

# PART I - FACE SHEET

<b>APPLICATION FOR FEDERAL ASSISTANCE</b>		1. TYPE OF SUBMISSION: Application <input checked="" type="checkbox"/> Non-Construction															
Modified Standard Form 424 (Rev.02/07 to conform to the Corporation's eGrants System)																	
2a. DATE SUBMITTED TO CORPORATION FOR NATIONAL AND COMMUNITY SERVICE (CNCS): 04/25/13		3. DATE RECEIVED BY STATE:															
2b. APPLICATION ID: 13ND148789		4. DATE RECEIVED BY FEDERAL AGENCY: 04/25/13															
		STATE APPLICATION IDENTIFIER:															
		FEDERAL IDENTIFIER: 13WNHMA003															
<b>5. APPLICATION INFORMATION</b>																	
LEGAL NAME: City Year, Inc. DUNS NUMBER: 622374122		NAME AND CONTACT INFORMATION FOR PROJECT DIRECTOR OR OTHER PERSON TO BE CONTACTED ON MATTERS INVOLVING THIS APPLICATION (give area codes): NAME: Alyson Augustin TELEPHONE NUMBER: (617) 927-2430 FAX NUMBER: (617) 927-2520 INTERNET E-MAIL ADDRESS: aaugustin@cityyear.org															
ADDRESS (give street address, city, state, zip code and county): 287 Columbus Avenue Boston MA 02116 - 5114 County: Suffolk																	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): 222882549		7. TYPE OF APPLICANT: 7a. Non-Profit 7b. Service/Civic Organization Community-Based Organization National Non-Profit (Multi-State)															
8. TYPE OF APPLICATION (Check appropriate box). <input checked="" type="checkbox"/> NEW <input type="checkbox"/> NEW/PREVIOUS GRANTEE <input type="checkbox"/> CONTINUATION <input type="checkbox"/> AMENDMENT If Amendment, enter appropriate letter(s) in box(es): <input type="text"/> <input type="text"/> A. AUGMENTATION      B. BUDGET REVISION C. NO COST EXTENSION D. OTHER (specify below):		9. NAME OF FEDERAL AGENCY: <b>Corporation for National and Community Service</b>															
10a. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: 94.006 10b. TITLE: AmeriCorps National		11.a. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT: City Year - Parent 11.b. CNCS PROGRAM INITIATIVE (IF ANY):															
12. AREAS AFFECTED BY PROJECT (List Cities, Counties, States, etc): Denver, CO; Washington, DC; Chicago, IL; Los Angeles, CA																	
13. PROPOSED PROJECT: START DATE: 08/01/13      END DATE: 06/30/14		14. CONGRESSIONAL DISTRICT OF:    a.Applicant <input type="text" value="MA 008"/> b.Program <input type="text" value="MA 008"/>															
15. ESTIMATED FUNDING: Year #: 1		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS? <input type="checkbox"/> YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE: <input checked="" type="checkbox"/> NO. PROGRAM IS NOT COVERED BY E.O. 12372															
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">a. FEDERAL</td> <td style="text-align: right;">\$ 1,024,100.00</td> </tr> <tr> <td>b. APPLICANT</td> <td style="text-align: right;">\$ 1,024,100.00</td> </tr> <tr> <td>c. STATE</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>d. LOCAL</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>e. OTHER</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>f. PROGRAM INCOME</td> <td style="text-align: right;">\$ 0.00</td> </tr> <tr> <td>g. TOTAL</td> <td style="text-align: right;">\$ 2,048,200.00</td> </tr> </table>		a. FEDERAL	\$ 1,024,100.00	b. APPLICANT	\$ 1,024,100.00	c. STATE	\$ 0.00	d. LOCAL	\$ 0.00	e. OTHER	\$ 0.00	f. PROGRAM INCOME	\$ 0.00	g. TOTAL	\$ 2,048,200.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> YES if "Yes," attach an explanation. <input checked="" type="checkbox"/> NO	
a. FEDERAL	\$ 1,024,100.00																
b. APPLICANT	\$ 1,024,100.00																
c. STATE	\$ 0.00																
d. LOCAL	\$ 0.00																
e. OTHER	\$ 0.00																
f. PROGRAM INCOME	\$ 0.00																
g. TOTAL	\$ 2,048,200.00																
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.																	
a. TYPED NAME OF AUTHORIZED REPRESENTATIVE: Evelyn Barnes		b. TITLE: CFO	c. TELEPHONE NUMBER: (617) 927-2373														
d. SIGNATURE OF AUTHORIZED REPRESENTATIVE:		e. DATE SIGNED: 04/25/13															

# Narratives

## Executive Summary

77 City Year AmeriCorps members will partner with 6 SIG-funded schools in Chicago, Denver, Los Angeles and the District of Columbia, to support School Turnaround strategies by improving conditions that help at-risk students stay in, progress in and complete school. Members will tutor, mentor and coach targeted K-9th grade students, promote positive school climate and family engagement, and provide extended day learning. In 2013-14, 1900 students will benefit from in-class support and at least 1100 students will receive targeted services that improve 450 drop out risk indicators in attendance, social-emotional learning, English and/or math. The CNCS investment of \$1,024,100 is matched with \$1,024,100.

