

# Narratives

## Executive Summary

225 City Year AmeriCorps members will provide in-school and after-school tutoring and mentoring to K-10th grade students who are at risk to drop out in 20 DC public schools. In 2013-14, 4,760 students will benefit from in-class support and at least 1,900 students will receive targeted services that improve 1,627 scores or indicators in attendance, behavior, English and/or math. This project focuses on Education. The CNCS investment of \$2,925,000 is matched with \$2,925,000.

## Rationale and Approach

A) NEED: City Year is an education-focused nonprofit organization that partners with public schools to help keep students in school and on track to graduate. City Year AmeriCorps members commit to a year of full-time service in schools, where they serve as tutors, mentors and role models and support whole school climate improvement. Since 2008, City Year has partnered with DC Public Schools (DCPS) to increase the graduation pipeline for underperforming schools. In the District of Columbia, only 59% of its 78,469 students are graduating within four years. In Wards 7 and 8, just 4 out of 10 youth who enter 9th grade will graduate, and the majority of students who drop out will do so before the 10th grade. Districtwide, 45% of students are proficient in English/Language Arts and 47% are proficient in math, well below the District's 2011 proficiency targets of 70 to 74%. Of City Year's 20 partner public schools, 80% are in Wards 7 and 8, with the rest in Wards 1 and 5. 100% of students at each school represent minority populations (predominantly African American) and an average of 90% of students are eligible for free/reduced lunch, compared to 52% across the entire school district. In these neighborhoods, only 13% of 4th grade students and 14% of 8th grade students scored proficient on the 2011 National Assessment of Educational Progress (NAEP), the lowest literacy proficiency rate of any state in the U.S., and with similar results posted for math. Reducing truancy (unexcused school absences) is another persistent problem. Across DC high schools, 2,500 students were chronically absent in 2010-11. At Cardozo High School, for example, 55% of students were chronically truant and had an average of 42 unexcused absences--missing two months of school, or at least one day per week. Students' 8th grade truancy histories are strong predictors of high school absenteeism and several of City Year's middle school partners demonstrate leading indicators: for example, 37% of Kelly Miller Middle School students were absent 16 days, truant 8 days, and 20% of Kramer Middle School students were absent 8 days, truant 7 days. All twenty schools are Title 1 eligible. 11 of the schools are on the CNCS FY 2009 SIG Eligible list and/or are identified as a Priority School on the District of Columbia's 2012 ESEA Approved Flexibility Waiver Request. Nine schools have been

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designated as Focus or Developing and fall within feeder patterns for SIG/Priority high schools (i.e., Woodson/Cardozo, Anacostia, Ballou). \*DATA SOURCES: District of Columbia ESEA Flexibility Request (July 11, 2012); CNCS SIG Eligibility List; [colleageandcareerconnections.org](http://colleageandcareerconnections.org); District of Columbia Public Schools profiles.[dcps.dc.gov/](http://dcps.dc.gov/); [nces.ed.gov/nationsreportcard/states/](http://nces.ed.gov/nationsreportcard/states/); United Way 2011 Community Profile; "Variation in 2010-11 Truancy Rates Among DCPS Schools", Urban Institute 2012.

B) SOLVING COMMUNITY PROBLEMS: \*PROGRAM AND REQUEST OVERVIEW: City Year's school-based model is called Whole School Whole Child (WSWC). Corps members are grouped into teams of 9 to 13 members and assigned to a specific school full-time for the entire academic year. Members tutor targeted students, provide behavior and attendance coaching, serve as an additional resource for teachers in classrooms, and lead after school programs and school-wide initiatives to improve student achievement and school culture. In 2013-14, City Year Washington, DC (CYDC) requests to field 225 full-time corps members to continue to provide the WSWC program in 20 DCPS schools. CYDC currently fields 164 MSY in 16 partner schools. Our 2013 request expands our current corps by 37% (61 MSY) and allows us to serve 4 new schools. Since 2009, CYDC has managed annual expansion from 96 MSY to 164 by continuously renewing our State Competitive grant for 115 MSY, and adding one-time slot allocations from Serve DC's formula funds, no-cost supplemental slots, and City Year Inc.'s 2009-12 National Direct grant, in an effort to meet increasing community demand for teams. CYDC fielded a total of 125 MSY in 2010, 163 MSY in 2011, and 164 MSY this year with an average retention rate of 90.2% for the last 3 program years completed. Our application for 2013-14 bundles CYDC's corps (without duplication of request) under Serve DC Grant ID #13AC144969.

\*MEMBER DEPLOYMENT: 214 members will be deployed to DCPS schools (16 elementary, 3 middle, 1 high) serving K-10th grade students. Each team will be led by a Team Leader (typically members serving a second year). Three members will be assigned as school-based Project Leaders, to build capacity in training, evaluation and coaching for all school teams. Eight members will serve on the Civic Engagement Team (volunteer generation). \*MEMBER SCHEDULE: Weekdays members will implement the WSWC program at their assigned school. During a typical 10-hour day, members spend 1 hour conducting attendance initiatives; 4 hours providing tutoring and in-class academic support; 30 minutes of mentoring during lunch for students who need attitude, behavior or motivation coaching; 30 minutes for lunch; 30 minutes for recess support and/or whole-school programming; 1 hour of planning and documentation time with teammates and/or teachers/specialists; 1 hour of homework help and 90 minutes of afterschool enrichment activities.

