

PART I - FACE SHEET

APPLICATION FOR FEDERAL ASSISTANCE

Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)

1. TYPE OF SUBMISSION:

Application Non-Construction

2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS):	3. DATE RECEIVED BY STATE: 17-JAN-12	STATE APPLICATION IDENTIFIER:
2b. APPLICATION ID: 12AC134222	4. DATE RECEIVED BY FEDERAL AGENCY:	FEDERAL IDENTIFIER: 12ACHIL0010002

5. APPLICATION INFORMATION

LEGAL NAME: City Year, Inc. DUNS NUMBER: 622374122	NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Lisa Morrison Butler TELEPHONE NUMBER: (312) 464-9899 FAX NUMBER: (312) 464-1737 INTERNET E-MAIL ADDRESS: lmorrisonbutler@cityyear.org
ADDRESS (give street address, city, state, zip code and county): 287 Columbus Avenue Boston MA 02116 - 5114 County: Suffolk	

6. EMPLOYER IDENTIFICATION NUMBER (EIN): 222882549	7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization Community-Based Organization National Non-Profit (Multi-State)
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8. TYPE OF APPLICATION (Check appropriate box). <input type="checkbox"/> NEW <input checked="" type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):	9. NAME OF FEDERAL AGENCY: <p style="text-align: center;">Corporation for National and Community Service</p>
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10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps State	11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: City Year Chicago
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12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Chicago, IL	11.b. CNCS PROGRAM INITIATIVE (IF ANY):
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13. PROPOSED PROJECT: START DATE: 07/01/12 END DATE: 06/30/15	14. CONGRESSIONAL DISTRICT OF: a.Applicant <input type="text" value="MA 008"/> b.Program <input type="text" value="IL 007"/>
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15. ESTIMATED FUNDING: Year #: <input type="text" value="1"/> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr><td style="width: 20%;">a. FEDERAL</td><td style="text-align: right;">\$ 2,331,200.00</td></tr> <tr><td>b. APPLICANT</td><td style="text-align: right;">\$ 2,331,200.00</td></tr> <tr><td>c. STATE</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>d. LOCAL</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>e. OTHER</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>f. PROGRAM INCOME</td><td style="text-align: right;">\$ 0.00</td></tr> <tr><td>g. TOTAL</td><td style="text-align: right;">\$ 4,662,400.00</td></tr> </table>	a. FEDERAL	\$ 2,331,200.00	b. APPLICANT	\$ 2,331,200.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 4,662,400.00	16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372
a. FEDERAL	\$ 2,331,200.00														
b. APPLICANT	\$ 2,331,200.00														
c. STATE	\$ 0.00														
d. LOCAL	\$ 0.00														
e. OTHER	\$ 0.00														
f. PROGRAM INCOME	\$ 0.00														
g. TOTAL	\$ 4,662,400.00														
17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO															

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

a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Evelyn Barnes	b. TITLE: CFO	c. TELEPHONE NUMBER: (617) 927-2373
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 12/01/11

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Executive Summary

188 AmeriCorps members will provide in-school and after-school tutoring and mentoring to 6th-9th grade students who are at risk to drop out in 20 Chicago public schools. By the end of the 3-year project period, at least 2,100 students will improve in attendance, behavior and/or coursework in ELA and math and 5,600 students will benefit from targeted services. This project focuses on Education. The CNCS investment of \$2,331,200 will be matched with \$2,331,200.

Rationale and Approach

a. NEED: With more than 400,000 students and 675 schools, the Chicago Public School District (CPS) is the third largest in the country and it produces the fifth highest number of dropouts nationwide. More than 10,400 students in the class of 2011 are projected to drop out, roughly half of 12th grade students enrolled in Chicago's public schools (Education Week, Diplomas Now 2011 ed.). The warning signs begin much earlier. According to CPS' 2010 Freshman Watchman list, just over 72% of 2010 freshman were on track to graduate, an assessment based on 8th grade attendance, Illinois Standards Achievement Test (ISAT) scores and grades. The 13 high schools and 7 feeder elementary (K-8) schools served by City Year Chicago, current and proposed for 2012-13, produce a disproportionate number of Chicago's dropouts. These schools are primarily in turnaround status, managed either by the nonprofit Academy for Urban School Leadership (AUSL) or the CPS Office of School Improvement (OSI). They are located in Chicago's communities of Austin, Garfield Park, Lawndale and Englewood and have a collective student population of about 13,400, of which 98% is minority (African American) and 90-100% low income. The freshman on track rate in these high schools is 61.5%, more than 10% below the district rate, and student ACT scores (which measure Illinois students' college readiness in English, reading, math and science) fall at just 14.8, compared to a citywide average of 17.2 and far below proficiency levels (ranging from 18 to 24 by subject). In the elementary schools, only 45-67% of students are reading at proficient levels. In the high schools, attendance rates range from 66-91.4%, with an average of 77% (one out of four students missing on a given school day) well below district standard of 94.8%. In Chicago, students who lack academic engagement are at greater risk for violence. A 2011 survey of Chicago youth in juvenile detention found that they were overwhelmingly African-American, victims or offenders of gun violence, 26% had dropped out or were expelled from school, and 48% reported that their last report card had no grade higher than a "D". The same study concludes that students start this downward spiral in 8th and 9th grades. (sources: Ander, et al. Gun Violence Among School-Age Youth in Chicago. University

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of Chicago Crime Lab, 2009; www.cps.edu).

