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Executive Summary

To address a local graduation rate of 65% (2013-14), City Year Chicago proposes to have 188 full-time AmeriCorps members who will provide academic services that support students in staying in school and on track to graduation in 21 Chicago, Illinois 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 3,900 students and targeted tutoring and mentoring to 1,180 students that improves 1,000 drop out risk indicators in attendance, behavior, English and/or math. In addition the AmeriCorps members will leverage 2,500 volunteers that will be engaged in periodic physical service projects to benefit partner schools. This program will address the CNCS focus area of Education. The CNCS investment of \$2,106,667.80 will be matched with \$2,106,668 from Chicago Public Schools and leverage \$2,235,817 in other public/private funds.

Rationale and Approach/Program Design

1.PROBLEM/NEED: Chicago Public Schools is the nation's third largest school district, serving 403,000 students in 681 schools. While district-wide graduation rates have climbed from 58% in 2006 to 73% in 2014, one in four students in Chicago's 110 high schools fails to graduate within four or five years. Across the 9 high schools served by City Year Chicago graduation rates are even lower, averaging 65%, with Gage Park High, Phillips High and Sullivan High falling below 55. Students attending these schools and eleven K-8 schools in the same geographic proximity live in Chicago's poorest communities. Given the high number of students living at the poverty level district-wide (85%), this fall CPS qualified for full reimbursement through the USDA National School Lunch and Breakfast programs enabling all students to receive free meals. District-wide, 85% of students represent minority populations, further concentrated in City Year's 20 partner schools where 99% of students are either black or Hispanic. All but one of these schools received an Accountability status of Intensive Support/Level 2 or Level 3 under the District's 2014 School Quality Rating Policy (SQRP), which assesses indicators of school success including student test scores, growth, achievement gaps, school culture and climate, attendance and graduation, with Level 3 as highest need. Using the SQRP indicators, many students at these schools remain significantly at risk of falling off-track and dropping out. On 2014 ISATs (Illinois Standard Achievement Tests), 81% of 3rd grade students scored below proficient in Reading and 69% scored below in Math; in 8th grade, 76% of students scored below proficient, and 67% in Math. Nearly 90% of 11th grade students did not score proficient in Reading on the PSAE (Prairie State Achievement Exams) and 92% scored below proficient in Math. Twenty-four

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percent of 9th grade students (369 of 1,536 freshmen) did not complete the 2014 year on-track to graduate (i.e. did not accumulate at least 5 course credits and failed more than one semester course in a core subject during the school year). Contributing to the low performance rates are student absences and suspensions. Last year, attendance rates in the high schools ranged from 79% (Gage Park) to 87%, well below the district standard of 95% and meaning that students were missing more than a month of school. Among 14,500 students enrolled in these 20 schools, there were 10,792 incidents of misconduct in 2013-14, resulting in 8,391 in-school and out of school suspensions for 1,495 unique students. The University of Chicago's Consortium on School Research links missing more class time and putting in less effort to declining grades and higher rates of course failure, particularly in 9th grade ("The Educational Attainment of Chicago Public School Students", December 2014). School climates are troubled and many students disengaged from school culture. According to the 2013 Youth Risk Behavior Survey, Chicago high school students reported being in a fight on school property at twice the national and state rate (16.9 compared to 8.1); drank alcohol at an earlier age and used marijuana more often; and 45% daily played 3 or more hours of video games or watched television at a statistically significant greater rate compared to 36.7% in the state; while fully 50% reported that they did not participate in sports, compared to 41.7% statewide. [Sources: Chicago Public Schools, retrieved from <http://cps.edu/SchoolData/Pages/SchoolData.aspx>; YRBS 2013 Results, Centers for Disease Control and Prevention].

2. THEORY OF CHANGE: City Year is an education-focused, nonprofit organization that partners with public schools to help keep students in school and on track to graduate. City Year AmeriCorps members, 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 through City Year's evidence-informed Whole School Whole Child (WSWC) service model. Our WSWC theory of change is that by connecting students to near-peers who provide individualized attention to students with Early Warning Indicators for drop out risk, attendance, behavior, English, and math, in the context of a positive learning environment, we will keep more students in school and on track to succeed and increase the number of high school graduates. Our long term impact goal is to have 80% of the students in schools we serve reach 10th grade on track and on time. The WSWC program utilizes the evidence-based Response to Intervention (RtI) approach (American Institute for Research and the National Center on Response to Intervention) and our focus on providing targeted interventions in the four risk indicators is based on the Early Warning Indicators research conducted by Johns Hopkins University (Neild, Balfanz, and Herzog, 2007). A comprehensive summary of the

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WSWC program design, development and research basis was published in "Closing the Implementation Gap" (Balfanz, Andrekopoulos, Hertz, Kliman, pp. 12-22, fn 20-40, 2013).

LOGIC MODEL & ACTIVITIES: As outlined in our Logic Model, City Year Chicago (CYC) requests to field 232 full-time corps members who will be deployed in teams of 8-16 members to 23 public schools to address CNCS National Priority Measures in Education, improved academic performance and improved academic engagement in attitudes and behaviors. School partners include 14 Elementary schools (Stagg, Chalmers, Dulles, Dvorak, Herzl, Howe, Gresham, Johnson, Marquette, O'Keefe, Saucedo and three additional K-8 Elementary schools to be selected by CPS), and 9 High schools (Chicago Vocational Academy, Collins, Schurz, Sullivan, TEAM Englewood, Al Raby, Gage park, John Hope, and Phillips). Team size varies by school enrollment and grades served. Each school team will be led by a Team Leader and will form a partnership with the school to implement the WSWC program, providing whole school services to the entire school population, K-12, and targeted services to 3rd-10th grade students. Each member is assigned 10 to 17 unique students on their multi-indicator Focus List for targeted interventions. Students on the Focus List are identified as below grade level equivalency and/or have a report card grade of D or F in English or math or have <90% average daily attendance. Members serve Monday through Friday at their assigned school for the full academic year (August to May). Eight hours every other Friday are used for professional development. All members participate in volunteer engagement service projects, typically Saturdays or weekdays when school is not in session, e.g. holidays. On a typical day members will arrive at the schools between 7:30 and 8:00 am depending on the school start time. After a 10-20 minute team check in, members will provide up to 30 minutes of before school activities, e.g. homework assistance or coaching check ins during breakfast, and lead a Morning Greeting to welcome students into school. Each school has four 90 minute instructional blocks a day with either the second or third block extended for lunch. Members spend first and second block providing whole-class support and our tutoring interventions. During the extended block (typically the third) members complete phone calls home for students who are absent and/or make positive calls home and run social-emotional programs and whole school climate activities. During the 4th block, members either provide whole-class support or use the time for planning and team and teacher meetings. Depending on the school, the school day ends between 3:00 pm and 3:30 pm. Members provide afterschool programming, including homework assistance and student-interest clubs, for 2 to 2.5 hours and then end the day with another team circle and debrief and leave school grounds between 5:00 pm and 6:30 pm. Throughout the day, corps members support school positive behavior and climate while transitioning