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Two Fridays per month, members participate in full-day education skills training or half-day service reflection, post-AmeriCorps career planning, or school-based service projects. All members will participate in at least three full-day physical service projects during the year, typically on Saturday.\*MEMBER ACTIVITIES: Through the WSWC framework, member activities are designed to address research-based "Early Warning Indicators" (EWIs) which are predictors of a student's risk to drop out: performance in attendance, behavior, English and math. ("An Early Warning System," Curran, Neild & Balfanz, 2007). \*ATTENDANCE: To promote attendance, members conduct morning greeting to welcome students, homeroom check-ins and phone calls home if a student is absent, coach targeted students by discussing strategies to identify and overcome barriers to attendance, lead student interest clubs, run recognition events for students with improved attendance, and facilitate report-card conferencing. Members also run school-wide attendance assemblies and family-centered events outside of regular school schedule. \*BEHAVIOR: For targeted students, members provide 1:1 mentoring focused on social-emotional learning (may include programming during lunch), conduct daily behavior check-ins, and lead City Year-designed incentive programs (50 Acts of Greatness Grades 3-5, and 50 Acts of Leadership Grades 6-9). To benefit all students, members support teachers' classroom management efforts and positive, on-task behavior during transitions, recess and afterschool; run beautification projects to improve school climate; promote student leadership in events; and run appreciation and recognition events integrated with school Positive Behavioral Intervention and Supports.\*COURSEWORK: For targeted students, members provide small-group tutoring in English and math (plus science and history in Cardozo High School) following research based protocols, throughout the year. Members work closely with teachers on student selection, intervention design and frequency, and academic progress monitoring. They also provide whole-class support in English and math classrooms (such as answer questions, keep students focused on task, and support small groups), allow teachers to differentiate instruction ensuring that more students receive the individualized help they need, and provide homework assistance.\*EXTENDED LEARNING: CYDC members provide Extended Learning Time for students through enrollment-based and drop-in afterschool programs run in partnership with nonprofits such as Boys & Girls Clubs, 4x/week, 3:30-6pm, and for 9th grade, early morning math assistance. Standard programming includes homework support, social themed service-learning, student-selected enrichment activities, and recreation. Members add capacity to existing providers and absorb student overflow when other programs are not running. They also plan and manage April school vacation camps, report card conferencing and college readiness preparation.\*PROJECT LEADERS: Three

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experienced members will coordinate best practices for all interventions and out of school time programs, facilitate corps training, conduct individual corps coaching and observation, support student-level data management and lead progress monitoring protocols.\*VALUE & ACCOMPLISHMENT: Our AmeriCorps program allows school Districts to bring high yield, cost-effective human capital into schools that is integrated into school improvement plans and focused on ensuring that students at risk to drop out receive the right evidence-based interventions when they most need them. City Year teams serve from before the first bell until the last student leaves and improve the school's adult to student ratio. Compared to many school-based volunteer programs where volunteers may only serve youth for a few hours per 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 participate. Members enable teachers to address individual student needs and connect classroom instruction with extended day learning. In 11-12, 81% of 79 teachers surveyed said that CYDC members provided essential academic supports that their students would not have received otherwise; 97% indicated that corps members had an impact on overall school climate; and average rating of City Year's ability to help teachers differentiate instruction was 4 on a scale of 5. As trained, peer-age role models, City Year members form connections with students as trusted mentors and gain holistic understanding of students' needs. Of 716 students surveyed in grades 3-8, 87% (622) said that CYDC members often/almost always helped them learn and believe they can succeed.

C) EVIDENCE BASED/INFORMED AND MEASUREABLE IMPACT: 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 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 areas is a means to identify students who are at high risk of dropping out of high school (Neild, Balfanz, and Herzog, 2007). Preventive interventions, such as classroom support and extended learning, address increasing student engagement. When a student fails to participate across multiple school-relevant activities, such as in class participation, the student has a higher chance of not completing high school ("Withdrawing from School", Finn, Review of

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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. \*IMPACT OF INVESTMENT: The AmeriCorps investment provides the foundation for CYDC to achieve our long-term impact goal of serving 50% of off-track students in Wards 7, 8, 1 and 5, through school cluster feeder patterns, to increase the number of students who reach 10th grade on track and on time. It will accelerate DCPS' progress towards key strategic objectives, i.e. that 73% of students will be proficient in reading, composition and math (with science added in 2013-14); the 40 lowest-performing schools will increase proficiency rates by 40 percentage points; and the District will achieve a 78% graduation rate by 2017. Under this grant, by June 2016, members will have provided over 12,000 interventions in English, math, attendance and behavior to at-risk students to help them stay in school and on track to 4-year graduation. \*DEMONSTRABLE IMPACT: In 2013-14, we anticipate that members will provide whole class support to 194 classrooms or student cohorts, reaching 4,760 of the 8,400 students at these schools. 1,330 targeted students will be enrolled in literacy and/or math tutoring and 1,894 will be enrolled in attendance and/or behavior mentoring. Of those enrolled, 998 will complete the tutoring program and of those, 677 will improve a level on DIBELS and/or TRC assessments (testing Oral Reading Fluency), Scholastic Reading Inventory (comprehension) and/or proficiency increase on Pace Interim Assessments (numeracy). 1,421 students will complete 8 weeks of attendance and/or behavior mentoring and of these 950 will achieve 90% average daily attendance and/or demonstrate improvement on a social-emotional rubric. Student progress is assessed every eight weeks against exit criteria and rates take into account student mobility rates, student absences, and teacher reassignment. \*MEASUREMENT TOOLS: 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 DCPS at the start of the school year; formative data (attendance logs, tutoring dosage/frequency, discipline occurrences) collected by members, Project Leaders, or provided by teachers; and summative data (assessment data, overall attendance and behavior data) provided by DCPS at the end of the assessment cycle. \*REPORTING CAPACITY: CYDC's Evaluation Specialist supports data collection and reporting efforts and will work with Project Leaders on student-level data and entry into City Year's secure, web-based system,

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cyschoolhouse. 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). Student level attendance performance and academic scores are analyzed locally by the Managing Director of Program and Service. Quarterly reports will be submitted to Serve DC.