City Year Chicago has partnered with CPS to address the dropout rate by targeting high risk populations and providing whole-school prevention and student-focused intervention supports in turnaround and cusp turnaround schools, in Chicago's most distressed urban neighborhoods. According to research completed by Johns Hopkins University and the National Dropout Prevention Center, a students' likelihood of graduating high school can be traced back to school performance as early as sixth grade -- sixth graders who fall behind in the Early Warning Indicators of attendance, behavior and course performance in math or English--the "ABC's" of dropout--have less than a 20% chance of graduating. Students have said their reasons for dropping out include uninteresting classes; failing to keep up with school work; missing too many days; and lack of motivation to work hard. Among the schools to be served by City Year Chicago 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. Our school placement sites will be selected in partnership with CPS' Chief Education Office based on demonstrated need as evidenced in these test scores and performance indicators as well as student demographics, feeder patterns, and school principal interest. (Data sources: "Building a Grad Nation", Balfanz, Bridgeland, Moore & Fox, 2010; "Why Students Drop Out", Bridgeland, DiIulio, and Morison, 2006).

b. VALUE ADDED: AMERICORPS MEMBER ROLES & RESPONSIBILITIES:

****MEMBER DEPLOYMENT:** In 2012-13, City Year Chicago (CYC) proposes to field 188 full-time corps members who will be deployed in teams of 8 members to 20 public schools to provide targeted interventions to 6rd -- 9th grade students. 56 members will serve in 7 K-8th grade schools and 107 will serve in 13 high schools, with team size determined by student population. Each team will be led by a Team Leader, high-performing members serving a second year and selected through a rigorous review process. ****MEMBER ACTIVITIES:** Monday through Thursday, members will implement full-time in-school and after-school education program called Whole School Whole Child (WSWC) at their assigned school. On alternate Fridays, members participate in training and reflection, service planning and documentation, and post-AmeriCorps career planning. Through the WSWC framework, all member activities are designed to address the research-based Early Warning Indicators (EWIs) that predict drop out risk: specifically student performance in attendance, behavior, English and math. 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). ***ATTENDANCE** Activities: members run programs during breakfast and

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conduct morning greeting to welcome students into school, provide homework assistance to discourage absenteeism caused by students 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 follow up with students upon their return to school in 1:1 mentoring sessions. *BEHAVIOR Activities: to improve school climate, members run whole-school programming such as attendance rallies and positive behavior promotions on hallway boards (student of the month, "Caught Being Good"), provide in-class behavior coaching during whole-class support, conduct mentoring focused on behavior and attitude issues following City Year's 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 (such as VIP lounges) to encourage positive behavior. *COURSEWORK Activities: 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, help students complete in-class assignments and stay focused on task, and address behavior issues) and provide homework assistance after school. As a team, members conduct weekly meetings to discuss progress on the EWIs among focus list students. Members meet with teachers 1:1 every week to review the EWIs so as to monitor student progress, identify student needs, and appropriately allocate resources and assign intervention practices. At Chicago Talent Development High School, CYC participates in a formal collaborative school reform initiative called Diplomas Now (DN) -- a national partnership with Talent Development, specializing in school reform (TD); Communities in Schools (CIS) focused on social services support; 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.

**WHY AMERICORPS: Our AmeriCorps program provides a way for CPS to bring human capital into Chicago's schools for 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 2011, 83% of the 81 Chicago teachers who responded to surveys said that their corps members provided essential academic supports that their students wouldn't have received

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otherwise, 81% said corps members improved student motivation to learn, and 87% said members improved student time spent on learning tasks. In an independently-conducted survey, a representative sample of teachers (19) reported that because of corps member support in the classroom, they gained capacity to lecture less and work more in small groups with students (the number of teachers who spend 50% or more time on lecture decreased from 26% to 1%, and those who spend 25% or less time on lecture increased from 52% to 72%) (H. Downs, UNC, April 2011).

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 in class or attend after school 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, 59% of 6th-9th grade students tutored by City Year corps members improved at least one letter grade or maintained on-track performance in English/language arts from start to end of year. Of 6th through 9th grade students 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

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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 and the Idealist's Journey 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, CYC partners with other local AmeriCorps programs such as UIC AmeriCorps Project MORE, Illinois Public Health Association, and Greater Chicago Food Depository. Two CYC members will sit on City Year's national Dean's Council which connects corps from all 21 City Year sites to share in and improve the member experience. One CYC member will be selected for SI's LeaderCorps council. Members are encouraged to enroll in AmeriCorps Alums and City Year's alumni program. CYC helps coordinate Dome Day each year, where representatives of AmeriCorps state programs, VISTA, Learn-and-Serve, and Senior Service Corps unite in Springfield to educate and inform state officials about national service and local program impact.

e. OVERALL PICTURE: CPS CEO Jean-Claude Brizard recently announced directives for new turnaround schools and selection of AUSL and OSI as management. Requirements will incorporate significant investment in wraparound supports such as: intervention and tutoring services for students who need extra support in reading and math, academic after school programs, systems to increase student attendance, satisfaction and decrease misconduct, use of data and formative assessments to

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identify struggling students early, and alignment with Common Core State Standards to ensure rigorous instruction and give students knowledge and skills for college readiness.

