

# Narratives

## Executive Summary

121 City Year Detroit AmeriCorps members will provide in-school and after-school tutoring and mentoring to 3rd-10th grade students who are at risk to drop out in 13 Detroit public schools. In 2013-14, 3,000 students will benefit from in-class support and at least 788 students will receive targeted services that improve 1,133 scores or indicators in attendance, behavior, English and/or math. This project focuses on Education. The CNCS investment of \$1,513,468 is matched with \$1,513,468.

## Rationale and Approach

A) NEED: City Year is an education-focused, nonprofit organization that partners with public schools in urban and low income communities to help keep students in school and on track to graduate. Research indicates that students are four times more likely to not graduate if they arrive at 10th grade with one of the four dropout risk indicators: poor attendance, negative behavior and failure in English or math. Since 1999, City Year has partnered with Detroit Public Schools (DPS) to increase the graduation pipeline for underperforming schools by intervening as early as 3rd grade to mitigate these risk indicators and provide a continuum of supports to students through completion of 10th grade. To accomplish this, our AmeriCorps members, all between the ages 17 to 24, commit to a year of full-time service in schools, where they serve as tutors, near-peer mentors and role models and support whole school climate improvement.

Since 2008, Detroit Public Schools has been under Emergency Management. In 2009, The Nation's Report Card: Mathematics 2009 Trial Urban District Assessment placed the district's performance as worst in the nation setting record lows. While 8th graders did improve on the 2011 report, the district still lags as last in the nation for large cities. In DPS today, less than 40% [9,554/26,606] of third through 8th grade students tested at or above proficiency on the 2011-12 Michigan Educational Assessment Program (MEAP) in Reading and less than 11% [2,749/26,511] of the same students tested at or above proficiency in math. Across the state 64.4% are at or above proficiency in Reading and 36% are at or above in math. At the 11 schools currently served by City Year teams, students trail behind the already low district averages demonstrating the need for additional academic support. At Phoenix Academy, only 26%, 80 of the 311 third to 8th graders, tested at or above proficiency on the 2011-12 MEAP for Reading and 2.6%, 8 of 311 students, were at or above in math. At Noble, 16% were at or above grade level in Reading and 1% were at or above in math. At our best school, Clippert Academy, less than half, 259 of the 525 of 5th to 8th grade students, were at or above in Reading and 13% were at or above in math. Among the 771 high school students at Central Collegiate, Osborn,

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Cody, River Rouge and Truman High Schools who took the 2011-12 ACT College Readiness exam, only 23% [177] tested at or above proficiency in English. On the math portion of this exam, only 5 of the 370 students at Cody and Osborn tested at or above proficiency meaning that only 1% of these students have the math skills necessary to succeed at college.

At these schools, poor academic performance is compounded by absenteeism and disruptive behavior. In 2010-11, across the 11 schools served by City Year teams (8 in DPS and one each in River Rouge, Taylor (Truman), and Harper Woods), 4,125 of the 6,607 students enrolled at these schools had 10 or more absences during the school year. In 2011-12, 281 ninth grade students at City Year supported schools completed a survey on their school experience. When reporting on what they did in the past month, 35 reported skipping school 3+ times, 126 were late 3+ times, 38 skipped classes while in school 3+ times, and 53 were asked to leave the classroom by the teacher 3+ times. Over the course of the year, 38 received detention 3+ times and 56 were suspended 3 or more times. Except Truman, 74% to 99% of the population at each school is either African-American or Hispanic and over three quarters of all students qualify for free or reduced lunch. Eight of the 13 schools (62%) are either on the CNCS SIG eligible list, the Michigan ESEA Priority list, or are operating as new Restart schools. Data sources: Johns Hopkins University "Early Warning System", Michigan Annual Education Report, MIDOE, 2011-12, MI School Data ([mischooldata.org](http://mischooldata.org)), Great Schools ([greatschools.org](http://greatschools.org)), Excellent Schools Detroit (<http://scorecard.excellent-schools-detroit.org>), and the City Year 2011-12 Student Survey.