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between classrooms and during non-instructional time. On average, members spend 4 to 5 hours in the classroom providing whole class support and small group tutoring, 1 to 2 hours providing homework assistance, 1 hour in whole school or individual social-emotional and attendance coaching, 1 hour of enrichment programming, and 1 hour in transition time, team circles, planning and documenting service. Tutoring intervention time with our focus list students is embedded into the instructional period, for example, in a 90 minute ELA block, members may provide 60 minutes of whole class support during instruction and 30 minutes of ELA intervention during group work. In addition to standard program activities, Team Leaders lead team circles and team meetings during the planning period, attend meetings with City Year's assigned staff supervisor (Impact Manager) and school staff and faculty, provide peer coaching and support, participate in monthly Corps Council and Team Leader meetings, and lead coordination of monthly WSWC events, e.g. evening parent engagement events such as literacy nights and weekend recognition events.

3. EVIDENCE BASE: City Year evaluation strategy consists of four key components: consistent collection and analysis of student-level data using secure FERPA compliant database systems; use of annual and interim performance metrics for timely ongoing improvements; research and development to identify promising strategies and annual upgrades; and, research-based evidence of impact. STRONG EVIDENCE BASE (in progress): As per our evaluation plan, City Year participated in a randomized control trial study of the Diplomas Now model in 62 schools in 11 districts. The Diplomas Now framework includes City Year's WSWC model as a core component and the report is expected to provide a strong level of evidence of WSWC impact. It is being produced by evaluators MDRC and ICF International and is scheduled for release in January 2016. This evaluation serves to meet our evaluation requirement for the current grant cycle. CNCS approved an Alternative Evaluation Approach for this study on January 2, 2015 (interim report submitted to CNCS). MODERATE EVIDENCE BASE: Two studies are submitted with this application. City Year's program design is standardized (all sites, including Chicago, follow the same WSWC platform components, e.g. tutoring and coaching strategies, in-class and afterschool format, culture, etc.) and while variations may occur due to specific school conditions (e.g. scheduling, tutoring/SEL curriculum, etc.), our interventions align with a consistent approach, evidence basis, structure, trainings and support. For this reason the studies' findings may be correlated to all City Year locations. STUDY #1: Policy Study Associates, Inc. (PSA) "Year 4 Evaluation of City Year New York's Whole School Whole Child Initiative," April, 2014. The quasi-experimental City Year New York study utilized surveys (n=385); school visits (n=9); and propensity score matching to compare New York

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Department of Education ELA test scores for over 1,800 City Year students with a matched comparison group of 6,300+ students from similar schools that did not implement the WSWC model. Results show that student performance on Common Core ELA tests was significantly and positively impacted by number of tutoring and total programming (contact) hours received (for grades 3-5). Further PSA provided recommendations that City Year applied network-wide, e.g. improved protocols for building strong relationships between teachers and corps, structures to secure adequate tutoring dosage in 2013-14, and differentiated trainings to better prepare members for middle school settings.

STUDY #2: Policy Studies Associates, Inc. "Analysis of the After School Program Component of City Year Los Angeles's Whole School Whole Child Model," October, 2014. The non-experimental City Year Los Angeles study utilized multilevel linear and logistic models, data from City Year staff, corps members, and partner schools, and included comparison groups within schools for students not receiving services (1,800+ students and 22 K-12 schools, program years 2013 and 2014). The study sought to measure differences in outcomes if students received both in-school and afterschool supports from City Year members, or just afterschool. Findings show that students who attended more than 80 hours of City Year afterschool programming were 2-3 times more likely to increase ELA grades than students who did not; middle school students were more likely to improve math grades; and all students scored an average of 16 points higher on spring Scholastic Reading Inventory tests.

4. NOTICE PRIORITY: City Year Chicago's program aligns with the CNCS Education focus area in the 2015 AmeriCorps funding priorities. Through our Whole School Whole Child model, our members provide academic and social-emotional supports to improve the educational and behavioral outcomes of economically disadvantaged students in low-achieving public schools. Among the schools to be served by City Year teams, 99% of students represent minority populations, and, 96% of students are economically disadvantaged, using free/reduced price lunch eligibility as a proxy. (Chicago Public Schools, 2013-14 School Data Pages). Two schools received SIG designations and twelve are operated by the Academy of Urban School Leadership (AUSL) at the direction of Chicago Public School District leadership. AUSL is a Chicago-based nonprofit school management organization focused on improving turnaround schools, developing teachers and transforming educational outcomes for students. All current school partners (except Saucedo Elementary) have been identified as in need of Intensive Support according to the district's Accountability rankings. Our Whole School Whole Child activities support the My Brothers' Keeper milestone "Graduation from High School Ready for College and Career" by focusing on efforts that keep low-income and minority students, at least 50% of whom are boys, in school and on track to on-time graduation.

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5. MEMBER TRAINING: City Year's training approach has guiding principles that ensure alignment with our organizational mission, vision, and values; formal, on-the-job, and self-directed learning opportunities; and, differentiated learning approaches that incorporate adult learning principles such as small group activities and real-time feedback. To meet this end, we have developed three distinct approaches: 1) the CM Member Development Curriculum Map, a 36-week learning calendar which lays out the sequence and time of year service skills and professional development trainings should occur in, 2) the Idealist's Journey, our 10-month leadership development curriculum, and, 3) our Observation and Coaching program to provide members real-time feedback and coaching on their service delivery. We use our on-line performance management system to support members' development through their term of service by providing a personal, professional, and service delivery goal setting process at the beginning of the year that is carried through to the mid-term and end-of-term performance evaluations. The Curriculum Map provides quarterly training bundles that relate to the requisite skills and knowledge needed during each quarter. Foundational trainings that are necessary for members to deliver the WSWC service model are delivered during our 21 day Basic Training Academy (BTA). BTA topics include: a service project on day 1, operations, basic disaster preparedness and response (e.g. CPR/First Aid), community asset mapping, state of education in America, 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, and mandatory trainings for AmeriCorps. Through our partnership with Chicago Public Schools and AUSL, members participate in three school-based professional development days per year, periodic trainings at AUSL schools, and four instructional coaches lead regular English and Math trainings. Eight hours every other Friday, September to May, and a three-day Advanced Training Academy in January are used to develop intermediate and advanced skills around effective service delivery and professional work skills. In total, members will receive 340 hours of instructional and 'on-the-job' training and professional development. CYC has developed a robust coaching and observation program on tutoring delivery. City Year's Regional Literacy Trainer (RLT) for the Midwest Region provides quarterly on-site observation and works with CYC's five Impact Coaches (IC) to devise trainings for members and their supervisors (Impact Managers). Working with Impact Managers, the ICs conduct two information observations for every member twice monthly, and three formal observations per year. Every member receives coaching and debrief, with improvement planning, twice per month. Our Impact Directors (responsible for 4-6