(www.cps.edu/qualityschools, Nov. 29 2011). CYC's Whole School Whole Child program supports CPS' 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 both in school and after school, 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 tracked to the Common Core State Standards for ELA and math, and d) as a partner in CPS' 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 transition from elementary to high school, through the critical 6th -- 9th grades. 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 1,000 complete applications by June 30, 2012 (for 11-12 we received 769 applications). As of October 30, 2011, we have received 161 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: 83% college graduates, 10% some college, and 7% high school graduates; ethnicity: 30% Caucasian, 13% Latino-Hispanic, 25% African-American, 9% Asian, and 20% Multi-racial or Other; gender: 50% male/female. In 2011-2012, 60% of CYC's corps comes from in-state. To ensure a diverse pool of candidates, CYC has formed recruitment partnerships with The Posse Foundation, Chicago Scholars, 100 Black Men Chicago, and Offices of Minority Student Affairs or equivalent at University of Illinois-Champaign, Morton College and city colleges in Chicago; as well as DePaul and Northwestern Universities, Evanston Township High School and Little Village North Lawndale High School. **STRATEGIES: City Year Headquarters supplies every City Year site with a standardized Recruitment Manual which includes best practices, procedures, and resources that help City Year Chicago execute an annual recruitment campaign from outreach to admissions. Outreach includes engaging City Year Alumni to recruit by representing the organization, information sessions, open houses, classroom presentations, panels, networking sessions and tabling at community events, college and career fairs. CYC also posts

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the City Year position description on college career center websites. CYC works with City Year HQ's Communications department to create a local advertising campaign in collaboration with national and local sponsors, targeting college students through emails/mailings, campus media, nationally broadcasted television and radio PSAs, local newspapers, and social media. 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 3-day retreat in August (150 hours), a 3-day mid-year Advanced Training Academy (ATA) in winter (24 hours) and trainings on alternate Fridays each 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. In 2010-11, 80% of 81 teachers reported that corps members were well prepared for the academic work they did with students.

****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 schoolhouse observations. BTA training topics include: operations, disaster preparedness (emergency plans, CPR etc.), City Year's leadership development program, community asset mapping, state of education in America and in the local community, diversity awareness (inclusive leadership, multiple intelligences, disability communities), and team building. Specialized trainings for working in CPS

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schools include school observations, safety and accountability; teacher relationships, child development, mandated reporting, classroom management, lesson design and planning, tutoring techniques, documentation of service; and individual, team, and site AmeriCorps goals. Trainings are facilitated by accredited City Year staff, CPS officials and experts (Office of Safety and Security and certified Conflict Resolution Specialists). Please see section (i) for further description of tutor training.

****ON-GOING TRAINING:** The Friday trainings alternate between service improvement, tutoring techniques, the Idealist's Journey curriculum and the Leadership After City Year program. During the week, City Year Program Managers work with Team Leaders to conduct observation and coaching sessions that help members understand instructional models, tutoring techniques in ELA and math, behavior management, use of data to drive decisions, building teacher relationships 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 (8-18 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 per week 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

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coaching and short, quarterly trainings on new elements of service platforms. **SUPERVISOR OVERSIGHT: Day to day supervision of the Program Managers is provided by CYC's Program Director, together with CYC's Director of School Partnerships and Director of School Implementation. PMs meet with their supervisor once a week in a one-on-one setting and weekly in a large group setting. This staff team conducts weekly observations in-school and after school to check effective practice to give PMs and members feedback, gauge team dynamics and determine additional training needs. PMs meet with their school staff liaison twice each month, with the Program Director monthly, and with CYC's Director of School Partnerships and school principals formally 3x per year during each 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 2,100 6th - 9th grade students. CYC will enroll 1,800 students annually in targeted supports, and benefit 4,000 students altogether through whole class/school climate initiatives.

**DEMONSTRABLE IMPACT: Under this application, we anticipate that 1,800 targeted students will be enrolled in our academic, behavior and attendance programs each year, of which 1,400 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, at least 700 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: Students are selected for Focus Lists using baseline EWI data provided by CPS' Department of Graduation Pathways at the start of the school year, including average or below average performance on formative assessments, a D or lower 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 start/end of year 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

