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Executive Summary

50 City Year AmeriCorps members will provide in-school and after-school tutoring and mentoring to 3rd to 9th grade students who are at risk to drop out in 6 Tulsa, Oklahoma public schools. At the end of the first program year, the AmeriCorps members will be responsible for providing in-class and school climate support to benefit 920 students and targeted tutoring and mentoring to at least 300 students that improves 240 drop out risk indicators in attendance, behavior, English and/or math. In addition the AmeriCorps members will leverage 400 volunteers that will be engaged in periodic physical service projects to benefit partner schools. This program will focus on the CNCS focus area of Education. The CNCS investment of \$625,000 will leverage \$1,557,470 [\$500,000 in local public funding and \$1.057M in private funding].

Rationale and Approach/Program Design

a) NEED: Students attending the six Tulsa schools to be served by City Year teams in 2014-15 struggle with core academic subjects at an early age. In 2012, over 50% of 1st -3rd grade students received reading remediation (state 33%). In 3rd to 8th grade, the percentage of students at or above proficiency on the state standardized assessments for reading and math were below state averages, as much as 54 percentile points for reading and 36 percentile points for math. These Tulsa students, who are >59% minority and >89% are eligible for free/reduced price lunch, also have high absence rates. In 2012, students missed 3.4 more days of school than the state average, and at Daniel Webster High School students missed an average of 26 days per student, the equivalent of more than a month of school. Further, students at these schools incur suspensions at twice the rate of their statewide peers, with one in every 1.4 students at William Rogers Middle School and one in every 2.1 students at Clinton Middle School receiving a suspension. Over a quarter of these students are not making it through the critical juncture point of completing 9th grade, a predictor of on-time high school graduation. In Tulsa County the average freshman graduation rate was 74% and within Tulsa Public Schools (TPS), the 4-year dropout rate for the Class of 2012 was 19.5% (nearly 1 in 5 students), a majority of whom continue to live locally. In 2012, 86% of Tulsa County's 73,000 residents who have less than a high school diploma reside in the City of Tulsa. Low graduation rates cause a societal and economic drain on the community, as dropouts are three times more likely to be unemployed or living in poverty, add costs to the community in public health, crime, and welfare payments, and, on average, earn \$9,200 less per year than high school graduates, and about \$1 million less over a lifetime than college graduates thereby contributing less in tax revenue (Bridgeland, J. M., John J.

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DiIulio, J., & Morison, K. B. March 2006). [Data Sources: Oklahoma Department of Education 2012 School Report Cards and Profiles 2012 State Report]

b) EFFECTIVE MEANS TO SOLVE COMMUNITY PROBLEM: 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. A longitudinal study completed by Johns Hopkins University indicates that students who are at risk to drop out can be identified years in advance, prior to 6th grade, based on a series of early warning indicators (EWIs) including failure in English, math, poor attendance, or behavior problems at school. Research indicates that students are four times more likely to not graduate if they arrive at 10th grade with one of these four dropout risk indicators. Through targeted interventions in the EWIs, beginning in third grade, students can be put back on the path to graduate (Neild & Balfanz, 2006). City Year deploys AmeriCorps members in teams to provide targeted interventions to students that address these dropout risk indicators, as well as school culture and climate supports, to improve the student pipeline to graduation. In 2013, City Year entered into a partnership with Tulsa Public Schools (TPS) to support district efforts 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 9th grade. To accomplish this, City Year AmeriCorps members, all between the ages 17 to 24, commit to a year of full-time service in schools, as tutors, near-peer mentors and role models, and support whole school climate improvement through City Year's Whole School Whole Child program.

THEORY OF CHANGE: As illustrated in City Year's 2014-15 AmeriCorps Logic Model, the Whole School Whole Child (WSWC) theory of change connects corps member tutoring, mentoring, and whole school activities to the short-term outcomes in student attitudes towards academic success and medium-term outcomes in student performance, as demonstrated through improvements in English, math, attendance, and/or behavior, that will lead to the long-term outcomes of on-time high school graduation and post-high school readiness. The WSWC program utilizes the evidence-based Response to Intervention (RtI) strategy (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, 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 Early Warning Indicators research conducted by Johns Hopkins University

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(Neild, Balfanz, and Herzog, 2007). Preventive interventions, such as classroom support and extended learning, are designed to increase student engagement in school. In a 2004 literature review of 40+ studies on the state of evidence for school engagement (Fredericks, Blumenfeld, and Paris), the researchers proposed that student engagement can be assessed under three dimensions: behavioral, emotional, or cognitive. Behavioral engagement draws on ideas of conduct, time-on-task, and active participation as demonstrated through school attendance and involvement in social, extra-curricular, and after-school activities. Emotional engagement focuses on display of positive and negative attitudes and reactions students have to adults, teachers, classmates, academics, and school. Cognitive engagement focuses on a students' level of investment in their personal learning through time and effort in mastery of skills. This proposition has been supported by subsequent studies. For example, goal-directed behavior focuses on "a child's initiation of, and persistence in completing, tasks of varying difficulty", i.e. cognitive engagement, and is a skill critical to school success (C. Dweck, Ph.D , "Mindset: The New Psychology of Success" (2006). 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 was developed through a process led by the external evaluating firm Brett Consulting Group.

