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Executive Summary

City Year Greater Philadelphia proposes to have 205 full-time AmeriCorps members who will provide academic services that support students in staying in school and on track to graduation in 16 Philadelphia 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 4,500 students and targeted tutoring and mentoring to 1,305 students that improves 755 drop out risk indicators in attendance, English and/or math. In addition the AmeriCorps members will leverage 1,900 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 \$2,297,165 will be matched with \$2,297,165 [\$1,250,308 in public funding and \$1,046,857 in private funding].

Rationale and Approach/Program Design

1.PROBLEM/NEED: Based on Education Week's Quality Counts 2014 report, the Commonwealth of Pennsylvania ranks 13th in the nation for a students' chance of success as measured across 13 indicators in early foundations, school years (assessments and graduation rates), and adult outcomes. Per the Diplomas Count 2014 report, 88% of Pennsylvania Class of 2012 students graduated high school, far above the national average of 81%. However, that chance of success and graduation drops quickly once you enter Philadelphia public schools where the average graduation rate is 65%. On the 2013 National Assessment of Educational Progress (NAEP), 56% of Philadelphia 4th graders were below basic in reading compared to 27% across the state and 33% nationally and 38% were below basic in math compared to 15% state-wide and 18% nationally. Among Philadelphia's 8th graders, 42% were below basic in reading and 48% were below basic in math compared to 19% and 22% state-wide and 23% and 27% nationally for reading and math respectively. Among Philadelphia's black and low-income students, the gaps are even wider. For example, 60% of black 4th graders were below basic in reading and 43% were below basic in math, comparatively, white students were 40% below basic in reading and 20% in math. 58% of 4th grade students eligible to receive free/reduced price lunch were below basic in reading compared to 26% for non-eligible students. (NAEP 2013 Trial Urban District Snapshot Report) In 2015-16, City Year Greater Philadelphia proposes to partner with four Philadelphia high schools and 15 K-8 or middle schools that are in the feeder pattern of these high schools to provide much needed academic support services to the 12,500 students enrolled at these schools. As students at these schools are predominantly from minority populations, >96%, and are economically disadvantaged, >89%, they are more likely to be among those that perform below

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standards. Among the 19 schools to be served, 68% of 9,499 elementary and middle school students were below proficiency on the reading portion of the 2013-14 Pennsylvania System for School Assessment (PSSA) or Keystone Exam and 66% were below proficiency on the math portion. Among the 3,065 high school students, 71% were below proficiency in reading and 86% were below proficiency in math. Contributing to the low performance rates is low attendance, across the 19 schools, over 1,300 of the 12,500 students were absent on any given day. The August 2014 report from Attendance Works links student absences to performance on the NAEP. Without intervention, Philadelphia students are at high risk to drop out as is evident in Class of 2013 graduation rates at the four high schools: 46.7% South Philadelphia, 53.4% Overbrook, 61.3% Kensington Culinary, and 70.9% Universal Audenried. (PA DOE School Performance Profiles, 2013-14) 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). If the average graduation rate of 58% continues, these four schools risk adding \$92 million in new societal costs to Philadelphia taxpayers on an annual basis (approximately 315 students out of 3,065 high school students will not graduate each year at the 58% rate).

2. THEORY OF CHANGE AND LOGIC MODEL: 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 program design and member eligibility practices meet threshold requirements for tutoring. The WSWC theory of change is that by connecting students to near-peers who provide individualized attention to students in the four Early Warning Indicators for drop out risk (i.e. attendance, behavior, English, and math) 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 ambitiously set at having 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 WSWC program design, development and research basis was