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performance. Student level attendance performance and academic scores are analyzed by CYC's Director of School Partnerships. Detailed per-student reports are given to PMs every month to assess individual student progress. 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 Serve Illinois' reporting schedule. ****PERFORMANCE MEASURE SELECTION:** We are opting into the AmeriCorps Tier 1 national standardized performance measure for improvement in academic achievement (ED5) and engagement (ED27) with ED1 and ED2. Targets were developed by using a 10:1 student to corps member ratio (excluding 20 Team Leaders). Improvement in 9th grade attendance is assessed either by achieving a 90% attendance rate or the individual school's target attendance rate; or for 6th-8th grade students, making significant improvement year-over-year. Improvement in English and math is assessed through course grade improvement, on-time course completion (for CPS, meaning a passing grade of D or higher), and performance on formative assessments across two data points during the academic year. A strategy to measure behavior improvement is currently under development, including observation tools to (e.g. a socio-emotional rubric), and school records. ****TRACK RECORD:** CYC AmeriCorps members have provided WSWC services in 23 Chicago public schools since 2009 to more than 2,400 students in grades K-9. Between 2008 and 2010, prior to our shift in focus to 6th-9th grade students, CYC members tutored 1,239 1st-3rd grade students who were one to three grade levels behind in reading. Based on a formative reading benchmark assessment, 692 students (56%) improved by a full grade level or more, and 1,111 (90%) made measurable improvement. In 2011, members provided over 84,000 hours of interventions (attendance, behavior and course performance) in 13 schools to 1,204 targeted 6th-9th grade students. Of these, 379 received tutoring in ELA or math, and 333 received at least 15 hours of tutoring. Of the 333 students, 89.5% [298 students] increased course grades by a grade level or maintained benchmark. Members also provided nearly 7,000 hours of attendance support and over 9,500 hours of behavior coaching.

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

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beneficiaries, and improving our member experience. A Civic Engagement team of 5 members, supervised by a Civic Engagement Manager, designs, plans and leads CYC's volunteer recruitment for projects throughout the year, including WSWC events, corporate service days, community service events, Opening Day and National Service Days (MADD, MLK Day) . 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, such as YWCA, Salvation Army and Teamwork Englewood. In 2012-13, CYC expects to engage 2,000 volunteers to provide 10,000 hours in 13 one-time projects (approximately 10 volunteers per corps member who participate in a 5 hour event). Over the past two years members have successfully engaged 4,035 volunteers of all ages, to participate in service projects to benefit partner schools.

****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 professional development training in

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ELA/Math tutoring strategies led by renowned educator Dr. Bobb Darnell (President of Achievement Strategies, Inc.) on how to create structured tutoring environments while employing research-based practices. Advanced trainings on the WSWC service model are held during the Advanced Training Academy and throughout the year, members receive regular observation and coaching on tutoring delivery from PCG, CYC staff and/or school staff. ****METHODOLOGY:** CYC members will implement research-based methodologies that align with each school's instructional practice, including Math Thematics, Scholastic Reading Series with READ 180, Prentice Hall Algebra, McDougal Littell Language Arts, novels and articles used within a Balanced Literacy Framework., and City Year's CY Fluency and Comprehension Frameworks, which utilizes literacy protocols in fluency, vocabulary, and reading comprehension and 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 daily in small group settings (1:4-5 students per member) inside and outside the classroom, for up to 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:** CYC's Program Managers conduct periodic in-school observations and feedback, and Team Leaders provide critical coaching support. Members receive supplemental supervision from the Director of Service Implementation, 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 Chicago was founded in 1994 and since then has enrolled 1400 AmeriCorps members to serve in Chicago schools and implement our volunteer programs. ****CONTACTS:** Primary: Evelyn Barnes, Chief Financial & Administrative Officer, City Year, Inc. Secondary: Lisa Morrison Butler, Executive Director, City Year Chicago. ****FEDERAL**

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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 \$19.9 million in non-AmeriCorps revenue (including \$14 million in net assets such as an endowment, property and equipment, etc.).

Since inception in 1994, CYC has raised more than \$41 million to support 1,400 AmeriCorps

members. ****FUNDING SOURCES:** CYC's primary sources of revenue are local affiliates of private companies, foundations, individuals and state agencies such as CPS and the Chicago Transit

Authority.. Over the past 2 years, approximately 64% of this diversified local funding has come from private and other public sector sources: 41% from corporations (\$2,600,000), 11.3% from state and local public sector sources (\$683,000), 22% from foundations (\$1,300,000), and 6% is private donors (\$411,000). ****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 operating budget of \$87M, of which CYC's total budget accounts for less than 6%. For 12-13, the attached program budget represents approximately 47% of the total projected operating site budget for City Year Chicago. ****CNCS 5-YEAR**

SUPPORT: Since 2007-08, City Year Chicago has received \$6.3M through Serve Illinois, including \$704,000K 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 Chicago maintains a 24-member Site Board, which is chaired by Kenneth "Casey" Keller Regional President for North America Wm.

Wrigley Jr. Company. CYC's Board focuses particularly on the CPS partnership, reviewing impact

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results quarterly and managing relationships with CPS senior leaders. Former Board chair Beth Swanson was recently appointed by Mayor Emanuel as Deputy Director of Education.

****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 to meet AmeriCorps program requirements. City Year's 10-11 Financial Statements and A-133 Audit show no findings or material weaknesses. ****STAFFING:** All site based staff directly support our AmeriCorps program by recruiting the corps, managing the corps program, managing services provided, raising funds, or supporting operations. As such, City Year Chicago's 2012-13 staff structure is split into 4 functional departments: Executive & Operations (4 positions), Program & Service (18 positions), Recruitment (5 positions) and Development (5 positions). 25 of the 32 FTE positions are captured in the proposed grant budget. In 12-13, in order to accommodate the growth in corps, we will be adding 4 Program Manager positions to our current Program & Service department. **KEY STAFF PROFILES:** *Executive Director: LISA MORRISON BUTLER joined CYC in 2004. She 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. Morrison Butler was the founder and President of TRACE, Inc. and brings over 10 years of marketing and corporate communications experience gained while holding executive positions with SBC Ameritech and the CBS Radio Networks. *Deputy Director: ANDY TOUSIGNANT manages Operations, Site Budget and Program & Service functions, ensures program