PROGRAM DESIGN: City Year Tulsa requests to field 50 full-time corps members in 6 teams of 8-10 members. Each team will be led by a Team Leader (typically members serving a second year). Teams will be deployed to 6 Tulsa Public Schools, selected at the direction of TPS and including 3 elementary schools (Kendall-Whitter, Eugene Field, Sequoyah), Clinton Middle School, William Rogers Junior High/High School, and Webster High School. Two teams, 16 (32%) members, will serve in Priority Schools Clinton and Sequoyah. Each team will form a partnership with the school to implement the Whole School Whole Child (WSWC) program. Working in close collaboration with principals, teachers and school liaisons, members will be assigned to classrooms or student cohorts, provide tutoring and mentoring in in each Early Warning Indicator for targeted students, support whole class instruction, and provide positive school climate events and activities to strengthen school culture. Each member maintains a "focus list" of 8-10 students who have been identified as below grade level equivalency and/or has a report card grade of D or F in English or math, or has <90% average daily attendance, or has disciplinary referrals. During a typical 10 hour day, members spend 1 hour conducting attendance initiatives; 5 hours providing tutoring and in-class academic support and coaching; 30 minutes of behavior mentoring during lunch period; 30 minutes of break time; 1 hour of lesson planning,

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documenting service, and meeting with teammates and/or teachers/specialists; and, 2 hours of after school general subject matter homework assistance and enrichment activities. City Year's Logic Model and Performance Measures provide detail on member activities, outputs and outcomes.

Members serve Monday through Friday at their assigned school, for the full academic year (September -- June). A half day each week, members participate in WSWC on-going training and/or in reflection and post-AmeriCorps career planning. All members participate in volunteer engagement service projects, typically on Saturdays or weekdays when school is not in session. These strategies have been identified in partnership with Tulsa Public School leadership and school principals, through meetings beginning in Spring 2012. City Year's school locations were selected based on Tulsa school feeder patterns, and align with district goals for school improvement plans. As a long-term impact goal for WSWC, City Year and TPS plan to help Tulsa schools reach 80% of the district's students who are at-risk of dropping out to stay in-school and on-track to graduate by 10th grade. In response to interest by TPS and local leaders, City Year will also work with its partners Johns Hopkins Talent Development Secondary (TD) to implement the Diplomas Now school transformation model in William Rogers and Webster high schools. Through Diplomas Now, these Tulsa schools will receive evidence-based, school improvement strategies and professional development for teachers sponsored by Talent Development, and integrated with the WSWC program.

EVIDENCE BASE: City Year Tulsa 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 all external evaluations on the WSWC service model and oversees City Year's internal evaluation work. In collaboration with TPS, this department will track and analyze pre-preliminary evidence, using student-level data, an output tracking database, and performance-based metrics derived from school data, including: Surveys of members, teachers, principals, school liaisons, and students; databases to track activities and interventions with students; and school data on attendance, behavior, and course performance in English/Language Arts and Math. City Year and TPS will develop rigorous annual metrics based on school deployment and operating conditions.

Preliminary/Moderate/Strong Evidence: Over the past 6 years, third party independent evaluations have shown positive effects of City Year's WSWC model on student literacy, student attitudes toward learning and school, and the benefits our own corps members receive from giving a year of service.

- Strong evidence (in process): MDRC and ICF International are currently conducting a multi-year

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random control trial (RCT) study of Diplomas Now, which began in the fall of 2011. This study, which incorporates City Year's WSWC model, is funded through a Federal Department of Education Investing in Innovation (i3) award. [See Evaluation Plan for additional information.]

- Moderate evidence: 1) During the 2008-09 school year, RMC Research evaluated City Year New York's service in 19 elementary schools across New York City. This report found that frequency of student contact with City Year members was significantly associated with positive outcomes in academic motivation, conflict resolution and resilience. 2) The Johns Hopkins' November 2013 study on attendance in New York City schools, "Meeting the Challenge of Combating Chronic Absenteeism", indicates that these type of whole school activities not only support students with attendance problems but also increase the number of 'solid attenders' (i.e. students who have 95+% ADA) in the school thereby bringing up the attendance of the entire school. Schools that were served by City Year members in our New York City operating site participated in this study. 3) City Year's leadership development model, which guides our member experience, develops members' civic identity and competencies. A 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).

- Preliminary evidence: In 2008-2009, City Year's Evaluation Department partnered with third-party evaluator Brett Consulting Group to conduct an evaluation of City Year's WSWC model across all City Year sites. Student attitude surveys were administered both at the start-of-year and end-of-year to grade 3 through 5 students in City Year programs (matched pre-post data available for 1,870 students). Controlling for grade and ratings on the pre-survey from beginning to end-of-year showed that greater exposure to City Year was positively related to students' connectedness to their school and engagement in learning.

c) MEMBER TRAINING: City Year Tulsa will follow City Year's annual 36-week learning calendar called the "Member Development Curriculum Map" (Map) which lays out the sequence and time of year trainings should occur in. Prior to start of service, 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. The Map sets foundational trainings that are necessary for members to deliver the Whole School Whole Child service model during a 3 week-intensive Basic Training Academy (BTA) in August. Basic Training topics include: operations, basic disaster preparedness and response (e.g. CPR/First Aid), our leadership development curriculum (the Idealist's Journey), community asset mapping, state of education in America and in the local

