

# 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:

06-JAN-12

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:

12AC133397

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

10ACHFL0010004

### 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: Alyson Augustin  
TELEPHONE NUMBER: (617) 927-2430  
FAX NUMBER: (617) 927-2520  
INTERNET E-MAIL ADDRESS: aaugustin@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 Orlando

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

Orlando, Orange County, FL

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	\$ 665,000.00
b. APPLICANT	\$ 665,000.00
c. STATE	\$ 0.00
d. LOCAL	\$ 0.00
e. OTHER	\$ 0.00
f. PROGRAM INCOME	\$ 0.00
g. TOTAL	\$ 1,330,000.00

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

# Narratives

## Executive Summary

50 City Year AmeriCorps members will provide in-school and after-school tutoring and mentoring to 6th-9th grade students who are at risk to drop out in 5 public schools in Orlando, Florida. By the end of the 3-year project period, 450 students will improve in attendance, behavior and/or coursework in English and math and at least 1,380 students will benefit from targeted services. This project focuses on Education. The CNCS investment of \$665,000 will be matched with \$665,000.

## Rationale and Approach

a . NEED: The Orange County Public Schools (OCPS) district enrolls over 175,000 students annually through its 180 schools, representing approximately 7% of Florida's students. Approximately 8,600 of these students are enrolled in Evans and Oak Ridge High Schools and five middle schools from which a majority of Evans and Oak Ridge generate. According to the OCPS Level 1 and 2 Intensive Reading Report for 2011-12, 67.3% of 9th grade students at Evans and 68.6% of 9th graders at Oak Ridge are enrolled in Intensive Reading to bring their reading up to grade level. In 2010-11, only 23% of 1,900 students at Evans and 22% of 1,800 students at Oak Ridge tested Proficient or Advanced (Level 3 or Higher) in Literacy/ELA on the Florida Comprehensive Assessment Test (FCAT) and 51% of students at Evans and 57% at Oak Ridge tested at Level 3 or Higher in mathematics on the FCAT. Among the five middle schools, 44% - 52% of students tested at Level 3 or Higher in Literacy/ELA and 42% - 54% of students tested at Level 3 or Higher in math. All of these schools have been identified by OCPS' Race to the Top office, and are Title 1 eligible and have student populations where between 84% - 98% of students represent minorities, between 19% - 51% have Limited English Proficiency, and between 79% - 95% are eligible for free or reduced lunch. Consequent of low academic performance, the graduation rates at these two high schools fall significantly below the state average of 73% with only 63% of Evans students and 62% of Oak Ridge students graduating.

With such low performance on FCAT testing, students at Evans, Oak Ridge, and their feeder schools clearly show indicators that they are at risk to drop out if intervention is not provided. Today, it is possible to identify the students most at risk to drop out as early as 6th grade. 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.

Data sources: Orange County Public Schools' Chief Academic Officer's Race to the Top office, Florida Department of Education FCAT and School Accountability Reports for school performance (<http://schoolgrades.fldoe.org/default.asp>) and Great Schools (<http://www.greatschools.org/>).

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b . VALUE ADDED: AMERICORPS MEMBER ROLES & RESPONSIBILITIES:

**\*\*MEMBER DEPLOYMENT:** In 2012-13, City Year Orlando (CYO) requests to field 50 full-time corps members. Members will be deployed on teams of 10 members to 5 public schools to provide targeted interventions to 6th - 9th grade students. Teams will serve in 2 high schools and 3 middle schools. Each of the 5 teams will be led by a Team Leader (typically members serving a second year). **\*\*MEMBER SCHEDULE:** Monday through Thursday, members will implement our full-time in-school and after-school education program called Whole School Whole Child (WSWC) at their assigned school. During a typical 10 hour day, corps members spend 1 hour conducting attendance initiatives; 4 hours providing tutoring and in-class academic support; 20 minutes of mentoring during lunch for students identified in need of attitude, behavior or motivation coaching; 30 minutes for lunch; 30 minutes for whole-school programming; 1 hour of planning and documentation time with teammates and/or teachers/specialists; 1 hour of afterschool homework support; and, 90 minutes of afterschool enrichment activities. On Fridays, members participate in training and reflection, service planning and documentation, and post-AmeriCorps career planning. **\*\*MEMBER ACTIVITIES:** Through the WSWC framework, all member activities are designed to address the research-based Early Warning Indicators (EWIs) that predict drop out risk: specifically student performance in attendance, behavior, English and math (An Early Warning System, Curran, Neild & Balfanz, 2007). Each member maintains an active 'focus list' of students per indicator who receive strategic and targeted interventions that address the EWIs (each member has between 8 and 12 students since students may receive interventions in more than one EWI). **\*Activities in ATTENDANCE:** members conduct morning greeting to welcome students into school, conduct phone calls home if a student is absent, provide drop in homework assistance before or after school to discourage absenteeism based on not being prepared, coach students by discussing barriers to attendance and strategies to overcome barriers, facilitate in-school and after-school student interest clubs to develop student engagement with their school, run recognition events for students with improved attendance, and facilitate report-card conferencing. **\*Activities in BEHAVIOR:** to improve school climate and student behavior, members run whole-school programming to address issues (e.g. anti-bullying rallies) or improve school atmosphere (e.g. a beautification project), provide in-class behavior coaching during whole-class support (e.g. role modeling and conflict resolution tactics), conduct mentoring focused on behavior and attitude issues (may include programming during lunch), conduct behavior check-ins with students, and run recognition and evening events to encourage positive behavior and engage family members. **\*Activities in COURSEWORK:** members provide small-group targeted tutoring in English and math following research based protocols, provide whole-class support in English and math classrooms (such as answer questions, keep students focused on task, and address behavior issues) and provide homework assistance. Teams have regularly scheduled meetings with their