B) EFFECTIVE MEANS TO SOLVE COMMUNITY PROBLEM: \*MEMBER DEPLOYMENT: In 2013-14, City Year Detroit (CYD) requests to field 121 full-time corps members. Members will be deployed on teams of 7 to 11 members to 13 public schools to provide targeted interventions to 3rd to 10th grade students. Teams will serve in 8 high schools, 3 middle schools and 2 K-8 schools. Each of the 13 teams will be led by a Team Leader (typically members serving a second year). \*MEMBER SCHEDULE: Weekdays members will implement our full-time in-school and after-school education program called Whole School Whole Child (WSWC) at their assigned school. During a typical 10 hour day, corps members spend 1 hour conducting attendance initiatives; 2 hours providing tutoring; 3 hours providing in-class academic support; 30 minutes of mentoring during lunch for students identified in need of attitude, behavior or motivation coaching; 30 minutes for lunch; 30 minutes for whole-school programming; 1 hour of planning and documentation time with teammates and/or teachers/specialists; and, 90 minutes of afterschool homework assistance and enrichment activities. One half-day a week, members participate in training and reflection, service planning, and post-

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AmeriCorps career planning. All members will participate in at least one full-day physical service project a month, typically on Saturday. \*MEMBER ACTIVITIES: Through the WSWC framework, all member activities are designed to address the research-based Early Warning Indicators (EWIs) that predict drop out risk: student performance in attendance, behavior, English and math (An Early Warning System, Curran, Neild & Balfanz, 2007). ATTENDANCE: members conduct morning greeting to welcome students, conduct phone calls home if a student is absent, coach students by discussing strategies to identify and overcome barriers to attendance, facilitate student interest clubs, run recognition events for students with improved attendance, and facilitate report-card conferencing. BEHAVIOR: members run beautification projects to improve school climate, provide in-class behavior coaching during whole-class support, conduct mentoring focused on social-emotional learning (may include programming during lunch), conduct behavior check-ins with students, and run recognition events. COURSEWORK: members provide small-group targeted tutoring in English and math following research based protocols, provide whole-class support in English and math classrooms (such as answer questions and keep students focused on task) and provide homework assistance. \*VALUE OF AMERICORPS: The AmeriCorps program provides a unique way for School Districts to bring high yield, cost-effective human capital into their schools that is strategically integrated into school design and 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 improve the adult to student ratio within the school, and serve from before the first bell until the last student leaves. Compared to many school-based volunteer programs where individual volunteers may only serve youth for a few hours a week and provide one type of intervention, through our full-time model, our members are uniquely positioned to provide consistent daily interactions across multiple interventions and recruit struggling students to attend after-school and in-school support programs. Members integrate classroom instruction with extended day activities and enable teachers to better differentiate instruction to meet individual student needs. This full-day cross-discipline model is not possible under traditional volunteer programs and professional staffing structures where individuals specialize in one discipline. In 11-12, 82% of 51 teachers at CYD schools said that corps members provided essential academic supports that their students would not have received otherwise.

C) EVIDENCE BASED/INFORMED AND MEASUREABLE COMMUNITY 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

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screening and selection, progress monitoring, and prevention. Through RtI, our members deliver preventative interventions to students identified as tier one (low to moderate risk) and targeted interventions to students identified as tier two (moderate to high risk). Our focus on providing targeted interventions in attendance, behavior and tutoring in English and math is based on the research conducted by Johns Hopkins University that concluded that student performance in these 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 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. \*OVERALL CHANGE: At the end of the three years, members will have provided over 6,900 interventions in English, math, attendance and behavior to at-risk students to help them stay in school and on track to graduation. Through these interventions provided over multiple years, there will be a decrease in the number of 2013-14 sixth graders who will enter high school in 2016-17 with dropout risk indicators \*DEMONSTRABLE IMPACT: In 2013-14, we anticipate that 788 targeted students will be enrolled in our academic improvement program and 720 will be enrolled in our academic engagement program each year. Of those enrolled, 591 will complete the tutoring program and of these 385 will demonstrate academic improvement. 540 student will complete the engagement program and of these 351 will demonstrate improvement. Completion is set at 15 hours (tutoring), eight weeks (coaching) and/or the Diplomas Now exit criteria and rates take into account student mobility rates, student absences, teacher reassignment, and nominal member attrition. \*MEASUREMENT: Impact will be measured through analyzing student level data and surveys administered to corps members, teachers, and school principals and liaisons. Student level data includes baseline EWI data provided by the district at the start of the school year; formative data (attendance logs, tutoring dosage/frequency, discipline occurrences) collected by the member or provided by the teacher throughout the year; and summative data (assessment data, overall attendance and behavior data) provided at the end of the grading or assessment cycle. The

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assessment tools associated with the approved tutoring methodologies will be used for reporting.