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community, diversity and disability awareness, team building, school observations, protocols for math tutoring (understanding numbers and fractions, algebra) and literacy tutoring (comprehension, fluency, and vocabulary), conflict resolution, lesson design and planning, documentation of service, and individual, team, and site AmeriCorps goals, plus mandatory trainings for AmeriCorps and an on-site orientation to their assigned service location. On alternate Fridays and through a multiday Advance Training Academy (ATA) in Jan/Feb, members develop intermediate and advanced skills around effective tutoring strategies, lesson design, performance coaching, working with teachers, communication, and post-service planning. Members receive regular observation and coaching on tutoring delivery from City Year staff and/or school staff and peer coaching from Team Leaders. City Year's Regional Literacy Trainer (RLT) for the Midwest Region and specialist in at-risk reading strategies, Dr. Melanie Matthews, will support the site by providing quarterly on-site observation and trainings. In addition, City Year's Site Literacy Capacity Program, that was developed by education specialists Public Consulting Group (PCG) in 2012 provides access to multiple training opportunities (virtual and on-site), accessible training materials/tools (online resources, videos), and site based support (quarterly RLT visits). In addition, members participate in select school delivered professional development sessions alongside the teaching staff in August and twice during the year.

d) **MEMBER SUPERVISION:** A dedicated City Year Program Manager (PM) provides day-to-day supervision for each team of 8-10 corps members. Each PM conducts daily team check-ins, holds weekly team meetings, and conducts 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 days a week - 2 full days and 1 half day. Members also receive supplemental support, observation and feedback from the teachers, school liaisons, CYT's Program/Service Director, and City Year's Regional Literacy Trainer. For example, while serving in a classroom, teachers oversee member activities and provide immediate coaching and feedback. Teachers report any disciplinary issues to the PM.

e) **COMMITMENT TO 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 CYT offices and service locations. Members are required to wear their uniform and nametag during all service and event activities per the Member Handbook. City Year's headquarters-based 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. Each site is required to have a designated local staff "Brand Manager" to ensure all sites

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follow messaging and branding guidelines. Members participate in a swearing-in ceremony during City Year's Opening Day, receive training in communication including how to identify themselves as an AmeriCorps member, i.e. an "elevator speech" and are strongly encouraged to enroll in AmeriCorps Alums in addition to City Year's alumni program.

Organizational Capability

a) ORGANIZATIONAL BACKGROUND AND STAFFING: Founded in 1988, City Year works in 25 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. In 2013-14 City Year Tulsa implemented a Start-Up program through support of City Year, Inc.'s AmeriCorps*National Direct grant with 20 MSY. The 2013-14 program year will be the first year of full operation for our Tulsa location.

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. 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: All City Year sites, including Tulsa, 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 Jonathan Lavine, Managing Partner and CIO for Sankaty Advisors. Each City Year operating site maintains a local advisory board, which reviews the site's progress toward quarterly and annual goals, and supports local fundraising efforts and strategic planning. City Year Tulsa's Founding Committee is comprised of 9 individuals representing the business, foundation, education, non-profit and government sectors. Upon approval of the national Board of Trustees to launch, the Founding Committee will transition into an advisory board. 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

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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. Regionalized management structures achieve economies of scale around member recruitment, service implementation, literacy coaching and site operations.

LOCAL STAFFING: To support 50 members and 6 teams, the 2014-15 City Year Tulsa staffing plan calls for 11 staff positions including development. All positions are based in Tulsa. The site is led by the Executive Director. Within the Program and Service Department there are 7 positions:

Program/Service Director and Program Manager (6 positions, 1 per team). The remaining positions include Development Director, Development Manager, and Operations Manager (organizational chart is attached). CYT will be supported by City Year's regional recruitment model, which means that activities engaged in by Tulsa-based recruitment staff support multiple City Year operating sites. The Executive Director provides overall site leadership and is responsible for site performance in service and program delivery, staff management, board management, strategy development, public and government engagement, fundraising, corps member recruitment and engagement, and communications. Although functions of the role are currently provided by Start-Up Director Neils Ribeiro-Yemofio, the Executive Director position is currently vacant. The ideal candidate for the position will have 8 to 10 years' professional experience, demonstrated track-record in management, team work, and fundraising or sales, and experience in the non-profit, public or education sector. Mr. Ribeiro-Yemofio is an alumnus and 5-year staff veteran of the City Year Washington, DC. Program & Service Director Eric Hoffman is responsible for day-to-day leadership of member activities, service delivery and the AmeriCorps program. He provides supervision of the Program Managers, manages school and AmeriCorps service goals, ensures consistent and quality delivery of interventions across schools, and manages member processing, enrollments, and exits. Mr. Hoffman is a corps and staff alumnus of City Year San Jose. Six Program Managers provide day-to-day supervision of the corps (8-10 each) and lead their team through implementation of the service activities. Two positions are currently filled by City Year alumni Robert Bibens and Sara Kruse. Strong applicants for the remaining positions will have experience in team management, working with youth, and/or experience in the education sector as relevant to the position level. AmeriCorps alumni and/or teaching experience is preferred.

STAFF TRAINING (FINANCE, PROGRAM AND TECHNICAL ASSISTANCE): City Year Tulsa staff will participate in Oklahoma Community Service Commission (OCSC) conferences and training

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opportunities, 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. Local professional expertise is identified by TPS and CYT's Advisory Board for specific trainings and feedback. CYHQ finance staff participates in CNCS or Commission sponsored financial management trainings.