\*PERFORMANCE MEASURE SELECTION: As a provider of Education based services, CYDC will select two aligned Tier 1 AmeriCorps national standardized performance measures: Academic Improvement, ED5 with ED1 and ED2 and Academic Engagement ED27 with ED1 and ED2. We are also submitting two applicant-determined measures that illustrate our impact on the whole school environment (e.g. student connectedness and whole class support). Performance measure targets are developed by setting an anticipated capacity for each EWI focus list and then adjusting for students receiving more than one intervention to prevent duplication of students reported under each measure. Targets are based on historic experience and account for variables such as student and school schedules and rate of expected student improvement.\*TRACK RECORD: In the past 3 program years, CYDC has met or exceeded 29 of 36 measures, including 7 of 9 output and outcome measures in student academic achievement and engagement (2010-11, 2011-12) under the National Performance Measure pilot, and applicant-determined measures in member development (civic leadership) and volunteer generation (civic engagement). Where goals were unmet, CYDC used member, teacher and principal feedback to correct the following year. By focusing program resources on WSWC, clarifying member roles and responsibilities in schools and improving school partnership planning CYDC solved challenges and strengthened student outcomes. For example, the target for student completion of a tutoring program (ED2) was unmet in 2011 but exceeded in 2012 using collaborative, data-driven student selection and improved data entry. Further, CYDC increased tutoring dosage from 10 to 15 hours per student. Although we just missed ED5 in 2012 (by 6.5%) due to mid-year assessment changes by DCPS, we worked with the district to verify assessments and increased the number of students expected to improve by 50% from 343 (2012 actual) to 531 (2013 target). Outputs for the past 2 years included: ELA tutoring--1,879 students; math tutoring--1,546 students; in-class academic support--4,259 students; behavior mentoring--2,882 students; attendance coaching--478 students; afterschool programming--1,940 students; and more than 7,400 students served through positive school climate activities. In 2012-13 to date: 1,966 students are enrolled in ELA, math and/or attendance and behavior interventions. Outcomes for the past 2 years included: 93% of K-5th grade students improved raw scores on ELA assessments; 70% of 6th-9th grade students completed ELA or Math courses on time and/or improved from a D/F to C or above. Of 6th-9th grade students who

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were sliding or off-track in attendance, 59% had moved back on-track by end of year in 2011-12.

D) MEMBER RECRUITMENT: CYDC creates an applicant pool that is socio-economically diverse, reflects the communities we serve, and consists of: education: 60% college graduates, 20% some college, and 20% high school graduates; ethnicity: 38% African-American, 38% Caucasian, 8% Latino-Hispanic, 5% Asian, and 12% Multi-racial or Other; gender: with 50% male/female. For 2012-13, 53% of CYDC's corps self-identified as of color, multiracial or of Hispanic descent on start of year surveys and 35% self-reported as Pell-grant eligible. For 2013-14, 50% of applicants will come from Maryland, Virginia and DC through state and local college campuses such as Howard University, local area high schools (such as those our teams serve in) and nonprofits including AmeriCorps Alums, the Posse Foundation and The Washington Center. In 2012-13, 43% of members are from the DC area. To increase our male applicant pool, we target outreach to fraternities. Recruitment activities follow a standardized manual with processes and resources developed by City Year Headquarters. Outreach includes over 200 information sessions, open houses and tables at colleges and career fairs. Advertising includes emails/mailings, student media, national television and radio PSAs, local newspaper, social media, and lead cards. Applications are submitted through City Year's on-line system or in hardcopy. Disability and reasonable accommodation is available on request.

E) MEMBER TRAINING: CYDC's Annual Learning Plan calls for a 2.5 week intensive Basic Training Academy (BTA) in August, 8 half-day training days on WSWC (including school-hosted professional development sessions alongside teaching staff), 4 Community Building Days, 20 LACY (Leadership after City Year) Evenings and Events, and a 2 day Advance Training Academy (ATA) in February (33 days plus 20 events). City Year trainings are developed for the adult learner and include instructional and experiential components. \*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 for AmeriCorps and an on-site orientation to their assigned service location. \*SKILLS ACQUIRED: Members develop skills in working with children and youth, tutoring strategies and techniques, teamwork, communication, public speaking, project management, conflict resolution and negotiation, and data management and analysis. \*SERVICE SKILLS: City Year's national Member Development Curriculum Map sets foundational trainings that are necessary for members to deliver the WSWC model. Over the course of the program year, members receive 31 topic-based trainings in ELA service delivery, 15 topic-based trainings in math delivery, 32 topic-based trainings in social-emotional learning (attendance and behavior) and 6 topic-based trainings in WSWC cross indicators. \*ON-

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GOING TRAINING: Under the Curriculum Map, we follow a 36-week learning calendar that provides opportunities for sequential knowledge and skill development. Members receive on-going coaching and feedback through observations from staff and peers. At all times, members have access to online and on-demand learning through a content library and recorded webinars.\*TRAINING TOPICS: BTA training topics include: operations, disaster preparedness and response (CPR/First Aid), our leadership development curriculum (the Idealist's Journey), community asset mapping, state of education in America and in the local community, diversity and disability awareness, team building, school observations, conflict resolution, classroom management, lesson design and planning, documentation of service, and individual, team, and site AmeriCorps goals.\*PROHIBITED ACTIVITIES: Members receive training during orientation, receive a handbook, and sign a Member Service Agreement with the prohibited activities included. Sign-in sheets used during registration and BTA document member participation in required trainings.