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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.

**\*\*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, 82% of 1,181 teachers at 21 City Year operating sites who responded to surveys said that their corps members provided essential academic supports that their students wouldn't have received otherwise and 80% of 1,115 teachers 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). Of 6th through 9th grade students

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supported by City Year's 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 curriculum, builds Civic Capacity (Know) through competency based learning, training and coaching, self-directed learning, and performance management, and builds Civic Action (Do) through implementation of direct service in schools and through our volunteer engagement programs. Members are able to "see" their personal development and the impact they have achieved through their individual development plans, performance evaluations, review of student level data with teachers and their teammates, sharing of service results, and celebration of individual, student, and team accomplishments. \*\*REFLECTION: Reflection tools include the performance management system (individual development plans, performance evaluations with prompts for reflection), our Leadership After City Year program, the Idealist's Journey which includes structured reflection exercises, project debriefs (plusses/deltas), and Opening Day and Graduation ceremonies. \*\*AMERICORPS IDENTITY & CONNECTION: On Opening Day, members participate in a swearing-in ceremony. All members are trained on brand awareness and how to identify themselves as a member of the national service network. The AmeriCorps logo is included on member uniforms, name tags and business cards, City Year recruitment materials, our website, and included in signage at CYO 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 will partner with other local AmeriCorps programs and participate in state-wide training events sponsored by Volunteer Florida. Two members will be nominated to sit on City Year's national Dean's Council which connects corps from all 21 City Year sites to share in and improve the member experience. Members are encouraged to enroll in AmeriCorps Alums in addition to City Year's alumni program.

e . OVERALL PICTURE: The first section of the Orange County Public Schools Strategic Plan is an Intensive Focus on Student Achievement. Under this plan, OCPS has the following goals to be achieved by June 30, 2015: increasing the percentage of students performing at Level 3 or Higher on the FCAT in Reading from 67% to 77%, decreasing the achievement gap in the areas of reading and math for each identified subgroup by 10%, and increasing graduation rate to 90%. Strategies that OCPS has identified in the business plans for each goal include providing mentors to work with highest needs students, train

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and monitor instructional coaches, increase Response to Intervention (RtI) coaches with standard protocols, create a positive school climate with an RtI for Behavior (RtI-B) approach, extend the school day, and increase outreach within the non-profit and for-profit communities. City Year's Whole School Whole Child program supports these strategies by a) addressing individual student need by utilizing a RtI approach through the EWI indicators to identify students who are struggling and at risk to drop out and provide these students with the right interventions, b) provide whole-school programming that extends the school day and engages the greater school community, and c) supports strategies that are currently have not yet been implemented for budgetary reasons (e.g. coaches in every 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: In 2012-13 the Orlando Recruitment Plan has set a goal of receiving 250 complete applications by June 30, 2012 (for 11-12, City Year, Inc. received 9,418 applications for 2,011 slots). Each year, City Year strives to recruit a corps that is diverse by creating an applicant pool, which, for Orlando, will consist of: education: 50% college graduates, 20% some college, and 30% high school graduates; ethnicity: 40% Caucasian, 25% African-American, 20% Latino-Hispanic, 5% Asian, and 10% Multi-racial or Other; gender: 50% male/female. For 2012-13, our goal is to have at least 26% of applicants come from Florida through state and local college campuses such as Florida State University, University of Florida, and University of Central Florida, local area high schools, and other community based partners that will include representation from the disability community. 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

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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 for members that are designed to develop professional skills and the discreet knowledge, skills or attitudes necessary for successful and effective implementation of our program. The training calendar in Orlando includes a pre-service Orientation, a 4-week Basic Training Academy (BTA) which includes a 3-day retreat (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 and response (emergency plans, CPR/First Aid, shelter operations, 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 CYO PM will be assigned 1 team (10 members), conduct daily team check-ins, hold weekly team meetings, and conduct one-on-ones with each member of their team to track progress toward goals and service quality, and address school, service or personal issues. Each PM serves as the primary school contact at each campus and is on school grounds 4 days a week. PMs support their members in

