

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:

22-NOV-11

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:

12AC133396

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

12ACHOH0010002

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: Cristin Bryant
TELEPHONE NUMBER: (614) 586-4523
FAX NUMBER:
INTERNET E-MAIL ADDRESS: cbryant@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 GRANTE
 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 Columbus

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

Columbus, Ohio

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	\$ 468,000.00
b. APPLICANT	\$ 468,000.00
c. STATE	\$ 0.00
d. LOCAL	\$ 0.00
e. OTHER	\$ 0.00
f. PROGRAM INCOME	\$ 0.00
g. TOTAL	\$ 936,000.00

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/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE:

Evelyn Barnes

b. TITLE:

CFO

c. TELEPHONE NUMBER:

(617) 927-2373

d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:

e. DATE SIGNED:

11/22/11

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Executive Summary

36 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 4 Columbus public schools. By the end of the 3-year project period, at least 1,050 students will receive targeted support in attendance, behavior and/or coursework in English and math and up to 6,000 students will benefit from whole school climate improvement. This project focuses on Education. The CNCS investment of \$468,000 will be matched with \$468,000.

Rationale and Approach

a. NEED: In Columbus, one out of every four students fails to complete high school on time or drops out. The public school district, Columbus City Schools (CCS), serves over 52,000 students annually with a four-year graduation rate of 72% in 2011. More than 77% of students are economically disadvantaged, and more than 73% are minority, predominantly African American. In 2010, 7 of CCS' 118 schools were identified as being among the lowest performing 5% of schools in Ohio and eligible for the School Improvement Grant (SIG) program issued under the U.S. Department of Education. The average student performance across the District is 49% proficient in math, 60% proficient in ELA. City Year Columbus has partnered with CCS to address the dropout rate by targeting high risk populations in the local community. According to research completed by Johns Hopkins University, a students' likelihood of graduating high school can be traced back to school performance as early as sixth grade -- sixth graders who fall behind in the Early Warning Indicators of attendance, behavior and course performance in math or English have less than a 20% chance of graduating. Among the schools to be served by City Year Columbus teams (listed under Member Service Sites in Organizational Capacity section), students are behind their peers in math and English and therefore at a higher risk to drop out. In recent meetings, CCS Superintendent Gene Harris identified a pool of five high schools with particularly severe needs, none of which have met Adequate Yearly Progress (AYP) in student course performance and attendance. The number of economically disadvantaged students in these schools ranges from 81% - 91%, and average proficiency levels in math and ELA fall at or below the District average, with South High School's math scores at 42%. In these schools the on-time, 4-year graduation rate hovers between 54% and 69%. In the two elementary schools currently served by City Year Columbus (CYC), Weinland Park and Hamilton STEM, between 37% - 53% of students scored proficient on ELA assessments, and 26% - 38% scored proficient in math. CYC partner schools will be selected in partnership with CCS' Office of Curriculum Leadership and Development based on demonstrated need as evidenced in these test scores and performance indicators as well as student demographics, future feeder patterns, and school principal interest. Data sources: reportcard.ohio.gov, and "Early Warning System", Neild, Balfanz, and Herzog. Educational Leadership, Oct 2007.

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b . VALUE ADDED: AMERICORPS MEMBER ROLES & RESPONSIBILITIES:

****MEMBER DEPLOYMENT:** In 2012-13, City Year Columbus (CYC) proposes to field 36 full-time corps members who will be deployed in teams of 6 to 12 members to 4 public schools to provide targeted interventions to 3rd -- 9th grade students. 24 members will serve in 2 high schools and 12 will serve in 2 elementary schools. Each of the 4 teams will be led by 1-2 Team Leaders (typically members serving a second year). ****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 Friday mornings, 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. 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 run programs during breakfast and conduct morning greeting to welcome students into school, provide homework assistance to discourage absenteeism based on not being prepared, facilitate after-school student interest and service-learning clubs to develop student engagement with their school, facilitate report-card conferencing, and conduct phone calls home if a student is absent, plus monthly calls to report progress. ***Activities in BEHAVIOR:** to improve school climate, members run whole-school programming such as anti-bullying 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 lunch-time mentoring program), conduct behavior check-ins with students, and run recognition and incentive programs to encourage positive behavior. ***Activities in COURSEWORK:** members provide small-group targeted tutoring in English and math following research-based protocols, provide whole-class support in English and math classrooms (such as answer questions, keep students focused on task, and address behavior issues) and provide homework assistance. As a team, members conduct weekly meetings to discuss progress on the EWIs among focus list students. Members meet with school staff (teachers, etc.) at least every other week to review the EWIs so as to monitor student progress, identify student needs, and appropriately allocate resources and assign intervention practices. CYC has been selected for participation in a formal collaborative school reform initiative called Diplomas Now (DN) -- a national partnership with Talent Development (TD), Communities in Schools (CIS) and City Year to implement the WSWC service model and coordinate efforts with TD and CIS staff to ensure that teachers and students are receiving the right mix of services from all DN partners. CYC will recruit at least one comparative high school to participate in