## Rationale and Approach

a)Members as Highly Effective Means to Support and Sustain School Turnaround Efforts. 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, failure in English, or failure in math. City Year supports district efforts by aligning services to district and school improvement plans in order to increase the graduation pipeline for underperforming schools. Our AmeriCorps members fulfill functions of the role of "student advocate" or equivalent described under improvement plans by providing preventive support to all students on their assigned list who are experiencing social or academic difficulties, provide consistent promotion of expectation of high achievement, reinforce and reward school wide rules, engage parents in their child's learning, and assist staff with identifying individual student needs. To accomplish this, 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.

As part of the School Turnaround AmeriCorps program, City Year will partner with 4 school districts and 6 SIG schools in 4 states to achieve these goals, including: Chicago Public Schools: Edward Tilden Career Community Academy [NCES# 170993001161] and Kelvyn Park High School [NCES# 170993000923]. Denver Public Schools: North High School [NCES# 080336000389] and Trevista ECE-8 at Horace Mann Middle School [NCES# 080336006389]. District of Columbia Public Schools: DC Scholars Stanton Elementary School [NCES# 110003000013]. Los Angeles Unified School District: William Jefferson Clinton Middle School [NCES# 062271011649].

## Narratives

NEEDS IDENTIFIED BY SCHOOL LEADERSHIP: In Chicago, Kelvyn Park identified low literacy rates as their primary barrier to Annual Yearly Progress. Since 2007-08, Kelvyn has improved performance on the Prairie State Achievement Examination (PSAE) from 14% meeting/exceeding in Reading to 16.9% meeting/exceeding in 2011-12, putting Kelvyn far below the SIP goal of a 10 percentage point increase by March 2013. To meet Kelvyn's SIP goal for attendance, they will have to increase their attendance rate from 76.3% in 2011-12 to 90% by July 2014. At Tilden, their improvement plan focuses on social-emotional learning around improved attendance, decreased misconduct, increased instructional time, and growing community partnerships to improve parent and student engagement and participation. In 2011-12, Tilden achieved a 71.2% attendance rate, a 6.1% dropout rate, and 100% of students were chronically truant. In 2010-11 in Denver, 33% of 9th grade students at North achieved proficiency or advanced in reading on the Colorado Student Assessment Program (CSAP) below both the school SIP target of 35% and the state school-wide expectation of 73.3%. In math, the 12% achieved by 9th graders is also below the school goal of 20% and the state expectation of 33.5%. Similar to North, Trevista K-8 has not met school or state expectations on the 2010-11 CSAP in middle school grades (22% for reading and 16% for math). While slightly better, in K-5th, still only 31% achieved proficiency/advanced in reading and 37% achieved proficiency/advanced in math. Trevista has identified a lack of vocabulary development to support content knowledge and skills due to a lack of system support (extended learning time and tutoring) and acknowledged a school wide culture of low expectations for student performance as root causes for low scores. At LAUSD's Clinton middle school, 27% of students achieved proficient or advanced level on the ELA portion of California's 2011-12 Standardized Testing and Reporting (STAR) Program and 25% achieved the same in math. The school also lacks capacity and resources for afterschool programming. In DC's Ward 8, Stanton elementary is on a path towards improvement, however, in 2013-14, student enrollment will grow from the current 355 to over 600 students as a result of DCPS closure of the nearby Winston Education Campus. Stanton is operating under the Restart SIG model. In June 2010, DCPS assigned management of the school over to the Scholar Academies charter management organization (CMO). Since 2011, the CMO has been able to demonstrate significant academic improvement by reducing the number of students testing at Below Basic/Basic from 90% and 91% in reading and math respectively on the 2011 DC Comprehensive Assessment System (CAS) to 81% and 72% in reading and math on the 2012 CAS. Stanton leadership attributes the success to improved parent engagement. This improvement is at risk of stalling, or going backward, with the influx of new students in 2013-14, which will have a dramatic impact on school-wide culture.

## Narratives

All schools identified are included on the list of School Improvement grant awards issued by the U.S. Department of Education Office of School Turnaround. At least 86% of students at all schools are economically disadvantaged (eligible for free or reduced price lunch) and at least 90% of students at each school represent communities of color. Kelvyn Park, North, Trevista and Clinton are predominantly Hispanic and Tilden and Stanton are predominantly African-American. Data Sources: National Center for Education Statistics, California Department of Education SARC reports, [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/), DC Public Schools, [www.dcps.dc.gov](http://www.dcps.dc.gov), Denver Public Schools, [www.dpsk12.org/](http://www.dpsk12.org/), Colorado Department of Education, [www.cde.state.co.us/](http://www.cde.state.co.us/), and Chicago Public Schools, [www.cps.edu](http://www.cps.edu).