F) MEMBER SUPERVISION: A dedicated Program Manager (PM) provides day-to-day supervision for 1-2 teams (between 14-22 members). Each PM conducts daily team check-ins, holds weekly team meetings, and conducts biweekly one-on-ones with each member of their team to track progress toward goals and service quality, and address school, service or personal issues. PMS serve as primary school contacts and are on school grounds at least 3 full days a week, 10 hours/day. Teachers provide a secondary level of member oversight and meet with PMs regularly. Each PM, members and partner teacher have an introductory meeting to clarify roles and responsibilities, schedule, prohibited activities, and lines of communication. By FY15, we expect to have fully transitioned to a supervision model where one Program Manager is assigned per team, and plan to hire 4 new PMs in 2013-14.\*SUPERVISOR SELECTION & TRAINING: Program Managers submit resumes, are interviewed by senior staff, and are either City Year alumni or have experience in the education field. Staff members participate in City Year's Summer Academy that provides new and returning staff training on corps management, leadership development, service-based skills such as data compilation and evaluation, member activities, prohibited activities, and City Year's standards and policies. As part of staff on-boarding, a signed checklist is maintained to verify completion of prohibited activities training. \*SUPERVISOR OVERSIGHT: Day to day supervision of the 15 PMs is provided by 5 Program Directors (3-5 PMs per Director). PMs meet weekly with the Director and have access to CYDC Program staff for managing school relationships (weekly meetings with the Managing Director of Program and Service), access to member training materials (Learning and Development Manager), and documenting and reporting on service (Evaluation Specialist).\*SERVICE SITE MANAGEMENT:

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Start of year trainings for teachers include an orientation packet, reference document, and introduction to CYDC School Partnerships Director and assigned PM. Please see Organizational Capability, C) Compliance and Accountability (p.20) for school partnership management detail.

TUTORING PROGRAMS: \*MEMBER QUALIFICATIONS: All members must meet AmeriCorps eligibility requirements, have a high school diploma, receive requisite AmeriCorps and DCPS criminal history checks, and successfully complete our Basic Training Academy. \*TRAINING: During BTA, members complete trainings in effective tutoring, lesson design, coaching on student performance, working with teachers, and protocols for math tutoring (toolkit, understanding numbers and fractions, algebra) and literacy tutoring (comprehension, fluency, and vocabulary). CYDC utilizes training materials provided by the company (e.g. Wireless Generation for BURST, purchased by DCPS for City Year usage, and facilitated by consultants) or as recommended by the principal (Reading Mastery, Scholastic (Read 180), LLI, Touch Math, Everyday Math Curriculum) where district and/or school personnel will deliver the trainings. Advanced trainings occur during the Advanced Training Academy (February) and through the 1x per month WSWC training. In 2012, City Year, Inc. contracted with education specialists Literacy Consultants of Cambridge, to serve as Regional Literacy Trainers and conduct on-site observations and corps trainings. Please see Performance Measures for detail on tutoring methodologies and assessments. \*SUPERVISION: Members receive supplemental coaching and feedback from their Program Director, School Partnerships Director, teachers and school liaisons.

G) MEMBER EXPERIENCE: \*NATIONAL SERVICE CONNECTION: 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 City Year developed 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. Members are able to "see" their personal development and impact through individual development plans, performance evaluations, review of student level data with teachers and teammates, sharing of service results, and celebration of individual, student, and team accomplishments. Overall the program is designed to provide a member experience that advances the members' individual and professional goals. On our 2011-12 end of year surveys, 18% of CYDC's graduating members reported they had been offered a job, 15% were returning for a second term, and 32% had been accepted into undergraduate or graduate school. A Policy Study Associates research study of 2,189 City Year Alumni and their civic engagement indicated that City Year alumni are more

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likely to be civically engaged, apt to volunteer and vote than their peers (published 2007).

\*REFLECTION: Reflection is incorporated regularly through our performance management system (includes reflection prompts), our Leadership After City Year program, the Idealist's Journey curriculum (includes structured reflection exercises), project debriefs (plusses/deltas), and Graduation ceremonies. \*AMERICORPS CONNECTION: Members participate in a swearing-in ceremony during City Year's Opening Day and receive the AmeriCorps 101/History of National Service training. To develop connections with local programs, we invite other AmeriCorps program members to participate in our 9/11 Day of Remembrance (AARP, Experience Corps), and participate in Serve DC-sponsored events. Two CYDC members participate in DC's Inter-corps Council, and members are encouraged to enroll in AmeriCorps and City Year Alums.

H) VOLUNTEER GENERATION: CYDC will engage 2,280 volunteers to provide 9,900 hours of service to our school partners and local nonprofits. At least 1,100 volunteers will serve on 9/11 Day of Remembrance, Make a Difference Day, Dr. Martin Luther King, Jr. Day of Service and Global Youth Service Day. At our schools, members will lead 1,095 employees of our corporate sponsors, alumni and students in service projects that improve the school environment, i.e. refurbishing playgrounds, adding resource rooms or supporting student recognition events. Such projects generate school value, build students' pride in their school, help them meet 100-hour community service requirements, and connect sponsors to school needs. Members will also recruit volunteers to support Report Card Conferencing, and implement 80 events (4 per school) designed to engage parents in their child's academic success, such as Family Literacy Nights. 12 volunteers from corporate sponsor Deloitte mentor CYDC Team Leaders and offer professional skills development and career coaching to our corps.\*MEMBER ROLES: Eight members will serve on the Civic Engagement Team and manage event communication, planning and resourcing service projects, leading volunteers through a pre-event service briefing (e.g. purpose and safety), service project, data collection and evaluation, and facilitating recognition ceremonies. The team's PM manages volunteer recruitment, working with Board members, school and recruitment partners to identify volunteer groups. Content and purpose of events is screened by CYDC staff for prohibited activities.

