

# 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:

07-DEC-11

STATE APPLICATION IDENTIFIER:

2b. APPLICATION ID:

12AC135014

4. DATE RECEIVED BY FEDERAL AGENCY:

FEDERAL IDENTIFIER:

12ACHNY0010002

### 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: Itai Dinour  
TELEPHONE NUMBER: (646) 452-3626  
FAX NUMBER: (212) 647-9744  
INTERNET E-MAIL ADDRESS: idinour@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 Diplomas Now/New York

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

West and Central Bronx, New York City, NY

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	\$ 460,000.00
b. APPLICANT	\$ 460,000.00
c. STATE	\$ 0.00
d. LOCAL	\$ 0.00
e. OTHER	\$ 0.00
f. PROGRAM INCOME	\$ 0.00
g. TOTAL	\$ 920,000.00

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:

12/06/11

# Narratives

## Executive Summary

40 AmeriCorps members will implement Diplomas Now, providing tutoring and mentoring as part of a comprehensive support program for 9th grade students who are at risk to drop out in 3 public schools in West/Central Bronx, NYC. By the 3-year project period end, 300 students will improve in attendance, behavior, and/or in English and math and 790 students will benefit from targeted services. This project focuses on Education. The CNCS investment of \$460,000 will be matched with \$460,000.

## Rationale and Approach

a. NEED: Located in West and Central Bronx. the contiguous Community Districts of B3 (Morrisania), B4 (Concourse), B5 (University Heights), and B6 (East Tremont) face some of the most pronounced challenges in New York City. Among NYC's 59 Community Districts these neighborhoods rank 1st-5th in percentage of households in poverty, youth and adult unemployment, families in homeless shelters, incidents of abuse and neglect, and arrests. In West/Central Bronx's three school Districts (9, 10 and 12), District 9 has the highest percentage of students eligible for free lunch (94%), while District 10 ranks sixth (87%) out of the City's 32 districts. The New York State Department of Education recently classified nine schools located in Districts 9, 10 and 12 as "Schools Identified for Persistently Low Achieving" (SIPLA), a designation attached to schools with the lowest combined performance on New York State's English language arts (ELA) and mathematics tests, which are in the bottom 5% of Title I schools and/or have graduation rates below 60%. Students in West/Central Bronx's District 9 show the second lowest performance on State reading and math exams. District 12 ranks third lowest on reading exams and fourth on math exams; and District 10 ranks sixth lowest on reading exams and the fifth lowest on math exams. Among more than 28,300 6-8th grade youth in these communities, two-thirds (63%) are not meeting State and City reading standards, while half (45%) are not meeting math standards. Across Bronx high schools, more than 24,000 students fail to meet graduation requirements and over 9,500 drop out each year. According to research completed by Johns Hopkins University, a student's likelihood of graduating high school can be traced back to school performance in ninth grade and as early as sixth grade -- sixth graders who fall behind in the Early Warning Indicators (EWIs) of attendance, behavior and course performance in math or English have less than a 20% chance of graduating. (Data Source: Citizen's Committee for Children, Keeping Track of New York City's Children, 2010; "Building a Grad Nation", Balfanz, Bridgeland, Moore & Fox, 2010).

The New York City School Department of Education has established a multi-year partnership with City Year New York (CYN Y) to address the dropout rate by targeting high-risk populations in NYC and providing whole-school prevention and student-focused intervention supports. CYN Y is an AmeriCorps program with 254 full-time members (under a separate AmeriCorps contract #09ACHNY00100012),

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which will serve as host organization for 40 additional corps members accrued through City Year Diplomas Now/NY. Diplomas Now is a national school turnaround initiative that unites the strengths of City Year with two other national nonprofit organizations, Communities in Schools (CIS) and Talent Development of Johns Hopkins University (TD) under a common mission and core approach to keep students in school and on track to graduate. In partnership with school administrators and teachers, the Diplomas Now collaboration works to reduce the number of students exhibiting early warning indicators through comprehensive school improvement strategies (provided by Talent Development), integrated student supports (provided by Communities in Schools) and AmeriCorps members as tutors, mentors and role models who deliver academic and social emotional supports to targeted students (provided by City Year corps members). Criteria for schools to be served by Diplomas Now teams are outlined in "Member Service Sites" in Organizational Capacity section.

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

**\*\*MEMBER DEPLOYMENT:** In 2012-13, City Year Diplomas Now/NY requests to field 40 full-time corps members, who will be deployed in teams of 12-15 members, to 3 SIPLA-designated high schools. Each of the 3 teams will be led by two Team Leaders and include one additional corps member returning for a second year to help mentor and coach first year corps.

### **\*\*MEMBER ACTIVITIES:**

Monday through Thursday, City Year Diplomas Now (DN) members will implement our full-time in-school and after-school education program called Whole School Whole Child (WSWC) at their assigned school. Through the WSWC framework, all DN 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 DN member maintains an active 'focus list' of a minimum of 5 students who receive strategic and targeted interventions that address the EWIs. On two Fridays each month, DN members participate in training and reflection, service planning and community mapping, documentation activities and post-AmeriCorps career planning jointly with the City Year New York corps. For the remaining two Fridays, they provide in-school service to students and conduct lesson planning.

\*Activities in ATTENDANCE: DN members run programs during breakfast and conduct morning greeting to welcome students into school, run attendance appreciation and recognition programs, provide homework assistance to discourage absenteeism based on not being prepared, facilitate after-school student interest and service-learning clubs to develop student engagement with their school, facilitate report card conferencing, and conduct phone calls home if a student is absent or frequently tardy.