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teams each) conduct informal observations during school walk-throughs each month and are in the schools at least 3 days per week. CYC's Service Director also periodically observes member interventions, as well as coaching and debrief sessions. The AmeriCorps Prohibited Activities are reviewed during registration day prior to start of service, included in the member service agreement and member handbook, and are revisited during the Professional Standards session held during BTA. Our service structure and volunteer engagement events are designed to reduce opportunity for prohibited activities by having a staff oversight/approval process for activities and events. For example, all service opportunities outside of regular service, e.g. for members who have to make-up hours, must be approved by City Year Impact staff.

6. MEMBER SUPERVISION: Two teams of AmeriCorps members are directly supervised by a City Year Impact Manager (IM). Managers are based in the schools Monday - Thursday (every other Friday is used for training) and are on their assigned school grounds at least 2 days per week, for 8-9 hours per day. Managers provide day-to-day supervision and administrative management for our corps members, e.g. manage school-house relationships, observe and coach members on effective service delivery, manage team schedule, and complete performance evaluations and timesheets. Managers check-in daily with the Team Leader and hold weekly meetings with the entire team. Managers complete monthly one-on-ones with each member of the team to track progress toward goals and service quality, and address school, service or personal issues. At each school, the IM coordinates additional support for members through the members' assigned teachers and other designated school liaisons, such as the school instructional coach, when available. Impact Coaches share these responsibilities, participating in team check-ins twice per month and full meetings once per month. Both Managers and Coaches meet with their CYC Impact Directors at least monthly and with teachers and principals monthly to review progress and address any member or service issues. City Year staff participate in training opportunities provided by Serve Illinois and City Year Headquarters (CYHQ). These include: a) Summer Academy, an annual one-week training in Boston, MA in July, b) Leadership Conferences, 3-day conferences held for executive and director level staff in fall and winter, and, c) Conference Calls, monthly network calls organized around job functions for example evaluation, training, and program delivery. CYHQ staff provide localized on-site training, coaching, and technical assistance through our Regional Impact Directors, Regional Literacy Trainers, and Regional Vice-Presidents for Operations. For day-to-day support, CYHQ maintains customer service centers such as the finance team, school relations, evaluation, AmeriCorps relations, corps management and experience, recruitment, service research and design, and marketing.

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7. MEMBER EXPERIENCE: Throughout the service term, we provide training, coaching, and opportunities that drive the knowledge, experiences, and skills that future employers seek while developing the member into an engaged and active citizen. Through practical experience in their school based service, members gain skills that are transferrable to job responsibilities across multiple sectors and careers paths including continuing in national service. For example, experience with goal setting, project management, learning to work with diversity, and making data informed decisions are all highly desirable experiences in the business sector. The member in-school experience directly translates into opportunities in the education field. For example, City Year corps members are accepted by Teach for America at a rate that is three times higher than other applicants, 50% vs. 15% (TFA 2013 data). Three of our current school partners employ City Year alumni. Members reflect on their experience through both formal and informal systems including our performance management system (individual development plans), our Leadership After City Year program, the Idealist's Journey curriculum, team circles, tweets submitted to our #makebetterhappen campaign, project debriefs (plusses/deltas), and Opening Day and Graduation ceremonies. During our 3-day Advanced Training at Mid-Year we lead our corps through close examination of Focus List student data and corps, partner and service platforms. Our Idealists Journey (IJ) curriculum occurs twice monthly for 90 minutes, and includes a warm up, book activity, "spark" activity, and closing. City Year Chicago's IJ teams are formed so that a member's IJ team does not include members of their school team to support site wide interaction and provide an objective space for members to discuss their experience. Our Team Leaders all serve on a Corps Council which provides feedback to City Year Chicago on the corps experience. We draw applicants from the local community by targeting recruitment efforts at local schools and colleges such as Whitney Young, University of Michigan, Monmouth College, Northern Illinois, Western Illinois, and University of Wisconsin Madison. In 2014-15, 50 members came from Chicago Public schools including those we serve: Saucedo, Sullivan, Herzl, Marquette and Piccolo. One-third of our corps is from Chicago and many are from the Chicago area suburbs.

8. COMMITMENT TO AMERICORPS IDENTIFICATION: City Year Chicago is committed to our identification with AmeriCorps and members are informed throughout the recruitment process, through our website, recruitment materials, and electronic systems. The History of National Service and AmeriCorps is a required training and we utilize the MyAmeriCorps invitation system to enroll members. The AmeriCorps logo is included on member uniform jackets and team t-shirts, nametags, and business cards and included in signage at CYC offices and service locations. As per our policy outlined in the member handbook, members are required to wear their uniform and nametag during

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service and event activities. Members participate in a swearing-in ceremony during City Year's Opening Day and receive training on how to identify themselves as an AmeriCorps member, i.e. an 'elevator speech', and a training on how to represent their AmeriCorps experience on their resume. Our staff and members participate in relevant state-wide or city-wide AmeriCorps events hosted by Serve Illinois and/or other AmeriCorps partners, e.g. for the 20th Anniversary we coordinated with local programs to hold a 'career fair' for prospective AmeriCorps members. We invite Serve Illinois staff to attend and/or speak at our signature events, most recently Brandon Bodor (former Executive Director of Serve Illinois) spoke at our Opening Day. All members are encouraged to enroll in AmeriCorps Alums. Our relationship with AmeriCorps, including prohibited activities, is outlined in our school partner agreements which are reviewed and renewed annually.

Organizational Capability

1. ORGANIZATIONAL BACKGROUND AND STAFFING: HISTORY: Founded in 1988, City Year works in 26 cities across the United States and has international affiliates in England and South Africa. 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. Since we opened in 1994, City Year Chicago has been awarded over \$23.6 million in AmeriCorps funding to support 1,982 full-time member positions. CITY YEAR INC GOVERNANCE, STRUCTURE AND PROGRAM SUPPORT: All City Year sites, including Chicago, 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 31 member Board of Trustees that oversees organizational strategic planning and sustainability, budgets, and major policies and procedures. The Board is 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 Chicago's 17-member board is chaired by Casey Keller, President of the North America Wm. Wrigley Jr. Company. City Year's Boston based Headquarters (CYHQ) maintains centralized operating services and systems and departments for finance and accounting, human resources, marketing and communications, and information systems. 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 and marketing materials, internal evaluation tools and service impact analysis, and staff training, including guidance on AmeriCorps compliance requirements. Regionalized management structures achieve economies of scale around

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member recruitment, service implementation, literacy coaching, and site operations.