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adherence to model, goals, compliance and quality of member experience. Tousignant served with United Health Group for 18 years, leading the 70,000-person volunteer force and corporate social responsibility division. *Director of School Partnerships: AMANDA GLASCOTT joined CYC in 2007 and manages all aspects of CYC's CPS partnership including principal and district relationships, all contracts, and shares supervision of all Program Managers. She oversees all service training, evaluation and quality of WSWC implementation. Glascott is a former CPS teacher and literacy specialist, and holds an Master's degree in education from University of Illinois, Chicago. *Senior Program Director: JEWAN GARNER provides daily supervision of CYC's current corps (145 members). Garner is responsible for all aspects of team management and member experience, including training, leadership development, performance evaluation, administration, and compliance. An AmeriCorps alumnus, this is Garner's 11th year with City Year including 8 years of experience as a Program Director. *Director of External Relations: JOHNNY BARR manages a year-round recruitment cycle that processes over 700 applicants annually. Barr 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. This is Barr's 10th year with City Year. *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: 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 Serve Illinois' annual Springfield trainings, and attends regular cross-City Year 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 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.

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With guidance from community partners, such as CPS and 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 Serve Illinois. CYC's Director-level and Program staff meet weekly to discuss issues and challenges. The Program Director conducts weekly check-ins with the Program Managers and issues that cannot be solved locally are elevated to CYHQ or Serve Illinois 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 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 The Chicago White Sox, BMO Harris, The Northern Trust, The Alter Group, Exelon Foundation, CSX, Comcast, McCormick Foundation, the United Way and Deloitte. To engage private individuals, CYC maintains Leadership Giving Circles that recognize and promote different levels of individual giving. Through these tactics, CYC has developed meaningful partners with individuals at the CEO level like David Neithercut (EOR), Kent Dauten (Keystone Capital), William Osborn (Northern Trust), and Michael Alter (The Alter Group), also CYC's founder. **COMMUNITY PARTNERS: CYC's primary stakeholders are our site advisory board, CPS, our individual school service partners, administration and teachers, local government and city agencies, our funding partners, our corps members, student beneficiaries and their parents. CYC leadership meets with individual school partners throughout the year and collectively at year end, and with CPS central office staff (Office of Pathways to College and Career, OPCC) three times per year to set goals, make timely course corrections and review outcomes. CYC's executed Agreement with CPS for 2011-14 specifically outlines growth expectations per year, with teams placed in 20 schools in FY13 and up to 35 schools in FY14. The CPS relationship, launched in 2001, has matured to incorporate a multi-million dollar, 3-year funding agreement (projected at \$3M for FY13), programming, shared access to professional trainings and student level

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data, and public commitment to CYC's goals for student achievement. The Academy for Urban School Leadership (AUSL), a nonprofit responsible for managing turnaround schools, has partnered closely with CYC for the past four years with team placements growing from 2 schools to 9 schools in FY12. AUSL has been recognized for increasing student achievement levels dramatically at Morton, Howe, Sherman and Harvard elementary schools -- all of which CYC has served in for the past 4 years. AUSL, appointed by CPS to turn around six schools next year, publicly considers CYC to be integral to turnaround strategy has requested CYC teams in most of the new locations. Besides these key relationships, over 10 years CYC has continued to build a mutually beneficial relationship with the Chicago Transit Authority (CTA), which provides transit passes to all members, an in-kind donation valued at \$105,000 for CYC's 145 members this year. Members serve as ambassadors for projects and citywide events, to help CTA meet its public service and safety mission.

c. COMPLIANCE & ACCOUNTABILITY: **PARENT ORGANIZATION: City Year Headquarters (CYHQ) provides policy and oversight of the AmeriCorps program through multiple means such as automated systems, policies, standard operating procedures, training, document audits, site monitoring visits, memorandums of understanding, and customer service for any questions. We have an annual monitoring plan that includes a risk-based approach and is specific to the AmeriCorps program. The plan is implemented by the Government Relations department in collaboration with the Finance and Regional Site Operations departments. **PREVENTION: Contract management, training, and automated systems are our primary means of prevention. For example, our electronic member on-boarding system 'stops' processing at key points if data is not entered or accurate, e.g. social security numbers are verified through the federal eVerify system and the process stops if the member does not sign the Member Service Agreement. School partner agreements and the Member Service Agreement contain the Prohibited Activities and staff, school partners and members receive training on the Prohibited Activities during orientation. All contracts with a third party are reviewed and signed by the office of Chief Financial Officer. **DETECTION: CYHQ utilizes desk audits and site visits to ensure the program is being implemented as designed. Automated systems, such as ADP for payroll, detect when signatures are not present and stop the payroll or on-boarding process until signed. The member position descriptions are approved by the National Program Director and checked for Prohibited Activities. CYHQ's policy on non-partisanship includes a reporting structure for questions and issues. **ACCOUNTABILITY: CYHQ's office of Regional Site Operations issues a monthly dashboard that addresses performance indicators for each site for the prior month, e.g. revenue raised, expenditures, recruitment, retention, AmeriCorps compliance, and service and