**\*MEMBERS REQUESTED:** In 2013-14, City Year requests to field 77 full-time AmeriCorps members in partnership with each school. Members will be deployed on six teams of 8-18 members, depending on size of school population, to provide targeted interventions to K-9th grade students. Each team will be led by 1-2 Team Leaders (typically members serving a second year). **\*MEMBER ACTIVITIES:** All member activities are planned with school leadership and designed to address the research-based Early Warning Indicators (EWIs) that predict drop out risk: specifically student performance in attendance, behavior, English and math (An Early Warning System, Curran, Neild & Balfanz, 2007). Monday through Thursday, City Year AmeriCorps members 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 (e.g. morning greeting, phone calls home); 4 hours providing tutoring and in-class academic support; 20 minutes of mentoring during lunch for students identified in need of socio-emotional learning or motivation coaching; 30 minutes for lunch; 30 minutes for whole-school and enrichment programming; 1 hour of planning and documentation time with teammates and/or teachers/specialists; 1 hour of afterschool homework support; and, 90 minutes of afterschool enrichment activities. On Fridays, members participate in training and reflection, community engagement, service planning and documentation, and post-AmeriCorps career planning. Through these activities members provide supports that will help improve student academic efficacy and engagement to their school and thereby keep the students in school and on track to successful promotion to 10th grade. Each activity has components that promote positive school climate, to help both the universal student population and students at risk for dropping out of school.

**\*ATTENDANCE:** To promote attendance, members conduct morning greeting to welcome students,

## Narratives

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. \*SOCIO-EMOTIONAL LEARNING (SEL): 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 (i.e., "50 Acts of Leadership"). 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 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: In each school, members provide Extended Learning Time for students through enrollment-based and drop-in afterschool programs run in partnership with nonprofits and other school-based AmeriCorps programs, 3-4x/week, typically from 2:30-6pm. Standard programming includes requisite 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.\*FAMILY ENGAGEMENT: DC Scholars Stanton Elementary School has partnered with the Flamboyant Foundation and City Year to implement a strategic, research-based approach to parent engagement with promising results in Year 1. Members co-facilitate quarterly teacher-parent meeting planning and preparation for targeted students, and will pilot attending home visits with teachers, in anticipation of creating a replicable strategy across all six schools.\*DIPLOMAS NOW: Clinton Middle School (Los Angeles) is part of Diplomas Now, a collaborative between City Year, Johns Hopkins University's Talent Development (school reform), and Communities in Schools (social supports) to achieve school transformation and accelerated growth for at-risk students. In its second year under the Diplomas Now partnership, Clinton has achieved notable gains: its suspension rate decreased from 10.1% to 2.5% between 2010-2012, and by

## Narratives

the end marking period in 2012, 67% of 366 6-8th grade students failing English improved to passing grades by end year marking periods, as did 63% of 266 students failing Math, and 82% of students targeted for attendance support had increased their ADA to school standard. In our second year under the Diplomas Now partnership, City Year supports the Clinton Straight As program, a school-wide reform program structured around the schools vision, mission, and values for learning for all students. Using the Early Warning Indicator approach, the As include 40 specific strategies under Academics, Advocacy, Agency, Apprenticeship, Attitude, Attendance, Access, Acceleration, Assessment and Appreciation. Through City Year's extended day, the school adds 10 hours of academic time and 1.5 hours of enrichment per week. \*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. As trained, peer-age role models, City Year members form connections with students as trusted mentors and gain holistic understanding of students' needs. For example, of 716 students surveyed in grades 3-8 in 2011-12, 87% (622) said that City Year DC members often/almost always helped them learn and believe they can succeed. In our four City Year locations and their current 71 partner schools, mid-year surveys (January 2103) provide evidence of success: 84-96% of 430 teachers agreed or strongly agreed that members foster a positive environment for learning and at least three-quarters reported that members help them differentiate instruction. In principal and staff liaison surveys, 110 of 121 (90%) agreed or strongly agreed that their schools' priorities and City Year initiatives are well aligned. City Year achieves economies of scale through shared best practices, training, corps and staff development; centralized, replicable resources such as information technology, and decreased costs for evaluation tools.. Equally important, City Year serves as a convener and connector of practitioners in the education field through our annual DC conference, thought leader meetings, new site delegation visits, and media outreach. As such we leverage our network of contacts with District officials in 24 urban locations with the highest dropout rates to exchange learning and strategies for school improvement.