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published in "Closing the Implementation Gap" (Balfanz, Andrekopoulos, Hertz, Kliman, pp. 12-22, fn 20-40, 2013). LOGIC MODEL & ACTIVITIES: City Year Greater Philadelphia (CYGP) requests to field 255 full-time corps members. 247 corps members will be deployed in teams of 8 to 25 to 19 schools. Team size varies by school enrollment and grades served. 8 corps members will serve on the Civic Engagement Team and coordinate CYGP volunteer and community engagement activities out of CYGP offices. One AmeriCorps member on each school team will serve as the Team Leader (larger teams will have two Team Leaders). In partnership with the school, each team will provide whole school activities for general school population, approximately 12,500 K-12 students, whole-class academic support to approximately 6,000 third-9th grade students, and targeted services to 1,626 third-9th grade students (subset of the 6,000). Each CYGP AmeriCorps member has 8-10 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 (September to June). Two days (16 hours) per month 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 and teacher days. On a typical day, members will arrive at the schools between 7:15 and 7:45 am depending on the school start time. After a 5-15 minute team check in, members will provide up to 30 minutes of before school activities, e.g. homework or coaching check ins, and then lead a 20 minute Morning Greeting to welcome students into school. Members spend first and second period (or A/B block) providing whole-class support and our tutoring interventions. After second period members complete phone calls home for students who are absent and/or make positive calls home. During lunch periods, members run social-emotional programs, whole school climate activities, and enrichments that recognize positive behaviors. During the three afternoon periods, members will spend 2 periods in classrooms and 1 period will be used for planning and meetings. After school, members provide programming including homework assistance and student-interest clubs. Members end the day with another team circle and debrief and leave school grounds between 4:45 pm and 6:00 pm depending on their start time. Throughout the day, corps members support school positive behavior and climate while transitioning between classrooms and during non-instructional periods. On average, members spend 5 hours in the classroom providing whole class support and small group tutoring, 1 hour providing homework assistance, 1 hour in whole school or individual coaching, 1 hour of enrichment programming, and 1 hour in planning and documenting service. Tutoring intervention time with our focus list students is

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either pull-out or embedded into the instructional period, for example, in a 45 minute ELA block, members may provide 15 minutes of whole class support during instruction and 30 minutes of ELA intervention during group work. In addition to standard program activities, Team Leaders (AmeriCorps members) lead team circles and team meetings during the planning period, attend meetings with the Impact Manager (team supervisor) and school staff and faculty, provide peer coaching and support, and lead coordination of bi-monthly WSWC 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. MODERATE EVIDENCE BASE: Two studies are submitted with this application. City Year's program design is standardized (all sites, including Philadelphia, 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 evaluation findings are applicable 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 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

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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. **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 this report is expected to provide a strong level of evidence of WSWC impact. It is produced by evaluators MDRC and ICF International, scheduled for release in January 2016, and serves to meet our evaluation requirement for City Year Greater Philadelphia's current grant cycle. CNCS approved our Alternative Evaluation Approach for this study on January 2, 2015 (interim report submitted).

4. **NOTICE PRIORITY:** City Year Greater Philadelphia's proposed program aligns closely with the CNCS Education focus area in the 2015 AmeriCorps funding priorities. Through our Whole School Whole Child program, 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, students are predominantly from minority populations; over 96% of students represent minority populations, and, over 89% of students are economically disadvantaged (using free/reduced price lunch eligibility as a proxy). (PA DOE School Performance Profiles, 2013-14) Eight schools are designated Priority schools and 8 are Focus schools on the Pennsylvania ESEA Accountability Levels. The three remaining schools are within feeder patterns for Priority high schools. 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 in school and on track to on-time graduation from high school.

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

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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 18 day/3 week Basic Training Academy (BTA). BTA topics include: operations, basic disaster preparedness and response (e.g. CPR/First Aid/CERT), 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. Members have access to the School District of Philadelphia Curriculum Engine and participate in district professional development around restorative practices the last week of BTA. Members are also invited to attend monthly school professional development days when relevant to our service model. We have a two-day training "summit" one Thursday/Friday per month October to May and a two-day Advanced Training Academy in January to develop intermediate and advanced skills around effective service delivery, e.g. working with kids in poverty, effects of trauma, etc., and professional work skills, e.g. effective communication. In total, over the course of the year, members will receive 330 hours of instructional and 'on-the-job' training and professional development. In addition, members receive regular observation and coaching on tutoring delivery. City Year's Regional Literacy Trainer (RLT) for the Northeast Region provides quarterly on-site observation and trainings with corps members and their Managers. We are experimenting with virtual coaching to increase frequency of RLT sessions. Impact Managers are expected to provide at least one observation and coaching session per member per month. Impact Directors and Service Managers are also expected to provide at least one observation and coaching session per member per month so that each member has two 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 regularly service, e.g. for members who have to make-up hours, must be approved by City Year Impact staff.