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the experimental study as control schools to validate the impact of the partnership and demonstrate the critical role members play in school reform. **WHY AMERICORPS: Our AmeriCorps program provides a way for School Districts to bring human capital into their schools to provide comprehensive support structures that target students at-risk to drop out and provide teachers the capacity to differentiate learning strategies within the classroom. Unlike many school-based volunteer programs where individual volunteers serve youth for a few hours a week and 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, 96% of the 24 Columbus teachers who responded to surveys said that their corps members provided essential academic supports that their students wouldn't have received otherwise and 93% said members help foster a positive environment for learning.

c. EVIDENCE-BASED: The Whole School Whole Child program utilizes the evidence-based Response to Intervention (RtI) approach (American Institute for Research and the National Center on Response to Intervention) to provide the right intervention to the right student at the right time. RtI is a data-driven approach to student screening and selection, progress monitoring, and prevention. Through RtI, our members deliver preventative interventions to students identified as tier one (low to moderate risk) and targeted interventions to students identified as tier two (moderate to high risk). Our focus on providing targeted interventions in attendance, behavior and tutoring in English and math is based on 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. Results from 2010 and 2011 demonstrate the effectiveness of our interventions. 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). Of 6th through 9th grade students supported by City Year's

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attendance initiatives, 58% of those off track in attendance had improved by the end of the year in 2011 (59% 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 and Justice Talking curriculums, 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 which includes structured reflection exercises, project debriefs, and Opening Day and Graduation ceremonies. **AMERICORPS IDENTITY & CONNECTION: On Opening Day, members participate in a swearing-in ceremony. All members are trained on AmeriCorps 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 Week, we partner with other local AmeriCorps programs such as Hands On Columbus, and with members from organizations such as YWCA, Red Cross, Columbus Housing Partnership, and Children's Hunger Alliance. 1-2 CYC members will participate in the Ohio Commission on Service and Volunteerism's Justice Talking curriculum, which unites AmeriCorps member leaders from all Ohio AmeriCorps programs in structured reflection on service values and ethic. Two CYC members will sit on City Year's national Dean's Council experience. Members are encouraged to enroll in AmeriCorps Alums in addition to City Year's alumni program.

e. OVERALL PICTURE: Ohio Governor John Kasich established a new cabinet level schools position in 2010, headed by chief education adviser Bob Sommers, to transform the state's approach to education policy and practice. Under his leadership and that of Ohio Superintendent of Public Instruction Stan Heffner, the state will work towards goals established in its successful Race to the Top program, such as increasing the state's high school graduation rate to 88% by 2014. Their approach embraces the

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Common Core State Standards in ELA and math; requires use of multiple measures of student achievement to assess progress, such as achievements in character, cultural competence, drive, creativity and persistence; and promotes small group instruction (Columbus Dispatch interview, "Vision of the Future" 4/11/11). Local strategies to meet Ohio's educational goals are presented in the Columbus City Schools (CCS) Board of Education's 2012 Interim Vision Strategy. The CCS plan frames a 100% student success rate and 90% graduation rate for 2012 with "a relentless focus on each child" (CCS Superintendent Gene Harris, Columbus Dispatch "High School Graduation Rates Jump" 11/16/11). Its six-step program includes identifying struggling students and providing intervention programs based on EWIs (attendance, core course performance, and discipline); quality curriculum, assessment and instruction; school climate improvements; and utilizing local partnerships. CYC's Whole School Whole Child program supports CCS' plan by a) utilizing an EWI approach to identify students who are struggling and at risk to drop out and provide these students with the right interventions in tutoring and mentoring, b) increasing teacher ability to provide differentiated instruction to all students by lowering the student to adult ratio, c) providing research-based, comprehensive instructional supports that draw from the Common Core Standards, d) creating a welcoming school climate through student assemblies, family engagement events, structured recess and school-wide service projects, and e) as a partner in CCS' efforts to increase graduation rates, using a feeder pattern deployment strategy over the next 5 years to align goals and resources and provide a continuum of services to students as they progress through school. Our AmeriCorps members are all between the ages of 17 and 24 allowing them to serve as full-time near-peers who are able to bridge a generational and authority gap among students, teachers and families and provide consistent in-school and after-school supports that improve student academic performance and engagement with their school community.