## Narratives

### b)Evidence-Informed and Measurable 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 providing targeted interventions in attendance, social-emotional learning (SEL) and tutoring in English and math is based on research conducted by Johns Hopkins University that concluded that student performance in these areas is a means to identify students who are at 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). SEL programs improve students social behaviors, emotional well-being, and academic growth, and reduce frequency of conduct problems ("The Positive Impact of Social Emotional Learning for K-8th Grade Students", Payton et al., 2008). Middle school students in particular need close relationships with adults as they undergo multiple physical, emotional and social changes. SEL programs ease the transition to a middle school environment where students move from classroom to classroom, reducing personal contact with individual teachers ("The Social Emotional Learning Component of City Year's Whole School, Whole Child Service Model: A Focus on the Middle Grades", Kidron, Osher, American Institutes for Research 2012). Schoolwide efforts to promote positive school climate, including family engagement and student connectedness to school, also influence student achievement and is associated with positive outcomes in high school and beyond. (Kidron, Osher 2012; Caspe, M. & Lopez, W. (2006) "Lessons from family-strengthening interventions", Harvard Family Research Project). 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, 231 members (77 x 3 years) will have provided

## Narratives

4,500 interventions in academic achievement and academic engagement to at-risk students to help them stay in school and on track to graduation. Further, our six partner schools will make demonstrable progress against their School Restart, Turnaround or Transformation goals.\***DEMONSTRABLE IMPACT:** In 2013-14, we anticipate that members will provide whole class support to 73 classrooms reaching over 1,900, 45%, of the 4,200 students at these schools. 528 targeted students will be enrolled in literacy and/or math tutoring and 583 will be enrolled in attendance and/or SEL coaching (an additional 218 students will receive science and history tutoring, per school direction, in Clinton Middle School, Tilden Career Community Academy, and Kelvyn Park High School). Of those enrolled in core course tutoring, 396 will complete the program and of these, 235 will improve proficiency in ELA and/or math on formative and/or summative assessments. Amount of progress will depend on the assessment administered in each school and related to curriculum, for example, in Stanton Elementary, a level on DIBELS (testing Oral Reading Fluency) or proficiency increase on Pace Interim Assessments (numeracy). For detail on curricula and assessments for all schools, please see National Performance Measure text. 437 students will complete 8 weeks of attendance coaching and/or SEL programming, and of these, 219 will achieve 90% average daily attendance by the end of the school year, and/or improve scores to at least "strength" position of 60+, on the social-emotional development rubric (DESSA, or Devereux Student Strengths Assessment) thereby demonstrating an increased engagement with their school. Student progress is assessed every 8 weeks against exit criteria.\***MEASUREMENT TOOLS:** Impact will be measured through analyzing student level data and surveys administered to corps members, teachers, and school principals and liaisons, and students enrolled in after-school programs. Students are selected for intervention in partnership with school liaisons and teachers using baseline EWI data provided by the district at the start of the school year, or prior year data; ongoing progress is monitored through 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 SEL rubric data) provided at the end of the grading or assessment cycle. Specific tools include Average Daily Attendance records, attendance trackers, the DESSA rubric completed by members and/or teachers, and literacy and numeracy assessments per school or district requirement. Student enrollment and performance data is entered into City Year's student database called "cyschoolhouse", a customer relationship management system (CRM) built off of the Salesforce platform. \***REPORTING CAPACITY:** Each City Year site designates an "Evaluation Representative" to locally manage student level data collection and support reporting efforts. Surveys are developed by

## Narratives

City Year Headquarters (CYHQ) evaluation staff, administered locally, and processed and analyzed by CYHQ. Working with teachers and school liaisons, City Year staff collects and reports on student enrollment, baseline data, and formative assessments on a monthly basis to City Year, Inc. and to school leadership, with summative reports produced at mid-year (January) and year-end (July). Student level attendance performance, SEL progress and academic scores are analyzed locally School Partnerships Directors, or Diplomas Now teams, with support from the CYHQ Evaluation Department. Per student results are reviewed with school staff (in the Diplomas Now location, with Communities in Schools and Talent Development as well) to for continuous improvement and adjustments to student selection as needed. Reports will be submitted to CNCS following the quarterly reporting schedule.

**\*PERFORMANCE MEASURE SELECTION:** As a provider of Education based services to improve student academic performance and engagement in school, 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. **\*TARGET DEVELOPMENT:** 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. Completion rates take into account student mobility, student absences, teacher reassignment, and nominal member attrition. Improved outcome rates are based on historic experience, using FY11 and FY12 actual results for these measures, plus FY13 goals set with school leadership and progress to date. Our expectations for academic improvement factor in student catch up growth in addition to annual growth (where students test at 1+ years below grade level), and address a sufficient number of at-risk students to significantly impact school progress towards Turnaround goals. For example in Denver, Trevista Middle School has 227 needing to catch up to grade level in reading and 203 needing to catch up in math. The 13-member team at Trevista will support 48 students in reading, 21% of the 227 who need to catch up, and 48 in math, 24% of the 203 needing to catch up. **\*TRACK RECORD:** The school partnerships represented in this proposal were selected from City Year's network of 241 school partners in 24 cities for their unique strategies or approaches that have strong potential to be replicated in other schools and districts, and/or will expand current scope of services in the school, and where members will form innovative partnerships with other national service programs and nonprofits providing services within the schools to improve student outcomes. Each City Year location has implemented the WSWC program for the past 3-6 years, and adopted National Performance Measures beginning in Pilot Year 2011. Measures included