LOCAL STAFFING: The 2015-16 staffing structure for City Year Chicago follows the recommended staffing plan for a site managing 23 school teams, plus two teams (18 members) assigned under School Turnaround AmeriCorps Grant ID #WNHMA0030001. Our staffing model calls for 43 FTE, a portion of which are included in this budget. Development and other staff, including 1 Impact Manager and 1 Impact Director to support the School Turnaround program have been excluded. CYC is led by Vice President and Executive Director Lisa Morrison Butler. Reporting into the Executive Director are the Chief of Staff, and Managing Directors for Impact, External Relations, and Development. The Executive Director is responsible for overall site management, staffing decisions, board and community relationships, and ensuring that the site meets quarterly and annual operating goals. Lisa Morrison Butler, a Chicago native has led CYC since 2004, and has tripled the corps, developed and led our partnerships with CPS and AUSL, and has overseen a tenfold increase in the number of at-risk students served. CYC's Chief of Staff oversees an Operations Manager, Director of Human Resources, and is responsible for day to day functions of the site, e.g. scheduling, logistics, finance, and staff human resources. Our 8-person External Relations/Development Department is responsible for managing an annual \$8.9M funding pipeline, communications, and corporate events. The Managing Director of Impact leads the Impact Department (27 staff total, 22 of which are captured under this budget). This department is responsible for day to day operations and management of the Whole School Whole Child program and the corps members, member development and training, service delivery quality, school-house and teacher relationships, and evaluation and reporting on member and service results. Eleven Impact Managers provide day-to-day supervision of two teams of members each and manage school-house relationships. The three Impact Directors provide day-to-day supervision and leadership of the Impact Managers to ensure consistent delivery of the program model, oversee progress towards school and AmeriCorps service goals, manage school and district relationships, and problem-solve issues arising at schools or with corps members. The Service Director oversees school partnership development, reporting, progress towards goals and consistency of WSWC implementation, and manages the Evaluation Manager and Analyst to coordinate service data, evaluation, and reporting to all stakeholders, and survey administration. Five Impact Coaches, all certified teachers, manage intervention quality, trainings, and individualized member coaching and support. Our Learning and Development Manager coordinates our training academies, twice-monthly training days, external training partnerships, and leadership after City Year program. CYHQ regional services provide local support for member recruitment and admissions,

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prospect research and grant writing, service delivery and operations, and alumni engagement.

PRIOR EXPERIENCE ADMINISTERING FEDERAL FUNDS: Since 1994, City Year, Inc. has managed nearly 400 AmeriCorps State Competitive, State Formula and National Direct annual 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.

COMMUNITY ENGAGEMENT: City Year Chicago considers consistent and on-going engagement of our community partners integral to the effectiveness and sustainability of our program. Each year, we work with Chicago Public Schools (CPS) district leadership to review partnership goals and school partnerships. In start of year meetings with school leadership, we discuss the conditions of success that need to be present for us to achieve maximum impact, e.g. intervention time and structure, and review our agreements, including data sharing. We work closely with CPS CEO Barbara Byrd Bennett and COO Tim Cawley to select schools of highest priority (needing intensive support, Title 1 eligible and/or turnaround status) and work with principals to assess conditions for success. Under the District's newly-adopted Student Based Budgeting, school principals have significant discretion over spending and serve as our key investors, as well as stakeholders. Site leadership (Executive Director, Managing Director of Impact and Service Director), meet with the principals and district superintendent at least quarterly and with other district staff, e.g. the academic officer, at least monthly. CYC has partnered with the Academy of Urban School Leadership (AUSL) since 2004, providing key support for AUSL's goals and approach to school reform, and we currently serve in 12 AUSL schools. We shared our Long-Term-Impact 'Blueprint' Plan with the District and solicited feedback on how to reach our long-term goal of having 80% of students in schools we serve reach 10th grade on time. In addition to the District, we have discussed our Plan with our partners at Serve Illinois. Through our advisory board, we are able to engage key community leaders who advise and inform on our strategic direction and on-going service delivery. Our board includes education leader Phyllis Lockett, President and CEO of New Schools for Chicago, representation from community organizations such as the McCormick Foundation, and Democrats for Education Reform, and from the corporate community, for example, The Alter Group, Deloitte Consulting LLP, and Northern Trust. Individuals who wrote a letter of support for this application include Chicago Mayor Rahm Emmanuel, as well as our CPS partners. In addition to on-going conversation and meetings, we have formal structures for soliciting feedback and recommendations from our stakeholders through our mid-year and end-of year principal, teacher, and corps member surveys. City Year Chicago also

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deploys a Civic Engagement team of 6 members who recruit, train and manage 2,500 volunteers for service projects during National Service Days, alternate Fridays and some weekends to benefit school partners. Projects are developed with faculty and leadership with the explicit goal of advancing the school's academic, engagement and climate goals, with post-surveys. Through our reciprocal partnership with the Chicago Transit Authority members receive in-kind transit passes, and support the CTA's community engagement mission. The full Chicago corps participates in supervised weekend service projects led by the Civic Engagement team.

2. 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. For example, CYHQ runs start-of-year and end-of-year document reviews for all member paperwork such as member service agreements, position descriptions, and performance evaluations. Specific AmeriCorps compliance activities, e.g. member enrollments, exits, and criminal history checks, are centralized and overseen by CYHQ. The Regional Vice President for Operations and Regional Impact Director visits each site in their portfolio on a regular basis, e.g. quarterly or more frequently as needed. CYHQ reviews and approves all member position descriptions. In addition to ongoing oversight from Impact Managers and Directors, we have formal partnership reviews with each school each quarter. Prohibited Activities are reviewed during Basic Training Academy for the corps and during meetings with district and school administrators and are included in partnership agreements. Staff accountability metrics, including Impact and AmeriCorps deliverables, are included in our performance management system (staff evaluations). Staff performance against these metrics is factored into salary merit increases.

3. PAST PERFORMANCE: PERFORMANCE MEASURES: In the past three years, City Year Chicago has enrolled over 5,700 students in our tutoring and attendance coaching interventions. Of 13 National Priority Performance Measures, we met or exceeded 12 measures, including all outputs and outcomes for the past two program years. In 2011-12, we did not meet our target for ED2 (number of students completing literacy tutoring) as we gained experience with the impact of student mobility, variance in teacher instructional styles, school staffing changes, and technical challenges with data entry systems, all corrected in subsequent years. Since 2012, we have added new measures each year (tracking student behavior and attendance interventions), expanding the scope of our reporting and impact, without increasing the number of members. Members completed tutoring and coaching for 4,905 students; improved academic achievement in literacy or math for 966 students;

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and improved attendance and behavior outcomes for 1,711 students.