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6. MEMBER SUPERVISION: Each team of AmeriCorps members is directly supervised by a City Year Impact Manager (IM). Managers are based in their school at least four days per week and 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 twice a week with the Team Leader (10 minutes) and hold weekly meetings with the entire team. Managers have full one-on-ones with each Team Leader once per week and with each member of their team/s at least twice per month 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. Managers meet with their CYGP Impact Director, teachers and principals twice a month to review progress and address any member or service issues. City Year staff participate in training opportunities provided by City Year Headquarters. 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. Headquarters 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, City Year Headquarters 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.

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, working as a member of a diverse team, 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. Among our 2013-14 Philadelphia alumni, ten of our 16 members who applied to Teach For America were accepted into TFA (63% acceptance rate) and 25 were accepted into other AmeriCorps programs. Two of our CYGP alumni currently work at our former school partner Mastery Shoemaker. Members reflect on their experience through

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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. Our Idealist's Journey (IJ) curriculum is delivered once a month (90 minutes). Each IJ session includes a warm up, book activity, "spark" activity, and closing. IJ teams are formed during Basic Training Academy which allows members to interact with CYGP members who are not on their school-team. Two members will be nominated to serve on the City Year's national Dean's Council, a forum for members to provide feedback to City Year on the corps experience. Our local Corps Council provides a voice for our first year members to share ideas, propose activities, and suggest policy change to site leadership. Through the city AmeriCorps Launch and AmeriCorps Week activities, our corps are connected with members from other AmeriCorps programs such as YouthBuild, Playworks, Digital Service Fellows, VISTA, and PowerCorps. We draw applicants from the local community by targeting recruitment efforts at local schools and colleges such as West Chester, Strath Haven, and Cheltenham high schools and Temple, Lincoln, and Penn State universities. We have targeted outreach to students in education and social work programs and service clubs. In 2014-15, 32 Philadelphia corps members came from the community.

8. COMMITMENT TO AMERICORPS IDENTIFICATION: City Year Greater Philadelphia 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 CYGP offices and service locations. As per our policy outlined in the member handbook, members are required to wear their uniform and nametag during service. 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 Teach For America leads 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 PennSERVE and/or other AmeriCorps partners such as AmeriCorps Launch, AmeriCorps Week, and Mayor's Day. We invite PennSERVE staff to attend and/or speak at our signature events, most recently the PennSERVE Executive Director spoke at our Red Jacket Ceremony. All members are encouraged to enroll in AmeriCorps Alums. Our relationship with

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AmeriCorps, including prohibited activities, is outlined in our service 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 our founding in 1997, City Year Greater Philadelphia has been awarded over \$36 million in State*Competitive and State*Formula funding to support 3,221 full-time member positions. CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: All City Year sites, including Philadelphia, 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 Greater Philadelphia's 24 member board is co-chaired by Arthur Block, Comcast Corporation, and Karen Keating Mara, Keating Mara & Associates, LLC. 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 member recruitment, service implementation, literacy coaching, and site operations. LOCAL STAFFING: The 2015-16 staffing structure for City Year Greater Philadelphia follows the recommended staffing plan for a site managing 19 school teams. Our staffing model calls for 44 FTE, of which 32 positions are included in the budget at 25.03% usage each. CYGP is led by Executive Director and Vice President Ric Ramsey. Reporting into the Executive Director are the three Managing Directors, Impact, Development, and Human Potential & Operations. The Executive Director is responsible for overall site management, staffing decisions, board and community relationships, and ensuring that the site meets quarterly and