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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 Serve Illinois State Competitive Grants (#09ACHIL0010001), CYC filled 100% of awarded MSY in 09-10, 10-11, and 11-12, including 35 ARRA positions awarded in 2009 and 20 supplemental positions awarded in August 2011. CYC strong recruitment team and systems has resulted in 100% enrollment even with incremental growth, enrolling a total of 125 FT members in 09-10, 125 FT in 10-11, and 145 FT in 11-12. **RETENTION: CYC has consistently maintained an average 94% retention rate for the past three years, demonstrating solid selection processes and program management, and is well prepared for further growth. In 10-11, CYC achieved 94.5% retention. Of the six members who exited without awards: 1 left to pursue a job opportunity; 2 resigned due to stress or personal health issues, and 3 resigned due to poor program fit. To improve retention CYC Directors will increase oversight of Program Manager 1:1s with members and facilitate team dynamics feedback sessions, and add special focus on reflection and leadership development sessions that connect members' experience to career path.

e. PERFORMANCE TARGETS & COMPLIANCE: **TARGETS: City Year Chicago has met all but one AmeriCorps performance measure in the past three years, including all components of two fully aligned CNCS National Priority performance measures in Education in pilot year 2010-11 (Attendance and Academic Improvement). As a result of the pilot improvements to student Focus List Selection process were identified on how to target the right students sooner, taking into account complex school environments, fluctuating student enrollments and CPS teacher placements, and working closely with schools to institute protocols for scheduled time with individual students. These learnings are critical for CYC to achieve the efficiencies necessary for planned growth. **COMPLIANCE: In 2010-11, all members were enrolled and exited within 30 days. In Serve Illinois and City Year, Inc. desk audits (for example, of member midyear evaluations, April 2011), no areas of weakness were identified.

g. OPERATING SITES AND MEMBER SERVICE SITES **SERVICE SITES: As an operating site for the City Year, Inc. parent organization, City Year Chicago maintains a single local headquarters from which teams of members are deployed to one of 20 school service sites. In 2012-13 teams will be assigned to 6 AUSL schools (Deneen, Herzl, Marquette, Piccolo and Staff Elementary/K-8 schools and Orr High School); in 7 high schools overseen by CPS' Office of School Improvement (CVCA, Harper, Kelvyn Park, Tilden and 2 additional high schools which will be selected by mid-July, 2012); in 2

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traditional high schools (Manley and Robeson); 2 traditional elementary schools (Lafayette and Saucedo Elementary/K-8 schools) and in 3 Diplomas Now partner schools - Chicago Talent Development, John Hope and Gage Park High Schools. **SELECTION PROCESS: New elementary and high school service sites will be identified based on AUSL and CPS preference, drawing from turnaround schools recently identified by CPS and including two traditional high schools. Target schools selection is based on a complex rubric which analyzes many factors including school leadership, performance indicators such as student ISAT test scores, ACT scores and graduation rates, access to student level data, etc. Final partner schools selection will occur in collaboration with CPS and AUSL administrators, school staff and informed by community input, by June 2012. 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 Chicago Public Schools since 2001. CYC completes annual district memorandums of understanding and school level agreements that outline roles and responsibilities and includes a financial schedule, activities and responsibilities, agreements around data collection and usage, supervision and monitoring expectations, training expectations, space allocation, and division of duties between City Year and school staff.

Cost Effectiveness and Budget Adequacy

- a. COST EFFECTIVENESS: City Year Chicago respectfully requests a grant award of \$2,331,200 at a cost/MSY of \$12,400 and a dollar for dollar match of 50%. Our 2012-13 diversified revenue plan supports growth to 188 corps members and we have identified 100% of our match sources, including a \$3,000,000 commitment from CPS.
- 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 145 to 188 MSY and related costs, and taking into consideration with demand from CPS and one-time funding from the City of Chicago, we amended our base grant of 125 MSY to include 20 no-cost supplemental slots in August 2011. In total the proposed budget includes a \$781,200 increase in grantee share from \$1,550,000 in 2011-12 to \$2,331,200 in 2012-13. Our three-year growth strategy includes expansion to 35 schools and presumes increasing levels of investment per member and per team from CPS, the private sector, and individuals. Our cost planning uses our baseline AmeriCorps structure to leverage maximum community investment in our outcomes and build sustainability.
- d. BUDGET ADEQUACY: City Year runs a single program (AmeriCorps) and therefore all costs

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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 Serve Illinois 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 a portion 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 23% 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 \$2,331,200, 68.81% (\$1,604,187) 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).