COMMUNITY SUPPORT: Individual local stakeholders represent a core component of City Year's approach to long-term sustainability, and generate investment from both public and private sectors. These City Year champions form CYT's Founding Committee and some transition to CYT's local Advisory Board. Since Spring 2012, the Founding Committee has worked to meet organizational criteria (guideposts) for launching a new site and establish a foundation for expansion and growth. The Founding Committee, which includes senior leaders representing the public and private sectors such as Steve Dow (Executive Director, Community Action Project), Amy Polonchek (Chief of Staff, Tulsa Public Schools) and Josh Miller (Program Officer, George Kaiser Family Foundation) secured 40+ letters of endorsement from community leaders (attached). Supporters include the City of Tulsa (Mayor Dewey Bartlett, Jr., former Mayor Kathy Taylor, City Councillors Jeannie Cue and Blake Ewing), Tulsa Public Schools (Superintendent Dr. Keith Ballard, and principals from Webster, Kendall-Whittier, Sequoyah and Clinton schools), First National Bank, Broken Arrow (Gregory Graham, Chairman of the Board), Tulsa Area United Way (President & CEO Mark Graham), George Kaiser Family Foundation (Executive Director Ken Levit), Teach for America -- Oklahoma (Executive Director Lance Tackett), plus leadership-level endorsement from the Tulsa Chamber of Commerce, the Foundation for Tulsa Schools, Tulsa Community Foundation, Omni Air International, MidFirst Bank, WPX Energy, and more. Strategic partnerships with area high schools and colleges (e.g. Tulsa Community College, University of Tulsa) support recruitment, community-based organizations provide training and member support (Junior League of Tulsa, Tulsa EduCare, Harvest Community Church, Tulsa's Young Professionals) and corporate partners provide professional expertise, resources, and member professional development (Bank of Oklahoma).

b) COMPLIANCE AND ACCOUNTABILITY: 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, and customer service for any questions. CYT staff will participate in conference calls, site monitoring visits, and desk audits as conducted by the Oklahoma Community Service Commission (OCSC).

PREVENTION: Program Managers are on the school campus 3 days per week, and meet weekly with

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school staff to ensure members are providing quality service and are not engaged in prohibited activities. The Program/Service Director 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. Statement of Partnership Agreements completed with each individual school in June outline roles, responsibilities, expectations and goals between the two partners, including AmeriCorps prohibited activities and non-displacement criteria. **DETECTION:** CYHQ utilizes standardized rubrics, desk audits and site visits to ensure the program is being implemented as designed. 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. CYHQ's Vice President for Program reviews and approves all member position descriptions. CYHQ's policy on non-partisanship includes a reporting structure for questions and issues. City Year Tulsa will allow for "Extra Hours Opportunities" for members to make up service (for absences) outside of the regular service day, as approved by CYT Program/Service Director and CYHQ. **ACCOUNTABILITY:** 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. **DEMONSTRATED COMPLIANCE:** In 2013-14, 100% of CYT's 20 National Direct enrollments were completed within the 30 day enrollment deadline. Under CYHQ Government Relations monitoring reviews (desk audits), no issues were identified in the mid-year member file review, position description review, training review, or training hours compliance review.

c) **PAST PERFORMANCE AGAINST MEASURES (3-YEAR):** Through our National Direct grant City Year has participated in the National Performance Measure pilot since 2011, adopting ED5 for Years 1 and 2, and adding ED27 consistently for all sites including CYT in 2013 (Year 3). Of 13 priority and complementary performance measures over the past three years, City Year met 8 (nearly met 9). Early in the pilot, we missed measures as we adapted and aligned systems to the structure of the measures. For example, our data systems, staff training, and monitoring tools were not aligned well with tracking dosage, e.g. systems were set up to track student attendance in sessions rather than length of session attended. In some cases, we were challenged with receiving consistent and complete student level data from schools despite having shared data agreements. As a result, we did not have matched pre/post results. In 2011, among students receiving attendance coaching from corps members in middle grades, 58% of students below 90% in average daily attendance (ADA) in the fall were above 90% by spring (n=267). In elementary schools, 85% of students tutored by corps

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members in grades 3 through 5 improved their raw literacy scores, with 25% of them improving one full benchmark level (n=1,691). During the 2011-2012 school year, of the 4,400 unique students who completed the National Direct education program, 563 ended the year with 90+% ADA and 1,504 improved academically. City Year also surveyed partner teachers across the country (n=1,295) and school principals (n=430):

* 85% of teachers reported that members improved student motivation to learn, 88% asserted that members improved the overall academic performance of their students, and 76% reported that members helped them differentiate their instruction.

* 92% of teachers reported that members helped foster a positive environment for learning.

* 91% of principals were satisfied/very satisfied with the overall experience of having City Year in their school, and 93% said they believe City Year members served as positive role models.

PLANS FOR IMPROVEMENT: To improve our capacity to reach targets, City Year has wrapped the AmeriCorps National Performance Measures into Annual FY14 Operating Goals. We significantly expanded our internal monitoring protocols towards these goals and their related benchmarks by instituting monthly and quarterly Lead Measures to track each site's progress. Regional CYHQ teams are responsible for working intensively with site staff to collect and review results and identify needs and progress is reported to CYHQ senior leadership. Regional Impact Directors (RIDs) conduct reviews, site visits (at least quarterly), meetings with school staff, and regular supportive phone calls. Factors analyzed focused on school conditions for success (including timely access to baseline, formative and summative student-level assessment data, school schedule constraints, quality of member-teacher relationships, member access to students for tutoring/coaching, student focus list attrition patterns and causes of attrition, and analysis of student population needs), and City Year administrative challenges (data entry into cyschoolhouse database, consistency, staff training needs). RIDs are responsible for raising challenges throughout the year and identifying solutions, such as CYHQ trainings, key support for school partnership meetings, staff management, connections within the City Year network or other external resources, including for City Year Tulsa.

COMPLIANCE ISSUES: 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.

ENROLLMENT: In 2013-14, City Year Tulsa has filled 100% [20/20] of slots awarded for use under National Direct (12NDHMA001). In 2012-13, our last full year of operation under the National Direct

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grant, City Year filled 100% (639/639) of awarded slots.