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annual operating goals. Mr. Ramsey has led CYGP for 2 years, has 11 years' prior experience in leading youth development programs, and holds an MBA from New York University. The Managing Director for Development leads the 10 staff department, which is responsible for managing an annual \$6M+ funding pipeline, communications, and corporate events. The Managing Director for Impact leads the 30 staff Impact Department, which 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. The 21 Impact Managers provide day-to-day supervision of a team of corps members and manage school-house relationships (two manage special projects, cyMentor and civic engagement). The 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. Member administration is managed by the Corps & Government Relations Director. Other Impact functions include coordination of our training academies, monthly training days, external training partnerships, and the observation and coaching program under the training staff and coordination of service data, evaluation, and reporting to all stakeholders, and survey administration under the evaluation staff. CYHQ regional services provide local support for member recruitment and admissions, 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: Each year, City Year Greater Philadelphia works with School District of Philadelphia (SDP) leadership, specifically the Assistant Superintendent, to review partnership goals and plan school partnerships. We work with each school's leadership to walk through the conditions of success that need to be present for us to achieve maximum impact and review data collection and sharing agreements. Since 2013, we have been working with our District partners to develop and adjust our Long-Term-Impact "Blueprint" Plan to district needs and changing conditions. Because of on-going instability in the District, e.g. school closures, we have delayed implementation of our Plan. In addition to the District, we have also presented our Plan to our partners at PennSERVE. The commission provided feedback on strategy and approach. Through our

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advisory board, we are able to engage key community leaders who advise and inform on our strategic direction and on-going service delivery. Our 24 member board includes representation from the City of Philadelphia including Mayor Michael Nutter, 2nd District Councilman Kenyatta Johnson, and Francis Jones of SEPTA, representation from community organizations such as Marciene Mattleman, After School Activities Partner (ASAP) and Mark Harrell, Men United for a Better Philadelphia, and representation from the business and corporate community, for example, Deloitte Consulting, Bank of America, T-Mobile, and Drinker Biddle & Reath LLP. Through our Diplomas Now partnership, we partner with Communities In Schools on student social services and Talent Development on professional development and school reform. Each year we partner with 4 or 5 afterschool programs and we have an advisory committee that includes representation from a cross-section of community stakeholders such as parents, school staff, students, members, and CYGP staff. Our 8 member Civic Engagement Team will engage 1,900 community members through our volunteer programs, including nine large scale volunteer service events. We also 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.

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 VP for Operations and the Regional Impact Director visit each site in their portfolio quarterly or more frequently as needed. Locally, in addition to the Impact Managers based on school grounds, the Impact Directors visit each school at least weekly to observe member activities to compare against member schedules and check for compliance and prohibited activities. Service Managers observe and coach members on a bi-weekly or monthly basis to track progress in service delivery. Irregularities are reported to the Impact Manager and/or school staff. If corrections are not made, the issue is elevated to the Impact Director, Managing Director, and/or school principal. The Managing Director or Senior Impact Director will inform the District Assistant Superintendent of any on-going issues for the district to manage internally. Prohibited Activities are reviewed at start-of-year and again quarterly with the corps and during meetings with district and school administrators. Staff accountability

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metrics, including Impact and AmeriCorps deliverables, are included in our performance management system (staff evaluations). Staff performance is factored into salary merit increases.