\*REPORTING CAPACITY: Reports on student enrollment, baseline data, and formative assessments are collected monthly by City Year, Inc., with summative reports produced by City Year Headquarters at mid-year (January) and year-end (July). Student level attendance performance and academic scores are analyzed and reports are prepared by CYD's Impact Director. Progress reports are submitted to the Michigan Community Service Commission following the stated schedule and annual impact reports are provided to school and/or district partners. \*PERFORMANCE MEASURE SELECTION: As a provider of Education based services, we are opting into two aligned Tier 1 AmeriCorps national standardized performance measures: Academic Improvement, ED5 with ED1 and ED2 and Academic Engagement ED27 with ED1 and ED2. In addition, we are submitting two applicant-determined measures that illustrate our impact in the whole school environment (e.g. student engagement and whole class support). Performance measure targets are developed by setting an anticipated capacity for each EWI and then adjusting for students receiving more than one intervention to prevent duplication of students reported under each aligned measure. Students are identified based on performance in attendance (less than 90%), behavior (determined through school records and/or teacher recommendation), and coursework (D or F in English or math). Level of improvement in attendance is assessed either by achieving a 90% attendance rate or making significant improvement. For English/ELA and math we expect to see a grade level improvement on the STAR assessment. For behavior, City Year is currently in the process of putting our Social-Emotional Learning (SEL) assessment tool out to bid. Improvement in SEL will be determined once the tool is contracted. The tool that is selected will be similar to the DESSA (Devereux Student Strengths Assessment) that is normed and uses a rubric that scales behavior against social-emotional competence, resilience, and academic success. \*TRACK RECORD: CYD has been participating in the National Performance Measure Pilot since the pilot began. While we were able to meet most of our performance measures during this time, the pilot provided the opportunity to identify areas where we have challenges, particularly around student selection and data collection. This has also led to more focused conversations around time needed for dosage during the school partner selection process. In 2012-13 to date, we have enrolled 843 students in our academic programs. In 2011-12, we enrolled 654 students in our academic programs for English. 394 completed five or more hours of tutoring and of these 226 achieved on-time course completion in English. On the 2011-12 student survey, 87% of 257 ninth grade respondents agreed that City Year helped them understand what they need to do to be promoted to the next grade, 89% agreed that members helped them understand what was being

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taught in class, and 84% agreed that members helped them understand how their behavior impacts their grades. In 2011, we piloted the new STAR assessment tools and data sharing agreement at Phoenix Academy. Through this pilot, City Year Detroit's Impact Director was able to run a comparative analysis that compared students who received tutoring services from our members to their peers in the same grade who did not receive tutoring. Our analyses indicates that 58% of students receiving CYD math tutoring made academic gains of at least one grade level compared to 38% of students who did not receive tutoring services. The average gain by our students was 1.92 (on a 4-point scale) compared to an average gain of 0.92 for non-tutored students. 70% of Phoenix students who were receiving attendance coaching improved attendance so that, on average, two weeks of class time was reclaimed. In 2012-13, we are expanding this pilot across other CYD schools.

D) MEMBER RECRUITMENT: In 2013-14 the Detroit Recruitment Plan has set a goal of receiving 490 complete applications by June 30, 2013. Each year, CYD strives to recruit a corps that is diverse by creating an applicant pool that consists of: education: 60% college graduates, 20% some college, and 20% high school graduates; ethnicity: 50% African-American, 35% Caucasian, 5% Latino-Hispanic, 5% Asian, and 5% Multi-racial or Other; gender: 50% male/female. 58% of CYD's 2012-13 corps identified that they were either a person of color, multi-racial and/or of Hispanic descent and 44% were income eligible for the federal Pell Grant (25% were unsure of eligibility). For 2013-14, at least 75% of applicants will come from Michigan through state and local college campuses such as University of Michigan-Ann Arbor, Michigan State, and Eastern Michigan University, local area high schools such as the high schools our teams serve in, Cass Technical High School, Inkster High School and Detroit International Academy, and other community based partners such as JROTC, Challenge Detroit, Rotary International-Detroit Chapter, Peace Corps and Teach for America. STRATEGIES: Recruitment activities follow a standardized manual, which includes steps, processes, and resources developed by City Year Headquarters. Outreach includes info sessions, open houses, classroom presentations, and tables at colleges and career fairs. Advertising includes emails/mailings, student media, nationally broadcasted television and radio PSAs, local newspaper, social media, and lead cards. Applications are submitted through City Year's on-line system or in hardcopy. Disability and reasonable accommodation is available on request. SELECTION: Selection is based on meeting AmeriCorps tutor qualifications and on submittal of a complete application including three essays, two references, and two interviews using standardized questions.