\*Activities in BEHAVIOR: to improve school climate, DN members run whole-school programming

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such as positive attendance and anti-bullying rallies, family engagement nights, achievement recognition programs and student social events. For targeted students, members provide in-class behavior coaching during whole-class support, conduct mentoring focused on behavior and attitude issues (may include lunch-time mentoring program), conduct behavior check-ins with students, and run recognition and incentive programs.

\*Activities in COURSEWORK: For focus list students, DN members provide small-group tutoring in English and math using research-based protocols. They follow a cohort of students (including those on their focus lists) throughout the day, to provide whole-class support in English, math, social studies and science classrooms (such as answer questions, keep students focused on task, and address behavior issues), facilitate study skills coaching through "Freshman Seminars" and provide homework assistance. DN members meet weekly with teachers to discuss progress on the EWIs among focus list students. As a team, DN members attend weekly instructional team meetings organized by a School Transformation Facilitator (STF) from TD for all DN partners alongside teachers and specialists to discuss students' progress, responses to specific interventions and to identify strategies to accelerate student growth.

\*\*WHY AMERICORPS: The AmeriCorps program component of the Diplomas Now model provides a way for school districts to bring critical human capital into their schools, at a scale that matches the level of student need, to provide comprehensive support structures that target students at-risk to drop out and provide teachers with 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 hours a week and only provide one type of intervention, through the City Year 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. Working closely with students every day, City Year DN members implement TD school reform initiatives (such as improved curriculum or cohort scheduling) and help identify needs and leverage CIS resources to support students who require in-depth social services. The value of the City Year component to the students is evident in recent surveys of City Year New York's teachers. In 10-11, 86% of the 190 3rd-9th grade teachers who responded to surveys said that their corps members increased students' active engagement in learning, 85% said that corps members increased student time spent on learning tasks, and 80% said that the corps provided essential academic supports that their students would not have received otherwise.

EVIDENCE-BASED: The Diplomas Now 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, City Year DN

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members deliver preventative interventions to low to moderate risk students (Tier I support) and targeted interventions to moderate to high risk students (Tier II support), with CIS providing social services referrals or other resources for greatest risk students (Tier III support). Importantly, because Diplomas Now is the focus of a 5-year, randomized study which will evaluate the impact of the collaborative's human capital investments in failing schools (discussed under Evaluation Plan), the program will help answer the pressing national question of what it takes to transform the nation's lowest performing school in an effective and replicable way.

The portion of Diplomas Now that focuses on targeted interventions in attendance, behavior and tutoring in English and math--City Year's Whole School Whole Child (WSWC) program--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 (Balfanz, Bridgeland, Moore and Fox, 2010). Preventive interventions, such as classroom support and extended learning, increase 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 to first line, interim and ultimate outcomes for school success, was developed through a process led by the external evaluating firm Brett Consulting Group. Across City Year, Inc.'s network of 21 operating sites nationwide, 86% of grade 3-5 students tutored by City Year AmeriCorps members improved raw literacy scores in 2011 (90% in 2010). Of grade 6-9 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: DN members will participate in all City Year New York (CYN) trainings, reflection and opportunities to build AmeriCorps identity, alongside the CYN corps. 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

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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 CYN's Opening Day, all members participate in a swearing-in ceremony. The AmeriCorps logo is included on member uniforms, name tags and business cards, City Year recruitment materials, our website and on signage at CYN's offices and service locations, including those under Diplomas Now. 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. CYN partners with other local AmeriCorps programs for service on 9/11, Martin Luther King, Jr. Day, and four borough-based CYN Community Service days each year. At least 50 members attend New York State's AmeriCorps Kick-Off in Albany. All members participate in joint trainings with other AmeriCorps programs such as Ramapo, ReServe and SEEDCO and CYN hosts other programs at our office when space is available for events or trainings. Two CYN members 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 Diplomas Now collaboration and CYN's Whole School Whole Child program supports the NYC Department of Education's district-wide school reform to increase graduation rates and improve college readiness, as well as the New York State Department of Education's priority to advance college and career readiness standards through the Common Core Standards. Our support for these initiatives includes a) utilizing an EWI approach to identify students who are struggling and at risk of dropping out and providing these students with the right interventions in tutoring and mentoring, b) increasing teachers' ability to provide differentiated instruction to all students by lowering the student-to-adult ratio, c) extending the learning day by up to eight hours each week through free homework support and afterschool programming, d) providing research-based, comprehensive instructional supports that draw from the State Common Core Standards, e) creating a welcoming school climate through student assemblies, family engagement events, structured recess and school-wide service projects, and f) as a partner in NYC/DOE's efforts to increase graduation rates, focusing on the highest needs schools and communities identified by city and district leadership as in need of support at a significant scale. Our AmeriCorps members (including DN members) are all