## Narratives

ED5/academic improvement and ED6/attendance improvement in 2010-11; ED5 only in 2012; and in 2013 added ED27/academic engagement to address attendance and SEL. Reporting on outputs and outcomes for all school partners in their districts, these four sites have demonstrated capacity to correct for challenges to meeting targets. For example, 3 of 4 sites met all measures in 2011. DC corrected for missing its student completion goal by working with the DC Public Schools to use collaborative, data-driven student selection processes, and improved data entry. In 2012, 3 of 4 sites minimally missed student completion and improvement targets. To correct, sites worked with districts to secure sufficient per student tutoring time; City Year HQ completed implementation of a real-time, web-based student level database (cyschoolhouse) including staff training and presentations to school districts; and specifying data access as well as use of assessments in school Memorandums of Agreement at start of year. In FY12, across all schools in these four locations, 981 students improved academic performance in literacy and/or math; and 1,182 students received attendance or SEL supports. In FY13, all sites are on track to meet targets. In our six selected schools, 1,731 students have already received more than 15,400 hours of EWI interventions. Across all schools in these locations, 14,181 students have received nearly 100,000 hours of targeted supports.

C. AmeriCorps Member Recruitment. City Year will strive to recruit a corps that is diverse and reflective of the communities in which members will serve. To accomplish this, we establish goals for our applicant pool that are: education: 70% of applicants will have completed college, 10% have some college, and 20% are recent high school graduates; ethnicity: 40% of applicants will be Caucasian, 25% African-American, 15% Multi-Racial, 10% Hispanic/Latino, and 10% Asian. For the 2012-13 program year, the national City Year recruitment network generated 11,876 complete applications of which 29% were male, 18% were high school students, 32% were African-American, 34% Caucasian, 12% Hispanic, 5% Asian, and 14% Other. 22% of the 11,876 applicants were confirmed. One third of members serve in communities they grew up in. For 2012-13, 47.7% of City Year's national corps self-identified as of color, multiracial or of Hispanic descent on start of year surveys and 41.6% self-reported as Pell-grant eligible. For 2013-14, 50% of applicants for the School Turnaround AmeriCorps positions will come from California, Illinois, Colorado and DC through respective state and local college campuses, local area high schools (such as those our teams serve in) and local nonprofits i.e., local chapters for AmeriCorps Alums, United Way and the Posse Foundation. At Tilden, North and Kelvyn Park High Schools, we will train our Team Leaders on how to identify and direct potential applicants to our local recruitment teams in and ensure they have recruitment materials on hand at the schools. Outreach includes info sessions, open houses, classroom presentations, and tables at

## Narratives

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. To coordinate member selection with school staff, City Year Program Managers consult with teachers during the spring on preferences for Team Leaders among returning corps, collect teacher feedback on preferred skills and knowledge, and host feedback and "opt-in" sessions for teachers at end of year. Disability and reasonable accommodation is available on request. TUTORING PROGRAMS: \*MEMBER QUALIFICATIONS: All members must meet AmeriCorps eligibility requirements, have a high school diploma, and receive requisite AmeriCorps and District-required criminal history checks, and successfully complete our Basic Training Academy.

### d. AmeriCorps Member Training

City Year sites will follow our annual 36-week learning calendar called the "Member Development Curriculum Map." The Map sets foundational trainings that are necessary for members to deliver the Whole School Whole Child service model and includes intensive training events such as a 3 week intensive Basic Training Academy (BTA) in August and a multiday Advance Training Academy (ATA) in Jan/Feb. \*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. 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. City Year Headquarters has developed 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. Each City Year site is required to select a minimum set of trainings ("foundational trainings") and then select from the remaining lesson plans over the course of the program year in order to meet local needs and service delivery. 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.\*PROHIBITED ACTIVITIES: Members receive training during orientation, receive a handbook, and sign a Member Service Agreement with the prohibited activities included. \*TUTOR TRAINING: During BTA, members complete City Year trainings in creating the environment for effective tutoring, lesson design, coaching on student performance, working with teachers, and

## Narratives

protocols for math tutoring (toolkit, understanding numbers and fractions, algebra) and literacy tutoring (comprehension, fluency, and vocabulary). Advanced trainings occur during the Advanced Training Academy (February) and through monthly WSWC trainings. In 2013-14, City Year sites will continue to utilize City Year's CY Comprehension Frameworks for tutoring that includes literacy tutoring protocols in fluency, vocabulary, and reading comprehension and math tutoring protocols in computational fluency. The research basis for the protocols is Repeated Reading for fluency, Beck & McKeown word learning strategy and Kieffer & Lesaux's morphological strategy for vocabulary, Collaborative Strategic Reading for reading comprehension and IES Practice Guide (Gertan et al, 2009) for computational fluency. Members also receive regular observation and coaching on tutoring delivery from City Year staff and/or school staff. City Year staff and members also have access to City Year's Site Literacy Capacity Program that was developed by education specialists Public Consulting Group (PCG) in 2012. City Year's Regional Literacy Trainers for the Midwest, Atlantic and West Coast Regions, all specialists in at-risk reading strategies, provide on-site trainings quarterly.