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completing individual Performance Development Plans in October and two performance evaluations that outline and track service goals and areas of personal growth. To support retention, check-ins, weekly meetings, and one-on-ones will be used to identify member needs and direct the member to the appropriate resources. SUPERVISOR SELECTION & TRAINING: Program Managers submit resumes, are interviewed by senior staff, and are either City Year alumni or have equivalent experience in the national service or education field. Staff members participate in City Year's annual Summer Academy which provides new and returning staff training on corps management, leadership development, service-based skills such as data compilation and evaluation, and service products (i.e. member activities), prohibited activities, and City Year's standards and policies. Ongoing training will be provided locally throughout the year. SUPERVISOR OVERSIGHT: Day to day supervision of the Program Managers is provided by the School Relations Director. Program Managers meet 1-on-1 with the Director at least once every other week. Managers meet with their school staff liaison at least once every other week and the Director meets with school staff quarterly or more frequently as needed to review progress towards goals and the state of the partnership at each school.

g . OUTCOME: PERFORMANCE MEASURES: \*\*OVERALL CHANGE: At the end of three years, City Year Orlando 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 450 6th to 9th grade students. DEMONSTRABLE IMPACT: Under this application, we anticipate that 460 targeted students will be enrolled in our academic programs each year. Of those enrolled, 299 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, 150 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. District assessment tools include Benchmark READING and the state-wide FCAT exams. 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

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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 Volunteer Florida's reporting schedule. PERFORMANCE MEASURE SELECTION: As a provider of Education based services, we are opting into the Tier 1 AmeriCorps national standardized performance measure for improvement in academic engagement, ED27, with ED1 and ED2. Targets were developed by using a 10:1 student to corps member ratio for first year corps members and a 2:1 ratio for Team Leaders (Team Leaders have additional responsibilities and may fill-in for other members who are absent). 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). Level of improvement in attendance is assessed either by achieving a 90% attendance rate or making significant improvement (10+ percentage points). The degree of improvement we seek in English is that students will, on average, gain 70 points on the FCAT Reading Development Scale Score on their cumulative score. This approximates a full year's learning gain (e.g. the state defines 78 points or above as making a year's worth of learning gains for 9th grade students). For math, students will achieve or maintain a passing grade as two comparable data points on the DSS are not available in all grade levels. 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: Not applicable in Orlando.

h . VOLUNTEER GENERATION: \*\*PROGRAM & NEED: CYO's volunteer engagement strategy aligns with our Whole School Whole Child model by engaging our students in community service, engaging the whole school community (students, school staff, and families) in community events, and connecting our sponsors with our direct beneficiaries. For example, a team may engage students from their after-school program and employees from the team's Team Sponsor to replant the school garden with materials provided by the sponsor company. Under the WSWC model, each team will implement at least one school based project that will engage volunteers. As a site, CYO will run one-day or half-day service events that engage volunteers on National Service Days (e.g. Make a Difference Day, Martin Luther King, Jr. Day of Service, and Global Youth 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, CYO will implement in-school events and National Service Day projects that will engage 400 volunteers to provide 1,200 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

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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:** All members support volunteer engagement activities. 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 City Year 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). Through our contract with Orange County Public Schools, members will participate in OCPS training Lesson Study, which develops effective teaching practices through collaborative development of lessons in all content areas. Members will also participate in professional development opportunities such as Content Area Reading Professional Development (CAR-PD), Response to Intervention training, Positive Behavior Support, Reading Endorsement, and Robert Marzano's Nine High-Yield Instructional Strategies. City Year, Inc. has a contracted partnership with Public Consulting Group (PCG) to implement the Site Literacy Capacity Program starting in 2012-13. The framework for this program includes multiple training opportunities (Summer Academy, virtual sessions, and on-site sessions), accessible training materials/tools (literacy modules, online resources, videos), and site based support (needs assessment, action plan development, literacy coaching). Regional training will be provided by PCG staff that specializes in education and literacy practices. Advanced trainings on the WSWC service model are held during the Advanced Training Academy and throughout the year, members receive regular observation and coaching on tutoring delivery from PCG, City Year staff and/or school staff. **\*\*METHODOLOGY:** City Year will implement tutoring methodologies and programs that are approved by Orange County Public Schools. Final selection will be determined in the spring. OCPS has approved six methodologies for use in the 6th to 9th grade range: REACH HIGHER (SRA McGraw-Hill), Voyager Passport Reading Journeys -- Florida Edition 2008 (Voyager Expanded Learning), Jamestown Reading Navigator (Glencoe/McGraw-Hill), Hampton-Brown Edge (National Geographic & Hampton-Brown), Language! (Sopris West), and, READ 180 Enterprise (Scholastic). Further, Fast ForWord to Reading (Scientific