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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: CYNV will oversee recruitment of and eligibility checks for all DN members, maintaining distinct targets but pooling staff and system resources for maximum efficiency. CYNV's 2012-13 Recruitment Plan has set a goal of receiving 300 complete applications for all DN positions by June 30, 2012. Last year we received 1,341 applications for 254 positions. As of December 1, 2011, CYNV has received 425 applications for 2012-13, a 29% increase over the year prior. CYNV seeks to recruit a corps that is diverse and reflective of the local community by creating an applicant pool which consists of: education: 60% college graduates, 20% some college and 20% high school graduates; ethnicity: 30% Caucasian, 20% Latino-Hispanic, 25% African-American, 10% Asian, and 15% Multi-racial or Other; gender: 50% male/female. This year, 46% of our members are from New York, generated through recruitment partners such as Cornell, Syracuse, and SUNY Albany Universities, Bushwick High School for Social Justice and Bronx Guild High School, and Posse New York. Members are between 17 and 24 years of age. STRATEGIES: Recruitment activities follow a standardized Recruitment Manual which includes steps, processes, and resources developed by City Year Headquarters (CYHQ). Outreach includes more than 140 events such as alumni engagement, info sessions, open houses, classroom presentations and tables at colleges and career fairs. Advertising includes stories in college newspapers, nationally broadcasted television and radio PSAs, web-based advertising on Facebook and other sites, an active social media campaign, info at service days, email to employees of our corporate partners and additional local tactics developed in collaboration with City Year's national marketing department. 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 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 two 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, including those for DN, are reviewed by a CYNV's Selection Committee. \*\*TRAINING PROGRAM: City Year DN members will benefit from CYNV's comprehensive training program, which provides more than 180 hours of training that develop the professional skills and the discrete knowledge, skills and attitudes necessary to successfully implement student intervention and support strategies. DN members

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will also receive 25 hours of specialized training as part of the DN collaborative. The training calendar includes a pre-service Orientation, a five-week Basic Training Academy (BTA) with a two-day retreat in August, a two-day mid-year Advanced Training Academy (ATA) in February and trainings on Fridays. Trainings focus on building competencies in core areas of fluency in education practice and reform, communication, goal setting and results monitoring, problem solving and decision making, strategies for implementing math and literacy interventions, relationship development and team leadership. Satisfaction with the corps member preparedness is assessed through surveys of members, teachers and principals. In 2011, 78% of 190 teachers reported that corps members were well prepared for the academic work they did with students. **ORIENTATION:** DN members will receive a pre-service information packet outlining the service model, program standards, benefits and various member experiences, and an orientation by CYN's Managing Director for Program 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 and the NYC boroughs. **SERVICE SKILLS TRAINING:** During BTA and ATA members participate in workshops, experiential learning exercises and observations. BTA training topics include: operations, disaster preparedness (emergency plans, CPR etc.), our leadership development program, community asset mapping, state of education in America and in the local community, diversity awareness (inclusive leadership, multiple intelligences, disability communities), and team building. At least 72 hours of training are dedicated to service skills development, such as school observations, mandated reporting, classroom management, lesson design and planning, tutoring techniques, documentation of service, and individual, team and site AmeriCorps goals. Please see section (i) for further description of tutor training. **ON-GOING TRAINING:** The Friday trainings focus on service improvement, tutoring techniques, the Idealist's Journey curriculum and the Leadership After City Year program. Throughout the year, CYN's Service Team (Service Director, 3 Service Managers) provide on-going training and coaching based on observations and as requested by teams, that build members' understanding of instructional models, tutoring techniques, behavior management, use of data to inform decisions and professionalism within the school environment. In the DN schools, CYN staff will coordinate with TD and CIS to implement recommendations for trainings and facilitators that emerge from bi-monthly cross-organizational Committee calls, hosted at the national level by CYHQ. **PROHIBITED ACTIVITIES:** All members are trained in Prohibited Activities during orientation and BTA, and sign a Member Service Agreement with the activities included. CYN staff are updated on annual changes to regulations by attending each training session held by New Yorkers Volunteer. **\*\*SUPERVISION:** Three City Year DN Program Managers (PM) will provide day-to-day supervision of corps members. Each PM supervises one team (12-15 DN members),

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conducts daily team check-ins, holds weekly team meetings and conducts formal one-on-ones with each member at least once every three weeks to track progress toward goals, service quality and address emerging school, service or personal challenges. The PM is the primary school partner liaison and is on site full time at the assigned school. PMs support their DN members in completing individual Performance Development Plans in October and two performance evaluations that outline and track service goals (including AmeriCorps performance measure targets) and areas of personal and professional 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: DN Program Managers submit resumes, are interviewed by CYNY senior staff, and are either City Year alumni or have equivalent experience in the national service or education fields. 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. All DN PMs also attend an intensive 4-day Diplomas Now Summer Institute hosted by TD. Ongoing training is provided to all CYNY PMs, including those assigned to DN, locally throughout the year. SUPERVISOR OVERSIGHT: Day-to-day supervision of the four DN Program Managers is provided by CYNY's Diplomas Now Director. Implementation of the Diplomas Now collaborative is centralized with an operations team based out of Johns Hopkins University in Baltimore, MD. This five-member team includes a DN Field Director located in NYC, who meets with PMs and CYNY staff twice weekly to identify challenges, communication and other needs across DN partners. DN Program Managers also meet with their Director bi-weekly in a one-on-one setting and weekly in a large group setting, and with their school staff liaison weekly and the Principal once per month to discuss progress toward goals and the state of the relationship. In August, January and May of each year, DN school Principals and school liaisons will meet with CYNY's leadership team to review DN goals, challenges and needs.

g. OUTCOME: PERFORMANCE MEASURES: \*\*OVERALL CHANGE: At the end of three years, City Year DN teams will decrease 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 300 9th grade students. CYNY will enroll at least 790 students in targeted supports and benefit 3,000 students through whole-school climate initiatives. DEMONSTRABLE IMPACT: Under this application, we anticipate that 264 targeted students will be enrolled in the DN program each year, of which 181 (68%) will complete the minimum hours for program completion (10 hours for those receiving tutoring and/or eight weeks of consistent attendance and behavior support). Of those that complete the DN program, 26 students will demonstrate improvement in academic achievement, and 66 will improve academic engagement,

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thereby decreasing 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, student absences, teacher reassignment, and nominal member attrition, as well as challenges in first-year implementation of a new collaborative partnership in each school across four key partners (CY, CIS, TD and the school).