E) MEMBER TRAINING: City Year Detroit's Annual Learning Plan calls for a 3 week intensive Basic Training Academy (BTA) in August, monthly training days on WSWC, 4 Community Building

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Days, 7 LACY (Leadership after City Year) Events, and a 3 day Advance Training Academy (ATA) in Jan/Feb (34 full days). In addition, members participate in select school delivered professional development sessions alongside the teaching staff. 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 (i.e. school) as well as City Year Detroit headquarters. \*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 social-emotional learning (attendance and behavior) and 6 topic-based trainings in WSWC cross indicators. \*ON-GOING TRAINING: Under the Curriculum Map, we follow a 36 week learning calendar that provides opportunities for sequential knowledge and skill development. For example, Student Relationships 101 and 102 occur in Quarter 1 and a 45 minute Review and Reflect session is scheduled for Quarter 2. In addition, 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 guided leadership development curriculum (called the Idealist's Journey), community asset mapping, state of education in America, in Detroit and in our specific schools, 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. Please see section (f) for further description of tutor training.\*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: \*PLAN FOR ADEQUATE SUPPORT: City Year Program Managers (PM) provide day-to-day supervision of corps members. Each CYD PM will be assigned 1 or 2 teams (9 to 18 members), conduct daily team check-ins, hold weekly team meetings, and conduct one-on-

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ones with each member of their team to track progress toward goals and service quality, and address school, service or personal issues. Each PM serves as the primary school contact at each campus and is on school grounds 2 to 4 days a week. PMs support their members in completing two performance evaluations and support member training, needs, and retention through check-ins, weekly meetings, and one-on-ones. 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. SUPERVISOR OVERSIGHT: Day to day supervision of the 10 Program Managers is provided by the Program Directors (5 PMs per Director). Program Managers meet weekly with the Director and with their school staff liaison. The Director meets with school staff monthly to review progress towards goals and the state of the partnership at each school.

TUTORING PROGRAMS: \*MEMBER QUALIFICATIONS: All members must meet AmeriCorps eligibility requirements, have a high school diploma, receive requisite AmeriCorps and DPS criminal history checks, and successfully complete our Basic Training Academy. \*MEMBER TRAINING: Through our comprehensive training programs, members develop the skills to deliver research based literacy and math protocols for tutoring. Members complete City Year trainings in establishing focus lists, creating the environment for effective tutoring, lesson design, coaching on student performance, working with teachers, and protocols for math tutoring (toolkit, understanding numbers and fractions, algebra) and literacy tutoring (comprehension, fluency, and vocabulary). Members also receive regular observation and coaching on tutoring delivery from City Year staff and/or school staff. In 2012, City Year, Inc. contracted with education specialists Public Consulting Group (PCG) to develop a Site Literacy Capacity Program. The framework for this program includes multiple training opportunities (Academies, virtual sessions, and on-site sessions), accessible training materials/tools (online resources, videos), and site based support (needs assessment, action plan development, literacy coaching). For example, in January, March and June of 2012, City Year's Regional Literacy Trainer for the Midwest and certified teacher, Lynette Herring-Harris, conducted 2-day on-site trainings with the CYD Training Director to improve local training for the corps. \*\*METHODOLOGY: City Year Detroit plans to continue use of methodologies approved by the districts in 2012-13. These methodologies are: ACT Explore, Pearson Navigator, Star Accelerated Reader, and Star Accelerated Math. In addition, members will also utilize City Year's CY Literacy Comprehension Frameworks that

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includes literacy tutoring protocols in fluency, vocabulary, and reading comprehension and math tutoring protocols in computational fluency. \*SUPERVISION: In addition to the City Year Program Managers, members receive supplemental supervision from the Program Director, the Director of School Partnerships, their assigned teachers and other designated school liaisons.

G) MEMBER EXPERIENCE: \*COMPONENTS TO SUPPORT CIVIC PARTICIPATION & NATIONAL SERVICE CONNECTION: 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 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 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. The Policy Study Associates research study of 2,189 City Year Alumni and their civic engagement indicated that City Year alumni are more likely to be civically engaged, apt to volunteer and vote than their peers (published 2007). \*REFLECTION: Reflection tools include the 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 and Michigan's Opening Day and receive the AmeriCorps 101/History of National Service training. Members wear a uniform that contains the logo and all collateral is branded with the City Year and AmeriCorps logo. Members receive training in communication including how to identify themselves as an AmeriCorps member, i.e. an "elevator speech". To develop connections with local programs, we partner with other local AmeriCorps programs on National Service Days (9/11 Day of Remembrance and MLK Day of Service) and participate in state-wide training events sponsored by the Michigan Community Service Commission. A member will be nominated to serve on the Michigan inter-corps council, which connects AmeriCorps programs throughout Michigan, and two members will serve on City Year's national Dean's Council, which connects members from all 24 City Year sites to provide input on the program. Members are encouraged to enroll in AmeriCorps Alums in addition to City Year's alumni program.