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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 1- Part A Personnel: The Director of External Affairs does not appear in the grant budget as the primary function of this position is fundraising for City Year Chicago's operating budget, which is an unallowable expense.
2. Sec 1- Part C Staff Travel: Travel to CNCS sponsored meetings itemized in budget.
3. Sec 1-Part C Member Travel (Transit Passes): Public transportation passes are included as part of the benefits package for to corps members and staff. A 30-day CTA pass costs \$86. Members are provided monthly passes at no cost to the member for the term of their enrollment and allow for the member to travel between their service location, City Year office, locations for training events and locations for volunteer service projects.
4. Sec1 -- Part C Member Travel (Buses): Description has been itemized. Buses are used to transport the entire corps of 188 members when public transit is not available or practical.
5. Sec 1 -- Part G Member Training: Training costs do not exceed the \$750 daily rate. Training costs are for conferences, retreats and workshops and a majority of the costs support lodging, space and equipment rental (e.g. projectors, sound systems) for sessions, and registration fees.
6. Sec 1- Part I: Other Program Operating Costs:
 - a. Criminal History Checks: The 65% rate is a pro-rated amount based on the AmeriCorps budget of the programmatic costs to the whole site budget.
 - b. Membership dues: This has been removed from the budget.
 - c. Telecommunications: Budget is based on historical costs. Members utilize cell phones to support student engagement activities (attendance and behavior). Members call a student's home whenever the student is absent from home and conduct positive phone calls home, at least once per month, to

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recognize good behavior and progress. A dedicated phone line increases communication between the team, the Team Leader and the Program Manager. Additionally, program issued cell phones increase safety during the afterschool space when offices at schools with phones may not be easily accessible in case of emergency.

d. Equipment Rental: Leasing copiers and computers has proven to be more cost effective in terms of maintenance, repairs, and replacement of non-working machines. Leasing allows for equipment to be replaced with newer machines every three years, thereby ensuring that City Year equipment is up to date with current technological standards.

e. Recruitment Advertising: The printing allocation for recruitment covers hardcopies of applications, information brochures, tear cards, and other collateral materials that are handed out at recruitment events, career fairs or on request and letterhead for acceptance letters, welcome packets etc..

Recruitment advertising costs registration fees for setting up a booth at career fairs, posting AmeriCorps opportunities on job sites such as idealist.org and opportunityknocks.org, and advertising in a large and high demand urban environment (e.g. we have to advertise in multiple small circulation community newspapers including Spanish language, minority community papers and college newspapers from top feeder schools to reach target demographics).

7. Sec 1-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.

PROGRAM CLARIFICATIONS:

- Access to Student Data: Shared data agreements are written into our agreements with the Chicago Public Schools district and school partners to ensure we have access to student level data. Within the contract, we maintain an agreement for data use, data access, acquisition and requirements, and the coordinated data review process. From the district, we receive identified, student-level data for all students in partner schools in the areas of: enrollment, demographics, attendance, course performance and test scores. Each school also provides any student-level formative data necessary for

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the implementation and evaluation of the program.

- Alternate Fridays: On days that members are not participating in training and reflection, they are planning for school service and events (e.g. developing lesson plans for afterschool or securing resources or space for an evening parent engagement event), meeting with team members and City Year staff to discuss and problem solve service, implementing service projects that engage volunteers, or planning for their life after City Year.
- Report Card Conferencing (RCC): The RCC program is a structured brief conversation following standard prompts between an adult and an individual student about the student's grades, progress, and action plan for improvement. This program allows for the student to objectively discuss their performance as a whole (all classes) with an impartial adult and does not duplicate or replace discussions the student has with individual teachers regarding class performance. Conversations occur twice a year in schools with a trimester system and 3 times a year in schools with a quarter system. The program aligns with our WSWC program by increasing corps member awareness of individual student needs as a whole, supports student level goal setting, is relevant to the schools, and builds school capacity through direct service.
- Program Manager Supervision Structure: Program Managers provide direct supervision to two corps member teams (18-20 members total). The Program Director has direct supervisory authority over the Program Managers for day to day member management however is supported by the Director of School Partnerships and Director of School Implementation with issues regarding managing constructive school relationships and implementing member direct service activities in the school setting.
- Parent Participation and Engagement: At the beginning of the program year, Program Managers send letters home with the students participating in our programs which introduces the family to the City Year program, services that are available to the student and contact information for questions. Corps members, in partnership with their teachers, are encouraged to speak frequently with the parents and guardians of students they support. As part of our program model, members conduct positive phone calls home to students on their Focus List to let them know of the child's progress. For students receiving interventions in attendance, members call home whenever the student is absent. Members organize parent engagement events outside or regular school hours (e.g. literacy nights, weekend or holiday service projects, student talent shows, attendance recognition events, etc.) that provide the opportunity for the parent or guardian to engage in the school during hours convenient to them. Our afterschool programs are enrollment based and require the parent or guardian to complete

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documentation prior to enrolling their child in our program.

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

PERFORMANCE MEASURE CLARIFICATIONS:

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

ED1 -- 1,871 students will be enrolled in Academic Programs (student to member ratio = 10:1).

ED2 -- 1,403 students will complete requisite dosage in either ELA or math tutoring, or attendance or behavior interventions (75% of students enrolled).

ED5 -- 365 students who complete ELA or math tutoring (50%) will improve performance.

ED27 -- 702 students who complete attendance or behavior programs (50%) will improve performance.

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

All City Year sites use a centralized intervention management platform called "cyl impact" 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

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

3) Course performance removed from ED27.

4) Academic Improvement, ED5, outcome measure added.

Because members spend a significant portion of their day providing tutoring support, as well as interventions designed to improve 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.

5) Explanation of ED1 and ED2 targets provided below.