**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 baseline EWI data provided by the district at the start of the school year, periodic formative data (attendance logs, tutoring dosage/frequency, common assessments, quizzes, progress reports, discipline occurrences) provided by classroom teachers; and summative data (course grades, overall attendance and behavior data provided at the end of each grading cycle). DN members are responsible for entering student identification information and tracking type and frequency of intervention in City Year's standard student level database. Talent Development staff (School Transformation Facilitators assigned to each school) collect, aggregate and analyze all baseline, formative and summative data per student. **REPORTING:** TD generates per student and collective reports and mid and end of year. Results shared externally typically focus on the DN collaborative as a whole (e.g. for the school's entire 9th grade population), and are provided to school, district, potential partners, foundations and other investors, as well as the DN operations and executive management teams. In addition to weekly progress meetings, the DN team, teachers and administrators review all focus list students' formative data on EWI indicators at mid and end of year. CY DN teams will adhere to CYN's standard reporting calendar that includes deadlines for tracking and entering student-level information, and ensuring that CYN's Service Director receives TD's periodic reports. For this grant, reports will be submitted following New Yorkers Volunteer's reporting schedule.

**PERFORMANCE MEASURE SELECTION:** As a provider of Education-based services, we are opting into the AmeriCorps national standardized performance measure for improvement in academic engagement, ED1, ED2, ED5 and ED27. Targets were developed by using a 5:1 student to corps member ratio. Students are identified based on performance in attendance (less than 90%), behavior (e.g. school disciplinary referrals), and coursework (primarily a D or F in English or math). Improvement in attendance is assessed either by achieving a 90% attendance rate or making significant improvement. Improvement in course performance is measured through course grade improvement, on-time course completion and performance on Pearson's Qualitative Reading Inventory (QRI-5), an assessment tool with multiple subtests that focus on different elements of reading. By using a standard tool across school partners, and in collaboration with TD, we expect to reduce administrative complexity and create uniform sets of data, allowing the collaborative to better assess effectiveness of intervention. **\*\*TRACK RECORD:** Over the past three years 19 schools in ten cities have partnered with Diplomas Now with

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strong results. For example, at Feltonville School of Arts and Sciences in Philadelphia, a middle school with 85% of students qualifying for free/reduced lunch, between June 2010 and 2011 the collaboration helped reduce the number of students off track in absences by 61%, the number off track in behaviors by 92%, and the number of students failing English and math by 82% and 67% respectively. CYNV also has a strong track record with the WSWC program, which will be implemented at all DN school partners in 2012-13. In 2011, of 642 3rd-9th grade students who received requisite dosage for tutoring--many of whom started the year two grade levels behind--82% (527) either improved or maintained level of achievement, and 71% (458) improved literacy scores. CYNV members improved student attendance. As part of Mayor Bloomberg's initiative to address chronic absenteeism, members were deployed in seven partner schools to mentor at risk students, with the result that the average middle school student with a CY mentor attended seven more days over the past two years than those without mentors. In 2011 surveys, 100% of 16 principals/liaisons surveyed reported that CYNV teams positively affected school climate and 94% reported positive impact on student attendance.

h. VOLUNTEER GENERATION: \*\*PROGRAM & NEED: Members will plan and lead three large-scale events that engage the broader West and Central Bronx community. Each team will plan service projects such as painting, landscaping, light construction (e.g. playground builds) and book sorting that benefit the school or immediate neighborhood. Specific service projects are identified in collaboration with our school partners and community partnerships, such as the NYC Housing Authority, NYC Department of Parks and Recreation, and Hunts Point Alliance for Children. DN members will also participate in CYNV's events on MLK Day and Opening Day. Teams will engage 400 volunteers to provide 1,200 hours in 2 one-time projects.

. \*\*RECRUITMENT/RECOGNITION: Volunteers will be recruited through outreach to their school community (students, parents, teachers and principals), local colleges (students and faculty), community organizations, City Year's alumni network and corporate partners (employees). Recruitment outreach includes presentations, newsletters, online outreach 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: DN members are responsible for assisting with service site selection and project development, recruiting volunteers, communicating goals, planning and resourcing projects, leading volunteers through a pre-event service briefing (e.g. purpose and safety) and the service project, collecting survey data and recognizing volunteers and partners.

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 City Year's comprehensive training programs, DN members will

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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 a 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. Drawing from these practices, CYNYS Service Team will provide comprehensive review of each selected tutoring methodology in DN schools to all four teams. 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, CYNYS staff and/or school staff. **\*\*METHODOLOGY:** CYNYS members will implement research-based methodologies that align with each school's instructional practice, including Great Leaps, New Bridge Fluency, Wordly Wise 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 20 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:** DN's Program Managers are on site in schools full time, four days per week to provide real time coaching, identify needed training areas, communicate with all DN partners and CYNYS staff, and support team planning and implementation of day to day service. Members receive supplemental supervision from CYNYS Service Team specifically around literacy and math tutoring. Throughout the school year, this team regularly observes and provides feedback to teams to improve their intervention methodologies and interactions with all students and specifically those receiving Tier II support. The DN Field Director provides regular oversight of partnership effectiveness and identifies any communication or structural issues between school and DN partners.