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Learning Corp), Reading Advantage (Great Source Education Group) and REWARDS Plus (Sopris West) have all been approved for Grade 9 supplemental intervention reading programs. Members will also utilize City Year's CY Literacy Comprehension Frameworks that includes literacy tutoring protocols in fluency, vocabulary, and reading comprehension and math tutoring protocols in computational fluency. The research basis for the protocols is Repeated Reading for fluency, Beck & McKeown word learning strategy and Kieffer & Lesaux's morphological strategy for vocabulary, Collaborative Strategic Reading for reading comprehension and IES Practice Guide (Gertan et al, 2009) for computational fluency.

**\*\*SUPERVISION:** In addition to the on-site City Year Program Managers, members receive supplemental supervision from the School Relations 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 entered the State of Florida with the founding of City Year Miami in 2008. In 2010, under the leadership of Mike Andrew, Marriott International, and Debbie Carswell, SunTrust, and through the support of Wendy Spencer, Chief Executive Officer, Volunteer Florida, City Year began exploration in Orlando with the intent of launching a full corps for the 2012-13 program year. **\*\*CONTACTS:** Primary: Evelyn Barnes, Chief Financial & Administrative Officer, City Year, Inc. Secondary: Christine Morin, Vice-President, New Site Development. **\*\*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:** New sites, such as Orlando, are required to secure 80% of the non-AmeriCorps funds necessary to support site operations for the first 3 three program years in order to receive approval to launch from the City Year Inc. Board of Trustees. To date, City Year has secured \$3.4 million to support Orlando based operations for the 2011-12 to 2014-15 program years. **\*\*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 Orlando and Orange County

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Public Schools. Among the 8 sponsors who have committed \$3.4M to Orlando, 3 are businesses, 4 are private or non-profit foundations, and 1 is public. 14% (\$480K) comes from corporate sponsors, 34% (\$1.15M) comes from foundations, and 52% (\$1.8M) comes from the public school district. \*\*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 Orlando's start-up operations account for less than 1%. For 12-13, the attached program budget represents approximately 66% of the total projected CYO operating site budget.\*\*CNCS 5-YEAR SUPPORT: In 2010-11, City Year was awarded a \$50,000 Planning Grant to support Phase I and II of new site development from Volunteer Florida, The Governor's Commission on Volunteerism and Community Service.

\*\*GOVERNANCE STRUCTURE: All City Year sites, including Orlando, operate as part of one 501(c)3 nonprofit organization and adhere to central policies and procedures established by the legal applicant City Year, Inc. We are governed by a Board of Trustees that oversees organizational strategic planning and sustainability and approves all budgets, site launches or closings, and major policies and procedures. The Board of Trustees and Board committees (Finance/Audit, Program, etc.) each meet quarterly. The Board is comprised of 29 individuals and led by Chair Steve Woodsum, Co-Founder, Summit Partners. In addition, each City Year operating site maintains a local advisory board comprised of local community and industry leaders. These boards review the site's progress toward quarterly and annual operating goals, offer guidance around areas for improvement, support local fundraising efforts, and help develop and implement local strategic plans. City Year Orlando has a Founding Committee comprised of 14 individuals representing the business, foundation, education, non-profit and government sectors. \*\*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

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

\*\*STAFFING: All site based staff directly support our AmeriCorps program by recruiting the corps, managing the corps program, managing services provided, raising funds, or supporting operations. As such, each City Year sites has 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 6 direct reports. All Development positions are excluded from the grant budget. DEPARTMENT PROFILES: The EXECUTIVE department is led by the site Executive Director and is responsible for overall site leadership, which includes staff management and hiring decisions, board development, fundraising, and program strategic direction. S/he is also responsible for ensuring that each department progresses towards its stated goals. The Director will have at minimum a bachelor's degree, 8 -- 10 years professional experience, proven leadership, management and fundraising or sales experience, and demonstrated experience managing a department to budget. The PROGRAM & SERVICE department is responsible for overall program design and implementation. The department is led by the School Relations Director who supervises 5 Program Managers and 1 Training Manager. The Director develops and oversees all service-related activities including: the program calendar, the member training program, school and district relationship management, service strategy and design, team assignments and team placements at service partners, member management and retention, community partnerships, service data collection, evaluation and reporting, and tracks progress towards goals outlined in the performance measurements. S/he will have a college degree or equivalent experience in youth development or related field, demonstrated experience in leading teams, working with diverse groups and building community relationships, and a familiarity with the greater Orlando community. The five Program Managers provide day-to-day supervision for their assigned team of corps members. Managers track members' progress towards team goals for service as well as individual member goals for service and professional development, and ensure consistent service delivery. Managers are required to have either AmeriCorps experience or equivalent experience working in the non-profit, social service or education sectors. Managers must also have experience in leading teams, working with young adults and project management. The Training Manager manages the member development program including planning and implementing Basic Training Academy, Advanced Training Academy, and trainings on Fridays. The Manager also provides support to the Program Managers and Team Leaders to ensure that they have the necessary resources to implement the Idealist's Journey curriculum. The RECRUITMENT department is responsible for developing and