RETENTION: As of 12/18/2013, City Year Tulsa has retained 100% [20/20] of members for 2013-14. For 2012-13, under our National Direct grant we retained 92.6% of members (592/639). Each City Year site practices national and local strategies to address and improve retention. National strategies include: improved materials and frequency of communication during recruitment that educates incoming corps on what their AmeriCorps experience will be and set parameters around expectations and time commitments, participation in City Year's national Dean's Council (a cross network corps member council managed by the CYHQ Dean's Office), an alumni program with scholarship opportunities through the Give-A-Year program, supervisory and meeting structures that provides on-going and consistent check-ins on member well-being, and support with accessing local resources for members in need (e.g. trainings on personal budgeting), and access to an Employee Assistance Program. Local strategies may include engaging local programs to provide specific trainings relevant to the local community or member identified need, feedback sessions with site leadership, recognition and team-building events, member interest and support groups, and mentoring for members from local business professionals.

d) CONTINUOUS IMPROVEMENT: City Year collects feedback from all stakeholders, including teachers, principals, school liaisons, district staff, advisory board members, parents, and corps members. City Year Tulsa will designate an "Evaluation Representative" to locally manage student level data collection and support reporting efforts. Mid-year and Year-end surveys for school staff are developed by City Year Headquarters (CYHQ) evaluation staff, administered locally, and processed and analyzed by CYHQ. Reports on student enrollment, baseline data, and formative assessments are collected monthly by City Year, Inc., with summative reports produced at mid-year (January) and year-end (July). Student level attendance performance and academic scores are analyzed locally by City Year Tulsa's Program/Service Director with support from the CYHQ Evaluation Department. Results are reviewed by CYHQ, shared and discussed through quarterly meetings with school stakeholders, CYT Program staff and CYT's advisory board. City Year's Regional Management hosts four network-wide, HQ-based conferences each Fall with special focus on year-end results analysis, understanding challenges to meeting ED5 and ED27, and strategies for improvement, for VP/Executive Directors and Program/Service staff, and on progress to date (Spring).

Budget/Cost Effectiveness

a) COST EFFECTIVENESS: City Year Tulsa respectfully requests a grant award of \$650,000 at a cost/MSY of \$13,000 to field 50 members.

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PROGRAM COST/BENEFIT ANALYSIS: Our program design provides critically needed human capital and bundled resources to Tulsa's public schools at significantly less cost than if those services were purchased separately. For example, in 2013-14, the average cost to City Year to field a single corps member is \$39K, but our members will provide approximately \$88K in services to students over the course of the school year, or 44% of the total value. 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 \$7,320: \$750 for tutoring (cost to school for Sylvan's ACE It! tutoring program, 15 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 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 Kendall Whittier Elementary 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 Kendall-Whittier 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 -- 2.25 times greater than City Year's average cost per corps member, and 6.7 times greater than the federal cost per MSY (\$13K).

LEVERAGED RESOURCES: City Year sites develop a diversified funding base with multi-year commitments and group program activities into marketable 'products' to create sponsorship opportunities. Private sector 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. Led by the Founding Committee, City Year Tulsa has secured over \$5.3 million in multi-year pledges which includes a \$1.5 million strategic partnership with Tulsa Public Schools (TPS) and a combined investment of \$3.7 million from the private sector. For 2014-15, the Founding Committee secured over \$1M in commitments from George Kaiser Family Foundation and Charles and Lynn Schusterman Family Foundation (\$300K each), Lobeck Taylor Family Foundation (\$100K), Coretz Family Foundation (\$33.3K), Zarrow Family Foundation (\$50K), Bank of Oklahoma (\$25K), individual donors (\$150K) and a verbal commitment from Tulsa Area United Way (\$100K). In May 2013, the TPS Board of Education voted on a multi-year

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commitment of \$1.5M over 3 years to support City Year Tulsa, with \$500K allocated for 2014-15 using on a cost per corps member of \$10K. The TPS contract presumes that the commitment from the district will increase as we add teams and/or corps.

b) BUDGET ADEQUACY: City Year Tulsa's total operating budget for 2014-15, including program and development costs, will be \$2,182,470, of which the CNCS share represents 30%. This budget has been based on historic costs for City Year sites in their first three years of operation, of comparable number of MSY, and includes benefits for all corps and staffing levels that we know from experience will set us up for success. It includes requisite personnel costs for 11 staff and 50 corps, essential overhead costs (e.g. office space, telecommunications, postage and shipping, and photocopier leases), supplies (member uniforms and program materials for use in service activities), criminal history checks including FBI fingerprinting and state checks, internal performance measurement evaluation for member service activities, member and staff travel to our national training events and annual service summit and CNCS and/or Commission sponsored events, staff and corps training costs (Summer Academy, Basic and Advanced Training Academy), administrative costs. Staff benefits are calculated at 7.65% for FICA, 10% for Health Insurance and 1.35% for Workers' Compensation. Corps benefits include full-time living allowance (\$12,100 for first year corps, \$15,000 for Team Leaders), health care, FICA and worker's compensation.

BUDGET BASIS: City Year runs a single program (AmeriCorps) and therefore all costs directly support the implementation of the proposed service activities. The largest share of our total operating budget, 41% 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 local recruitment/admissions 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% represents development and other shared national administrative expenses. Administrative functions performed by City Year, Inc. are shared across all City Year operating sites. Federal funds will be used only for allowable direct costs in these categories.