**\*COORDINATED TRAININGS WITH SCHOOLS:** City Year staff work with schools to plan school orientations for members, combined summer professional development trainings with teachers, practicums during Basic Training Academy, and utilization of school-recommended materials (e.g., Reading Mastery, Touch Math) where district and/or school instructional coaches will deliver trainings.

### e. AmeriCorps Member Supervision

**\*PLAN FOR ADEQUATE SUPPORT:** A dedicated City Year Program Manager (PM) provides day-to-day supervision for each team. PMs conduct daily team check-ins, hold weekly team meetings, and conduct twice monthly one-on-ones or check-ins 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 and is at the school at least 3 full days a week. **\*SUPERVISOR SELECTION & TRAINING:** Program Managers submit resumes, are interviewed by senior staff and introduced to school leadership, and are either City Year alumni or have experience in the education field. PMs who have experience with one of the six specific schools as a former corps member are preferred. 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 Program Managers is provided by each site's School Partnerships Director. Program Managers meet weekly with the Director as well as

## Narratives

with their school staff liaison. The Director meets with school staff at least monthly to ensure the partnership is on track and resolve any issues that may come up. The entire Program Department (School Partnerships Director, Program Manager, and Training Manager) hold a team meeting at least twice per month to provide updates on service delivery and upcoming events, communicate deadlines and resources, and to identify and share best practices around challenges an individual Program Manager may face with a school partnership or individual member. While serving in a classroom, teachers provide oversight of member activities and provide immediate coaching and feedback to the members. Teachers reports any disciplinary issues to the member's Program Manager.

### f. Member Experience

**\*CIVIC PARTICIPATION & 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 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. **\*AMERICORPS CONNECTION:** Members participate in a swearing-in ceremony during City Year's Opening Day in each city, 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. Invited by the Colorado State Office to apply for VISTA positions, we plan to explore replication of our successful VISTA program in City Year Boston, where VISTA members are managed by City Year, but placed with our partner Boston Public Schools specifically to facilitate student level data retrieval, coordination and analysis and to build a data-driven culture. This model has potential for expansion across all School Turnaround AmeriCorps schools, fostering greater connection with other streams of service and multiplying resources for our schools, while building member awareness of additional service opportunities.

### g. Organizational Commitment to AmeriCorps Identification

**AMERICORPS IDENTIFICATION:** The AmeriCorps logo is included on member uniforms, name tags and business cards, City Year recruitment materials, our website, and included in signage at CYJ 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

## Narratives

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. Each site is required to have a designated local staff "Brand Manager" to ensure all sites follow messaging and branding guidelines.

### h. Strategic Consideration

City Year is committed to supporting turnaround efforts in some of the lowest-performing schools in four diverse urban areas (Chicago, Denver, Los Angeles, DC), to generate significant positive impact on the national dropout crisis. These SIG-funded schools were selected as City Year partners based on graduation rates falling below 60% (if high schools) or because they serve as feeders to those schools. As a multi-state program, we will place 18-23 full time members in each of these geographically diverse locations. To deliver these services, we expect to recruit a widely diverse corps that includes economically disadvantaged young adults.

### 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 Chicago was established in 1994, Denver in 2011, Los Angeles in 2007, and DC in 2001.\*LOCAL STAFFING & MANAGEMENT STRUCTURE: The 6 teams and 77 members comprise part of larger City Year sites, with staffing to support all aspects of local site operations. Executive Directors JEFF FRANCO (DC), LISA MORRISON BUTLER (Chicago), ALLISON GRAFF-WEISNER (Los Angeles) and JEFF PARK (Denver) are responsible for site leadership, including partnerships, recruitment, board management and fundraising. Managing Directors for Program & Service, School Partnership Directors, and Impact Directors variously supervise each team's Program Manager, as well as Evaluation and Training Managers. Program Managers provide day-to-day supervision of the corps (18-23 members each) and lead their team through implementation of the service activities. For example, DC School Partnerships Director, MICHAEL STEVENS, oversees strategic school relationships and coordinates between the sites' three Program Directors. Leadership staff in each site brings 5-10 years of business, education and fundraising experience, and the majority of our Program staff have held corps and staff positions with City Year or other national service programs. Of the 6 Program Manager positions, 4 are currently filled with staff whose prior experience includes serving

## Narratives

as public school teachers, multiple terms of service with City Year or Teach For America, and all hold BA's and/or MA's. The vacant positions are expected to be filled by June and 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.