ENROLLMENT, RETENTION & COMPLIANCE: For the past 5 years (2009-2014), City Year Chicago has filled 100% or more of awarded MSY for a total of 939 corps members. Retention rates have exceeded 90% each year (93%, 94.5%, 97.2%, 91%, and 94% in 2013-14). Of members who exited without awards in 2013 (11) all voluntarily resigned; six accepted another job opportunity or enrolled in school, two resigned for financial reasons, two resigned due to personal health, and one due to other obligations. To improve retention, CYC improved advance information about members' service experience and boosted ongoing support systems, e.g. we introduced a location preference for incoming corps to select which school and side of the city to serve in; provided information about neighborhoods; increased members' access to Impact Coaches by scheduling frequent sessions; and added a new, full-year training syllabus for member reference and planning. In 2013-14, we submitted 90% [169/188] of enrollments within the 30 day deadline. Eighteen members were erroneously enrolled into City Year's School Turnaround AmeriCorps grant which required all slots to be re-opened, delaying enrollment completion. One member was enrolled one day late due to technical difficulties with the eGrants invitation portion. We exited 99% [182/183] exits within deadline. As corrective action, in 2014-15 CYHQ centralized management of all member enrollments/exits, with systems to verify member information and assignment by operating sites.

Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS: REQUEST: We respectfully request a grant award of \$2,853,600 to support 232 full-time members at a cost-per-MSY of \$12,300, a decrease of \$100 per MSY compared to the current grant cycle. For 2015-16, we will increase our living allowance to \$12,530 and assume \$99,760 (\$430 x 232 corps) above 2014-15 per member costs. City Year runs a single program (AmeriCorps) and therefore all costs included in the budget directly support the implementation of the proposed service activities. A standard site operating budget, of which the attached budget represents a portion, includes costs and benefits for all corps and staff, essential overhead costs such as office space and telecommunications, supplies including member uniforms, the three-part criminal history checks, internal performance measurement for member service activities, member recruitment, and transportation and training costs. RETURN ON INVESTMENT: Our holistic approach to student supports provides school districts a cost-effective option for in-school and wrap-around academic and enrichment services. In 2010, City Year, Inc. partnered with Deloitte Consulting to complete a benchmarking study, which predicted that the cost to schools for City Year's bundled services was \$333 per student per annum whereas schools would need to pay up to \$2,280 per student to contract

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out separate academic, climate, and after school providers. For example, 10 hours of tutoring from Sylvan Learning would typically cost \$500 (\$50/hr/student) per subject and 2 hours of afterschool enrichment twice a week for 32 weeks would cost \$1,024 (at a daily rate of \$16 per slot- in 2009 the Wallace Foundation projected a daily rate of \$24 per slot for strong programs) or \$2,024 for a sample student. A 2013 evaluation of the Elev8 Community School completed by the Bright Research Group places the value of an AmeriCorps member service hour at \$55/hour at this rate, full-time members who spend 80% of their committed hours providing school services would generate nearly \$75,000 in service value to the school. The Elev8 AmeriCorps program is similar in design to ours in that they provide academic tutoring and mentoring and extended day programming. In addition to the value of the direct services provided, there is a long-term societal and economic benefit of increasing the number of high school graduates. A 2009 Northeastern University study places the societal cost of an individual high school dropout at \$292,000, estimated based on lower tax revenue, higher cash and in-kind transfers, and higher incarceration and health costs than the average high school graduate (Center for Labor Market Studies Publications). At the societal rate, we will see a 100% return on the federal investment with 10 new graduates. NON-CNCS RESOURCES: To support 232 corps members in 2015-16, City Year Chicago has a funding plan in place that calls for raising over \$3.7 million. We expect to generate at least \$2.7 million in program income through our 3-year contract with Chicago Public Schools, now in Year 1 and renewable on an annual basis. In 2014, we received a \$500K gift through the Mayor's office, which will serve as the cornerstone of the public phase of our growth campaign supporting our Long Term Impact goals. Through our Team Sponsor Program, we will generate \$1.4M through our fourteen current Team Sponsors: The Alter Group, BMO Harris, CSX, Deloitte, Microsoft, and Comcast (all City Year National Leadership sponsors), Chicago Fire, Chicago White Sox (5 year sponsor), Exelon (3 years), Hyatt (4 years, and new CYC Board members), James Tyree Foundation (2 years), McCormick Foundation, Wrigley (CEO is our Board Chair), and Sterling Partners. Each Team Sponsor will support us at the \$100,000 level. As general sponsors of the Whole School Whole Child program, Northern Trust provides \$25,000 per year, AT&T provides \$50,000, and Wintrust commits \$25,000. We expect to raise \$75,000 through our annual Board Giving Campaign, plus revenue through our Events Sponsorship Program, e.g. opening day and graduation. Our Annual Dinner will be sponsored by Bain Capital (\$25,000).

2. BUDGET ADEQUACY: Please see attached budget summary and narrative. The budget is adequate for the proposed program, compliant and without errors as of submission January 2, 2015.

Evaluation Summary or Plan

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PRIOR CYCLE: CNCS Alternative Evaluation Approach Approval granted 1/2/2015.

FY16 PROGRAM EVALUATION PLAN

INTERVENTION: City Year's full-time in-school "Whole School Whole Child" (WSWC) service 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 2015-16 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, greater confidence and commitment to learning; medium-term outcomes in student performance demonstrated through improvements in English and/or math, attendance, and attitude towards school (AC NPM ED5, ED27A and ED27B); and leads to long-term outcomes of on-time high school graduation and post-high school readiness. Within our Diplomas Now (DN) schools, the WSWC model is implemented in partnership with our DN partners, Johns Hopkins' Talent Development (school staff professional development) and Communities In Schools (student case management), to address whole school reform.

EVALUATION DESIGN: As a Diplomas Now partner, City Year is included under a multi-year, Investing in Innovation (i3) Validation grant awarded to DN by the U.S. Department of Education, entitled "Validating the Talent Development-Diplomas Now School Turnaround Model". The collaborative DN partnership brings coordinated resources to turnaround schools in high-poverty urban areas, specifically to support students who exhibit the EWIs. The \$30 million grant, awarded in 2010, provides for a 5-year randomized, experimental study to test and validate the impact of the DN 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 participated in the study during the 2011-12 and 2012-13 program years. 32 schools were DN schools with City Year teams and 30 were 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. As of November 2014, the evaluation scope has been extended by the Department of Education for an additional 5 years, through 2019.