Evaluation Summary or Plan

FY15 PROGRAM EVALUATION PLAN

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Intervention: City Year Tulsas AmeriCorps program implements City Year's full-time in-school "Whole School Whole Child" (WSWC) service model. This model addresses reducing high school dropout risk by providing interventions that target the leading early warning indicators of risk: attendance, behavior, and course performance in English and math. Following the 2014-15 AmeriCorps logic model, the theory of change links corps member tutoring, mentoring, and whole school activities to short-term outcomes in student attitudes towards academic success, medium-term outcomes in student performance demonstrated through improvements in English, math, attendance, and/or behavior (AC NPM ED5 and ED27), and leads to long-term outcomes of on-time high school graduation and post-high school readiness. Within our Diplomas Now schools, the WSWC model is implemented in partnership with our Diplomas Now partners, Talent Development and Communities In Schools, to address whole school reform. Talent Development focuses on school staff professional development and whole school management and Communities In Schools provides case management for high need students.

Evaluation Design: As a Diplomas Now partner, City Year is included under an Investing in Innovation (i3) Validation grant awarded to Diplomas Now by the U.S. Department of Education, entitled "Validating the Talent Development-Diplomas Now School Turnaround Model". Diplomas Now is a collaboration partnership between City Year, Talent Development (Johns Hopkins University) and Communities In Schools that brings coordinated resources to turnaround schools in high-poverty urban areas, specifically to support students who exhibit Early Warning Indicators of dropping out. The \$30 million grant provides for a 5-year (2010-2015) randomized experimental study to test and validate the impact of the Diplomas Now model, which is the largest randomized control trial of secondary school reform in the country's history. A total of 62 schools in 11 cities nationwide are participating in the study. 32 schools are Diplomas Now schools which have City Year teams and 30 are control schools. The study is being conducted by MDRC, a well-known non-partisan research nonprofit established in 1974, and a pioneer in the use of random assignment to evaluate policies and programs for low-income people. MDRC is evaluating the impacts of Diplomas Now and show under what conditions the model can (1) enable high schools with 30%-60% graduation rates to achieve graduation rates of 80% or more and (2) reduce by two-thirds the number of middle school students sent to high school off-track and behind grade level. Research questions are grouped by Confirmatory and Exploratory questions. Confirmatory questions compare Diplomas Now schools to control schools and include impact on attendance rate, suspension rate, and core course passage rate.

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Exploratory questions focus on student impact, additional outcomes, mediating outcomes, and mediating variables such as the impact of Diplomas Now on chronic absenteeism, promotion status, standardized test results, parent involvement, and stakeholder communication. Questions are further broken down by subgroup such as gender, school type (middle or high school), and overage students. Further, MDRC will describe and analyze the 1) implementation fidelity of design components of the Diplomas Now (DN) model in the study schools including the influence of the school context, service design, intensity of intervention offering, and dosage for students; 2) the student and teacher support contrast between the DN and control schools, and 3) implementation lessons and best practices for replication and scale-up. The sample size provided by the i3 study is representative of the City Year program as it includes 44% of City Year 25 operating sites and 13% of City Year's 242 school partnerships. While results are reported in aggregate, the consistent design of the WSWC model brings learnings from this study that are applicable to all of our WSWC schools and the impact of service provided by our corps. For example, the fidelity study, which is specific to each Diplomas Now partner, will determine which conditions we need to exist in the school to achieve the greatest impact seen in the impact component of the study.

Data Collection: Data sources for this analysis include a longitudinal implementation survey administered to principals, counselors, and teachers in the DN and control schools, at baseline (pre-implementation) and at annual follow-up periods (end of school year), collecting data on school context and organizational climate, perspectives on teaching, curriculum and instruction, work environment, and the presence of other related programs implemented in each school. In the DN schools, MDRC will obtain additional data on the roles and services provided by Communities In Schools and City Year through program records (for City Year student level data entered into cyschoolhouse data system) and supplemental surveys of program staff and corps members. City Year student level data includes: name, gender, school, grade, teacher, time in intervention, and results on academic assessments. Talent Development collects and provides to City Year and MDRC student level data on attendance, suspensions, and report card grades. The i3 Evaluation Design calls for composite statistical tests to assess multiple hypothesis tests. For example, for each outcome, a two-level fixed effects model will be used. Level 1 describes the relationship between students' outcomes and their background characteristics. Level 2 examines the difference between the school-level adjusted outcomes of Diplomas Now and non-Diplomas Now schools, controlling for school characteristics and random assignment blocks, where blocks are defined by the district and school

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level. In addition, the design includes decision rules for inclusion/exclusion of covariates, treatment of missing data, and strategies for multiple comparisons.

Evaluation Results: MDRC will ensure that the evaluation is rigorous and independent by: maintaining final decision making authority, publishing findings on MDRC's website and through presentations and peer-reviewed journals, and maintaining a restricted use file for other researchers. A status update will be available in fall 2014 (Study Year 5) for submission with our Re-Compete applications with preliminary results in 2015 and final publication of the results planned for 2016. Results will be used locally to improve program design and replicate best or promising practices. The final published report will be shared with study participants and relevant partners (e.g. Diplomas Now partners, school districts, education leaders, CNCS, AmeriCorps state commissions, funders, etc.).

Amendment Justification

Not applicable.

Clarification Summary

2nd CLARIFICATION 2014-15 (YEAR 1) City Year Tulsa 4.16.14

a) Certify that Team Leaders and Second Year Corps Members will not act in a staff capacity including, but not limited to, supervising members and program development and coordination.