### Organizational Capability

#### a. ORGANIZATIONAL BACKGROUND & STAFFING: **\*\*MISSION & HISTORY:**

The Diplomas Now (DN) collaborative was launched with the support of a five-year, \$5 million dollar commitment from Pepsico in 2009. Combining the expertise and resources of three national nonprofits with proven strategies in high school dropout prevention--City Year, Communities in Schools, and Talent Development of Johns Hopkins University--the DN Mission is to help turnaround America's

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most challenged middle and high schools, those that produce a majority of the country's dropouts. Since 2009, DN has expanded to schools in ten major U.S. cities, and was selected by the Department of Education for a \$30 million Validation grant through the Investing in Innovation (i3) Fund. Under this grant, DN will expand from 20 partner schools in 2011 to 80 in 2015, in districts with the greatest number or concentration of high-needs, low-performing secondary schools in the nation, including in New York City. City Year New York (CYNy), which will serve as the host organization for City Year DN, was founded in 2003 and since then we have enrolled more than 1,100 AmeriCorps members to serve in New York City's schools and implement our volunteer programs.

**\*\*CONTACTS:** Primary: Evelyn Barnes, Chief Financial & Administrative Officer, City Year, Inc. Secondary: Itai Dinour, Executive Director, City Year New York. **\*\*FEDERAL FUNDING EXPERIENCE:** City Year, Inc. will assume fiduciary and programmatic responsibility for all aspects of this grant. 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 American 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 2009 CYNy has raised \$5.25 million to use as match and more than \$20 million in non-AmeriCorps revenue in total. Since 2007 CYNy has received over \$7.3 million through its partnership with the NYC DOE. **\*\*FUNDING SOURCES:** In New York City, our primary sources of revenue are local affiliates of private companies, foundations, individuals and our partnership with the New York City Department of Education. Our FY09-FY11 revenue breakdown was AmeriCorps (29%), Foundations (17%), Corporate (20%), State/Local (25%), Individuals (9%) and Other (7%). With the placement of four DN teams, \$600,000 in federal i3 revenue will be brought into New York State and attributed to CYNy; will leverage \$2.8 million in Race To The Top/School Improvement Grant funding for New York City; and will generate 22 new education-focused jobs, for all three organizations, City Year, CIS and TD. **\*\*PERCENT OF OPERATING BUDGET/TOTAL FUNDING:** As per our 09-10 A-133 audit report, funding from CNCS accounted for 32% 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 CYNy's total budget accounts for less than 7%. For 12-13, the attached program budget represents approximately 32% of the total projected operating site budget for CY DN. **\*\*CNCS 5-YEAR SUPPORT:** Since 2008-09, City Year New York has received \$7.15 million through State funding and \$250,000 through the American Recovery and Reinvestment Act. **\*\*GOVERNANCE STRUCTURE:** All City Year sites, including New York, 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

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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 for improvement, support local fundraising efforts, and help develop and implement local strategic plans. CYNY maintains a 19-member Site Board, which is chaired by Stephanie Mudick (Executive Vice President Office of Consumer Practices/JP Morgan Chase). Other members of the Executive Committee include David Caplan (Philanthropist), Gary Clare (Bain and Co), Tom Bernstein (Chelsea Piers), Terry Hayes (T-Mobile), and Kevin Sheekey (Bloomberg LP). \*\*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: CYN's site-based staff will support the DN program by recruiting the corps, managing the corps training program, overseeing services provided, raising funds, and providing operations support. CYN's 2012-13 staff structure is split into 4 functional departments: Executive (3 positions), Operations & Recruitment (6 positions), Program & Service (26 positions), and Development (9 positions). 4 of CYN's 44 staff positions are captured in the proposed grant budget for DN. In 12-13, in order to accommodate 40 new MSY, CYN will add 3 DN Program Manager positions and a DN Director. STAFF PROFILES: \*Executive Director: Since 2006, ITAI DINOUR has provided overall CYN site leadership, raised match funds and managed strategic planning and site board

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development to ensure that CYN Y met City Year and AmeriCorps goals. Mr. Dinour serves on boards and committees of multiple New York City service organizations, including the Coro Leadership New York program, American Jewish Committee's Taskforce on National Service, Citizen Schools Start Up Advisory Board, and Repair the World. \*Managing Director - Program & Service: JENNIFER HARWOOD manages the 21 member Program & Service department to ensure that service delivery maintains fidelity to the model and meets goals, that members are supported and have a positive experience and that the program adheres to AmeriCorps requirements. Ms. Harwood has 5 years of experience with CYN Y, overseeing all school locations in South Bronx. \*DN Schools Director: The DN Zone Director will supervise the Program Managers, manage relationships with the school districts and the individual school partners, set annual school-based service goals, oversee school service evaluation and reporting, and ensure high quality programming is implemented. \*DN Program Managers (3 positions): Program Managers (PMs) each provide daily supervision of one team (12-15 members per PM). Responsibilities include: team goal setting and project planning, service partner communication, member and team progress and evaluation, ensuring data collection and reporting, and supervising team projects. \*Vacancies: CYN Y expects to recruit the Diplomas Now Zone Director and select the DN PMs from current seasoned CYN Y PM staff, given the greater complexity of partnership management and new school environments. We will otherwise 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: Diplomas Now and WSWC Program orientation and basic training is provided through City Year's week-long Summer Academy and Diplomas Now Summer Institute. These are concurrent professionally-led training programs for all City Year staff, including DN staff and Team Leaders (corps members, including DN Team Leaders). Both sessions focus 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: All Program Managers and Team Leaders operating the DN model attend a 4-day Summer Institute, to build collaboration and address multiple key themes and requisite competencies, such as best collaborative practice, EWI Tiered Intervention Systems stages, school culture and climate, data collection and analysis, and approaches to school transformation. Participants receive a detailed toolkit to support their work throughout the year. During the year, a specialized team of five experts drawn from all three organizations, the DN Implementation Support Team (DNIST)