3. PAST PERFORMANCE: PERFORMANCE MEASURES: Over the past three completed program years, City Year Greater Philadelphia has met 10 of 13 National Performance Measures. In 2011-12, we met our ED1 enrollment target but missed both completion, ED2, and academic improvement, ED5 (11-12: 2 missed). In 2012-13, we met all targets in our aligned performance enrollment, ED1, completion, ED2, and academic improvement, ED5, and academic engagement, ED27 (attendance) (12-13: 0 missed). In 2013-14, we met our aligned academic improvement measure, ED1, ED2, and ED5, and we met the enrollment, ED1, and completion, ED2 targets of our academic engagement (attendance) measure but were only able to achieve 77% of our ED27 goal (13-14: 1 missed). In 2011-12, we missed our academic improvement goal because we missed our completion target by 47% making it nearly impossible to meet the ED5 goal, i.e. everyone who completed would need matched data and would have had to improve to meet ED5. To address challenges with securing intervention time, CYGP created a 5-step "Recipe for Success" for Managers and corps members to use to secure time with students. These steps with embedded questions and strategies are: 1) assessing and creating buy in, 2) crafting your message, 3) analyzing intervention time tracking, 4) progress monitor consistently, and 5) quality of time and celebration. This strategy allowed us to meet our aligned academic performance measure in both 2012-13 and 2013-14. We are in process of developing a similar approach to our attendance measure. As we have exceeded our targets for enrollment and improvement, we are increasing our targets for 2015-16.

ENROLLMENT, RETENTION & COMPLIANCE: Over the past three completed years, City Year Greater Philadelphia has filled 101% [724/720] of awarded MSY by utilizing two refill slots, achieved an average 94% [678/724] retention rate, and submitted 99.5% [721/724] of enrollments and exits within the 30 day deadline. In 2013-14, we had a 95% retention rate. Thirteen members exited early without awards. Of these, eight voluntarily resigned and five were dismissed for not adhering to program standards, e.g. attendance, professionalism, etc. Of the eight who voluntarily resigned, four accepted other job opportunities, one resigned for financial reasons, and three resigned for poor program fit. Over the past three years, CYGP has worked hard to significantly improve our member retention (88% in 2010-11) by focusing on member professional development and staffing capacity to support corps members. Through our district relationship, members are able to participate in school-led professional development which improves members' knowledge, competence, skill, and effectiveness in the classroom. This increases our members' confidence in their own service delivery and reduces

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resignations resulting from poor program fit. Through PennSERVE's risk monitoring program and desk checks, we have identified compliance areas that needed improvement and worked with the commission to improve our systems. Neither this monitoring nor our annual A-133 has identified significant compliance issues.

Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS: REQUEST: We respectfully request a grant award of \$2,932,500 to support 255 full-time members at a cost-per-MSY of \$11,500. We are requesting the same cost-per-MSY as in 2014-15. For 2015-16, we will increase our living allowance to the new minimum of \$12,530 and will assume \$109,650 (\$430 x 255) in new costs members above 2014-15 per member costs. In addition, we are seeing a greater demand on our services as a result of the continued budget crisis in Philadelphia schools. For example, participation in our afterschool programs increased 64%, from 1,969 to 3,238, between 2012-13 and 2013-14 as other programs reduced services due to lack of funding from the District. This increase requires additional financial resources to support, e.g. supplies and staff capacity, to effectively implement afterschool programs. 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 of, 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 out separate academic (AVID), climate (Turnaround for Children), and after school providers (SES reimbursement rate). For example, 15 hours of tutoring from Sylvan Learning would typically cost \$750 (\$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- 2009 Wallace Foundation calculator projected rate) -- or \$2,524 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

