high frequency word knowledge can also be utilized.

Star Math is a benchmark assessment tool used in the same way to measure math mastery skills. Star Math measures students understanding of numbers, operations, algebra, geometry and measurement, statistics and probability as well as data analysis.

City Year will measure student progress by increase in reading or math levels by one, during one of two assessment times during the year, midyear or end of year assessments.

East Baton Rouge Parish School System utilizes the Benchmark Assessment Program. All students in grades 2-8 who access the general curriculum are tested in the core subject areas: English/language arts, mathematics, science, and social studies. High school students are assessed in English, Algebra, Geometry, Biology and American History. Benchmark Assessments consist of two types of tests:

* A comprehensive pre-test in August and post-test in May determines growth.

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* LEAP-like tests following curriculum units gauge mastery of content throughout the year.

Test content is aligned to Grade Level Expectations (GLE's) from the Louisiana comprehensive curriculum and the East Baton Rouge Parish curriculum. The tests are developed by East Baton Rouge faculty and staff and supplemented with commercial products as well as Louisiana released test items. Each unit test has both multiple choice and open-ended items. Teachers are provided scoring rubrics for short answer items, constructed responses, and essays.

Benchmark Assessments are paper and pencil tests administered using the Edusoft scan and score platform from Riverside Publishing (www.edusoft.com). Reports at various levels: student, teacher/classroom, school, and district aid the teachers and administrators in making decisions regarding classroom instruction and in giving students timely, detailed feedback. This data is also used to write and evaluate goals for the East Baton Rouge School System Strategic Accountability Plan and the School Improvement Plan. City Year will measure advancement by increasing 5 points in the edusoft assessment test utilizing two data points throughout the year.

8) Update on instruments to measure behavior provided below.

Because it will be the first year of implementation in FY13, both City Year Baton Rouge and City Year New Orleans have 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. We 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.

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

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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).

Dosage amounts differ between the two City Year sites because of variances in curriculum, student availability for pull-out tutoring, and school schedule. In New Orleans, focus list students receive specific support during in-class time as well as during pull-out sessions.

School 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. In a given school, students may follow a cohort-based or individual schedule, or IEPs, which also influences the amount of discretionary time per student. 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.

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

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 City Year Baton Rouge and City Year New Orleans combined FY11 surveys show that of 28 elementary school teachers, 86% reported increased ability to differentiate instruction, and of 16 middle school teachers 100% reported same. The total number of classrooms and/or cohorts projected to receive support from City Year teams is 113, with a total student population of 2,834, of which

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focus lists students comprise 47%.

Continuation Changes

Not applicable

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Sent