MDRC is evaluating the impacts of Diplomas Now to identify under what conditions the model (1) enables high schools with 30%-60% graduation rates to achieve graduation rates of 80% or more and

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(2) reduces by two-thirds the number of middle school students sent to high school off-track and behind grade level. Research questions were grouped by Confirmatory and Exploratory questions. Confirmatory questions compare DN schools to control schools and include impact on attendance rate, suspension rate, and core course passage rate. Exploratory questions focus on student impact, additional outcomes, mediating outcomes, and mediating variables such as the impact of DN on chronic absenteeism, promotion status, standardized test results, parent involvement, and stakeholder communication. Questions are further broken down by subgroup. MDRC's Year 1 interim report ("Laying Tracks to Graduation", Corrin, Sepanik et al., August 2014) describes and analyzes the 1) implementation fidelity of design components of the 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 included 44% of City Year's 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.

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, e.g. gender, grade, time in intervention) and supplemental surveys of program staff and corps members. Talent Development will provide 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 DN and non-DN schools, controlling for school characteristics and random assignment blocks, where blocks are defined by the district and school level. In addition, the design includes decision rules for

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inclusion/exclusion of covariates, treatment of missing data, and strategies for multiple comparisons.

EVALUATION RESULTS: MDRC will ensure that each evaluation report is rigorous and independent by maintaining final decision making authority, publishing findings, and maintaining a restricted use file for other researchers. MDRC's initial report has been submitted to CNCS together with City Year's request for approval of an Alternative Evaluation Approach (approved 1/2/2015). The initial report confirms that the school recruitment and randomization was successful in establishing a valid research study with comparative high need schools as implementation and control groups; and validates that the schools in the study represent the types of schools that City Year seeks to partner with in all of our cities across the country. Key learnings point to best practices regarding collaboration with principals, teacher partnerships, targeted trainings for members, and clarified member roles and responsibilities. For example, the report finds that clearly defined strategies on setting appropriate boundaries for students, both academically and behaviorally, enables corps members to build better relationships with teachers and more effective rapport with students. To address this, City Year has a) developed new trainings for members on managing Student Relationships (Delivered at City Year's 2014 Summer Academy); b) worked with schools to bring members in for pre-year teaching planning time; c) clarified specific member roles in the classroom through revised Tier 1 Instructional Supports trainings; and, d) created a roster of trainings for members focused on student engagement strategies. Final publication of MDRC's results for the first round evaluation is planned for 2016. All reports will be shared with study participants and relevant partners (e.g. Diplomas Now partners, school districts, education leaders, CNCS, AmeriCorps state commissions, funders, etc.).

EXTENSION OF I3 VALIDATION GRANT: In November 2014, the U.S. Department of Education granted a \$3 million i3 evaluation extension of Diplomas Now, including a 45-month extension running from October 1, 2015 to June 30, 2019. It will allow the collection of programmatic/implementation data through the 2016-2017 school year and data analysis, interpretation and report writing from July 1, 2017 (final data set will be received by MDRC by December 2017) through June 30, 2019. The study will enable DN partners, including City Year, to work with students through their entire middle and high school experience and gather student and school-level data on two full cohorts of students at each DN partner school. Doing so creates the opportunity to investigate the impact of the DN collaborative on students' longer term success (including the 8th to 9th grade transition and high school graduation rates). Furthermore, extending

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the evaluation allows for the investigation of schools' longer term implementation of the model, and whether that longer implementation leads to improved outcomes on later cohorts of students.

OTHER: IMPACT COMPARISON STUDY: In 2014-15, City Year has contracted with Policy Studies Associates, Inc. (PSA) to complete a comparison study to determine whether the City Year WSWC model has a measurable effect on school performance, as measured by test scores, attendance rates, and, where available, indicators of school climate, compared with a group of similar schools that did not implement the model. In each of City Year's 30 school districts, a minimum of two comparison schools will be selected for each City Year partner school to serve as "untreated" comparisons. Using publically available data for academic years 2011-12, 2012-13, and 2013-14, the study will respond to eight questions including how does the whole school or grade-wide outcomes across performance in English Language Arts, math, and attendance outcomes of schools with City Year compare to other similar schools that do not partner with City Year? Analyses will employ rigorous methods, including selection of comparison schools using propensity score matching, and cross-state, multi-level Difference-in-Difference and within-state linear regression models. The final report is anticipated in early 2015.

Amendment Justification

n/a

Clarification Summary

2015-16 City Year Chicago Clarifications -- Update 5/18/2015

Per instruction of CNCS, the CNCS budget share has been reduced to approved level of \$2,106,667.80 and a cost per MSY of \$11,205.68. The executive summary has been updated.

Per instruction of CNCS, the proposed ED27A measure for academic engagement has been resubmitted as an applicant determined measure on social-emotional learning.

2015-16 (Year 1) City Year Chicago Clarification Response

GENERAL CLARIFICATIONS:

As the amount under consideration is less than the request, the Executive Summary, budget, and performance measures and targets have been updated to reflect a corps size of 188 Full-Time

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members (188 MSY), an amount of \$2,331,200, at a \$12,400 cost per MSY.

Cost Per MSY Explanation: We are requesting to stay level at the \$12,400 cost per MSY. Our cost-per-MSY has remained level at \$12,400 for five years while our costs have increased in line with inflation and the cost of living, a cumulative inflation rate of 7.67% (July 2010 -- Feb 2015). For example, the living allowance has had a \$730 increase from \$11,800 to \$12,530. At the same time, costs to run a City Year program have increased due to adoption of a management model that places one staff member per two teams/schools; and deep investment in instructional staff with advanced degrees in education, as well as external trainings in literacy and math. The impact investment is intended to increase member professionalism and expertise, for the purpose of improving outcomes for students. The Chicago Public School (CPS) district adopted Student Based Budgeting in 2014, a new, per student funding model, representing 50% of a school's budget and which allocates funding for core services. The shift will affect City Year's predictable rates of reimbursement per school, as discretionary dollars no longer flow from the Central Office, but through schoolhouse leadership, and individual schools' budgets are subject to fluctuating enrollment levels.

A. PROGRAMMATIC CLARIFICATIONS:

1. Non-Duplication of Request: No corps member position under this request is duplicated in another City Year grant request nor do any schools served under the proposed program overlap with another grant or state subgrant (new, re-competing, or continuation). City Year National Direct, State, and School Turnaround grants are discrete to individual schools, i.e. each school team is assigned to one grant only. Corps members from different grants do not co-locate in a school-building.
2. Tutoring Requirements: Criteria for selecting and qualifying tutors: As per requirements of 45 CFR 2522.940, City Year Members are not considered to be employees of a local education agency. Accordingly City Year ensures that they meet qualification requirements by verifying high school diploma or equivalent (through electronic self-certification), appropriate characteristics and successful completion of pre and in-service specialized training. Recruitment interviews are designed to assess candidates' experience and interest in tutoring children, appreciation for inclusive communities and willingness to learn. Standardized questions focus on experience with lesson planning/writing, working with children and youth in an academic setting and resiliency in a stressful school environment.