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provides resources, troubleshooting, accountability and communications support to all DN field staff, including Program Managers and Team Leaders. This team hosts monthly calls to assess field progress, common challenges and best practices. DN staff also participates in 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, 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. \*\*SITE MONITORING & COMPLIANCE: CY DN staff meet weekly to discuss issues and challenges. The Service Director, working with the DN Field Director, will conduct regular check-ins with the DN Director and PMs and issues that cannot be solved locally will be addressed by the DN support team, CYNV site leadership and CYHQ as appropriate. DN Program Managers will conduct routine, daily oversight at schools to ensure members are providing quality service and are not engaged in prohibited activities.

b. SUSTAINABILITY: CYNV is well positioned to sustain growth over the next three years. For over six years, CYNV has partnered with the New York City Department of Education for strategic and financial support, receiving over \$7.3 million dedicated to our school-based services. Our new contract, which provides the option for multiyear funding, is currently being reviewed by the DOE for finalization. For the proposed four DN partner schools, we expect to secure 3-year contracts per school, each of which will leverage matching School Improvement Grants funds covering approximately 20% of related expenses. CYNV continues to maintain a diversified base of support from local government (the New York City Council and the Department of Youth and Community Development), foundations (the Starr Foundation, the Charles Hayden Foundation, the Pinkerton Foundation, Cummings Memorial Fund, and the Centerbridge Foundation), and a host of corporate partners. Opportunities for corporate partnership range from \$10,000 event sponsorships, for service days or leadership breakfast programs, to \$100,000 Team Sponsorships. CYNV's prominent corporate partners include the Alcoa Foundation, CSX, Bain and Company, Barclays, Credit Suisse, National Grid, JPMorgan Chase, and Microsoft. To engage wealthy individuals, we have a number entry points for them including a variety of boards as well as specialty-market events catered to specific audiences. Boards include: CYNV's Advisory Board, Associate Board, Investment Community Board, and the Alumni Board. Working closely with these Boards, we have recently hosted a number of events for the target groups of: prominent business women and members of the alternative investment/hedge fund community.\*\*COMMUNITY PARTNERS: CYNV's collaboration with the NYC DOE continues to flourish. The DOE guides selection of school partners, provides training resources for staff and members, assists with member recruitment through DOE high schools, and has provided over \$7.3 million in local government funding. Chancellor Dennis

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Walcott, the former Chancellor Klein, and other DOE officials personally champion CYNV and fellow service programs, having spoken at several CYNV events including the AmeriCorps Town Hall, MLK Day of Service, and CYNV's Annual Dinner. This year CYNV worked closely with the Mayor's Office to implement "Every Child, Every Day," Mayor Bloomberg's initiative to combat chronic truancy in New York City schools. Through this program, CYNV received increased access to student-level data, allowing us to better focus our interventions on chronically absent students and to assess the impact of our programs on student attendance. As a lead member of our collaborative, Talent Development has provided pivotal research, spearheaded the application for the i3 Validation grant including recruiting a third party evaluator, and creates key relationships with school administrators. Communities in Schools, adds case-management intensive support from trained, licensed professionals (i.e. social workers), broadening the range of services available to students with greater need.

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

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partnership agreement is factored into consideration for renewal.

d. ENROLLMENT/RETENTION: CYN Y, which will oversee recruitment of these 40 MSY, has enrolled 100% of all MSY awarded for the past two program years and in 2011-12 under Grant

#09ACHNY00100012. RETENTION: CYN Y, which will be responsible for all member retention under this grant, retained 91.7% of members in 2010-11 (233/254). This year to date, CYN Y has retained 96.9% (246/254) members.

e. PERFORMANCE TARGETS & COMPLIANCE: \*\*TARGETS: CYN Y, which will oversee the DN teams' reporting under this grant, has met or exceeded 13/14 academic and attendance performance measure targets since 2008-09, missing one target only due to insufficient data collection during a period of transition to an online database. In 2010-11, we participated in the pilot for the National Performance Measures, setting goals for tutoring dosage for the first time, and met or exceeded all related goals. The pilot year afforded City Year the opportunity to identify improvements to our internal data collection systems (a new system will be launched by CYHQ in 2012-13), guided our development of 2011-12 upgrades to our training and tools for staff and corps on student focus lists and how to record data, and provided leverage with our school districts on where we need to improve the practical implementation of the model. \*\*COMPLIANCE: In 2010-11, CYN Y enrolled 2 members and exited 4 members outside of the 30-day period. Reasons for the delayed entries included compelling personal circumstances, exits occurring over winter break, and staff error. We included a review in our End of Year Progress Report, with corrective action planning such as monthly review of My AmeriCorps reports by CYN Y's leadership team. In 2011-12, 253 of 254 members were enrolled within 30 days.

g. OPERATING SITES AND MEMBER SERVICE SITES \*\*SERVICE SITES: As an operating site for the City Year, Inc. parent organization, CYN Y maintains a single local headquarters from which teams of DN members are deployed to one of 4 DN school service sites. As per current negotiations, in 2012-13 DN teams will be assigned to 3 SIPLA schools in Districts 9, 10 and 12 in West/Central Bronx.

\*\*SELECTION PROCESS: As an official Educational Partnership Organization of the NYC DOE, CY Diplomas Now teams will be paired with schools on the SIPLA list by DOE leadership in collaboration with principals. School partners will be finalized based on unmet student needs, strength of leadership, existing partnerships and geographic location. No duplication of service sites will occur with CYN Y's primary AmeriCorps Grant #09ACHNY00100012. A "Conditions for Success" rubric developed by Deloitte provides a way to predict success in a particular school and helps finalize selection and direct resources. Selection of schools will occur between June and August 2012, according to the NYC DOE's budgeting process.\*\*RELATIONSHIP: CYN Y has collaborated with NYC DOE since 2003 and received a significant financial investment from the district in 2006. We complete annual district memorandums of understanding and school level agreements that outline roles and responsibilities and includes a

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financial schedule, activities and responsibilities, agreements around data collection and usage, supervision and monitoring expectations, training expectations, space allocation, and division of duties between CYNV and school staff.