I) AMERICORPS IDENTIFICATION: The AmeriCorps logo is included on member uniforms, name tags and business cards, City Year recruitment materials, our website, and signage at CYDC offices and service locations. City Year sites are supported by a professional Marketing and Communications department at City Year Headquarters. This department develops standard branded materials and logo blocks, issues a month-by-month messaging calendar, and leads ad and social media campaigns

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such as the current #makebetterhappen Twitter campaign. Each site is required to have a designated local Brand Manager to ensure all sites follow messaging and branding guidelines.

### Organizational Capability

A) ORGANIZATIONAL BACKGROUND AND STAFFING: \*HISTORY: Founded in 1988, City Year works in 24 cities across the United States and has international affiliates in London 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. City Year DC was founded in 2000.\*LOCAL STAFFING & MANAGEMENT STRUCTURE: To support 225 members and 20 teams, CYDC's staffing plan calls for 44 staff positions of which 2 will fall in Executive leadership, 25 will fall in Program and Service, 5 will fall in External Affairs/Recruitment, and 12 will fall in Development. Of these, 25 positions in the Program and Service Department are included in the grant, plus the External Affairs Director and a portion of the Executive Director's time. CYDC operates under the regional recruitment model, which means that activities engaged in by recruitment staff support multiple City Year operating sites, and therefore activities cannot be attributed to one grant or site. \*STAFF ROLES: Executive Director JEFF FRANCO is responsible for site leadership, including partnerships, recruitment, board management and fundraising. Chief of Staff KRISTIN WALEGA oversees site operations, staff and corps recruitment and selection, budget and expenditures, events and communications. Managing Director for Program & Service ALLISON FELDER is responsible for leadership of member activities, service delivery and the AmeriCorps program. She supervises three Program Directors, a School Partnerships Director and an Evaluation and Learning Director. Program Directors DAVID MOORE, NEILS RIBEIRO-YEMOFIO, and BRIAN ALEXANDER provide day-to-day supervision of 5 Program Managers each, managing service goals, quality and consistency of program execution. External Affairs Director MARIA AURORA FRIJAS oversees communications, marketing and outreach. The fifteen (15) Program Managers provide day-to-day supervision of the corps (14-22 each) and lead their team through implementation of the service activities. School Partnerships Director, MICHAEL STEVENS, oversees strategic school relationships and coordinates between Program Directors. STAFF EXPERIENCE: Mr. Franco has served as CYDC's Executive Director for 5 years, and has extensive experience in business development and management. He holds an MBA from American University and is a 2010 graduate of Leadership Greater Washington. Ms. Walega has served for 15 years with City Year, in service delivery, operations and management roles and holds an MPA from George Washington University.

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Ms. Felder, an alumna with 6 years of City Year experience, has managed teams, individual school relationships, and our DCPS school partnership since 2009. Our Program Directors are all AmeriCorps alumni and represent over 54 years of experience. Of the 15 Program Manager positions, 11 are currently filled with staff whose prior experience includes serving as public school teachers in DC, Charlotte-Mecklenburg, and Detroit, represent 14 terms of service with City Year or Teach For America, and hold 10 BA's and 3 MA's. The vacant positions will all have experience in team management, working with youth and/or experience in the education sector. AmeriCorps alumni and/or teaching experience is preferred. To support growth, two new staff positions focused on program evaluation and member training and will build capacity in these areas to benefit all teams.

**\*STAFF TRAINING (FINANCE, PROGRAM AND TECHNICAL ASSISTANCE):** CYDC staff will participate in Serve DC conferences and trainings, plus City Year's national cross-network and regional conference calls organized around job function, and trainings and workshops organized by City Year Headquarters (CYHQ) staff and held in Boston or regionally. We utilize CYHQ specialists, webinars, and our peers at other sites to troubleshoot issues around recruitment, corps and program management, and train incoming staff on policies and procedures. With guidance from community partners, such as District and school staff and our advisory Board, local professional expertise is identified for specific trainings and feedback. CYHQ finance staff participates in CNCS or State Commission-sponsored financial management trainings. Further, City Year, Inc. is in process of developing an on-line learning and development center for staff which will provide self-directed and community learning opportunities.

**\*ORGANIZATIONAL TRAINING CAPACITY (STAFF & CORPS):** CYHQ maintains a professional Learning and Development department within our Human Potential (resources) department which plans network wide conferences and events, training design, and learning plans such as the Member Curriculum Map. Locally, member training is coordinated by our Learning and Development Manager, with support from our three Project Leaders. We maintain relationships with over 20 local organizations and professionals to lead and deliver trainings to the corps, e.g. Wireless Generation, DCPS Central Office, WIN, DC Department of Mental Health, and Deloitte.

**\*CAPACITY TO CONDUCT EXTERNAL EVALUATION:** CYDC is participating in a five-year randomized experimental study under an Investing in Innovation (i3) grant conducted by MDRC and ICF. We receive advisory support from CYHQ's professional Evaluation department, led by Dr. Gretchen Biesecker, on selecting external evaluator/s, managing relationships, identifying areas to evaluate and/or questions, type of evaluation, data collection, and interpreting results.