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leading the implementation of a strategic plan to recruit, select, and admit a highly qualified corps of 50 young adults. The Recruitment Director will operate a year-round recruitment cycle and is responsible for building and managing relationships with key contacts at colleges, universities, local and regional high schools, community and faith based organizations, and appropriate national and regional organizations, and oversees outreach strategies, customer service, applicant screening and selection and systems management. S/he will have a bachelor's degree, 3+ years' direct experience in sales or college/high school recruitment and admissions, and relevant managerial experience. The Recruitment Coordinator will support the Director with attending/manning outreach events, processing applicants and managing admissions, managing on-line content, engaging alumni, and providing customer service to applicants. S/he will have 1+ years' experience in recruitment, admissions or customer service. Familiarity with the Central Florida and Orange County communities and bilingual in Spanish is preferred for both positions. The DEVELOPMENT department performs two critical functions: 1) fundraises for the site's operating budget and match, and 2) raises awareness of national service by engaging businesses and media in community service activities. The Development Director will have 5+ years' experience in the non-profit sector with a proven track record managing to a comparable budget as CYO. All development costs, including these two staff positions, are excluded from the grant. As part of our site start up model, four of the proposed positions will be filled in January 2012: Executive Director, Development Director, Recruitment Director, and one Program Manager. All other staff positions will be filled by July 1, 2012. Qualified applicants will be recruited through the City Year and service network, local Orange County affiliates, and through specialized placement agencies for director level positions. Recruitment for the positions starting in January will be conducted by CYHQ human resources under the leadership of Nancy Routh, Chief People Officer, Senior Vice-President for Human Potential, and Elaine Mak, Senior Director of Talent Management. Oversight and support will be provided by the Vice-President, New Site Development, Christine Morin and Regional Director, Christopher Larson. Once in place, the CYO Executive Director will be responsible for assembling the full staff team with support from CYHQ.

**\*\*STAFF ORIENTATION:** Program orientation and basic training is provided through City Year's Summer Academy, a week-long professionally-led training program for all City Year staff and Team Leaders (corps members). Academy focuses on fundamental program goals, organizational objectives, and implementation of high impact service around tutoring in English and math and the attendance and behavior initiatives. Additionally, workshops are conducted on teambuilding, compliance issues and member performance management, volunteer engagement and management, local financial management, fundraising strategies, and leadership development. **\*\*STAFF TRAINING & TECHNICAL ASSISTANCE:** City Year Orlando staff will participate in Volunteer Florida training opportunities

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(Program Director's meetings and conferences, conference calls, etc.) as well as City Year's 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 District administrators, school principals, and our disability community partner, 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 Orlando's staff will participate in conference calls, site monitoring visits, and desk audits as conducted by Volunteer Florida. Orlando staff will hold, at a minimum, bi-weekly meetings to discuss issues and challenges. The School Relations Director will meet no less than bi-weekly with the Program Managers and issues that cannot be solved locally are elevated to CYHQ or Volunteer Florida as appropriate. Program Managers will be at the schools 4 days a week and meet with service sites (school staff) at least bi-weekly to ensure members are providing quality service and are not engaged in prohibited activities.

b. **SUSTAINABILITY:** Each City Year site operates as an affiliate model under the oversight of a national Headquarters. Sites create fiscal 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. As of November 2011, City Year has secured \$3.4 million in commitments to support the start-up phase and first three-years of full operations in Orlando. We have received two 4-year commitments (start-up plus years 1, 2 and 3) from the Orange County Public Schools (\$1.8M) and the Michael and Kim Ward Foundation (\$500K), three 3-year team sponsor commitments from the Universal Orlando Foundation (\$300K), CSX (\$300K), and Hearth of Florida United Way (\$300K), one 3-year commitment from JP Morgan Chase (\$130K) and two 1-year commitments to support start-up from SunTrust (\$50K) and the Brad and Cori Meltzer Charitable Trust (\$50K). In addition, we have \$1.4 million in pending requests. These include a 4-year grant from the Dr. Phillips Foundation and four 3-year commitments from Darden Restaurants (\$300K), the Orlando Magic/VanderWeide Family Foundation (\$300K), the Edyth Bush Charitable