f. AMERICORPS MEMBER SELECTION, TRAINING, & SUPERVISION: **RECRUITMENT: CYC's 2012-13 Recruitment Plan has set a goal of receiving 180 complete applications by June 30, 2012 (for 11-12 we received 153 applications). As of November 2011, we have received 40 (22% of the 180) applications for 2012-13. Each year, CYC strives to recruit a corps that is diverse and reflective of the location population by creating an applicant pool, which consists of: education: 58% college graduates, 20% some college, and 22% high school graduates; ethnicity: 42% Caucasian, 2% Latino-Hispanic, 41% African-American, 2% Asian, and 13% Multi-racial or Other; gender: 50% male/female. In 2011-2012, 72% of our corps are in-state, generated through recruitment partners such as Ohio State University, Office of Diversity and Inclusion; Denison University; and Bishop Watterson, Columbus Alternative and Brookhaven 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 at community centers, open houses, classroom

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presentations, and tables at colleges and career fairs. Advertising includes a local campaign developed in collaboration with the City of Columbus' "Applications for Purpose, Pride and Success" initiative, emails/mailings, student media, nationally broadcasted television PSAs, social media, and lead cards. Applications are submitted through City Year's on-line system or in hardcopy. Disability 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 330 hours of trainings that are designed to develop professional skills and the discrete knowledge, skills or attitudes necessary for successful and effective implementation of our program. The training calendar includes a pre-service Orientation, a 4-week Basic Training Academy (BTA) with a 2-day retreat in August (200 hours), a 4-day mid-year Advanced Training Academy (ATA) in winter (40 hours) and trainings on 3 Fridays per month (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 CCS 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, mandated reporting, 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. ON-GOING TRAINING: The Friday trainings alternate on service improvement, tutoring techniques, the Idealist's Journey curriculum and the Leadership After City Year program. Members trained in Justice Talking relay curriculum principles and materials to the rest of

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the corps 6 times per year. During the week, CCS Instructional Coaches and City Year Program Managers provide regular observation and coaching sessions that build members' understanding of instructional models, tutoring techniques in ELA and math, behavior management, use of data to drive decisions, and professionalism within the school space. Designated school liaisons (coordinators or teachers) meet with each team weekly. PROHIBITED ACTIVITIES: Members are trained in Prohibited Activities during orientation and BTA, and sign a Member Service Agreement with the activities included. EMERGING NEEDS: Member start-of-year, mid-year and end-of-year surveys, professional development plans, and observations of members in service are used to educate staff on their corps and assess on-going training needs and areas for improvement. Members can self-identify training needs or requests through one-on-one meetings with their staff supervisor. **SUPERVISION: CYC Program Managers (PM) provide day-to-day supervision of corps members. Each PM is assigned 1 or 2 teams (12 members total), conduct daily team check-ins, hold weekly team meetings, and conduct one-on-ones with each member of their team at least monthly (once every two weeks for Team Leaders) to track progress toward goals and service quality and address emerging school, service or personal issues. Each PM is the primary contact at each school, and spends at least 60% of his/her time in the schoolhouse. PMs support their members in completing individual Performance Development Plans in October and two performance evaluations (mid and end year) that outline and track service goals and areas of personal growth. To support retention, check-ins and one-on-ones are used to identify member needs and direct the member to the appropriate resources. SUPERVISOR SELECTION & TRAINING: Program Managers submit resumes, are interviewed by 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 year through informal coaching and short, quarterly trainings on new elements of service platforms. SUPERVISOR OVERSIGHT: Day to day supervision of the Program Managers is provided by the Program/ Service Director. PMs meet with the Director once a week in a one-on-one setting and weekly in a large group setting. The Director also conducts weekly observations in-school and after school to check effective practice, give PMs and members feedback, gauge team dynamics and determine additional training needs. PMs meet with their school staff liaison weekly and the principal each grading cycle.

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 1,050 3rd - 9th grade

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students. CYC will serve an additional 860 students annually through whole class support, and 2,000 students altogether through school climate initiatives. **DEMONSTRABLE IMPACT:** Under this application, we anticipate that 350 targeted students will be enrolled in our academic programs each year, of which 260 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, 130 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 (49.3% at proposed schools versus 19.7% for the district), student absences, teacher reassignment, and nominal member attrition. **MEASUREMENT:** Students are selected for Focus Lists using baseline EWI data provided by CCS at the start of the school year, including average or below average performance on formative assessments, a C or lower in course grades for English or math, and less than 80% attendance or more than 10 days absent in prior year. Impact will be measured through analyzing student level data and surveys administered to corps members, teachers, and school principals and liaisons. Ongoing student level data includes formative data (attendance logs, tutoring dosage/frequency, common assessments, quizzes, progress reports, discipline occurrences) provided by classroom teachers at a minimum of every two weeks; and summative data (course grades, overall attendance and behavior data provided at the end of each grading cycle). **REPORTING:** 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 Program/Service 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. Schools participating in the Diplomas Now collaborative will have student performance data analyzed and reported annually by Talent Development under Johns Hopkins University. Reports will be submitted following OCSV'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 developed by using a 10:1 student to corps member ratio. Improvement in attendance is assessed either by achieving a 90% attendance rate or making significant improvement. Improvement in English and math is assessed through course grade improvement, on-time course completion (for CCS, meaning grades of C or higher), and performance on formative assessments across two data points during the academic year. City Year is developing a strategy to measure behavior improvement, including observation tools to (e.g. a socio-emotional rubric), and school records.