**\*PRIOR EXPERIENCE ADMINISTERING FEDERAL FUNDS:** Since 1994, City Year, Inc.

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has managed more than 300 AmeriCorps State Competitive, State Formula and National Direct grant awards, Planning Grants from State Commissions, VISTA, and ARRA grants. \*CITY YEAR INC. GOVERNANCE: All City Year sites, including CYDC, 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 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, which reviews the site's progress toward quarterly and annual goals, and supports local fundraising efforts and strategic planning. City Year DC's board is led by Jeffrey Leonard (Global Environmental Fund), and comprised of 16 individuals representing the business, foundation, education, non-profit and government sectors.\*PROGRAM SUPPORT: CYHQ maintains centralized operating services and systems and departments for finance, human resources, marketing and communications, and information systems. All legal, insurance, auditing, accounting, payroll and fiscal management functions are centralized. CYHQ develops and supports comprehensive program policies and procedures, staff and member handbooks and performance evaluation 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 regionalized management oversight. \*AMERICORPS INTEGRATION: 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 (11-12 audit report is being completed).

B) SUSTAINABILITY: \*FISCAL STRATEGIES: Each City Year site operates as an affiliate model under the oversight of a national Headquarters. Sites create fiscal sustainability by developing a diversified funding base with multi-year commitments and by grouping program activities into marketable 'products' to create sponsorship opportunities. Sponsorships range from \$10,000 event sponsors, such as national service days, to \$100,000 Team Sponsorships. In return, sponsors (predominantly corporate partners and foundations) are recognized on collateral materials depending on sponsorship level (e.g. event or team t-shirts), participate in event programming, and volunteer at service projects. CYDC has developed a shared commitment and strong funding base with 22 funding partners and 39 in-kind partners through renewing these annual or multi-year sponsorships. In the past 5 years, 2007-12, CYDC has raised \$15.7M to support the planning, implementation and

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sustainability of our AmeriCorps program. \$11M was generated through corporate contributions and private grants, \$4.25M through state and local government grants, and \$366K from other federal grants. Founding partners, such as The Case Foundation and Honest Tea, have continued to support CYDC after more than 11 years; CareFirst, Corporate Executive Board, Comcast, and Bernstein Management have supported CYDC for 7-8 years; and CSX, Capital One, Horning Family Foundation, Starbucks, Wachovia/Wells Fargo, and Deloitte have supported CYDC operations for 4-5 years.\*COMMUNITY STAKEHOLDER INVOLVEMENT & SUPPORT: CYDC's primary stakeholders are our site advisory board, school service partners, administration and teachers, local government and city agencies, our funding partners, our corps members, student beneficiaries and their parents. We develop strategic partnerships with 12 area high schools and colleges to support recruitment, community based organizations to provide training and member support and corporate partners to provide professional expertise, resources, and member professional development. Our 5-year relationship with DCPS drives our program sustainability and implementation. We work closely with the DCPS Office of School Turnaround's Deputy Chief of School Turnaround Ted Thompson, who recommends program funding allocations to the City Council. In 2008 DCPS approved a 5-year contract authorized for \$400,000, which has grown to \$1.4M in 2012-13. DCPS officials have integrated CYDC into school turnaround strategies by directing our team placement, identifying and purchasing tutoring curricula and assessments, and providing us access to student level data in real time. In 2011 and 2012, 100% of partner principals signed petitions to the City Chancellor's office to approve funding and vendor status for CYDC, committing to invest \$100K per team. Demand for CYDC teams exceeds our capacity: in 2012, we received 26 applications for 14 available teams. Teachers provide guidance and direction to corps and complete twice-annual surveys that provide feedback on our service delivery. Parents are engaged through 3 school-based events per year and their advocacy has significantly influenced our principals' petitions for CYDC funding.\*MANAGING GROWTH: To sustain 37% growth in MSY and expansion to four new schools, CYDC will continue to deploy corps and staff into three zones based on high school feeder patterns (aligned to Woodson HS/Cardozo HS, Anacostia HS, and Ballou HS). Zones permit CYDC to create smaller corps communities and training rotations, establish line reporting and management structures for Program Managers (one Program Director is assigned per community), and tighten individual school partnership relationships while maintaining key connections to DCPS officials. Improving member training and support has received special focus, and CYDC will develop an observation and coaching capacity (supported by dedicated Project Leaders), continue to utilize City Year's Regional Literacy

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training consultants, plus professional resources developed through CYHQ. To support recruitment, CYDC will integrate with CYHQ's regionalized recruitment operations and add two staff to support local market outreach and admissions. City Year, Inc.'s technological upgrades will further support CYDC's growth, as we migrate to web-based student level data management, allowing teams to input data on location and in real time.