Response: Certified as requested.

b) Specify the amount of progress, for each grade level, that will be counted as "improved academic performance" for ED5. Enter this in the Instrument Description section of the Performance Measures. Response: The following text is excerpted in Performance Measures Instrument Description. 2013-14 marks the first year of adoption of the Scholastic series assessments for Tulsa Public School District. For 2014-15, CYT will work with TPSD and partner school administrators and teachers to set growth targets per student, per grade. Using a lexile-based framework (where a Beginning Reader measures 0L, and an advanced reader measures 1725L), the SRI and SMI methodologies scales student baseline ability to normed, expected annual growth by grade, and also allows for individualized additional growth targets for students starting below grade level. Tutored students will achieve at least the Average Yearly Lexile Growth for grades 3-9, ranging from 160L in Grade 3 to 45L in Grade 9. Individual student growth targets will be calibrated against Scholastic's Spring Lexile Norms for the 50th percentile (i.e. reading at 590L for Grade 3, up to 1045L in 9th

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grade). These additional lexile improvement goals will be based on the difference between lexile norm and students' start of year scores (source: Knutson, Scholastic Research, MetaMetrics; Professional Paper, "Growth Expectations", 2011).

CLARIFICATION 2014-15 (YEAR 1) City Year Tulsa
Application #14ES156781 / Grant #14ESHOK0010001

1: BUDGET CLARIFICATION ITEMS:

Cost-Per-MSY: Based on the feedback from CNCS, we are reducing our cost-per-MSY from \$13,000 per member to \$12,500 per member.

2: PROGRAMMATIC CLARIFICATION ITEMS:

a) Please explain how you plan to train members and leveraged volunteers on prohibited activities.

Response: Members receive training on the AmeriCorps prohibited activities during Basic Training Academy, a 2-week intensive orientation/preparation training (August 2014). The prohibited activities are also included in our Member Service Agreement, member handbook, and School Partner Agreements as an addendum. Volunteers typically serve in an episodic, one-day, capacity. At the beginning of the volunteer events, volunteers are informed of the history and purpose of the event as well as what they can and cannot do on the service project.

b) Describe how you will meet all tutoring requirements. Response: All City Year corps members are required to meet the eligibility requirements to tutor, including holding a GED, high school diploma, and/or college degree and clearing requisite criminal history checks. All members must participate in a Basic Training Academy to learn foundational skills for tutoring, e.g. intervention strategies, recording activities, etc. as well as in-school practicums in September. All members participate in observation and coaching sessions throughout the year, in which feedback is provided to improve technique. Members will utilize research-based tutoring curricula (e.g. Scholastic's READ 180, and CY Frameworks, as outlined in our Academic Achievement Performance Measure -- Intervention description). Trainings will be aligned with these methodologies.

c) Explain how the proposed program is the same as the studied models that were presented in the evidence base. Response: As represented in the Brett Consulting Group study, the City Year Whole

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School Whole Child (WSWC) service model is a standardized framework of activities provided in each location, based on a consistent theory of change and operating conditions for success in schools. Connected to these activities, all City Year members participate in standardized leadership development training and ongoing coaching and support. The findings from each study relate to this comprehensive program design and are equally applicable to operations in Tulsa. More specifically, validation through the randomized control study of the Diplomas Now model (i3-funded, conducted by MDRC and ICF International) will:

- provide the highest level of evidence for using City Year's WSWC model to support school turnaround;
- inform and demonstrate the WSWC operating conditions for success, including effectiveness of tiered student academic supports, members as role models, and impact on student attitudes towards school
- establish City Year's capacity to develop high-performing partnerships in school settings

The findings from the RMC and Johns Hopkins University studies in City Year New York reflect the effectiveness of our tiered student support structure (where members serving both targeted students and students in whole class settings), and activities used to improve per student and schoolwide attendance. These are common elements of City Year's program which occur in every City Year school partnership.

d) rant Start Date and Member Enrollment Period: Response: We request a grant start date of July 1. Full-time members are enrolled between July 1 and Sept 30.

3: PERFORMANCE MEASURE CLARIFICATION ITEMS:

a) Pease delete the applicant determined measures. Response: This measure has been deleted. As teacher surveys are part of our on-going stakeholder feedback strategy to inform on our continuous improvement, we will continue to track this information.

b) Explain how you determined the target values. Please set more ambitious targets based on previous performance data. Response: We have increased our targets for each measure as requested.

Academic Achievement: ED1 -- 306 (increase of 42 students), ED2 -- 230 (increase of 32 students), ED5 -- 142 (increase of 17 students).

Academic Engagement: ED1 -- 264 (increase of 44 students), ED2 -- 198 (increase of 33 students),

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ED27 (increase of 16 students).

City Year believes the revised targets to be reasonable and appropriate to the program design, based on members' daily schedules, and taking into account the restriction of reporting on unique students per measure (i.e., a student being tutored in both Math and ELA may be reported on only 1x). As noted under our Member Activities section, in an average day, members will spend 2 hours providing ELA and/or math tutoring, 3 hours providing whole-class support, 1 hour providing attendance coaching, 30 minutes providing behavior coaching, 90 minutes providing after school programming, 30 minutes of in-school enrichment programming, and 1 hour of planning. While all of these supports are designed to improve the overall learning environment in the classroom and school, only select hours within the day are captured within the targets.