**\*STAFF TRAINING (FINANCE, PROGRAM AND TECHNICAL ASSISTANCE):** City Year staff participate City Year's cross-network and regional conference calls organized around job function, and training conferences and workshops organized by City Year Headquarters (CYHQ) staff and held in Boston or regionally. Sites 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 participate in CNCS or various Commission sponsored financial management trainings. CYHQ maintains a professional Learning and Development department within the Human Potential (resources) department. Under the guidance of a cross-departmental committee, this department leads on the implementation of network wide conferences and events, training design, and learning plans such as the Member Curriculum Map. **\*ORGANIZATIONAL CAPACITY TO CONDUCT EXTERNAL EVALUATION:** We will receive 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. Since 2010, Dr. Biesecker has supported City Year complete external evaluations on our Whole School Whole Child service model, our Social-Emotional Learning initiatives, and implementation of WSWC components at our sites in Miami, New York City and Philadelphia. In addition, she is supporting City Year's participation in the 5-year study of the Diplomas Now partnership funded through a Department of Education Investing in Innovation (i3) grant. Through this work, we have experience working with research firms Brett Consulting Group, Research For Action (RFA), Policy Studies Associates (PSA), MDRC, and ICF.

**\*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. **\*CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT:** Governance: All City Year sites operate

## Narratives

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.\*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. Further, all legal, insurance, auditing, accounting, payroll and fiscal management functions are centralized at CYHQ. CYHQ also provides centralized program supports including 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, and staff training, including guidance on AmeriCorps compliance requirements. In addition, we maintain regionalized management structures around member recruitment, service implementation, literacy coaching and site operations. \*NEW INITIATIVES: CYHQ has contracted with Deloitte consulting to develop and implement long-range, site-specific blueprints to saturate schools that feed low-performing high schools in each City Year location, to reach 50% of off-track students by 2017. These plans are being presented to all local stakeholders, including advisory boards, school districts and local champions, to underwrite scale and expansion of the corps.\*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 completes an annual Financial Statement and A-133 audit report (led by KPMG). Our 2011-12 report has no findings for our AmeriCorps program.

b) SUSTAINABILITY: Each City Year site conducted planning meetings with school and district officials to generate this proposal, committing to mutual accountability for improving student outcomes through closer partnership and data-driven practice. Letters of support are attached. For example, 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 and supporting CYDC since 2009. 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 Chicago, we meet regularly with CPS Chief

## Narratives

Administrative Officer Tim Cawley and Office of the Mayor Education leader (Beth Swanson), verifying the city's intent to budget for and utilize CYC members as strategic resources to support turnaround efforts. City Year Denver is identified as a partner under North's Major Improvement Strategy #1 Building Instructional Systems, Structures and Process for extended learning time and tutoring structures and for developing and implementing a tiered prevention and intervention system for attendance, student behavior, and social-emotional needs. Sites also 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 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. Over the past five years, DC has raised \$12.5 million; LA - \$19.5M; Chicago - \$12.6M; and Denver, \$1.6M (inception 2011).

c) COMPLIANCE AND ACCOUNTABILITY: \*PREVENTION: City Year Headquarters (CYHQ) provides policy and oversight of the AmeriCorps program through multiple means such as automated systems, policies, standard operating procedures, training, document audits, site monitoring and support visits, memorandums of understanding, and customer service for any questions. Each site's School Partnerships Director meets weekly with the Program Managers and issues that cannot be solved locally are elevated to CYHQ as appropriate. Program Managers are on the school campus 3-4 days per week, and meet weekly with school staff to ensure members are providing quality service and are not engaged in prohibited activities. The School Partnerships Directors conducts monthly site monitoring visits at each school to observe and provide feedback on member activities. Members and service partners receive 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. For example, HQ-based Regional Vice President for Operations and Regional Impact Directors visit each site in their portfolio at least once a year if not quarterly. Automated systems, such as our on-boarding and payroll systems, detect when signatures are not present and stop the payroll process until timesheets are signed. City Year's Vice President of Program reviews and approves member position descriptions. CYHQ's policy on non-partisanship includes a reporting structure for questions and issues. City Year sites will allow for "Extra Hours Opportunities" for members to make up service (for absences) outside of the regular service day. All such opportunities must be approved by the local School Partnerships Director. If there is a question

## Narratives

on allowability, staff will consult with CYHQ's Government Relations department.

\*ACCOUNTABILITY: City Year practice is that issues of non-compliance are reported to the direct supervisor of the individual responsible. Violation of CYHQ policy is documented and can lead to dismissal or termination. School partnerships are reviewed annually and compliance with the partnership agreement is factored into consideration for renewal. \*ENROLLMENT AND RETENTION: In City Year's National Direct grant #12NDHMA001, in 2011-12, we filled 99.7% [545.5/547] awarded MSY. We had 5 full-time slots which were converted into 10 half-time slots through which we enrolled 7 'mid-year' members leaving 1.5 MSY unfilled. As of February 1, 2013, we filled 99.8% [636/637] of awarded MSY and have retained 95% of members enrolled [610/642].