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****TRACK RECORD:** Since 2008-09, CYC AmeriCorps members have provided Whole School Whole Child services in five Columbus public Schools in grades K-9 to more than 1200 students. Over 2,250 students benefited from whole school initiatives and events focused on attendance, behavior and positive school climate and 1,200 students received support in whole class settings. Nearly 700 students received afterschool or enrichment programming, and 584 received targeted, intensive literacy tutoring and/or mentoring services. Of the 332 students receiving intensive tutoring (grades 3-5), 283 or 85% improved raw literacy scores and 213 or 64% increased by a grade level. Of 141 targeted at-risk students receiving mentoring support in middle and high school, 53% were back "on track" by end of year, in terms of behavior, attendance and academic performance (2011 was the first year for this outcome). At Hamilton STEM, members reduced behavior referrals for 15 most disruptive students in school and implemented a mediation program to reduce conflict and improve building climate. Principal and teacher surveys for the past two years have demonstrated rising satisfaction with our program, reaching a mean of 4.93 (2011) and 4.41 (2010) on a 5-point scale, and reporting that members improved student academic performance with a mean response of 4.44 (2011) and 4.23 (2010).

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, bringing additional resources to our school-service partners, engaging the whole school community -- students, school staff, and families -- in community events, connecting our sponsors with our direct beneficiaries, and improving our member experience. Through CYC's afterschool program, members lead elementary school students in 10 different themed, age-appropriate service projects. CYC members run 5 one-day or half-day service events on Opening Day and National Service Days (i.e. September 11 and MLK Day) and during Spring Break with our corporate sponsors. Projects are predominantly physical service activities such as painting, landscaping, light construction (e.g. playground builds) and book sorting. When possible, projects are completed on school grounds in order to improve students' connection and engagement with their school. For example, by making the physical space of the school more welcoming and improving school climate, attendance increases. Such specific service projects are identified in collaboration with our school partners and community partnerships. In 2012-13, CYC expects to engage 750 volunteers to provide 2,000 hours in one-time projects (approximately 18 volunteers per corps member who participate in a 6 hour event) including 120 student and adult volunteers who complete 400 hours as a result of our after school programs; and 80 volunteers to provide 365 hours in an ongoing capacity, such as Team Leader for after school programs, mentoring corps members, and facilitating leadership development trainings. Over the past two years members have successfully engaged volunteers of all ages, enrolling 404 6-12th grade students in our Saturday service program, and

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recruiting more than 3,600 volunteers of all ages in service projects to benefit partner schools. CYC is also a recognized United Way Agency, raising \$20-70k annually, and leading volunteers in United Way sponsored events.

****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:** Members are responsible for recruiting volunteers; managing event communication; planning and resourcing service projects; leading volunteers through a pre-event service briefing (e.g. purpose and safety) and the service project; data collection and evaluation; and, facilitating recognition ceremonies.

i. **TUTORING PROGRAMS:** ****MEMBER ELIGIBILITY:** Members are required to have at least a high school diploma or its equivalent and complete the baseline tutor trainings required by City Year Headquarters. ****TRAINING:** Through our comprehensive training programs, members will develop skills to deliver research based literacy and math protocols for tutoring. City Year, Inc. has a contracted partnership with Public Consulting Group (PCG) to implement the Site Literacy Capacity Program starting in 2012-13. The framework for this program includes multiple training opportunities (Summer Academy, virtual sessions, and on-site sessions), accessible training materials/tools (literacy modules, online resources, videos), and site based support (needs assessment, action plan development, literacy coaching). Regional training will be provided by PCG staff that specializes in education and literacy practices. Members will also receive week-long professional development training alongside teachers through CCS, on Fountas & Pinnell's Leveled Literacy Intervention (LLI) and Programmed Reading, the district-wide literacy curricula for elementary school grades, and instruction from CYC's licensed Program/Service Director in Curriculum Based Measurement (CBM), used in the upper grades. 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 CCS instructional coaches, PCG, CYC staff and/or school staff.