### **Cost Effectiveness and Budget Adequacy**

- a. COST EFFECTIVENESS: City Year Diplomas Now/NY respectfully requests a grant award of \$460,000 at a cost/MSY of \$11,500 and a dollar-for-dollar match of 50%. CYNV, which assumes responsibility for all aspects of the proposed Diplomas Now program, has built a diversified revenue plan to support 40 corps members and we have identified 100% of our match sources required, entirely from private sector sources.
- b. EXTENT INCREASING GRANTEE SHARE: CYNV has continually met or exceeded the CNCS 10-year match rate of 50% of total budget. Under our current AmeriCorps grant #09ACHNY0010012, currently in Continuation, we received a cost-per-MSY of \$11,500 for 254 members, well below the maximum of \$13,000. In this proposal we will maintain the same high level of match and low cost per MSY. Our cost planning uses our baseline AmeriCorps structure to leverage maximum community investment in our outcomes and build sustainability. Because 82% of our funding is directly applied toward programmatic expenses, Charity Navigator has given City Year its highest rating (four stars) for six consecutive years.
- d. BUDGET ADEQUACY: All costs support CY Diplomas Now members and staff participating in the DN program and activities as proposed. No costs borne by other collaborative partners (CIS or TD) are included in the proposed budget. Time and labor for staff and corps dedicated to DN will be tracked and allocated separately, and all other costs proportionately allocated. Our proposed budget was built off of historical costs and includes benefits for the DN corps, 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 DN staff will work directly and exclusively on the DN program, 100% of staff salaries, excluding fundraising time, is an eligible expense, however, only 50% or less of the salary cost per position is captured in the budget. Staff members are paid competitively based on their professional experience, tenure, and comparable rates in our localities. Staff benefits (FICA, SUI, Group Health & Life Insurance, 401K match and Worker's Compensation) are estimated at 18% 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 \$460,000, 80% (\$370,448) will support Member Costs. Section III: Administrative functions

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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.

### Evaluation Summary or Plan

In 2010, the Diplomas Now partnership was awarded an Investing in Innovation (i3) grant. 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. MDRC will be studying successive cohorts of students in middle and high schools implementing DN, comparing outcomes to a randomly assigned group of non-DN schools. Outcomes studied include: graduation and promotion rates as well as student attendance, behavior and course performance. ICF International will collect data on the quality of the implementation of the DN model, as well as information on other turnaround strategies that may be operating in the comparison schools. Together, these components of the study will elucidate critical role of the collaborating partners (including City Year) and provide the highest level of external validation of DN. The study is being conducted over a 5-year period. City Year DN and the NYC DOE will be responsible for identifying two control schools, along with DN schools. The final report is to be delivered to the U.S. Department of Education in 2015.

### Amendment Justification

Not Applicable

### Clarification Summary

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-B Personnel Fringe: Benefits confirmed in budget narrative. Includes FICA and worker's compensation.
2. Sec 1-C Staff Travel: Travel to CNCS sponsored meetings itemized in budget.
3. Sec 1-C Member Travel (Academy/Training): Calculations provided for member travel.
4. Sec 1-C Member Travel (Transit Passes): Public transportation passes are included as part of the benefits package for corps members and staff. 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.

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Providing passes is more cost effective than purchasing and managing distribution of one-use tickets for covering member travel between locations while in service.

5. Sec 1-I Criminal History Checks: All first year corps members and newly hired staff receive state repository and NSOPR checks through Asurint and fingerprinting checks through the FBI. Corps members returning for a second year who do not have more than 30 day break between terms are not run again so long as they continue to serve in the same state. Starting in 2012-13, checks will be automatically initiated through the electronic corps and staff on-boarding system. Costs vary by state where the member or staff person has lived based on state specific access fees and state Department of Education requirements. For example, in addition to the base rate for conducting the check, in New York access and court fees add an average of \$55 per check, in New Hampshire \$25 per check, in Massachusetts \$15 per check, and in Texas \$3 per check. In New York State, the average cost of an in-state applicant is \$73. Applicants with a prior state of residency may have \$30 or more in additional fees. As with state checks, FBI fingerprinting costs vary by state and within states that City Year operates our costs range from \$0 (e.g. processed for free through the local school district) to \$115 per member in New York State. The amount captured in the budget is reflective of the historical cost to conduct the full range of checks in the given state and meet local Department of Education requirements. The allocation amount denotes the amount of the historical cost (historical average) we are including in the grant budget. This adjusts for variables related to member home states and number of members returning for a second year. Staff checks are paid for through funds not included in the CNCS or grantee share.

6. 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. The daily rate does not exceed \$750.

7. Range in Allocations: Certain costs that are directly associated with each corps member such as background checks and travel are allocated at 100% of cost. Indirect costs such as telecommunications, supplies, rent are allocated based upon the AmeriCorps budget to the total site operating budget. In situations where there are two grants, we base funds on the percentage of corps in the particular grant to the total corps.

PROGRAM CLARIFICATIONS:

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- Team Leader Role: Each team of corps members is led by a designated Team Leader (TL), who is typically an experienced 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:

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

ED1 -- 264 students will be enrolled in Academic Programs (student to member ratio = 7:1).