\*CONSULTATION WITH STATE COMMISSIONS: State Commissions in California, Colorado, the District of Columbia, and Illinois received a completed consultation form on April 24, 2013 via email or online as required outlining number and type of MSY, service locations, program activities and funding requested for 2013-14 under this application.

### d. Continuous Improvement

\*STAKEHOLDER INVOLVEMENT & SUPPORT: Apart from our key strategic partnerships with schools, City Year'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 feeder relationships 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. Our multi-year partnerships with school districts (5 years -- District of Columbia; 6 years -- Chicago Public Schools; 2 years -- Denver Public Schools; and 5 years -- Los Angeles Unified School District) drive our program sustainability and implementation. In addition to meetings with district and school turnaround officials, each City Year site will work with school staff to create a data-driven culture to inform student selection, intervention, performance, and school climate strategies. Protocols include start of year meetings with principals, to complete detailed Memorandums of Agreement outlining member schedule, assignment, data access and assessment tools. All teachers meet with corps and Program Managers at start of year, and form regular check in schedules. School principals and teachers receive mid and year end surveys, and comprehensive data results from assessments are systematically reviewed during March/April meetings with school leadership to revisit progress towards partnership goals.

### Cost Effectiveness and Budget Adequacy

## Narratives

### A) COST EFFECTIVENESS:

\*COST PER MSY: City Year respectfully requests a grant award of \$1,024,100 at a cost/MSY of \$13,300 to field 77 members. Cost/MSY Track Record: City Year has not increased cost per MSY since 2010-11. \*PERCENT OF BUDGET: As per our 11-12 A-133 audit report, funding from CNCS accounted for 25% of City Year, Inc.'s total revenue. In 12-13, City Year, Inc. has a \$115M operating budget of which the six specific school partnerships account for less than 1%. \*PERCENTAGE OF OPERATING BUDGET: For 13-14, the attached program budget represents approximately 68% of the total projected operating site budget for each City Year location. Approximately one third of operating costs are not included in the budget. These costs are absorbed by City Year and include: development and fundraising costs, regional operations and recruitment costs, and infrastructure and licensing costs. \*CNCS 5-YEAR SUPPORT: As a National Direct grantee, City Year has received \$28M to support 2,205 MSY since 2009. \*FUNDRAISING EXPERIENCE: The four sites represented have raised \$46.2M through corporate contributions and private grants, state and local government grants in the past 5 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% (\$1,024,100). \*MATCH SECURED TO DATE: City Year Chicago: in partnership with Chicago Public Schools, Tilden Community Center Academy, \$120K; Kelvyn Park High School, \$120K; and returning team sponsors Exelon Foundation \$100K, plus Chicago White Sox \$100K (all sources to be finalized in June). City Year Los Angeles: Clinton Middle School, \$110K; Hauptmann Family Foundation, \$80K, as part of a 4-year contract; Warner Bros., \$100K, three-year team sponsor. City Year Denver: Walton Family Foundation, \$150K; Trevista ECE-8 at Horace Mann, \$130K; North High School, \$100K. City Year DC: in partnership with DCPS, DC Scholars Stanton Elementary School, \$100K; CSX, \$100K -- committed; K. Fritz Foundation, \$50K -- four year sponsor. \*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 \$7 to every \$1 invested by AmeriCorps. For example, our members serve as tutors, academic coaches, mentors, and, afterschool and 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 Sylvan'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

## Narratives

(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 10 member team at North High School will provide over \$6,700 in services to students. Over the course of an entire school year, the team will serve approximately 130 days in North bringing the total market value of the services the team provides to over \$880,000. The average member on the team will provide \$88,000 in services over their term - 6.6 times greater than our cost/MSY (\$13.3K). \*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 contracts with each school district and/or partner school are scaled so that the commitment grows as we add teams and/or corps (subject to SIG funding contingencies in Chicago schools). In addition, 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 recruitment staff at the sites in the regional model cannot be attributed to a specific local grant and therefore the recruitment staff is 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. It includes requisite personnel costs for 6 staff and 77 corps, a portion of costs for supporting operations staff in Los Angeles and Chicago, 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 benefits are calculated at 7.65% for FICA, 10% for Health Insurance and 1.35% for Workers'

## Narratives

Compensation. Section II: Corps benefits include full-time stipends, health care, FICA and worker's compensation. Of the total requested amount of \$1,024,100, 62% (\$635,235) 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, within requisite limits, 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. In 2012-13, the average cost to City Year to field a single corps member is \$39K, approximately 44% of the total value of the \$88,000 in services the member will provide over the course of the term. The attached budget represents 68% of the average per-member cost (\$13,300 x 2 = \$26.6K). The largest share, 41%, 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 must be 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

Over the past eight years, City Year, Inc. has completed multiple external evaluations including the 2007 Policy Study Associates longitudinal 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.

## Required Documents

### Document Name

### Status

Federally Approved Indirect Cost Agreement

Not Applicable

Labor Union Concurrence

Already on File at CNCS