****METHODOLOGY:** CYC members will implement four tutoring curriculums: 1) Leveled Literacy Intervention and Programmed Reading, short-term, small group supplemental literacy interventions designed to help young students quickly achieve grade level competency; 2) CBM, as developed by the National Center on Student Progress Monitoring and which uses web-based tools to provide structured progress monitoring in both English and math, and 3) City Year's CY Fluency and Comprehension Frameworks, which utilizes literacy protocols in fluency, vocabulary, and reading comprehension and

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math protocols in computational fluency. The research basis for the CY Frameworks 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. For targeted students, tutoring sessions occur in small group settings (1:4-5 students per member) 4 days per week, for 20-30 minutes per session. Supplemental (second dosage) tutoring is available on a drop in basis before school or during the after-school homework assistance period. **SUPERVISION: As noted, CYC's Program Managers conduct regular in-school observations and feedback. Members receive supplemental supervision from the Program/Service Director, their assigned teachers and from school liaisons.

Organizational Capability

a . ORGANIZATIONAL BACKGROUND & STAFFING: **MISSION & HISTORY: City Year, Inc. was founded in 1988 in Boston, Massachusetts and now operates in 21 U.S. cities and maintains affiliates in London, England and Johannesburg, South Africa. In 1993, City Year served as a demonstration model for the AmeriCorps program. Our mission is to build democracy through citizen service, civic leadership and social entrepreneurship by engaging young people in service in our nation's neediest schools. At each City Year site, teams of corps members serve in schools as tutors, mentors and role models to make a difference in the lives of children and transform schools and neighborhoods in their local community. City Year Columbus (CYC) was founded in 1994 and since then we have enrolled more than 900 AmeriCorps members to serve in Columbus schools and implement our volunteer programs.

**CONTACTS: Primary: Evelyn Barnes, Chief Financial & Administrative Officer, City Year, Inc. Secondary: Todd Tuney, Executive Director, City Year Columbus. **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 2008-09 CYC has raised more than \$1.4 million in non-AmeriCorps revenue, and \$2.8M overall. Since inception in 1994, CYC has raised more than \$9 million to support over 800 AmeriCorps members. **FUNDING SOURCES: In Columbus, our primary sources of revenue are local affiliates of private companies, foundations, individuals and state agencies such as our partnerships with the City of Columbus and CCS. Over the past 3 years, approximately 54% of this diversified local funding has come from private and other public sector sources: 29% from corporations (\$800,000), 14% from the City of Columbus and United Way (\$374,000), 8% from foundations (\$217,000), and 3% is private donors (\$92,000).

**PERCENT OF OPERATING BUDGET/TOTAL FUNDING: As per our 09-10 A-133 audit report,

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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 operating budget of \$87M, of which CYC's total budget accounts for less than 1.2%. For 12-13, the attached program budget represents approximately 68% of the total projected operating site budget for City Year Columbus. **CNCS 5-YEAR SUPPORT: Since 2007-08, City Year Columbus has received \$1.13M through the Ohio Commission on Service and Volunteerism (OCSV) and City Year, Inc.'s National Direct grant, plus \$227K through the America Recovery and Reinvestment Act. **GOVERNANCE STRUCTURE: All City Year sites, including CYC, operate as part of one 501(c)3 nonprofit organization and adhere to central policies and procedures established by the legal applicant City Year, Inc. We are governed by a Board of Trustees that oversees organizational strategic planning and sustainability and approves all budgets, site launches or closings, and major policies and procedures. The Board of Trustees and Board committees (Finance/Audit, Program, etc.) each meet quarterly. The Board is comprised of 29 individuals and led by Chair Steve Woodsum, Co-Founder, Summit Partners. In addition, each City Year operating site maintains a local advisory board, called a Site Board, comprised of local community and industry leaders. These boards review the site's progress toward quarterly and annual operating goals, offer guidance around areas for improvement, support local fundraising efforts, and help develop and implement local strategic plans. City Year Columbus maintains a 14-member Site Board, which is chaired by Steven Smith, Enterprise Manager, Procurement and Business Service, Limited Brands. As part of our long-term sustainability planning, we are expanding our Board to 21 members and focusing its core mission to connect CYC with Columbus-based private and public sector resources. **ADMINISTRATIVE STRUCTURE: City Year's Boston based Headquarters (CYHQ) maintains centralized operating services and systems. Each functional department at the site level (Executive, Program/Service, Recruitment, and Development) has a complementary department at CYHQ. In addition, CYHQ maintains centralized departments for finance, human resources, and information systems and manages insurance, legal, and audit services. All accounting, payroll and fiscal management functions are centralized and a grant accountant is dedicated to each site. MIP is the accounting software used and Raiser's Edge software is used to streamline revenue recognition and management. Finance staff participates in CNCS or Commission-sponsored financial management trainings. CYHQ provides centralized program supports including development of and support for comprehensive program policies and procedures, staff and member handbooks, member and staff performance evaluations systems, service research and development, standardized collateral materials for recruitment and media, internal evaluation tools and service impact analysis, staff training, including guidance on AmeriCorps compliance requirements, and management oversight. **AMERICORPS INTEGRATION, PERFORMANCE & COMPLIANCE: City Year is a stand-alone AmeriCorps program and as such all aspects of the City Year program are designed and developed

