

# Narratives

## Executive Summary

To address a local graduation rate of 72.1% (2012-13), City Year Jacksonville proposes to have 100 full-time AmeriCorps members who will provide academic services that support students in staying in school and on track to graduation in 10 Jacksonville, Florida 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 1,400 students and targeted tutoring and mentoring to 1,025 students that improves 1,000 drop out risk indicators in attendance, behavior, English and/or math. In addition the AmeriCorps members will leverage 200 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 \$1,120,568 will be matched with \$1,120,568 [\$1,000,000 in public funding and \$120,568 in private funding].

## Rationale and Approach/Program Design

1.PROBLEM/NEED: The State of Florida ranks 36th in the nation for 8th grade performance in math on the 2013 National Assessment of Educational Progress (NAEP) and 34th in the nation for 2011-12 high school graduation, 75% in Florida compared to 81% nationally. (Diplomas Count 2014) As a result, Florida ranks 32nd nationally on a student's Chance of Success in the 2014 Quality Counts report from Education Week. Based on the 2013 NAEP results, Florida students who represent minority populations and/or are economically disadvantaged are even more likely to be academically behind. For example, nationally, 38% of Hispanic students and 49% of African American students were below basic in 8th grade math compared to 17% of white students. And, 39% of students eligible for the National School Lunch Program (NSLP) were below basic on 8th grade math compared to 14% who were not eligible for the NSLP. In Duval County, only 72.1% of students from the Class of 2013 graduated even while the state average climbed from 75% in 2012 to 75.6% in 2013. In 2015-16, City Year Jacksonville proposes to partner with four Duval County high schools and six lower schools that are in the feeder pattern of these high schools to provide much needed academic support services to the 8,000 students enrolled at these ten schools. 93% of students at these schools represent minority populations and 74% are economically disadvantaged (NSLP eligible) increasing their chance that they perform below basic. Among the 10 schools to be served by City Year teams, 64% of 3rd through 8th grade students were Level 1 or 2, below satisfactory, on the reading portion of the 2013-14 Florida Comprehensive Assessment Test (FCAT) and 59% were below satisfactory on the math portion of the FCAT. Total student enrollment at these schools was 3,496 in 2013-14 meaning that approximately

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1,491 third to 8th grade students did not pass reading and approximately 1,374 did not pass math. Among the 4,528 high school students, 76% of 9th and 10th grade students were below satisfactory, Level 1 or 2, in reading on the 2013-14 Florida Alternative Assessments (FAA) and 66% were Level 1 or 2 in math. At these schools, student performance worsened between 2012-13 and 2013-14 as more students tested Level 1 or 2 in 2013-14 compared to 2012-13 (74% and 65% for reading and math respectively). (Florida Department of Education, 2013-14 School Grades) Contributing to the low performance rates are student suspensions and absences. While Duval County accounts for 5% of Florida's student enrollment, in 2012-13, the district incurred 6% of the state's out-of-school suspensions and 8% of the state's in-school suspensions. In 2012-13, students across the ten schools missed over 40,000 days of school and over 220 were absent on any given day. (Florida Department of Education, 2012-13 attendance and discipline accountability reports) An August 2014 report from Attendance Works links student absences to performance on the NAEP and Get Schooled projects that a middle school student who misses 3 days will perform 3 percentile points below the norm in math and 7 percentile points below the norm in reading. Without intervention, Jacksonville students are at high risk to drop out as is evident in Class of 2013 graduation rates at the four high schools: 67.4% at Edward White, 67.7% at Andrew Jackson, 70.5% at Jean Ribault, and 72.1% at William Raines. Students in the lowest performance quartile had an even lower rate of success: 54.3% Ribault, 55.6% Jackson, and 57.1% for both White and Raines.

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 Early Warning Indicators for drop out risk, 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 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

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by Johns Hopkins University. (Neild, Balfanz, and Herzog, 2007) A comprehensive summary of the 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: City Year Jacksonville (CYJ) requests to field 100 full-time corps members who will be deployed in teams of 8 to 12 members to ten public schools to address CNCS National Priority Measures in Education, improved academic performance (ED5) and improved academic engagement in attitudes and behaviors (ED27A and ED27B). Team size varies by school enrollment and grades served. One AmeriCorps member on each school team will serve as Team Leader and, with the team, form a partnership with the school to implement the Whole School Whole Child (WSWC) program and provide whole class support to benefit approximately 1,400 students and targeted services to at least 1,025 3rd-9th grade students (a subset of the 1,400). Each member has 10 to 14 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). Six hours every other Wednesday 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 6:30 and 7:00 am depending on the school start time. After a 10-20 minute team check in, members will provide up to 60 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 2:00 pm and 4:15 pm. Members provide afterschool programming, including homework assistance and student-interest clubs, for 90 minutes to 2.5 hours and then end the day with another team circle and debrief and leave school grounds between 4:45 pm and 6:00 pm. Throughout the day, corps members support school positive behavior and climate while transitioning between classrooms and during non-instructional time. On average, members spend 3 to 4.5 hours in the classroom providing whole class support and small