ED2 -- 181 students will complete requisite dosage in ELA tutoring, or attendance or behavior interventions (69% of students enrolled).

ED5 -- 26 students who complete literacy tutoring will improve performance.

ED27 -- 66 students who complete attendance program will improve performance.

- 1) Reference to course performance removed from ED27.
- 2) Academic Improvement, ED5, outcome measure added.

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

- 3) Explanation of ED27 targets provided below.

The target value for ED27 originally incorporated student improvement in three areas, course performance, and attendance. Our revised measure now includes two distinct outcomes, ED5 and

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ED27. Of students who receive sufficient dosage, we expect 50% of 6th-9th grade students to improve in course performance, and 75% of 3rd-5th grade students to improve; and 50% to improve in attendance (as noted, student outcomes for behavior interventions will be tracked but not measured in FY13).

These percentages are based on historic experience and reflect realistic, reasonable and ambitious goals for a single year in our high-poverty urban schools. They take into account how far behind our focus list students are academically when members begin working with them, frequently testing 2-3 grade levels below proficiency. Our students attend the lowest (5-10%) performing schools in their state, meaning that classrooms are crowded, with 25-40 students per teacher. Students in middle and high schools are more likely to be further behind, so the results we expect to achieve for the upper grades are more modest than with younger students. Our results to date have been recognized by the U.S. Department of Education as significant enough to award City Year (as part of the Diplomas Now collaborative, including Talent Development and Communities in Schools) an Investing in Innovation grant with "highest ranking", in a competition with over 1700 applicants. As we work over time in schools we hope that year over year, fewer students will start their time with members so far behind and we may increase our expectations for improvement, within one year.

Results to date: In FY11, results across City Year's network of 21 sites demonstrated the following gains: 85% of all students in grades 3-5 tutored by City Year improved literacy scores (N=1060), and 42% of students in grades 6-9 increased at least one letter grade in English Language Artst (N=677). Results are for students receiving at least 15 hours of tutoring. In terms of attendance improvement, 58% of students in grades 6-9 who started the year struggling in attendance improved by the end of the year (N=866). Results shown for students who receiving at least one month of attendance coaching.

4) Explanation of attendance measurement provided below.

Students in CYNV partner schools are 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

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and significant change.

5) Update on instruments to measure behavior provided below.

Because it will be the first year of implementation in FY13, CYNV 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. CYNV 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.

6) 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). For 2012, for the proposed four new high schools, we have established 12 hours as our dosage goal for literacy to account for scheduling restrictions within the high school space, which permit fewer hours of tutoring per student than K-8 grades. Alternatively, we adopt the requisite number of hours embedded in a specific tutoring curriculum (such as Great Leaps or New Heights) as directed by the school/district.

### REQUEST FOR PARTIAL REDUCTION OF AWARD 6.21.12

Due to circumstances beyond our control, we would like to request a reduction to our award from the Corporation for National and Community Service, from 60 to 40 MSY (\$690,000 to \$460,000). In support of this request, please see the justification below. Related adjustments to performance measures, budget and narrative portions of this application have been included as of 6.22.12.

Securing New Diplomas Now School Partnerships

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When we submitted our expansion proposal to the New York State Commission for National and Community Service in December of 2011, we intended to partner with the New York City Department of Education to enter four new middle or high schools, deemed by New York as "Persistently Low Achieving." In order to meet our Diplomas Now evaluation commitments (defined under the Diplomas Now DOE "Investing in Innovations" grant award), for each of these new partnerships we would require an additional school to participate in an MDRC experimental study as a control group, so our target number for school partnerships was eight schools.

Since December 2011, the status of New York City's Persistently Low Achieving schools has changed from "Restart" to "Turnaround"--both classifications are official "intervention models" under the federal School Improvement Grant program. As a result of this change in classification, New York City's Persistently Low Achieving schools are mandated to overhaul their administrations, in many cases replacing their Principals and requiring a portion of teachers to reapply for their positions. During this period of staff transition, we have encountered logistical challenges meeting with schools leaders to secure a sufficient number of school partners. While we are confident that we can secure six partners for Diplomas Now (three for direct service and three as control schools), we are unable to identify two additional school partners for 2012-13 at this time.

### Fiscal Sustainability

In CYN's expansion proposal to New York State Commission for National and Community Service, we requested growth by 60 Corps Members--a change that would require substantial support from private philanthropy. While we have made great progress here, partnering with a number of new corporate and foundation supporters--including Microsoft, the Cummings Memorial Fund, the Centerbridge Foundation, and the Lily Auchincloss Foundation--growth in private philanthropy has been slower than we initially anticipated. By this time, we had hoped to form partnerships that generated approximately an additional \$500,000 annually, from foundations with a long-term programmatic focus, such as the Robin Hood Foundation, the Tiger Foundation, and New York Community Trust.

Because these partnerships have taken longer to cultivate than we anticipated, we will enter the program year with less private revenue than the target we projected for in our proposal. In order to operate a fiscally sustainable program with long-term, low financial risk, we have established that expansion is possible only with a smaller number of MSYs.

Working closely City Year's national leadership, we have determined that growth by 40 new Corps

## **Narratives**

Members maximizes our impact in New York City, while minimizing our long-term fiscal risk. We therefore request an adjustment to our Diplomas Now award, which reduces our number of Members from 60 to 40, and which will allow us to operate a strong, fiscally sustainable program for the duration of the contract.

### **Continuation Changes**

Not Applicable









# Required Documents

**Document Name**

**Status**

Evaluation

Already on File at CNCS

Labor Union Concurrence

Sent