High quality, research-based trainings: Members participate trainings conducted by school staff and City Year staff, during Basic and Advanced Training Academy (August and January), including in-school practicums, and typically two 4 to 7 hour training days twice per month throughout the

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academic year. Trainings are organized in partnership with schools and districts, to ensure appropriate research basis, quality and consistency with the LEA's instructional program and with State academic content standards. Topics build skills and knowledge in each school and/or district's selected ELA and math tutoring curricula, as well as student learning styles and behaviors and other associated trainings. Member participation is verified through team-based attendance checks and/or sign in sheets.

Qualified supervision: As part of City Year's Observation and Coaching program, members are supervised by their direct supervisor (Team Impact Managers) who conduct observation and coaching per team/member on a consistent basis, e.g. bi-weekly or monthly. City Year site staff are supported by a headquarters-based Regional Instructional Coaches (professional educators) who collaborate with site Impact Directors to provide strategic guidance, technical assistance and coaching for both Impact Coaches and team Impact Managers on literacy and math instructional technique. Members are directly supported by partner school teachers and liaisons, and/or school district trainers. They are typically included in start of year orientations and curriculum-specific trainings for teachers, participate in teacher professional development days, and receive specific instructional support through regular meetings with partner teachers about Focus List students.

3. Team Leader Role Clarification: Team Leaders (TLs) provide direct service intended to 1) support the successful implementation of Whole School Whole Child program objectives for ongoing student and school culture and climate improvement, 2) maintain clear and consistent communication with school partners, and 3) help team members navigate the corps experience. Typically, Team Leaders return to the same school they served the prior year, creating continuity for students, school staff and the new incoming team. TLs are responsible for team planning, culture and morale; team integration with school schedule and protocols; working with school administrators, teachers, and City Year staff to identify students to participate in City Year programs; connecting with other Team Leaders to share best practices; reviewing lesson plans, collecting student level data and updating student records in City Year's student database "cyschoolhouse"; and supporting observation and peer coaching provided by Impact Coaches (where assigned to a site), Impact Managers and/or Regional Instructional Coaches. Secondary activities may include leading school wide or community-based initiatives, including afterschool programming, school-related physical service projects and community engagement. Peer coaching activities may involve leading peer-group training on topics such as classroom management and lesson planning.

Training and reporting structure: City Year Impact Managers, based out of partner schools, supervise

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all team members including the TLs. The TL supports the Impact Manager with maintaining school relationships, tracking progress towards goals, and providing feedback on team activities. TLs are expected to participate in school staff meetings to build trust, receive feedback, and form ideas for improved resource allocations and member activities. To support them in their enhanced role, TLs begin service approximately 3 weeks prior to first year members. This provides the opportunity to receive additional training and prepare for service within their assigned school. TLs receive 5 days of specialized training in team leadership and peer mentoring and participate in advanced trainings in our Whole School Whole Child program model at our national Summer Academy held at Northeastern University, Boston, MA.

How TLs contribute to performance measures: In contrast to first year members TLs typically are not assigned Focus List students, because they do not have time within the scope of their responsibilities to provide consistent ongoing student support. TLs will fill in as needed, if a member is absent, or will support a student who needs to leave the classroom. The determination of whether to assign some students to Team Leaders is dependent upon school conditions and needs and how those impact the TLs available time, such as new partnerships, grades served (high school level has additional challenges), need for coordination of student supports in the school, or lack of services such as afterschool programs.

Supervisory roles: Team Leaders do not supervise members and do not duplicate, supplant or displace paid staff, including school staff and City Year Impact Managers (formerly Program Managers). Specifically, no Team Leader approves timesheets, completes member evaluations, is accountable for member performance, or disciplines members.

4. Explanation on the Average Student to Corps Member Ratio: Maintaining small focus lists of students provides corps members the opportunity to develop meaningful and trusting relationships with individual students. Our students come from high poverty, unstable, and unsafe communities that have limited access to resources. The impact of poverty on a student's educational achievement is well researched and documented. For example, low-income students have fewer books at home and inferior libraries in their neighborhood and schools and access to reading material has a direct correlation to an increase in literacy skills. (Duke, 2000; Neuman and Celano, 2001) Our students, who are frequently two to three years behind their most affluent peers, struggle to make modest improvement in a challenging environment that is stacked against them. While our students may not all make the gains projected in the performance measures, a 2015 quasi-experimental study conducted by Policy Studies Associates of City Year's impact on approximately 150 of its partner

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schools between the 2011-12 and 2013-14 school years finds that schools that partnered with City Year were more likely to show improvement on state assessments compared with schools that had not partnered with City Year. The study measured the differences in performance between City Year schools and approximately 460 comparison schools that were located in the same school districts and that shared similar demographic and performance characteristics.

B. BUDGET CLARIFICATIONS

1. Budget has been revised to reflect the funding amount and MSY clarified.

C. PERFORMANCE MEASURE CLARIFICATIONS:

1. Explanation on Economically Disadvantaged youth: City Year meets the requirement that students are economically disadvantaged per the performance measure instructions which defines disadvantaged as eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where a majority of the students are eligible for free or reduced lunch (FRL); may or may not actually be accessing FRL. As noted in our application, our members serve in schools where a majority of students are eligible for FRL. Among the schools to be served by City Year teams, 99% of students represent minority populations, and, 96% of students are economically disadvantaged (using free/reduced price lunch eligibility as a proxy). (Chicago Public Schools, 2013-14 School Data Pages).

2. Describe how targets were determined and are significant (ED5): Improvement is measured by meeting the expected growth target based on the assessments standard rubric (SRI, SMI) and/or the students grade and starting score (MAP), as well as EXPLORE for 9th grade students. The EXPLORE, MAP, SRI and SMI are nationally normed assessments with expected growth targets that reflect the median (average) student across the country. EXPLORE measures how students are keeping pace with expected growth year over year, using a 1-point increase as a benchmark. The MAP, for example, has been nationally normed 4 times in the last eleven years, been recognized by the NCRTI, and the Institute of Education Services found that MAP measures indicate strong interrelationships among test items for the assessments and scores are sufficiently precise overall. The targets are set using a student to corps member ratio per subject matter, and the rate of completion (75% for all students) and improvement (75% of 3rd-5th grade students, and 50% of 6th-9th grade students who complete) is based on historic experience. For our students to meet the expected growth target for the testing period (e.g. Fall to Winter, or Fall to Spring, or Winter to Spring) is considered significant since they are starting in the lowest quartile, i.e. far below the normed median, and to achieve expected growth

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they have to make catch-up growth. For our students to achieve the expected growth target means that they would have to make catch-up growth in addition to normal growth, or, in other words, for example, make 4 months of learning gain in a 3 month time period. Even with making catch-up growth, students may still be two years behind the national norm. These targets reflect the significant challenges children in poverty face when trying to improve their academics. Our schools have high mobility rates, high absenteeism rates, and limited resources.