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group tutoring, 1 to 1.5 hours providing homework assistance, 1.5 hours in whole school or individual social-emotional and attendance coaching, 1 hour of enrichment programming, and 1.5 hours 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 the 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 continually invests in data culture and infrastructure to leverage student-level data to support effective instruction. Four key components include consistent collection and analysis of student-level data, using secure FERPA (Family Educational Rights and Privacy Act) 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 and all sites, including Jacksonville, follow the same WSWC platform components, approaches, goals, and expectations. While variations may occur due to specific school conditions (e.g. school house scheduling, tutoring 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

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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. STRONG EVIDENCE BASE (in progress): As per our evaluation plan, City Year has 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 the current grant cycle. CNCS approved our Alternative Evaluation Approach for this study on January 2, 2015 (interim report submitted to CNCS).

4. NOTICE PRIORITY: City Year Jacksonville'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; 93% of students represent minority populations, and, 74% of students are economically disadvantaged (using free/reduced price lunch eligibility as a proxy). (Florida DOE, 2013-14 School Grades) Eight schools are designated Priority schools and Gilbert MS is a Focus school on the Florida ESEA flexibility request. Ford K-8 is within feeder patterns for the 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

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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 Duval County Public Schools, members participate in school-based professional development and the school English and math coaches lead trainings for our corps. Six hours every other Wednesday, 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, over the course of the year, members will receive 276 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) provides quarterly on-site observation and trainings with corps members and their Managers. Impact Managers provide twice monthly 15 minute coaching sessions for each member of the team. The Impact Directors provide coaching and observation sessions at each school at least once a week. 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.

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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 the schools three or four days per week (every other Thursday is used for staff training) 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 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. Managers meet with their CYJ Impact Director weekly and teachers and principals monthly to review progress and address any member or service issues. The Senior Training & Evaluation Manager meets with school English and math coaches monthly for training and feedback and updates the Manager as needed. 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. Staff will also attend Volunteer Florida training conferences. 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. 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%.

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(TFA 2013 data) One of our alumni is now serving with TFA and two serve with other AmeriCorps programs. 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. Our Idealist's Journey (IJ) curriculum has a session structure that includes a warm up, book activity, "spark" activity, and closing. To the extent possible, 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. 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 Team Leaders all serve on a Corps Council which provides feedback to City Year Jacksonville on the corps experience. We partner with Teach For America for member development and training. We draw applicants from the local community by targeting recruitment efforts at local schools and colleges such as Episcopal and Turner high schools and Florida State College at Jacksonville, University of North Florida, and Jacksonville University. In 2014-15, approximately one third of Jacksonville corps members came from the community.

8. COMMITMENT TO AMERICORPS IDENTIFICATION: City Year Jacksonville 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 CYJ offices and service locations. As per our policy outlined in the member handbook, members are required to wear their uniform and nametag during 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 Volunteer Florida 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 Volunteer Florida staff to attend and/or speak at our signature events, most recently Chester Spellman of Volunteer Florida spoke at our Opening Day. All members are encouraged to enroll in AmeriCorps Alums. Our relationship with AmeriCorps, including prohibited activities, is outlined in

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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 we opened in 2012-13, City Year Jacksonville has been awarded over \$1.6 million in National Direct funding to support 151 full-time member positions. CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: All City Year sites, including Jacksonville, 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 Jacksonville's 13 member board is chaired by Kim Ward, Chairman of the Michael and Kim Ward Foundation. 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 Jacksonville follows the recommended staffing plan for a site managing 10 school teams. Our staffing model calls for 21 FTE, a portion of which are included in the budget. CYJ is led by Vice President and Executive Director Dan Foley. Reporting into the Executive Director are the Chief of Staff, the Senior Director of Program & Service, and the Development Director. 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. For four years prior to joining City Year Jacksonville in 2014, Dan Foley served as an Impact Director in City Year Los Angeles where he oversaw 7 Impact Managers and 73