C) COMPLIANCE AND ACCOUNTABILITY: \*PREVENTION: CYHQ provides policy and oversight of the AmeriCorps program through automated systems, policies, standard operating procedures, training, document audits, and site monitoring visits. For school partners, prohibited activities are outlined in writing through the standardized, annual Service Partner Agreements (memorandums of understanding with each school). CYDC's staff participate in conference calls, site monitoring visits, and desk audits as conducted by Serve DC. Program Directors meet regularly with their line PMs and issues that cannot be solved locally are elevated to CYHQ or Serve DC as appropriate. PMs meet regularly with school staff to ensure members are providing quality service and are not engaged in prohibited activities, periodically presenting reminders at school faculty meetings. Program Directors conduct monthly site monitoring visits at each school to observe and provide feedback on member activities. Members and school liaisons, teachers and principals also receive in-person training in the prohibited activities in the beginning of the year. \*DETECTION: CYHQ utilizes standardized rubrics, 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 process until signed. CYHQ reviews and approves all member position descriptions. CYHQ's policy on non-partisanship includes a reporting structure for questions and issues. CYDC allows for "Extra Hours Opportunities" for members to make up service (for absences) outside of the regular service day, which must be approved by both PM and Program Director. Questions are referred to CYHQ's Government Relations department. \*ACCOUNTABILITY: Issues of non-compliance are reported to the direct supervisor of the individual responsible. Violation of CYHQ policy is documented on performance plans and can lead to dismissal or termination. School partnerships are reviewed annually and compliance with the partnership agreement is factored into consideration for renewal. \*DEMONSTRATED COMPLIANCE: In 2011-12, 100% of enrollments and exits were completed within the 30 day enrollment deadline. \*ENROLLMENT: CYDC has filled 100% of slots awarded over the past 3 years with the exception of one slot in 2011-12. This occurred because CYDC was awarded 38 supplemental no-cost slots post-program start, in mid-August 2011 and the suspended recruitment process resulted in candidate attrition. \*RETENTION: CYDC has retained 90% of slots

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[87/96] in 2009-10. 89.6% [103/115] in 2010-11, and 92.1% [140/152] in 2011-12. In City Year's National Direct grant, CYDC filled 100% of allocated full-time slots over 3 years and retained 80% (8/10 slots) in 2010-11, 90% (9/10) in 2011-12 and 95.9% (47/49) in 2012-13 to date. Our current retention rate across both grants is 97.5% (160/164 members retained). To address member attrition, we created smaller corps communities, reduced number of corps per training, and added another Program Director level position. Our inclusion of three Project Leader positions is intended to expand real-time, peer-level support for our members. These specialized members will work with PMs to identify training needs, coach and support interventions, and assist with data entry and interpretation responsibilities, enabling front-line corps to focus completely on their students' complex challenges and progress.\*SERVICE LOCATIONS: CYDC maintains a single local headquarters from which teams of members are deployed to one of 20 DCPS public school campuses. Eleven teams, 118 (52%) members, will serve in Tier 1 SIG/Priority Schools, including: Aiton ES, Browne Education Campus, C.W. Harris ES, Garfield ES, Moten ES, Savoy ES, Septima Clark PCS, Stanton ES, Wheatley EC, Kelly Miller MS, and Kramer MS. Nine teams, 96 (43%) members, will serve in Tier 2 state Focus/Developing schools, including: Hendley ES, King ES, Leckie ES, Orr ES, Simon ES, Turner ES, Hart MS, Community Area PCS (Amos III Campus), and Cardozo HS. Hart MS is slated to receive students from a SIG school (Johnson Middle School). Our projected new school partners for 2013-14 are Aiton, Wheatley, Moten, and Savoy elementary schools. All prospective partners fall into feeder patterns where CYDC currently serves, leading to SIG-designated high schools (Kelly Miller MS -- Woodson HS/Cardozo HS; Kramer MS - Anacostia, Hart MS -- Ballou HS). Moten Elementary school also applied for a team in 2012, while Wheatley has engaged CYDC in service projects to benefit the school. All other schools have been partners for one to five program years.\*SELECTION PROCESS & TIMELINE: Final school selection will be determined based on applications for teams submitted, direction from the Deputy Chief of DCPS's Office for School Turnaround, School Improvement Grant Status and/or status on the DC ESEA Approved Flexibility Request, Title 1 eligibility, AYP and API scores, student test scores on DC-CAS, graduation rates, and/or are schools that feed into high schools with these same low performance indicators. A detailed "Conditions for Success" rubric developed by Deloitte provides a way for CYDC to predict success in a particular school accompanied with a "WSWC Configurations" rubric that assesses current operating conditions. CYDC expects final school selection to occur in April 2013, concurrent with DCPS budget timelines. Contracts and agreements per school will be completed in July.