H) VOLUNTEER GENERATION: \*PROGRAM & NEED: In 2013-14, CYD will engage 900

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volunteers to provide 7,200 hours of service to our schools partners and local non-profit organizations. Volunteers are recruited through our corporate partners and team sponsors, school community (staff, students and parents), and our community partner organizations (other non-profits and faith-based organizations which partner with us on events). At least 750 of the volunteers will be engaged through events on 9/11 Day of Remembrance and Dr. Martin Luther King, Jr. Day of Service. CYD has partnered with a community collaborative for the past two years for Remembrance Day. Projects include neighborhood clean-ups, letters to troops, preparing food kits, etc. For King Day, CYD partners with the United Way to engage corporate volunteers in school and neighborhood beautification projects. At our schools, WSWC team members will have the support of 90 volunteers to implement 20 events designed to engage parents in their child's academic success. A comprehensive literature review by A. Henderson and N. Berla (1994) indicates that when parents are involved students are more likely to have higher grades and test scores, better attendance, and more positive attitudes and behavior. Further, they indicate that parents are more likely to become engaged if they feel like they should be involved, are capable of making a contribution, and that the school wants them there. City Year events support this by creating welcoming events that are suitable for all backgrounds and education levels and are held in the evening when working parents can attend. These events include Math and Literacy Nights, Health and Wellness Nights, and, College and Career Nights. Volunteers man booths, educate the community and support event operations. For our corps members' professional development, we engage a cadre of 40 mentors and coaches who provide our Team Leaders with leadership mentoring and our corps with professional skills development and career coaching. The content and purpose of all volunteer events is reviewed by City Year staff to ensure that prohibited activities are not involved. \*\*MEMBER ROLES: Members are responsible for recruiting volunteers; managing event communication; planning and resourcing service projects; leading volunteers through a pre-event service briefing (e.g. purpose and safety) and the service project; data collection and evaluation; and, facilitating recognition ceremonies.

I) AMERICORPS IDENTIFICATION: The AmeriCorps logo is included on member uniforms, nametags and business cards, City Year recruitment materials, our website, and included in signage at CYD offices and in our dedicated space at schools. During AmeriCorps Week we display the logo on bulletin boards at the schools. The CYHQ Marketing and Communications department develops standard branded materials and logo blocks, issues a month-by-month messaging calendar, and leads ad and social media campaigns such as the current #makebetterhappen Twitter campaign.

### Organizational Capability

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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 Detroit was founded in 1999. \*LOCAL STAFFING & MANAGEMENT STRUCTURE: All site based staff directly support our AmeriCorps program by recruiting the corps, managing the corps program, managing services provided, raising funds, or supporting operations. As such, City Year Detroit has a staffing structure that is split into functional departments: Executive (3 FTE), Development (7 FTE), and Program (22 FTE). Each department has an Executive or Deputy Executive Director and each Director no more than 6 direct reports. 16 of the 32 staff positions are captured in the attached budget. All development (fundraising), recruitment and administrative positions are excluded from the grant budget. DEPARTMENTS: The 3-person EXECUTIVE department is led by the site Executive Director who is responsible for overall site leadership. This includes staff management and hiring decisions, board development, budgeting, fundraising, program strategic direction, and ensuring that each department progresses towards its stated goals. The 22-person PROGRAM department is responsible for overall program design, service implementation and impact (evaluation), corps management, and local recruitment activities. The department is led by the Deputy Executive Director who supervises 6 Directors (Impact, Program (2), Recruitment, School Partnerships and Training). The Program Directors each supervise 5 Program Managers (10 total). The 12 person Program team sets the program calendar, manages team assignments and team placements at service partners, manages member retention, and provides day-to-day supervision for the corps members. The 10 Program Managers track their assigned members' progress towards team goals for service as well as individual member goals for service and professional development, and ensure consistent service delivery. The 3 person Impact team manages service data collection, evaluation and reporting, and tracks progress towards goals outlined in the performance measurements. The 3 person Recruitment team operates a year-round recruitment cycle and is responsible for managing outreach strategies and relationships with key contacts at area schools, community and faith based organizations, and appropriate national and regional organizations, as well as providing customer service, applicant screening and selection and systems management. The School Partnerships Director manages relationships with 5 school districts, 13 schools, 17 principals (two schools have multiple campuses within the school) and our school based community partners (e.g. Michigan Future Schools, Talent Development, Communities