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Foundation (\$150K), and Tupperware Brands (\$150K). Through our start-up initiatives, we have developed meaningful and committed partnerships with individuals to serve as Founding Committee members such as Mike Andrew (VP, Marriott International), Debbie Carswell (EVP, SunTrust), Lee Cockerell (EVP-Retired, Walt Disney World Resort), Yolanda Londono (VP, Tupperware Brands Corporation), Pam Peters (CEO, Achieving Objectives), and Diane Young (VP, Universal Orlando Resort). \*\*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. As a criteria of the New Site Development Guideposts, City Year secured letters of support from 25 community members, including representatives from the City of Orlando Mayor's Office; Orange County Mayor's Office; Orange County Public Schools' Board, Superintendent, and Foundation (10 letters total); Titus Sports; SunTrust; United Way; Disney and Disney Resorts; Universal Orlando; CSX; Century Link; Achieving Objectives; Marriott; the Michael and Kim Ward Foundation; the Meltzer Family Foundation; and, Miami-Dade County Public Schools. We develop strategic partnerships with area high schools and colleges to support recruitment and member training, community based organizations to provide training and member support and corporate partners to provide professional expertise, resources, and member professional development. We are developing a relationship with leaders from LYNX (Orlando public transit) who have agreed to in-kind sponsorship of transportation of our members and will publicize City Year's launch by including our logo on one to two buses. In addition, City Year's Florida based programs emphasize education in disaster preparedness for our corps members and we are engaging Dr. Anna Diaz, Associate Superintendent for Exceptional Student Education, OCPs, to identify local partners from the disability community. Through all of CYO's initiatives and programs, the goal is to develop change for the schools and students served that will last long after the team's work is completed. City Year members will serve as intermediaries connecting those with resources, such as our corporate sponsors, with those in need, such as schools, to develop long lasting partnerships.

c . COMPLIANCE & ACCOUNTABILITY: \*\*PARENT ORGANIZATION: City Year Headquarters (CYHQ) provides policy and oversight of the AmeriCorps program through multiple means such as automated systems, policies, standard operating procedures, training, document audits, site monitoring visits, memorandums of understanding, and customer service for any questions. We have an annual monitoring plan that includes a risk-based approach and is specific to the AmeriCorps program. The plan is implemented by the Government Relations department in collaboration with the Finance and Regional Site Operations departments. \*\*PREVENTION: Contract management, training, and automated systems are our primary means of prevention. For example, our electronic member on-boarding system 'stops' processing at key points if data is not entered or accurate, e.g. social security

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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: City Year Orlando is a new program and therefore does not have a prior track record in enrollment and retention. In 2010-11, City Year, Inc., enrolled 103% [1,748/1,743] of awarded MSY and retained 91% of enrolled members. Each City Year site practices national and local strategies to address and improve retention. National strategies include: analysis of start-of-year and end-of-year member surveys, communication during recruitment that educates in-coming corps on what their AmeriCorps experience will be and set parameters around expectations and time commitments, participation in the national Dean's Council and alumni engagement, supervisory and meeting structures that provides on-going and consistent check-ins on member well-being, support with accessing local resources for members in need (e.g. trainings on personal budgeting, food assistance, etc.), access to an Employee Assistance Program, improvements in the standard member training materials, and matching the AmeriCorps minimum for the living allowances. Local strategies may include engaging local programs to provide specific trainings relevant to the local community or member identified need, feedback sessions with site leadership, recognition and team-building events, member interest and support groups (e.g. book club, softball team, GLBT club, etc.), and mentoring for members from local business professionals.

e . PERFORMANCE TARGETS & COMPLIANCE: City Year Orlando does not have a track record in performance measures or compliance but will meet City Year network standards for operating.

\*\*Performance Measures: In 2010-11, City Year, Inc. participated in the pilot for the National Performance Measures. The pilot provided the opportunity for City Year to identify and correct

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misalignments that we have in our data collection systems for tracking and reporting on the National Measures (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 on interventions, 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).

**\*\*Compliance:** In 2010-11, 7% of 1748 enrollments were past the deadline, primarily as a result of a misunderstanding of how to calculate the 30 day deadline at one operating site, and 1% of exits were late. In 2011-12, less than 1% (0.7) of enrollments were submitted late primarily due to technical difficulties with processing into eGrants.