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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 Columbus' 2012-13 staff structure is split into 4 functional departments: Executive & Operations (2 positions), Program & Service (4 positions), Recruitment (1 position) and Development (1 positions). 6 of the 8 FTE positions are captured in the proposed grant budget. In 12-13, in order to accommodate the growth in corps, we will be adding 2 Program Manager positions to our current Program & Service department. STAFF PROFILES: *Executive Director: TODD TUNEY provides overall site leadership, raises match funds (50% of time excluded from the grant), and manages strategic planning and site board development to ensure that CYC meets City Year and AmeriCorps goals. TuneY served as Manager of Philanthropy for Limited Brands for 4 years, has served on over a dozen local nonprofit boards, and has over 15 years of public service experience including Development Director for the Buckeye Ranch, and 7 years on the Ohio attorney general's charitable law section. *Program/Service Director: CRISTIN BRYANT manages Program Managers and has responsibility for overall corps management, to ensure that service delivery maintains fidelity to the model and meets goals, that members are supported and have a positive experience and that the program adheres to AmeriCorps requirements. Bryant is a licensed teacher in the state of Ohio with experience in both the not-for-profit and education fields. She is a former corps member from City Year San Antonio and has served 4 years on staff for City Year Columbus. *Program Manager: JENNIFER FOWLER provides daily supervision of CYC's current two teams (25 members) together with Program/Service Director Cristin Bryant. 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. Fowler served City Year Columbus as a corps member in 2007-2008, and as a senior corps member in 2008-2009 before joining our staff to manage the middle and high school-based service programs. *Recruitment Manager KENDRA ROBERTS manages a year-round recruitment cycle that processes over 175 applicants annually. She conducts all recruitment advertising and outreach, applicant customer service, and works with City Year HQ's National Recruitment department to set goals management, systems and guidance. Roberts holds a Master's in Education and has over ten years of nonprofit recruitment experience, with a focus on diversity and professional development for young adults. *Vacancies: For all 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. As with the filled positions, new hires will have experience working with youth, leading teams, project management, and supervisory roles commensurate with the position. **STAFF ORIENTATION:

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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 participates in OCSV's Program Director meetings as well as the annual OCSV conference. Staff attends regular cross-network conference calls organized around job function that provides updates to the field and peer sharing opportunities. Staff also attends training conferences and workshops organized by CYHQ staff and held in Boston or regionally, utilize CYHQ specialists, webinars, and our peers at other sites to troubleshoot issues around recruitment, corps and program management, support IT, fiscal and other administrative needs, and train incoming staff on policies and procedures. With guidance from community partners, such as Columbus City Schools and our Diplomas Now partners (Talent Development and CIS), 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:** CYC staff will participate in meetings, conference calls and desk audits conducted by OCSV. CYC's program staff meets weekly to discuss issues and challenges. The Program/Service Director conducts weekly check-ins with the Program Managers and issues that cannot be solved locally are elevated to CYHQ or OCSV as appropriate. Program Managers meet with service sites (school staff) weekly to ensure members are providing quality service and are not engaged in prohibited activities.

b. **SUSTAINABILITY:** 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. The prominent corporate partners include JP Morgan Chase, Honda of America, and Limited Brands (all funders since 1994), CSX Corporation (funder since 2007), and Time Warner Cable. From the public sector, CYC has been supported since 1994 by the City of Columbus (\$99k per year) and The United Way of Central Ohio (\$70k per year). The Columbus Ohio Transit Authority continues to provide significant transportation

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subsidization for our corps and staff, donating monthly bus passes (valued at \$30k - \$50k annually) since 1994. To engage private individuals, we maintain Leadership Giving Circles that recognize and promote different levels of individual giving. We are working to further strengthen our individual giving program with more than 20 individual donors and family foundations such as the Siemer, Reinberger and Baskes helping to support our work. We plan to hire a Development Director within the next fiscal quarter of 2012 to lead these goals and build Board membership.

****COMMUNITY PARTNERS:** CYC's primary stakeholders are our site advisory board, Columbus City Schools, our individual school service partners, administration and teachers, local government and city agencies, our funding partners, our corps members, student beneficiaries and their parents. At Superintendent Gene Harris' direction, CCS has indicated intent to commit multi-year funding (\$60-120k per team) and support for all 4 CYC teams, representing historic new sponsorship. CCS' Office of Curriculum and Leadership Development, headed by Turnaround Director Suzy Rhett, is working closely with CYC to invite principals of targeted 2012-13 school partners to attend a presentation on Diplomas Now to learn about the program and opt in (scheduled for November 30 2011). 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. Based on performance and mutual accountability, CYC and CCS are developing a five-year turnaround strategy to deploy members in 24 schools using the Diplomas Now model and prioritizing School Improvement Grant schools, and including 7 high schools and their feeder middle and elementary schools. Besides these key relationships, CYC has built a broad network of nonprofit partnerships to implement our afterschool programs, family engagement and volunteer service events. Organizations such as The Godman Guild and Department of Parks and Recreation provide resources, space, service opportunities, and staff support. Members also provide support to the Ohio Benefits Bank by assisting parents with childcare during tax preparations.