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corps members and completed two terms of service as a City Year AmeriCorps member. The Chief of Staff oversees an Operations Manager and is responsible for day to day functions of the site, e.g. scheduling, logistics, finance, and staff human resources. The two person Development Department is responsible for managing an annual \$2.6M funding pipeline, communications, and corporate events. The Senior Director for Program & Service leads the Impact Department (16 staff total). 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. The ten Impact Managers provide day-to-day supervision of a team of corps members and manage school-house relationships. The two 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 Senior Training & Evaluation Manager oversees the Corps Support & Career Services Manager and Evaluation Manager. Under training, they coordinate our training academies, twice-monthly training days, external training partnerships, leadership after City Year program, and the observation and coaching program and under evaluation, they coordinate service data, evaluation, and reporting to all stakeholders, and survey administration. CYHQ regional services provide local support for member recruitment and admissions, 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 Jacksonville considers consistent and on-going engagement of our community partners integral to the effectiveness and sustainability of our program. Each year, we work with Duval County Public Schools 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. Our Impact Managers serve on their school staff leadership team which provides consistent feedback from our service partners. As previously noted, Impact Managers are at their schools 3 to 4 days per week and meet with school staff at least monthly. Impact Directors meet with

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school principals monthly. Site leadership, Executive Director and Senior Director, meet with the principals and district superintendent at least quarterly and with other district staff, e.g. the academic officer, at least monthly. As part of our site launch strategy, 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 Volunteer Florida. 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 13 member board includes education leaders Duval County Public Schools Superintendent Nikolai Vitti and Florida State Board of Education Chairman Gary Chartrand, representation from community organizations such as the I'M A STAR Foundation, Jacksonville Public Education Fund, and LISC Jacksonville, and representation from the corporate community, for example, CSX Transportation, Comcast, Deloitte, and Wells Fargo. One of the conditions City Year, Inc. Board of Trustees has for new sites is that we had to secure letters from at least 25 community leaders who support our entry into the locale in order for the Trustees to approve the site to open. Individuals who wrote a letter of support to open City Year Jacksonville included Mayor Alvin Brown, former DCPS Superintendent Pratt-Dannals, and Right Reverend Samuel Johnson Howard, Bishop of Florida. Within our schools, we partner with Teach For America on member training (e.g. we hold joint trainings) and service delivery in TFA classrooms. The Duval Reads AmeriCorps program and Foster Grandparents are both present in several of our schools. While we do not actively partner with them at this time, during our focus list selection process, we cross-reference our students against services students may be receiving through these programs so that we are not duplicating service. 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.

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

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regular basis, e.g. quarterly or more frequently as needed. CYHQ reviews and approves all member position descriptions. Locally, the CYJ Senior Director for Program & Service is assigned to local oversight of the AmeriCorps grant and participates in conference calls and periodic monitoring reviews as conducted by Volunteer Florida. In addition to Impact Managers being on school grounds 3- 4 days per week, Impact Directors visit each school at least weekly to observe member activities and meet with the Impact Director. 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) and are factored into salary merit increases.

3. PAST PERFORMANCE: PERFORMANCE MEASURES: In the past two completed years, City Year Jacksonville has enrolled over 1,000 students in our tutoring and attendance coaching interventions. In our first year of operation 2012-13, we fielded two "start-up" teams to two schools. The purpose of the start-up teams is to learn how our program will integrate into the local school conditions and identify where we need to make adjustments to our program design and culture in order to be effective in Jacksonville schools. As a result, our targets for the start-up year were set low in order to not introduce undue pressures into the start-up environment. In 2013-14, City Year Jacksonville teams (61 corps members) enrolled 555 students in tutoring for English, 406 in tutoring for math, and 225 in attendance coaching. While we tried to meet our targets in our first year of full operation (i.e. with a full corps of 50+ members), we were not successful in meeting our completion target (ED2) for academic improvement and consequently we were not able to meet our outcome target for ED5. [Our miss in Jacksonville did not negatively impact the National Direct grant as a whole.] The primary cause of this miss was a change in the district Superintendent in November 2012. When we set our 2013-14 AmeriCorps goals, we were operating under a school structure and curricula that provided for 15 hours of tutoring intervention time. When former Miami-Dade County Public Schools Chief Academic Officer Nikolai Vitti joined Duval County Public Schools as Superintendent, he uprooted the structure that we formed our targets under and implemented a new approach. To address this, and align with the program he helped design at our City Year Miami operating site, in 2014-15, we set our hours for completion to 10 hours. ENROLLMENT, RETENTION & COMPLIANCE: For 2012-13, 2013-14, and 2014-15, City Year Jacksonville has filled 99% [151.5/153] of awarded MSY for a total of 154 corps members. In the first two years of operation, we achieved an average 89% [72/81] retention rate, and submitted 95% [147/154] of enrollments and