g. OPERATING SITES AND MEMBER SERVICE SITES **\*\*SERVICE SITES:** As operating sites for the City Year, Inc. parent organization, City Year Orlando will maintain a single local headquarters from which teams of members are deployed to one of 5 public schools. Two teams will serve at Oak Ridge High School and Evans High School. The remaining teams will serve at three of the following 5 middle schools: Memorial, Meadowbrook, Robinswood, Walker or Westbridge. All 5 middle schools fall within the Planning Zones for Evans and Oak Ridge High Schools meaning that 71% of all Evans students come from Meadowbrook and Robinswood and 80% of Oak Ridge students come from Walker, Memorial and Westridge. **\*\*SELECTION PROCESS:** Since 2010, City Year's New Site Development department has been working closely with the Orange County Public Schools' Superintendent's office to identify and select schools to serve as City Year partners. Specifically, City Year has worked with Merewyn Lyons, Ed.D, Executive Director, Race to the Top, OCPS, to integrate the City Year program into Title 1 schools that fall within feeder patterns in which the selected middle schools feed a high proportion of their students into high schools that have low performance indicators such as student test scores including FCAT scores, AYP and API scores, and graduation rates. A detailed "Conditions for Success" rubric developed by Deloitte provides a way for CYO to predict success in a particular school and helps finalize selection and direct resources. **\*\*RELATIONSHIP:** City Year began discussions with the OCPS in 2009 and have since engaged OCPS leadership in multiple visits to schools at other City Year operating sites. We have acquired letters of support from multiple levels of district leadership including the Superintendent, the OCPS Board Chair and Board members, the OCPS Foundation, the Area Superintendent for East district, the Associate Superintendent for Student Support Services, and the Principals of Oak Ridge and Evans High Schools. As with all City Year operating site, we complete a contract with the district and annual 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.

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h . SPECIAL CIRCUMSTANCE: Not Applicable

### Cost Effectiveness and Budget Adequacy

a . COST EFFECTIVENESS: City Year Orlando respectfully requests a grant award of \$665,000 at a cost/MSY of \$13,300. In our first year of operation we will match the CNCS award dollar for dollar with a 50% match commitment. Our 2012-13 diversified revenue plan supports 50 corps members and we have identified 100% of our match sources required of which 15% (\$100,000) will come from the public funding (school district and city funding), 65% (\$435,000) from private foundations, 12% (\$80,000) from corporate sponsors, and 7% (\$50,000) from individuals. All match sources identified are secured and in cash.

b . EXTENT INCREASING GRANTEE SHARE: As a whole, City Year's expansion and growth strategy, such as opening new sites, 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.

c . SPECIAL CIRCUMSTANCES: Not Applicable.

d . BUDGET ADEQUACY: City Year runs a single program (AmeriCorps) and therefore all costs directly support the implementation of the proposed service activities. This budget was built off of historical costs and includes benefits for all corps, staffing levels that we know from experience will set us up for success; essential overhead costs including space rental and telecommunications equipment; 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 CYO 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 the site 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.

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### Evaluation Summary or Plan

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

### Amendment Justification

Not applicable

### Clarification Summary

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

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

### BUDGET CLARIFICATIONS:

1. Sec 1 Part A Staff Allocations: The staff is engaged 100% in AmeriCorps duties. However, it is a prorated amount of the AC budget to the whole site budget.
2. Sec 1-Part C Travel: Costs adjusted to reflect 10 employees and cost detail added. As a new operating site, costs are estimated based on historical costs at other City Year operating sites with a comparable corps size and city environment (e.g. geography of city, availability of public transit, etc.)
3. Sec 1 -- Part E Supplies: Costs itemized by event or program. Events supplies typically include decorations (balloons, etc.), program pamphlets, nametags and signage (poster board, etc.). Program supplies typically include materials used in afterschool programs and in-school enrichment programs (arts & crafts supplies, etc.), for service projects (painting supplies, plywood, nails, etc.) and materials

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used during service planning and member development events (flipcharts, etc.).

4. Sec 1 -- Part G Training: Costs adjusted to reflect 10 employees.

5. Sec 1 -- 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. Sec 1-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. As FBI checks are conducted through Orange County Public Schools, Volunteer Florida has submitted an ASP request to CNCS on our behalf. Staff checks are paid for through funds not included in the CNCS or grantee share.

7. Sec 2 -- Part B: Worker's Compensation and Health Care costs recalculated. Senior Corps member reference replaced with Team Leader (historically we have used the title of senior corps for Team Leaders).

### PROGRAM CLARIFICATIONS:

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

- Service Locations: We have confirmed our 5 school locations for 2012-13. Teams will be serving in: Walker Middle School, Memorial Middle School, Meadowbrook Middle School, Oak Ridge High School and Evans High School.

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### PERFORMANCE MEASURE CLARIFICATIONS:

ED1: 480 students will be enrolled in Academic Programs (student to member ratio = 9.6:1)

ED2: 360 students will complete requisite dosage in either ELA or math tutoring or attendance interventions (75% of students enrolled)

ED5: 150 students who complete literacy tutoring will improve performance.

ED27: 90 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 as improved course performance is a core part of our strategy to help at-risk students graduate. All reference to using course grades as measures of student progress has been removed.

4) Explanation of ED1 and ED2 targets provided below.