### Cost Effectiveness and Budget Adequacy

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A) COST EFFECTIVENESS: \*COST PER MSY: City Year DC respectfully requests a grant award of \$2,925,000 at a cost/MSY of \$13,000 to field 225 members. We have maintained a consistent cost/MSY since 2010. \*PERCENT OF BUDGET: As per our 10-11 A-133 audit report, funding from CNCS accounted for 27% of City Year, Inc.'s total revenue. In 12-13, City Year, Inc. has a \$115M operating budget of which CYDC's operations account for 5.6%. For 13-14, the attached program budget represents approximately 69% of the total projected operating site budget for CYDC. \*CNCS 5-YEAR SUPPORT: Since 2008-09, City Year DC has been awarded \$6.61M in State Competitive funds, \$175,600 in State Formula funds, and \$862,500 in National Direct funds. These funds supported 623 full-time positions. \*FUNDRAISING EXPERIENCE: CYDC has raised \$15.7M through corporate contributions and private grants, state and local government grants in the past 6 years. Since 2009 we have matched 50% of our AmeriCorps budgets while absorbing the remaining third of our actual costs (e.g. development costs, regional operations costs, infrastructure and licensing costs). In 2013-14, we will continue to match the grant award at 50% (\$2,925,000). \*MATCH SECURED TO DATE: CYDC has secured \$220K for 2013-14 to date from The Acacia Foundation (\$100K), Horning Family Foundation (\$100K), and Deloitte (\$20K). \*PLAN FOR REMAINDER: Above the secured match, we have identified \$2.7M in potential match sources. We project \$1.160M in service partner match from DCPS, plus \$100K from Septima Clark Public Charter School, for deploying teams to 20 schools (contracts to be finalized in early summer 2014). \$290K will be generated through DC Board giving and individual donors; \$275K in donations from 7 private foundations and the United Way of the National Capital Area (Herb Block, Solon E. Summerfield, , Diana Davis Spencer, Morris and Gwendolyn Cafritz, Flamboyant Family, Meyer, and Clark Charitable) and \$660K from 9 businesses (Capital One, CareFirst Blue Cross Blue Shield, Comcast, CSX, Walmart, Corporate Executive Board, Wachovia/Wells Fargo, Honest Tea, and Starbucks) that have supported CYDC for between 3-11 years each; \$100K from new team sponsor Microsoft; and, \$165K through businesses sponsoring for 1-3 years, plus prospective funders (State Farm, Northrup Grumman, SAP, Pepco, Arnold & Porter, Clark Construction, T-Mobile, Daimler). \*RETURN ON AMERICORPS INVESTMENT: Our cost-effective program design significantly multiplies the value of the federal investment. The holistic set of services each corps member provides per day represents an ROI of nearly \$6 to every \$1. For example, our members serve as tutors, academic coaches, mentors, and afterschool/extracurricular activity facilitators. If separate providers were engaged for each, the annual cost per student would exceed \$8,270: \$1,700 for tutoring (cost to school for Slyvan's ACE It! tutoring program, 34 hours/year at an average rate of \$50/hour per student), \$4,320 for afterschool programming (\$24 -

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\$33/hour per student, Cost of Quality Out of School Time Programs, Wallace Foundation, 2009), \$2,250 for academic coaching (Student Organizational Services charges \$95 - \$110 per 50 minute session). The additional academic and behavior whole class supports members provide would cost schools an average of \$15 per hour (with benefits) or need to be secured through less consistent volunteer time valued at \$21.79 per hour by the Independent Sector. Using these market values, each day, the 11 member team at Kramer Middle School will provide \$6,450 in services to students. Over the course of an entire school year, the team will serve approximately 130 days in Kramer bringing the total market value of the services the team provides to over \$832,600. The average member on the team will provide \$75,600 in services over their term--5.8 times greater than our cost/MSY (\$13K).\*EXTENT INCREASING GRANTEE SHARE: As a whole, City Year's expansion and growth strategy presumes increasing levels of investment per member and per team from the school district, the private sector, and individuals. Our cost planning uses our baseline AmeriCorps structure to leverage maximum community investment in our outcomes and build sustainability. For example, our contract with DCPS is scaled so that the commitment from the district increases as we add teams and/or corps. To achieve economies of scale we are shifting to a regional recruitment strategy through which we will reduce cross-site redundancy in applicant processing while increasing applicants to the City Year network as a whole.

B) BUDGET ADEQUACY:\*CLARITY, REASONABLENESS, & ALIGNMENT: The budget presented here 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. It includes requisite personnel costs for 27 staff and 225 corps, essential overhead costs (e.g. office space, telecommunications, postage and shipping, and photocopier leases), supplies (member uniforms and program materials for use in service activities), criminal history checks including FBI fingerprinting and state checks, internal performance measurement evaluation for member service activities, member and staff travel to our national training events and annual service summit and CNCS and/or Commission sponsored events, staff and corps training costs (Summer Academy, Basic and Advanced Training Academy), and requisite limits on administrative costs. Staff salaries reflect rates based on local cost of living, and benefits are calculated at 7.65% for FICA, 10% for Health Insurance and 1.35% for Workers' Compensation based on the 2011-12 site usage rate. Section II: Corps benefits include full-time stipends, health care, FICA and worker's compensation. Of the total requested amount of \$2,925,000, 65% (\$1,920,527) will support Member Costs. Section III: Administrative functions performed by City Year, Inc. are shared across all City Year operating sites and a portion of these costs are included. Federal funds will be used

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only for allowable direct costs in this category.\*SUFFICIENCY: City Year runs a single program (AmeriCorps) and therefore all costs directly support the implementation of the proposed service activities. In 2012-13, the average cost to City Year to field a single corps member is \$39K. The attached budget represents 66% of the average per-member cost (\$13,000 x 2 = \$26K). Forty-one percent of the \$39K is related to direct and variable expenses for the corps (stipend, benefits, uniform, travel, telecom). 23% is related to local staff focused on service delivery (Program department staff). 11% supports recruitment staff, activities and resource development. 7% supports occupancy costs (office space). 2% supports program expenses (materials and supplies). 3% supports events and development costs. 13% represents shared national expenses such as the IT infrastructure, payroll, accounting and administrative services, program design research, marketing, regional operations management, service implementation support and evaluation. Approximately 25% of the \$39K is excluded from the budget because either the costs are unallowable costs, such as development, or cannot be associated with a specific grant at the time incurred, such as recruitment, or are allowable but are part of the shared national expenses above the 5.26% cap.

### Evaluation Summary or Plan

City Year, Inc. has contracted multiple external evaluations on components of our service including a 2-year evaluation of the WSWC model's socio-emotional component, prepared for the Einhorn Foundation (published 2012). In 2010, City Year was included under an Investing in Innovation (i3) grant awarded to the Diplomas Now partnership which pairs City Year' Whole School Whole Child program 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.

### Amendment Justification

Not Applicable

### Clarification Summary

Not Applicable

### Continuation Changes

Not Applicable.