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design to ours in that they provide academic tutoring and mentoring and extended day programming. In addition to direct services provided, there is a long-term societal and economic benefit of increasing the number of high school graduates thereby reducing the \$292,000 in societal costs for each high school drop-out (2009 Northeastern University). NON-CNCS RESOURCES: To support 255 corps members in 2015-16, City Year Greater Philadelphia has a funding plan in place that calls for raising \$6.3 million. We expect to generate \$3.1M in public funding through our district and city relationships including \$1.5M in program income from the School District of Philadelphia, \$200K in program income from Universal Companies charter management organization, \$710K through our Diplomas Now partnership, \$500K from the City of Philadelphia, and \$200K from the Southeastern Pennsylvania Transportation Authority (SEPTA). Through our Team Sponsor Program, we expect to generate \$1.6M through our 19 Team Sponsors. 7 of our Team Sponsors have sponsored us for over 10 years: Bank of America (\$75K), the Eagles Youth Partnership (\$40K), Lincoln Financial Foundation (\$70K), FirsTrust Bank (\$75K), The Glenmeade Trust Company (\$80K), Sunoco, Inc. (\$100K), and Wells Fargo (\$150K). Three are multi-year City Year, Inc. National Leadership Sponsors, ARAMARK, CSX Transportation, and Deloitte LLP. All three sponsor a team at the \$100K level. Seven have supported us for over 5 years: Ballard Spahr LLP (\$50K), Comcast NBCUniversal (\$200K), Drinker Biddle & Reath LLP (\$75K), Duane Morris (\$50K), Ernst & Young (\$50K), SAP America, Inc. (\$75K), and TEVA (\$100K). Morgan Lewis & Bockius (\$50K) and PriceWaterhouse Coopers (\$75K) have been team sponsors for less than 5 years. In addition to our Team Sponsor Program, we expect to raise \$100K through our Women's Leadership Breakfast and Tribute Diner, \$50K through our Annual Appeal, \$280K through our Events Sponsorship Program, e.g. opening day, graduation, etc., from 20 businesses that have supported us for over 5 years, for example, T-Mobile, Loeb & Loeb, Pepper Hamilton, and Independence Blue Cross, and up to \$950K through donations to general funds, including \$200K from the United Way of Greater Philadelphia and Southern New Jersey and \$92K from the Poses Family Foundation.

2. BUDGET ADEQUACY: The budget is adequate for the proposed program, compliant and submitted without errors as of submission, Jan. 2015.

Evaluation Summary or Plan

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

FY16 PROGRAM EVALUATION PLAN

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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 (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,

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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 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

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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 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

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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

Not applicable.

Clarification Summary

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

Per instruction of CNCS, the budget has been reduced to the approved level of \$2,297,165, 205 MSY, and a cost per MSY of \$11,205.68. The performance measure targets and executive summary have been updated to reflect approved MSY.

2015-16 (Year 1) City Year Philadelphia Clarifications

Slot Reassignment Request: City Year Philadelphia would like to request that 50 MSY and corresponding funding (\$575,000) be reassigned from our Application ID #15AC168102, to City Year, Inc. National Direct Application ID #15ND16690. City Year Philadelphia anticipates reducing our MSY from 255 to 205 and adjusting our budget, match, and performance measures accordingly. While we have successfully filled 255 FT slots for the past three program years, the Philadelphia School District, which is facing a cumulative deficit of \$264M, has not been able to provide a pledge of support at the level we require to sustain a corps of 255 full-time members. Currently, we have secured \$500K from individual partner schools. We expect notification of district-level funding in June.

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Rather than risk being awarded slots and potentially needing to leave them unfilled, we request that these slots be assigned to City Year, Inc. to implement the same program model in other major, high-need cities. In City Year's National Direct application, we requested 789 MSY but are under consideration for 739 MSY, a reduction of 50 MSY. Also, several City Year operating sites requested more slots through their State Competitive application than are under consideration: Baton Rouge, requested 162, under consideration for 109, Boston, requested 340, under consideration for 227, Columbus, requested 70, under consideration for 36, Orlando, requested 90, under consideration for 50. These operating sites have confirmed robust, per member financial investments from their school districts to field a minimum number of corps that exceeds the number of slots available through their competitive application. 50 MSY from our City Year Philadelphia application would significantly impact our capacity to meet these objectives, and help us continue responsible stewardship of federal funds awarded to City Year Philadelphia.

This request has also been included in the Clarifications response for City Year's National Direct application. We consulted with PennSERVE Executive Director on April, 15, 2015. We appreciate the Corporation's consideration of our request.

A. PROGRAMMATIC CLARIFICATIONS:

1. Tutoring Requirements: Criteria for selecting and qualifying tutors: As required by 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 in 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: Qualified supervision for tutors is provided as required by 45CFR2522.940. 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 site-based Impact Coach (typical qualifications include at least one year as a teacher, and/or degree in education) and 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.