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ED1 reflects the number of unique students assigned to corps member focus lists. One member will have 3-4 focus lists (one per intervention, e.g. in ELA, math, attendance) with students frequently overlapping on lists. Based on our experience from the past two years under the National Performance Measure pilot, the number of students a member can work with regularly throughout the school year, takes into account school factors, student and corps member schedule, budgeted time per intervention, and time spent in whole class support. As directed by our school partners, students generally do not roll off focus lists. The goal for assigned students is to "catch up and keep up" so that short term progress is sustained throughout the year.

ED2 is estimated at 75% of students enrolled, and is based on a student completing dosage in one intervention. It reflects City Year network'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

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students beyond their assigned focus lists. Other activity examples include morning greeting, phone calls home for non-focus lists students, attendance assemblies and incentives and ensuring safe and structured recess. These supports are designed to improve the overall learning environment in the classroom and school.

Whole school and whole classroom support: Importantly, teachers are able to spend more time providing differentiated instruction because of member support in the classroom. Members help keep students on task, work with small groups, and support positive behavior. Results from City Year Inc.'s FY11 surveys show that of 1183 teachers, 852 reported increased ability to differentiate instruction. The total number of classrooms and/or cohorts receiving support from City Year Orlando teams is 90, with a total student population of 2,376, 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 8-10 students in academic improvement (ELA or math), and 4 to 6 students in engagement (attendance and behavior). It is difficult to predict individual student needs in advance, and our goal is to help students who are typically 2-3 grade levels behind and have been for years, to "catch up and keep up". Therefore our targets assume minimal student shift during the year. As noted, one student may receive multiple interventions.

A typical member day is outlined in the proposal. Per intervention, member time is budgeted as follows: One on one and small group tutoring typically occurs 2-4 x 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 30/minutes per day. Attendance support includes morning greetings, check-ins, positive phone calls home, make-up work after absences, and homework help during afterschool programs. Behavior support includes assistance during ELA and math classes, lunchtime mentoring, hallway transitions, and focused support during afterschool programs. Both interventions are estimated to continue per student for at least 8 consecutive weeks, resulting in a minimum of 16 hours of support per each.

5) Explanation of ED27 targets provided below.

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The target value for ED27 originally incorporated student improvement in three areas, course performance, attendance and behavior. As noted, our revised measure now includes two distinct outcomes, ED5 and ED27. Of students who receive sufficient dosage, we expect 50% of 6th-9th grade students to improve in course performance and 50% to improve in attendance (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 Arts (N=677). Results are for students receiving at least 15 hours of tutoring. In terms of attendance improvement, 58% of students in grades 6-9 who started the year struggling in attendance improved by the end of the year (N=866). Results shown for students who receiving at least one month of attendance coaching.

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

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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 Orlando will adopt ED5 to assess academic achievement, using the following assessments:

ELA tutoring: We will use the Orange County Public School Reading Benchmark Assessment, administered at least twice a year, with baseline data collected in September and previous year data when available. Progress is measured based on benchmark numeric score improvement, in moving from below to proficient. The results of this assessment will be reported under ED5.

Math tutoring: We will use Orange County Public School Math Benchmark Assessment, administered at least twice a year, with baseline data collected in September and previous year data when available. Progress is measured based on benchmark score improvement, in moving from below to proficient. The results of this assessment will be reported under ED5.

For Florida state reporting, we will also measure level of improvement for our students through FCAT Reading tests (English). Students will achieve, on average, a 70 point gain on the year-over-year FCAT Reading Developmental Scale Score. The DSS is cumulative over time and, for 9th graders, the state defines 78 points or above as making a years' worth of learning gains.

8) Update on instruments to measure behavior provided below.

Because it will be the first year of implementation in FY13, City Year Orlando 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. City Year Orlando 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.

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Research indicates that effective intervention time should be at least 30 minutes in length and should occur three to five times each week. A minimum of 16 data points at two assessments per week are needed in order to provide reliable slopes with which judgments of student progress can be made. Therefore, if data are collected twice each week, a total of 8 weeks' worth of data would be needed. More weeks would be needed if data are collected on a less frequent basis (Christ, T. J., "Short-term estimates of growth using curriculum-based measurement of oral reading fluency: Estimating standard error of the slope to construct confidence intervals." *School Psychology Review* 35, 2006; pp. 80, 128-133). Calculating a range based on the information above (30 minutes x (3-5 times per week) representing 16 assessments' worth of data (twice per week for eight weeks)) represents a range of (1.5 hours x 8 weeks = 12 hours) to (2.5 hours x 8 weeks = 20 hours). In FY11, our experience validated our dosage targets, for example, of 299 3-5th grade students receiving sufficient tutoring, 79% improved literacy skills.

### Continuation Changes

Not applicable









# Required Documents

**Document Name**

**Status**

Evaluation

Already on File at CNCS

Labor Union Concurrence

Sent