3. Explanation of attendance improvement and significant gain (ED27B): Most of the students on our attendance focus lists remain on the focus list from the time they are enrolled until the end of the school year. Dropping from the focus list is primarily the result of school mobility rates (30% or more in some schools) and the students withdrawal from school. Because we do not always have access to a student's prior year ADA (for example new students and transition grades, 6th and 9th, where we may not have relationships with the prior year elementary or middle school), we typically use the ADA for the first marking period to identify attendance students (6 to 8 weeks into the school year). At the end of each subsequent marking period, we review ADA for students grade-wide to see if any students need to be added to the focus list because of slippage in their attendance. Because we continue to add students as needs arise, we set the dosage rate at 8 weeks (56 days) so that students who were enrolled in the second half of the year would be able to be counted under the measure. Otherwise we would dis-incentivize our corps from working with students with emerging needs. Whenever possible, we compare prior year ADA to end of current year ADA to report improvement in performance. For students for whom we do not have access to prior year data, we utilize a marking period to marking period approach. A 2% gain in attendance is significant. Research demonstrates that recovering a very small number of days can impact student results on standardized tests, such as the NAEP, and on grades. The August 2014 Attendance Works report "Absences Add Up" links student performance on the NAEP to student absences -- students with higher absenteeism rates have lower performance on the NAEP. Moving a student out of chronic absenteeism (from below 90% to above 90%) can move a student from failing grades (Fs and Ds) to Cs or above as the average GPA for solid attenders was 80 compared to 65 for chronically absent - the difference between a B- and a D. (Nield & Balfanz, 2006, Roderick et al, 2011, Allensworth, 2013, Balfanz & Byrnes, 2014). The Early Warning System checklist developed by the National High School Center for drop out prevention includes 4 red flags for drop out prevention a) missing 10% of instructional time in the first year [of high school], b) missing more than 10% of the first 20 days [of school], i.e. 2 days, c) earning a GPA under 2.0, and d) failing one or more class.

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4. Academic Engagement ED27A DESSA Assessment Tool (ED27A): City Year uses the DESSA (Devereux Student Strengths Assessment) a social-emotional learning (SEL) rubric, measuring change in student attitudes towards school (motivation, social engagement, and self-regulation related to school and learning). Increasingly, states and schools are required to meet social and emotional learning (SEL) standards. As noted, the DESSA is a standardized, norm-referenced behavior rating scale that assesses eight social-emotional competencies that serve as protective factors for children: optimistic thinking, relationship skills, self-awareness, personal responsibility, self-management, goal-directed behavior, social-awareness, and decision making, and provides a summary, composite score of SEL competency. Members and/or teachers rate the frequency at which they observe student behaviors (never/rarely/occasionally/frequently/very frequently) a minimum of twice during the year (pre/post behavior or SEL interventions). Per student goal is a change greater than 3 points. A growing body of research shows that for students to be successful in core academic subjects, they must demonstrate key academic behaviors: motivation, social engagement and self-regulation. (Robbins et al., 2006; ACT, "Enhancing College and Career Readiness and Success: the Role of Academic Behaviors" Engage Issue Brief, 2012). The DESSA measures changes in academic engagement that align with the ED27A defined measures of student attitudes towards school, including these three characteristics. Specifically, it measures a student's degree of social engagement, or improved perspective on school climate, by assessing optimistic thinking; a student's degree of self-regulation, or controlling their behavior related to school and learning, by assessing personal responsibility, relationship skills, and social-awareness; and degree of motivation, or increased educational aspirations, by assessing goal-directed behavior. City Year's SEL activities (e.g. units, subtopics and lesson plans from the 50 Acts of Leadership curriculum and City Year "Power Tools" for modeling positive behaviors) are crosswalked against the DESSA questions and the attitudinal change they measure. For example, 50 Acts Curriculum Unit 4: Self-Management includes the subtopic Goal-setting. The lesson under goal setting is Life Maps, which walks a student through setting a goal for the future and all of the steps needed to achieve that goal, including educational attainment. This lesson can be connected to the questions in the DESSA that measure attitudinal change in goal setting such as student capacity to pass up something s/he wanted to do, or do something s/he did not like, to get something better in the future, accepting choices, and adjusting to changes in plans.

5. Applicant Determined Measure: Improved Academic Enrichment and Motivation: Improvement for the applicant determined measure is counted as improved motivation and improved academic performance. An average of the results on survey responses around motivation and academic

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performance will be used to report the outcome. As this is an annual survey, our intention is to achieve higher averages as the program continues to improve. We anticipate that schools, and teachers, that have corps members serving in classrooms will report higher access to enrichments and improved student motivation whereas new school partnerships and new teachers are expected to report lower. Teachers who have members assigned to their classroom on a permanent basis will receive surveys. The number of teachers with members assigned typically corresponds to the number of First and Second Year members that we have in the school. Some corps members will be assigned two classrooms. As our Team Leaders fill in for corps members who are absent, they are not permanently assigned to an individual classroom which accounts for the discrepancy between the number of teachers and the number of corps. Our survey return rate has traditionally been very high, exceeding typical returns. A study of 84 web-based surveys had an average response rate of 48%, 51% for surveys related to impact evaluation (n=14). (www.joe.org, Journal of Extension, June 2008 Vol. 46, 3.) Our survey provider, SurveyGizmo, claims that internal surveys generally receive a 30-40% response rate. We expect that 75% of teachers who receive surveys will return them (98 of 130), and of those, 80% (78) will report improvement. This is not intended to be a sample process. The structure aligns with the enrollment/completion/outcome format of the national performance measures.

D. STRATEGIC ENGAGEMENT SLOTS:

1. Percentage of Corps and Outreach Strategies: We do not set organizational targets for recruiting members with disabilities. Applicants are asked if they would need accommodations in the application and individuals with disabilities are encouraged to apply. Our outreach to the disability community includes a national partnership with Eye To Eye that we are currently piloting at Temple University. Eye To Eye is a national mentoring program that focuses on learning disabilities and ADHD. Chapters are in colleges and high schools in 22 states nationwide.
2. / 3. City Year is not requesting engagement slots.

E. MSY WITH NO PROGRAM FUNDS ATTACHED

1. City Year is not requesting no-cost slots.

Continuation Changes

n/a

Grant Characteristics