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

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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: Under our OCSV State Competitive, Formula (06ACHOH0010008 and 06AFHOH0010056) and National Direct (09NDHMA0030002) grants, CYC filled 100% of awarded MSY in 09-10, 10-11, and 11-12. We enrolled 35 FT members in 09-10, 25 FT in 10-11, and 25 FT in 11-12. **RETENTION: CYC achieved a 92% retention rate in 10-11 and a combined rate across two grants of 90% in 09-10 (32 of 35 members retained, or 96% National Direct, 83% State). Of the five members who exited without awards: 2 left due to financial hardship, 2 for personal reasons including family illness, and 1 was dismissed for failure to meet program standards. To improve retention we will complete our 2-year plan to increase member living allowances by 33% to meet the AmeriCorps minimum (from \$9,108 to \$12,100), increase frequency of 1:1s with members and facilitate team dynamics feedback sessions, add special focus on reflection and leadership development sessions that connect members' experience to career path, and create emailed daily updates and an off-hours social committee for our corps. Members have also leveraged their peers at other sites through the Dean's Council.

e . PERFORMANCE TARGETS & COMPLIANCE: **TARGETS: CYC has met or exceeded all performance measure targets since 2008-09 except for the output for ED2 in 2010-11 (number of students who complete the education program). In 2010-11, we participated in the pilot for the National Performance Measures. During the pilot, we discovered that our reporting systems, training, and

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program implementation were not fully aligned so as to fully track the dosage for each unique student per indicator, for example, students were duplicated between the ED5 (improved academic performance) and ED6 (improved attendance) 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 CCS on where we need to improve the practical implementation of the model (such as student level data collection).

****COMPLIANCE:** In 2010-11 and 2009-10, all members across CYC's state and National Direct grants were exited within 30 days. In 2009-10, only 65% of our enrollments were compliant with the 30-day enrollment rule. This occurred primarily due to how duties were assigned -- the same person who was responsible for enrollments was also responsible for the orchestrating the month long Basic Training Academy for the corps and simply missed the deadline. To correct for this, we restructured our staffing and division of responsibilities for site-wide deadline management, defined communication protocols and cross-trained staff so that more than one person is knowledgeable in how to on-board the corps. For 2010-2011 and 2011-2012, 100% of our enrollments were submitted on time.

g. OPERATING SITES AND MEMBER SERVICE SITES ****SERVICE SITES:** As an operating site for the City Year, Inc. parent organization, City Year Columbus maintains a single local headquarters from which teams of members are deployed to one of 4 school service sites. As per current negotiations with CCS, in 2012-13 teams will be assigned to two elementary schools with whom CYC has partnered for the past 6 years at Weinland Park Elementary (served several years prior before the merger with Second Avenue Elementary) and 2 years at Hamilton STEM Academy. High schools under consideration for Diplomas Now teams include Independence High, East High, West High, South High, and Brookhaven, all of which fell below Adequate Yearly Progress (AYP) in 2010 and are categorized as lowest-performing schools eligible for the U.S. Department of Education School Improvement Grant program. Final decision will occur in Spring 2012. ****SELECTION PROCESS:** Schools are selected in collaboration with CCS administrators, Talent Development (for Diplomas Now) and school staff. Target schools are identified based on feeder patterns in which lower schools feed into high schools with low performance indicators such as student test scores, AYP and API scores, and graduation rates. A detailed "Conditions for Success" rubric developed by Deloitte provides a way for CYC to predict success in a particular school and helps finalize selection and direct resources. ****RELATIONSHIP:** CYC has served in the Columbus City Schools since 1995. We complete annual district memorandums of understanding and school level agreements that outline roles and responsibilities and includes a financial schedule, activities and responsibilities, agreements around data collection and usage, supervision and monitoring expectations, training expectations, space allocation, and division of duties between City Year and school

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staff.