ED1 reflects the number of unique students assigned to corps member focus lists. One member will have 3-4 focus lists (one per intervention, e.g. in ELA, math, attendance) with students frequently overlapping on lists. Based on our experience from the past two years under the National Performance Measure pilot, the number of students a member can work with regularly throughout the school year, takes into account school factors, student and corps member schedule, budgeted time per intervention, and time spent in whole class support.

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 number of students and 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,

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where it may take between 10-30 days before students are identified for intervention which affect the student identification process. CYC intentionally waits until the second week of October (week 5 in schools) to solidify the focus lists so that the "right" students are being served. Other variables can include new school partnerships and variation among school needs. For example, high schools request greater levels of assistance getting students to complete in-class assignments, homework, and on-time school arrival and whole class support is common; elementary schools are structured more for small group work. These factors will impact the total number of focus list students per member.

Student schedule: In Chicago Public Schools middle/high school students follow individual schedules, which limit the number of students a corps member can work with (for example, for students with individualized schedules, member time will be absorbed in multiple teacher meetings). Cohort-based students provide a more efficient framework, allowing a member to work with more students.

Another limiting factor within student schedules is that if a student receives 90 minute of ELA time per day (7 hours per week), the intervention time already represents about 7% of total ELA instructional time.

Member schedule: ED1 is also a product of corps member capacity. All teams participate in comprehensive school turnaround partnerships, meaning that as part of their regular day they provide whole class support, school climate improvement and extended day learning time activities that benefit students beyond their assigned focus lists. Other activity examples include morning greeting, phone calls home for non-focus lists students, attendance assemblies and incentives and ensuring safe and structured recess. These supports are designed to improve the overall learning environment in the classroom and school.

Whole school and whole classroom support: Importantly, teachers are able to spend more time providing differentiated instruction because of member support in the classroom. Members help keep students on task, work with small groups, and support positive behavior. In an independently-conducted survey, a representative sample of teachers (19) reported that because of corps member support in the classroom, they gained capacity to lecture less and work more in small groups with students (the number of teachers who spend 50% or more time on lecture decreased from 26% to 1%, and those who spend 25% or less time on lecture increased from 52% to 72%) (H. Downs, UNC, April 2011). The total number of classrooms and/or cohorts receiving support from CYC teams is 150, with a total student population of 3,000, of which focus lists students comprise 60%. Member capacity is

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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 6-9 students in course performance, and 4-7 students in attendance and behavior. It is difficult to predict individual student needs in advance, and our goal is to help students who are typically 2-3 grade levels behind and have been for years, to "catch up and keep up". Therefore our targets assume minimal student shift during the year. As noted, one student may receive multiple interventions.

A typical member day is outlined in the proposal. Per intervention, member time is budgeted as follows: One on one and small group tutoring typically occurs 2-4x per week, for 15-30 minutes per session depending on tutoring curriculum, for the full school year unless the tutoring curriculum is semester-based. Attendance and behavior supports occur daily (4x per week), throughout the day for a minimum of 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.

6) Explanation of ED27 targets provided below.

The target value for ED27 originally incorporated student improvement in three areas, course performance, attendance and behavior. As noted, our revised measure now includes two distinct outcomes, ED5 and ED27. Of students who receive sufficient dosage, we expect 50% of 6th-9th grade students to improve in course performance; and 50% to improve in attendance, 75% to improve in behavior. These percentages (apart from behavior, a pilot in FY13) 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

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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.

7) 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 significant change. CYCHI Focus list students in 16 schools began with 87.4% attendance rates in 2011.

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

Benchmark assessments for students enrolled in ELA and math tutoring will come from two Chicago Public School District assessment tools. For 6th-8th grade, we will use NWEA, administered 3x/year, with baseline data collected in October. Progress is measured based on numeric score improvement. 50% of students will meet their target numeric score on NWEA, and 25% will exceed their numeric target. For 9th grade we expect to use EXPLORE assessment, administered 2x/year. 50% will

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improve numeric score by 1 point, 25% will improve their numeric score by 2 points.

9) Update on instruments to measure behavior provided below.

CYC plans to pilot a social-emotional learning assessment, the Devereux Student Strengths Assessment (DESSA) in FY13. DESSA is a standardized, norm-referenced behavior rating scale that assesses social-emotional competencies. It is a student-focused tool that teachers complete on a per-student basis and queries increase in eight positive behaviors. CYC will assess composite and per indicator change, using FY13 to develop an appropriate expectation for student increase.

10) Explanation of tutoring dosage provided below.

Research indicates that effective intervention time should be at least 30 minutes in length and should occur three to five times each week. A minimum of 16 data points at two assessments per week are needed in order to provide reliable slopes with which judgments of student progress can be made. Therefore, if data are collected twice each week, a total of 8 weeks' worth of data would be needed. More weeks would be needed if data are collected on a less frequent basis (Christ, T. J., "Short-term estimates of growth using curriculum-based measurement of oral reading fluency: Estimating 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. In FY11, our experience validated our dosage targets, for example, of 333 6-8 grade students receiving sufficient tutoring (of a total 379 enrolled), 89.5% (298) improved literacy skills.

Continuation Changes

n/a

Required Documents

Document Name

Status

Evaluation

Sent

Labor Union Concurrence

Sent