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in Schools). The Training team oversees a member development program for 121 members including planning and implementing Basic Training and Advanced Training Academies and trainings on Fridays. \*STAFF EXPERIENCE: For positions included in the budget: Executive Director, PENNY BAILER has served in this function since May 2001 and has 17 prior years' experience as CEO of the Michigan Metro Girl Scout Council and as an elected school board member of the Detroit Public Schools. Deputy Executive Director of Program & Service NICOLE KLEIN BYRD is a founding staff member for City Year Detroit, has prior experience with the Youth Volunteer Corps and is an alumna of the 1994 AmeriCorps class. Impact Director GLADYS SANTIAGO holds a Masters in Library and Information Science and has 2 years' prior experience as a Competitive Intelligence Researcher in the defense industry. Program Director AVA JACKSON holds an MBA in Non-Profit Management and has 6 years of experience with City Year. Program Director MEAGHAN GORSKI holds a BA in Communications and has 7 years of experience with City Year. Director of School Partnerships NICHOLE YATES holds a BS in Public Policy and has 9 years of experience with City Year. Eight of the 10 Program Manager positions are filled. These staff represent a combined 12 years of AmeriCorps terms (through City Year and VISTA), over 31 years of experience with City Year, and prior non-profit experience at organizations such as Boys Hope/Girls Hope, Communities in Schools, and Vista Maria. \*STAFF ORIENTATION: Program orientation and basic training is provided through City Year's Summer Academy, a week-long professionally-led training program for all City Year staff and Team Leaders (corps members). Academy focuses on fundamental program goals, organizational objectives, and implementation of high impact service around tutoring in English and math and the attendance and behavior initiatives. Additionally, workshops are conducted on teambuilding, compliance issues and member performance management, volunteer engagement and management, local financial management, fundraising strategies, and leadership development. \*STAFF TRAINING & TECHNICAL ASSISTANCE: City Year Detroit staff will participate in Michigan Community Service Commission (MCSC) conferences and training opportunities, City Year's cross-network and regional conference calls organized around job function, and training conferences and workshops organized by CYHQ staff and held in Boston or regionally. 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 participate in CNCS or Commission sponsored financial management trainings. Further, City Year, Inc. is in process of developing an on-line learning and development center which will provide self-directed and community learning opportunities. \*ORGANIZATIONAL TRAINING CAPACITY (STAFF & CORPS): CYHQ maintains a professional

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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 Training Director. We maintain relationships with local organizations and professionals to lead and deliver trainings to the corps, e.g. Deloitte, Comcast, Michigan First, Skillman Foundation, University of Michigan -- Detroit Center, Vista Maria, Detroit Public Schools, Talent Development, and Communities in Schools. \*CAPACITY TO SUPPORT EXTERNAL EVALUATION: City Year Detroit is currently participating in a five-year randomized experimental study of the Diplomas Now partnership under an Investing in Innovation (i3) grant conducted by MDRC and ICF. Further, CYHQ maintains a professional Evaluation department that supports the organization and individual sites with completing external evaluations. Supports include advising on selection of an external evaluator, 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. has managed more than 300 AmeriCorps State Competitive, State Formula and National Direct grant awards, Planning Grants from State Commissions, VISTA, and ARRA grants. In addition, City Year, Inc. has received grant awards from the Department of Education, the Department of Health and Human Services, and the Department of Housing and Urban Development. \*GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: Governance: All City Year sites, including Detroit, 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, CYD 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 Detroit's board is led by Daniel Little, Ph.D, Chancellor, University of Michigan-Dearborn, and comprised of 17 individuals representing the business, foundation, education, non-profit and government sectors. \*Program Support: City Year's Boston based Headquarters (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 at CYHQ. CYHQ also provides centralized program supports including development of and support for comprehensive program policies and procedures, staff and member handbooks and performance evaluation systems, service

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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. In addition, we maintain regionalized management structures around member recruitment, service implementation, literacy coaching and site operations. \*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 in process of 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 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. Through these, City Year Detroit has developed a strong funding base through renewing these annual sponsorships. Of the \$10.1 million raised since 2006-07, 26% (\$2.6M) came from foundations, 23% (\$2.3M) came from corporate partners, 7.5% (\$767K) came from corporate foundations, 19% (\$1.9M) came from individual donors and the United Way, 7.5% (\$759K) came from state and local government, 2% (\$232K) came from other federal grants, and 14% (\$1.4M) came from other sources.\*COMMUNITY STAKEHOLDER INVOLVEMENT: City Year's primary stakeholders are our site advisory board, our school districts, our school service partners, administration and teachers, local government and city agencies, our funding partners, our corps members, student beneficiaries and their parents. We develop strategic partnerships with 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. Through involvement with Michigan Future Schools and our Diplomas Now partnerships, we are fully integrated into the Talent Development High School at Detroit Collegiate Prep and supported the new school at Ben Carson. Through all of CYD's initiatives and programs, the goal is to develop change for the schools and students served that will last long after the team's work is completed.