The methodology behind setting ED1 targets is to take the average corps member schedule and determine the member's daily capacity by dividing the time spent in the activity by the number of sessions a member holds that day. This is then multiplied by the session group size, i.e. 1 to 5 students per session. For example, within the two hour tutoring time, the corps member may provide 4 thirty minute tutoring sessions, 2 in ELA and 2 in math, to a small group of 3 students in each session. This provides a tutoring capacity of 12 slots, however, the same set of students receiving ELA are also receiving math, so, although the slot capacity is 12, the number projected for ED1 is 6 to prevent non-duplication of students under ED1. We then take this number and determine whether the member is providing services to the same students every day (4x per week) or every other day (2x per week). In schools where the member provides tutoring services to the same set of students 4x per week, we would keep the ED1 level at 6. If the member has a Mon-Wed and a Tues-Thurs set of students, we would multiple the ED1 by two and project an ED1 of 12 students for this member. In addition, when available, we would filter the capacity goals through other school factors and adjust our numbers up or down based on these factors. Factors include: our historical experience in the school, projected student enrollment in the school in the upcoming year (from school or district plan), projected number of students in each grade level, and projected number of students in need of tier two (targeted) intervention supports based on current or prior year data.

Our ED2 targets are estimated at 75% of students enrolled. This rate reflects City Year's historic experience and provides a reasonable expectation around student mobility, which can get as high as 40% in some schools, student transience and absenteeism, teacher reassignment and/or classroom dissolution after leveling in the fall, student reassignment by teachers, timely access to student level

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data, and availability of complete sets of student progress data (matched data sets). In addition, we factor in nominal member attrition and absences for sickness or personal needs.

Of students who receive sufficient dosage (ED2), we expect 75% of 3rd to 5th grade students and 50% of 6th to 9th grade students to improve on academic assessment (ED5) and 50% to improve in attendance (ED27). These percentages are based on historic experience and reflect realistic, reasonable and ambitious goals for a single year in our high-poverty urban schools. They take into account how far behind our focus list students are academically when members begin working with them, frequently testing 2-3 grade levels below proficiency. Our students attend the lowest (5-10%) performing schools in their state, meaning that classrooms are crowded, with 25-40 students per teacher. Students in middle and high schools are more likely to be further behind, so the results we expect to achieve for the upper grades are more modest than with younger students.

c) Clarify if the same students are being served in the Academic Achievement and Academic Engagement measures, and if all students being served will be tracked for the performance measures.

Response: We anticipate that some students will be enrolled under both the Academic Achievement and the Academic Engagement measures as a single student may receive corps provided services in ELA, math, attendance, and behavior. All students receiving "tier 2" services, i.e. assigned to a focus list for targeted intervention in ELA, math, attendance or behavior, will be enrolled in and tracked in our performance measures. However, students receiving "tier 1" services, i.e. whole class support, afterschool enrichment, and whole school climate activities, are not tracked in the performance measures as their receipt of services is not tracked on a per student basis over a pre-established period of time (predetermined dosage).

d) You have selected mentoring as an intervention for the aligned Academic Engagement measures. Mentoring interventions may only be selected for ED3A and ED4A. De-select mentoring as an intervention for these performance measures. You may create a new mentoring PM using ED3A/ED4A if you wish. Response: We will remove the mentoring label from the list of interventions under this measure.

4: STRATEGIC ENGAGEMENT SLOTS CLARIFICATION:

a) What percentage of your slots will be targeted to recruiting members with disabilities? What is your program's plan, if any, for outreach and recruitment of members of the disability community?

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b) CNCS is offering applicants the opportunity to request additional MSYs to be filled by AmeriCorps members with disabilities: Response: While we appreciate this opportunity, we are not requesting any additional slots at this time.

5: MSY WITH NO PROGRAM FUNDS ATTACHED (NO-COST SLOTS)

a) CNCS is offering applicants the opportunity to request additional MSYs without program funds: Response: While we appreciate the opportunity to attach No-Cost slots to this application, we are not requesting any at this time for 14ESHOK0010001.

6: HEALTHCARE CLARIFICATION ITEMS:

1. Please provide the name of the health insurance provider you use to insure your AmeriCorps members. Response: The City Year Plan is a self-insured self-funded plan administered by HealthPlans, Inc., a Harvard Pilgrim Health Care, Inc. Company.

2. How did you select the provider? Response: The self-insured self-funded approach provides us the flexibility to provide fully compliant coverage in the most cost efficient way. The administrator was selected with the assistance of City Year's benefits broker (Wm. Gallagher Associates) who provided a comparison of prospects networks, services, and administrative costs.

3. Does your proposed budget for member healthcare provide for Minimum Essential Coverage (MEC) coverage, as defined by the Affordable Care Act (ACA), for your full-time members? Response: Yes.

4. If not, what adjustment to your budget is necessary in order for you to provide MEC? Response: Not applicable.

5. If you do not have enough information to answer question (6), please explain why not and/or what prevented you from being able to obtain the necessary information? Response: Not applicable.

2014-15 PROGRAM UPDATES:

Second Year Corps Member Program: In 2013-14, City Year has been piloting a "Second Year Corps Member" program at several of our operating sites. This program will be added to Tulsa in 2014-15. The program provides high performing corps members who do not have the leadership skills and/or

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interest in applying for our limited Team Leader positions the opportunity to return to serve another year in the same school with the same population of students. The goals of the program are to improve service quality through multi-year member placements, create continuity in teacher/corps member relationships, and improve inter-corps identity by having peer role-models on teams who are not in a leader position. Second Year Corps Members will complete standard First Year Corps Member activities and have additional responsibilities around peer mentoring, modeling of best practices, supporting service partner relationships, and communicating their AmeriCorps experience. Members will also participate in an advanced learning and development program created specifically for the second year experience.

Continuation Changes

Not applicable.

Grant Characteristics