2. Near-Peer and Mentoring Explanation: Near-peer mentors and near-peer role models are described as peers who are close in age, social, and/or professional level. Our corps members are close in age to students, in particular high school students, and can draw on their own recent experience in school to build trust and relationships with students. This near-peer relationship offers unique opportunities for sharing and makes it easier for students to approach our corps than adults in the schools. The mentoring mentioned in our Executive Summary relates to our Attendance program. Developing a mentoring relationship is the basis of our attendance (Check-In Check-Out) activities that rely on the corps serving as guides to lead students through discussions around their personal challenges, decision-making, overcoming obstacles, and individual goal setting.

3. 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

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grant only. Corps members from different grants do not co-locate in a school-building.

B. BUDGET CLARIFICATIONS

1. Cost-Per MSY Explanation: The cost to manage an AmeriCorps program that provides tutoring as a service requires deep investment in professional training and management. The City Year management model places one staff member per each team/school and provides for instructional staff for trainings in literacy and math. Costs are higher than a program that does not require specialized support, e.g. the need to hire more experienced managers with advanced degrees, such as former teachers and educators. In addition to the staffing model, the training model is professionally developed, intensive, and on-going throughout the year. This investment in impact is intended to increase member professionalism and expertise, for the purpose of improving outcomes for students and schools.

2. Staff and Member Travel: Additional Context on Summer Academy [does not fit in budget narrative]: Each July City Year Headquarters organizes a 5 day training academy, called Summer Academy, held in Boston at Northeastern University. Staff from all City Year operating and our AmeriCorps Team Leaders participate in this annual training (~1,000 attendees). Philadelphia's Second Year Corps Members will also attend. Academy provides the City Year network the opportunity to align on the work we are doing, build our skills, and connect with peers from across the network to prepare for the upcoming year of service. Participants are split into one of six learning tracks depending on their job function: operations, leadership, program and service, development, recruitment, and volunteer service projects. The staff and corps included in the budget will attend the ProServe Academy which focuses on building skills to deliver the Whole School Whole Child service model and the Civic Engagement members will attend the volunteer service project track. Trainings are updated annually to include best practices and new research.

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

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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. Our Philadelphia schools have an average 96% FRL rate with no school below 80%.

2. Explanation on how students are counted under Academic Improvement (ED5): As not all students are enrolled in both our ELA program and our math program, i.e. they may only be enrolled in one program, students must improve in one program only, ELA or math, in order to be counted. If a student is enrolled in both programs, we only count them once under ED1, once under ED2, and once under ED5. Further, if a student is enrolled in both programs but only completes one, we would only count the student in ED5 if they improved in the subject for which they completed.

3. All Measures: Clarification of interventions across performance measures: While we take a holistic approach to student social-emotional and academic performance, the activities identified under the interventions are unique to each performance measure intended outcome.

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. City Year is not requesting engagement slots.

E. MSY WITH NO PROGRAM FUNDS ATTACHED:

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

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PROGRAM UPDATES:

Operating Site Name Change: City Year Greater Philadelphia has shortened its name to City Year Philadelphia. We will place a request that our Program Name be updated in eGrants.

Service Location Change: While we are still in discussions with the school district over team placement in 2014-15, we know that we will be replacing two current schools (TBD) with two new school partners: New Media Technology Charter (5th-12th) and Taylor Bayard Elementary school. Both schools have similar characteristics to the current schools. New Media is a Focus school, 100% minority, 80% economically disadvantaged and 82% of students were below proficiency in math and 71% were below proficiency in reading on the 2013-14 PSSAs. Taylor Bayard is a Priority school, 99% minority, 100% economically disadvantaged, and 65% of students were below proficiency in math and 84% were below proficiency in reading on the 2013-14 PSSAs.

Title Consolidation: For consistency across all City Year operating sites, we are standardizing our staff title naming conventions. For example, staff who manage corps members are Impact Managers (change from Program Managers), staff who manage Impact Managers are Impact Directors (Change from Program Directors), and staff who manage Impact Directors are Managing Directors. Titles in the budget have been updated accordingly.

Continuation Changes

Not applicable.

Grant Characteristics