C) COMPLIANCE AND ACCOUNTABILITY: \*PREVENTION: City Year provides policy and oversight of the AmeriCorps program through multiple means such as automated systems, policies,

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standard operating procedures, training, document audits (start-, mid-, and end of year), memorandums of understanding, and customer service for any questions. City Year Detroit's staff participate in conference calls, site monitoring visits, and desk audits as conducted by MCSC. The Program Directors meet weekly with the Program Managers and issues that cannot be solved locally are elevated to CYHQ or MCSC as appropriate. Program Managers are on the school campus at least 2 days per week and meet monthly with school staff regarding member service. The School Partnerships Director meets monthly with each school and reviews the prohibited activities with each partner. 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: 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: City Year Detroit participated in the Inspector General audit of MCSC in January 2012 (four member files reviewed). All questions were satisfactorily answered and deemed allowable through the audit process, however, CYD was still included under three findings in the published report. In 2011-12, 98% of 81 enrollments and 96% of 81 exits were submitted within the 30 day deadline. In 2012-13, 54% of enrollments were submitted on time due to transitioning the responsibility to a new staff person who inaccurately interpreted the 30 day deadline to not include the first day. To correct for this, we have set an internal deadline of 20 days and the Deputy Executive Director will check progress in eGrants on this date. \*ENROLLMENT/RETENTION: In 2011-12, City Year Detroit enrolled 100% [81/81] of awarded MSY and retained 93% of enrolled members. Of the 6 who exited early, 2 resigned to pursue other job/school opportunities, 2 resigned for other obligations that were not compelling, and 2 were dismissed for failure to adhere to program standards. Retention strategies include a mentoring partnership with Deloitte staff, improvements to our training program (additional staff and coaches), addition of "town hall meetings" to improve communications, member representation on the national City Year Dean's Council, Comcast Career Day to support member

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career planning, supervisory structures that provide consistent check-ins on member well-being, support with accessing local resources for members in need (e.g. trainings on personal budgeting, etc.), and access to an Employee Assistance Program. \*OPERATING SITES & MEMBER SERVICE SITES: \*SERVICE SITES: As an operating site for the City Year, Inc. parent organization, City Year Detroit maintains a single local headquarters from which teams of members are deployed to one of 13 public school campuses in either the Detroit Public Schools, Educational Achievement Authority (EAA) (new state-run district for the bottom 5 percent of schools), Harper Woods, River Rouge, or Taylor school districts. \*SELECTION PROCESS & TIMELINE: Schools are selected in partnership with district administrators, school staff and community partners. With the exclusion of Clippert Academy and the two newly formed schools (Carson and Detroit Collegiate Prep), all schools were selected based on the following criteria: School Improvement Grant Status, Title 1 eligibility, AYP and API scores, student test scores including the MEAP, graduation rates, and/or fall within feeder patterns in which lower schools feed into high schools that have these same low performance indicators. 11 of the 13 schools have been identified: River Rouge and Harper Woods high schools both have Priority Status. Truman High School (Taylor) is implementing the Transformation Model under its SIG status. Osborn and Cody High Schools are both implementing the SIG Restart Model, meaning that they shut down and reopened under an approved educational or charter management organization. Under this model, we partner with 3 sub-schools on each campus. Phoenix Academy, Noble, and Central Collegiate Academy are all Priority schools. Michigan Future Schools' Ben Carson High School and Detroit Collegiate Prep both opened in 2011 through a DPS managed initiative under the Emergency Management reorganization. Clippert Academy is a control school that was selected through a randomization process for participation in our Department of Education Investing in Innovation (i3) study. The two new schools will both be middle schools and will meet the standard selection criteria and be either within the DPS or EAA district. In line with the district budgeting cycle, CYD will present our proposed schools to each district in April. District approval occurs in June. To support final selection, a detailed "Conditions for Success" rubric developed by Deloitte provides a way for CYD to predict success in a particular school and helps finalize selection and direct resources. \*RELATIONSHIP: We complete a contract with the district and/or annual school level agreements that outline roles and responsibilities and includes a financial schedule, activities and responsibilities, agreements around data collection and usage, supervision and monitoring expectations, training expectations, space allocation, and division of duties between City Year and school staff.