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94% [76/81] exits within the 30 day deadline. In 2013-14, we had an 85% retention rate. Nine members exited early without awards. Of these, five voluntarily resigned and four were dismissed for not adhering to program standards, e.g. attendance, professionalism, etc. Of the five who voluntarily resigned, one accepted another job opportunity, one resigned for financial reasons, and three resigned for poor program fit. As a result of our retention challenges in 2013-14, City Year Jacksonville brought on an experienced Senior Director to oversee the Impact Department. Michael Stevens joined the Jacksonville team in 2014. He has seven years' experience in City Year including one year as a corps member and 4 years managing school teams and Impact Managers at our City Year Washington, DC operating site. He also served as an AmeriCorps member with Habitat for Humanity. In addition, we have revised our site inspirational standards (code of conduct) materials to be more specific around expectations for our corps, improved our system for managing corps related issues (e.g. who to talk to about what type of issue), and are using a low-tech and on-going systems to measure corps member morale, e.g. a mason jar and marbles.

### **Cost Effectiveness and Budget Adequacy**

1. COST EFFECTIVENESS: REQUEST: We respectfully request a grant award of \$1,120,600 to support 100 full-time members at a cost-per-MSY of \$11,206. In 2014-15 City Year Jacksonville was funded through our National Direct grant which has a cost-per-MSY of \$11,206. Our requested corps size represents growth from 74 MSY in 2014-15 to 100 MSY in 2015-16 per our commitment to DCPS and at the behest of Superintendent Nikolai Vitti. For 2015-16, we will increase our living allowance to the new minimum of \$12,530 and will assume \$43,000 (\$430 x 100 corps) in new costs members 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 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, climate, and after school providers. For example, 10 hours of tutoring from

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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 (daily rate of \$16 per slot- 2009 Wallace Foundation Cost Calculator) -- 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 4 new graduates. NON-CNCS RESOURCES: To support 100 corps members in 2015-16, City Year Jacksonville has a funding plan in place that calls for raising over \$2.6 million. We expect to generate at least \$1+ million in program income through our multi-year MOU with Duval County Public Schools. Through our Team Sponsor Program, we will generate \$775,000 through our eight current Team Sponsors: CSX Transportation, Comcast NBCUniversal, Acosta Sales and Marketing, Wells Fargo, Ever Bank, and Sea Best. Each Team Sponsor will support us at the \$100,000 level (except Acosta Sales and Marketing which provides \$75,000). All Team Sponsor funding commitments are multi-year through 2016-17 and are renewable thereafter. As general sponsors of the Whole School Whole Child program, The United Way of Northeast Florida provides \$250,000 per year (\$50K per middle school) and The Players Championship Foundation has committed \$50,000 per year for the next 5 years beginning in FY16. The Michael and Kim Ward Foundation contributes \$225,000 per year. Michael Ward, CEO of CSX Transportation, also serves on City Year's Board of Trustees and chaired our Founding Board of Advisors together with Kim Ward. We expect to raise \$75,000 through our annual Board Giving Campaign, as well as \$267,000 in other individual giving. We expect additional revenue through our Events Sponsorship Program, e.g. opening day, graduation, annual dinner, etc., from Bain (\$50K), KPMG (\$5K) and the Haskell Company (\$25K)

2. BUDGET ADEQUACY: The budget is adequate for the proposed program, compliant and submitted without errors as of submission, January 16, 2015.

## Evaluation Summary or Plan

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

### FY16 PROGRAM EVALUATION PLAN

FLORIDA STATE WIDE EVALUATION: City Year will participate in Volunteer Florida's state wide evaluation.

### CITY YEAR EVALUATION:

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; 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 pioneer in the use of random assignment to evaluate policies and programs for low-income people. As of November 2014, the evaluation scope

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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, 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

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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 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

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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 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 (Year 1) City Year Jacksonville Clarification Response - Update 5/14/2015

Per instruction of CNCS, the budget has been reduced to the approved level of \$1,120,568 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.