Cost Effectiveness and Budget Adequacy

a . COST EFFECTIVENESS: City Year Columbus respectfully requests a grant award of \$468,000 at a cost/MSY of \$13,000 and a dollar for dollar match of 50%. Our 2012-13 diversified revenue plan supports growth to 36 corps members and we have identified 100% of our match sources required of which 66% will come from the public funding (school district and city funding), 14% from private foundations, and 20% from corporate partners.

b . EXTENT INCREASING GRANTEE SHARE: CYC continues to meet or exceed the CNCS 10-year match rate of 50% of total budget. In 2012-13, our share is increasing commensurately with growth in corps size from 25 to 36 MSY and related costs. In addition, we are increasing our member living allowance to meet the AmeriCorps minimum of \$12,100 without requesting more federal dollars per MSY. For our first year corps, this equals \$3,000 more per member (stipend plus allocation for FICA and Worker's Compensation). In total the proposed budget includes a \$143,000 increase in grantee share from \$325,000 in 2011-12 to \$468,000 in 2012-13. Our long-term growth strategy includes expansion to 24 schools and presumes increasing levels of investment per member and per team from CCS, the private sector, and individuals. Our cost planning uses our baseline AmeriCorps structure to leverage maximum community investment in our outcomes and build sustainability.

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, is an eligible expense, however, only 69% of the salary cost per position is captured in the budget. Staff members are paid competitively based on their professional experience, tenure, and comparable rates in our localities. Staff benefits (FICA, SUI, Group Health & Life Insurance, 401K match and Worker's Compensation) are estimated at 21% of salary cost. Section II: Corps benefits include full-time stipends, health care for full-time participants, FICA and worker's compensation. All costs are allocated at a percentage based rate that is reflective of the site operating budget. Of the total requested amount of \$468,000, 61%

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(\$287,521) 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.

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).

Amendment Justification

n/a

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.

BUDGET CLARIFICATIONS:

1. Sec I, Part C Staff Travel & Part G Training: The Executive Director is only allocated at 50% for 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.
2. Sec I, Part C Member Travel: Section recalculated. Note: the separate line items for Justice Talking represent separate events.
3. Sec I Part I Event Space Rental: Venues that are able to accommodate a seated audience and stage are

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rented for corps member and service recognition events such as opening day and graduation (e.g. 100+ attendees). Additionally space must be easily accessible for ADA and parking purposes. Budget is based on historical costs for similar spaces in Columbus.

4. 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.

5. Sec II Part A Member Living Allowance: Member living allowance recalculated to an average of \$12,684. First year members are budgeted at \$12,100 and Team Leaders and Project Leaders are budgeted at \$15,600. The \$12,684 is calculated at $((\$12,100 \times 30) + (\$15,600 \times 6)) / 36$.

6. Sec II Part B Member Benefits (FICA): Member support costs recalculated based on a total living allowance of \$456,624.

PROGRAM CLARIFICATIONS:

- Member deployment: Four teams of members will be deployed to schools. 30 corps members will be first year members, 4 will be Team Leaders and 2 will be Project Leaders. The Project Leaders coordinate volunteer engagement activities and service projects and provide special project support to all four of the school-based teams.

- 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:

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ED1: 350 students will be enrolled in Academic Programs (student to member ratio = 9.7:1)

ED2: 263 students will complete requisite dosage in either ELA or math tutoring or attendance interventions (75% of students enrolled)

ED5: 140 students who complete literacy tutoring will improve performance.

ED27: 56 students who complete attendance program will improve performance.

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

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

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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.

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

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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 students on task, work with small groups, and support positive behavior. Results from CYC's FY11 surveys show that of 22 teachers, 25 reported increased ability to differentiate instruction. The total number of classrooms and/or cohorts receiving support from CYC teams is 44, with a total student population of 1100, of which focus lists students comprise 32%. 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 9-12 students in math or ELA, and 5-6 students in attendance. 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 15 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

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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, 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% improvement represents at least 10 instructional hours recovered and is considered by partner districts to be a positive and

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significant change. CYC Focus list students in 1 high school began with <90% attendance rates in 2011.

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

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

ELA tutoring: We will use Mclass Reading & Text Reading Comprehension (TRC) for assessment of literacy in grades 3-5. This is a district assessment for quarterly benchmarking and bi-weekly progress monitoring in literacy. Progress will be measured by improvement of at least 1 lettered level. We will use Read 180 (Scolastic) to assess student lexile range in literacy for grades 7-9. Progress will be measured by improvement of lexile score. We will also use Curriculum Based Measurement (CBM) quarterly benchmarking and bi-weekly progress monitoring to assess literacy skill levels in grades 7-9. Progress will be measured by improvement of at least 1 benchmark level. The results of this assessment will be reported under ED5.

Math tutoring: We will use Curriculum Based Measurement (CBM) quarterly benchmarking and bi-weekly progress monitoring to assess math skill levels for grades 3-9. Progress will be measured by improvement of at least 1 benchmark level. The results of this assessment will be reported under ED5.

Please refer to response #8 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.

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

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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

n/a

Required Documents

Document Name

Status

Evaluation

Already on File at CNCS

Labor Union Concurrence

Sent