### Cost Effectiveness and Budget Adequacy

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A) COST EFFECTIVENESS: \*COST PER MSY: City Year Detroit respectfully requests a grant award of \$1,513,468 at a cost/MSY of \$12,508 to field 121 members. Our cost-effective program design significantly multiplies the value of the federal investment. We have maintained a consistent, competitive cost/MSY since 2010 (\$12,508), and for over 6 years, we have exceeded match requirements, raising 50% of the proposed budget while absorbing the remaining third of our actual costs. \*MATCH SOURCES: For 2013-14, match sources will generate from: 10-year team sponsors Henry Ford Health Systems and the Ford Motor Company Fund (\$175K), 8-year sponsor DTE Energy (\$25K), 6-year sponsor Skillman Foundation and a Community Block Development Grant (\$275K), 5-year sponsor United Way (\$540K), 3-year sponsors Deloitte and the Ford Foundation (\$290K), 2-year sponsor WalMart (\$50K), and City Year National Leadership Sponsors Comcast and CSX (\$200K). \*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 Detroit's operations account for 2.6%. \*CNCS 5-YEAR SUPPORT: Since 2008-09, City Year Detroit has been awarded \$3,825,694 in State Competitive funds, \$337,500 in National Direct funds, and \$243,800 in ARRA funds. These funds supported 376 full-time positions. \*PERCENTAGE OF OPERATING BUDGET: For 13-14, the attached program budget represents approximately 64% of the total projected operating site budget for City Year Detroit. \*FUNDRAISING EXPERIENCE: In six years (2006-07 to 11-12), City Year Detroit raised over \$10.1 million through private and other public sources. \*MATCH SECURED TO DATE & PLAN FOR THE REMAINDER: Of the match presented, the in-kind office space from Henry Ford Health Systems and the two team sponsorships from Comcast and CSX have been secured for 2013-14 (\$255K). The remainder of the match is annually renewed during the spring. As noted, \$965K of the remaining \$1.3M will generate from sponsors who have supported CYD for at least 5 years. \*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 \$7 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 - \$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

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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, a 9 member team at one of our middle schools will provide \$6,598 in services to students. Over the course of an entire school year, the team will serve approximately 130 days in school bringing the total market value of the services the team provides to over \$857,740. The average member on the team will provide \$95,000 in services over their term--7.6 times greater than our cost/MSY (\$12,508). \*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. City Year seeks to achieve economies of scale such as shifting core capacities to a regional structure. For example, 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 from the state. As a result, work conducted by many of the recruitment staff cannot be attributed to a specific local grant and therefore the recruitment staff are not included in the AmeriCorps budget as either grantee share or match.

B) BUDGET ADEQUACY: \*CLARITY, REASONABLENESS, & ALIGNMENT OF BUDGET: 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; essential overhead costs (e.g. office space and telecommunications); supplies; 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. Staff 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 \$1,513,468, 72% (\$1,086,877) 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 only for allowable direct costs in this category. \*SUFFICIENCY TO SUPPORT PROGRAM ACTIVITIES: City Year runs a single program (AmeriCorps) and therefore all costs directly support the implementation of the proposed service activities. Unlike programs that are housed within other agencies, such as universities or other national non-profits, we cannot share costs outside of the AmeriCorps program. In 2012-13, the average cost to City Year to field a single corps member is \$39K, less than half of the fair market value

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of the services provided by the same member. The attached budget represents 64% of the average per-member cost (\$12,508 x 2 = \$25K) and 64% of our operating budget. \$16,000 (41% of \$39K) supports direct and variable expenses for the corps, such as member stipend, benefits, uniform, travel, and telecom. \$9,000 (23%) supports local staff focused on service delivery such as member supervision, training, and service evaluation. \$4,200 (11%) supports recruitment staff, local marketing, and local and national recruitment activities. \$2,700 (7%) supports occupancy costs (office space). \$780 (2%) supports program expenses (materials and supplies). \$1,200 (3%) supports event production and development costs. \$5,000 (13%) represents shared national expenses such as the IT infrastructure, payroll, accounting and administrative services, program design research, national marketing, regional operations management, service implementation support and evaluation. Approximately 25% of the \$39,000 cannot be captured within the AmeriCorps budget because either the costs are unallowable, 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 completed multiple external evaluations including the 2007 Policy Study Associates study of 2,189 City Year Alumni, the 2009 and 2010 Brett Consulting Group (BCG) evaluations of our Whole School Whole Child service model, and the 2012 BCG evaluation of our Behavior, Culture, and Climate Initiatives. 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.

### **Amendment Justification**

Not applicable.

### **Clarification Summary**

Not applicable.

### **Continuation Changes**

Not applicable.