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

### 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, recompeting, 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 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 their direct supervisors (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 further supported by headquarters-based Regional Instructional Coaches (professional educators) who collaborate with site Impact Directors to provide strategic guidance, technical assistance and coaching

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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: How Team Leaders' roles differ from regular members: 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 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 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.

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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.

### **B. BUDGET CLARIFICATIONS**

1. Cost-Per-MSY Explanation: City Year Jacksonville has operated under City Year, Inc.'s National Direct grant which has a cost-per-MSY of \$11,206 in 2014-15. Our request through the State Competitive application pegs our request rate to the National Direct rate. [As previously noted, this request does not duplicate our National Direct request. This is the only pending application for City Year Jacksonville.] Since Jacksonville was founded, the costs to run a City Year program have increased due to cost of living, stipend adjustment, adoption of a management model that places one staff member per each team/school; and deep investment in instructional staff and trainings in literacy and math. The impact investment is intended to increase member professionalism and expertise, for the purpose of improving outcomes for students.

### **C. PERFORMANCE MEASURE CLARIFICATIONS:**

1&3 Explanation on Average Student to Corps Member Ratio in Academic Engagement Measures: Targets are mutually agreed upon during pre-academic year planning with the District in the spring and with individual school partners early summer based on school need. The ratios in our academic

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engagement measures, ED27A and ED27B, tend to be lower than our ratios for our Academic Improvement measure, ED5. The reason is that while ED5 covers all grades equally, our services in attendance and behavior tend to be more weighted to one grade range versus another. For example, more elementary students are enrolled under the behavior and social-emotional learning programs and more middle and high school students are enrolled under attendance programs. This means that while members may carry the same size focus list for tutoring regardless of school type, a member in elementary school may only have 1 or 2 attendance students and 4 or 5 behavior students but in middle/high school it may be reversed.

2. Academic Engagement ED27A DESSA Assessment Tool: 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

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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.

4 . 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. In 2013-14, our Jacksonville schools had an average 73.7% FRL rate with no school below 60%.

5. Explanation of Large Group Activities and the Theory of Change: How whole school activities contribute to TOC, e.g. providing individualized attention to students with one or more EWIs: Members' large-group activities, such as whole school climate initiatives, afterschool enrichment, homework assistance, recognition events etc. contribute to our Theory of Change for individualized student progress, benefit both Focus List students and whole school populations, and serve to build student connectedness to school. Research shows that students who feel connected to their school are more likely to feel engaged, work hard and be involved in positive activities in and outside of school time. City Year's whole class and whole school supports are designed to create safe, supportive and caring school environments, offer strong relationships between students and staff through afterschool programs, support teachers' positive classroom management, and ensure student participation in extracurricular activities, all of which are significantly associated with a greater sense of connectedness to school (McNeely, Nonnemaker, & Blum, 2002; cited in Osher & Kidron, "Social-Emotional Learning Component of City Year's Whole School, Whole Child Service Model", American Institutes of Research 2011). Whole class support, where members work with all students in a classroom, allows teachers to differentiate instruction and reduce distractions, helping all students stay on task and engaged in class. To isolate the impact of team activities on whole school populations and all students' academic performance, Policy Studies Associates conducted a quasi-experimental study of

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City Year's impact on approximately 150 of its partner schools between the 2011-12 and 2013-14 school years. 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. The comparison group was constructed using propensity score matching and additional analyses based on a number of school characteristics (e.g., limited English proficiency, percent of economically disadvantaged students, school size, and average student attendance rates).

Key Findings: Schools that had partnered with City Year were more likely to show improvement on state assessments compared with schools that had not partnered with City Year (non-CY schools).

- Schools with CY were approximately two times more likely to improve on state ELA assessments in 2011-12, 2012-13, and 2013-14, compared with non-CY schools.

- Schools with CY were approximately two times more likely in 2011-12 and three times more likely in 2012-13 to improve on state math assessments compared with non-CY schools and more likely in 2013-2014 although not statistically significant\*

- Schools that partnered with City Year and for which complete scale score data were available\*\*-- gained approximately one month of additional math learning, or 0.08 standard deviations, on their state's math assessment compared with non-CY schools.

Schools that partnered with City Year - and for which complete scale score data were available\*\*-- gained approximately one month of additional ELA learning, or 0.07 standard deviations, on their state's ELA assessment ( $\beta=0.074$ ,  $p=0.02$ ,  $n=313$ ) compared with non-CY schools.

### 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. With Volunteer Florida, City Year Jacksonville will complete and disability community development plan that will include outreach with local disability communities.

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2. 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**

Not applicable.

### **Grant Characteristics**