

# Narratives

## Executive Summary

To address a local graduation rate of 64.3% (2013-14), City Year New York proposes to have 47 AmeriCorps members who will provide academic services and after-school programming that support students to stay in school and on track to graduate in 3 New York City 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 800 students and targeted tutoring and mentoring to 307 students that improves 152 drop out risk indicators in behavior, English and/or Math. At these schools members will provide 70,000 hours of structured, enrollment-based afterschool programming in partnership with the NYC Department of Youth and Community Development's citywide initiative "School's Out New York City." Programming will serve 288 students and 131 students will improve outcomes in homework completion. This program will address the CNCS focus area of Education. A volunteer waiver is requested. The CNCS investment of \$460,000 will be matched with \$460,000 in public funding from the New York City Department of Education and Department of Youth and Community Development.

## Rationale and Approach/Program Design

1. PROBLEM/NEED: New York City houses the largest system of public schools in the United States, serving 1.1 million students in over 1,700 schools. For 2014, NYC's four-year graduation rate was 64.3%, over 10 points lower than the state average. In the South Bronx and East Harlem (Districts 8 and 9) the graduation rate dropped further -- just one of every two students (55%) graduated on time. (New York City Department of Education, Graduation Rate Data, retrieved from [www.schools.nyc.gov/Accountability/data/GraduationDropoutReports](http://www.schools.nyc.gov/Accountability/data/GraduationDropoutReports)). In these communities, students are predominantly minority and face generational poverty. More than 25% of residents live below the poverty level (30+% in the South Bronx) according to the Mayor's Annual report on Poverty (CEO Poverty Measure 2005-2012, April 2014). In the six schools to be served by City Year, 93-99% of 4,100 students are Black or Latino and 76-100% of student are low-income (in Newtown, 69% are minority and 58% low-income). Five of the six schools are among New York State's lowest achieving and were designated on the ESEA Flexibility Waiver as Priority (John Ericsson Middle School 126), Focus (JHS 123 James M Kieran, Bronx Early College Academy for Teaching and Learning, IS X303 Leadership & Community Service), 'Local Assistance Plan' (Newtown High). Predictors for the low graduation rates are foreshadowed in student performance scores, specifically in the Early Warning Indicators of attendance, behavior and English and Math. On 2014 Common Core State tests,

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students in these schools lagged 9 to 20 percentage points behind city-wide averages for student achievement in English, e.g. only 7% to 14% of middle school students met state standards and 18% of K-8 school students (in PS 206 Jose Celso Barbosa). In Math, students trailed by 14 to 26 percentage points: 3% to 15% of middle school students met standards, and 28% of K-8 students, compared to a citywide average of 28%. (School Quality Snapshots, <http://schools.nyc.gov/OA/SchoolReports/2013-14>). An underlying challenge to student achievement is persistently low attendance. The New York City School District defines chronic absenteeism as missing 20 or more days of school, or 10% of school. In these schools, between 26% (IS X303) and 45% (JSH 123) of middle school students had below 90% attendance rates, compared to a district-wide rate of 21.6% ([http://schools.nyc.gov/OA/SchoolReports/2013-14/School\\_Quality\\_Guide\\_2014](http://schools.nyc.gov/OA/SchoolReports/2013-14/School_Quality_Guide_2014)). Child advocacy organization Citizen's Committee for Children of New York analyzed middle school students' needs in New York City and urged that promising practices be prioritized, such as systems to track early warning indicators, Response to Intervention (RTI) protocols, improved school culture through Positive Behavioral Interventions and Supports, mentoring, teacher teams, and extended day learning ("Risk Identification in the Middle Grades," January 2014). A key recommendation, expanded afterschool programming to sustain student engagement in school, was swiftly implemented under Mayor Bill deBlasio's leadership. "School's Out New York City" (SONYC) which provides \$3,000 per student through a competitive bid process to proven programs, doubled the number of New York City's afterschool programs and seats. Through SONYC the city funded 271 new high-quality programs beginning in September, including City Year New York, to serve 78,000 students (Department of Youth and Child Development, <http://s3.documentcloud.org/documents/1033892/after-school-programs-white-paper.txt>, March 2014).

2. THEORY OF CHANGE: City Year is an education-focused, nonprofit organization that partners with public schools to help keep students in school and on track to graduate. City Year AmeriCorps members, all between the ages 17 to 24, commit to a year of full-time service in schools, where they serve as tutors, near-peer mentors and role models and support whole school climate improvement through City Year's evidence-informed Whole School Whole Child (WSWC) service model. Our WSWC theory of change is that by connecting near-peers to students with Early Warning Indicators for drop out risk, attendance, behavior, English, and math, in the context of a positive learning environment, we will keep more students in school and on track to succeed and increase the number of high school graduates. Our Long Term Impact goal is to have 80% of the students in schools we

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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). Our WSWC program design and member eligibility practices meet AmeriCorps threshold requirements for tutoring. 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). As presented by the NYC Department of Youth and Child Development, the DOE, and the Mayor's Office, and in New York State Afterschool Network Testimony to Joint Legislative public hearing on the 2014-15 school budget, afterschool programs with well-designed activities lead to increased attendance at school, higher rates of homework completion, reduced incidents of disruptive behavior, and improved study habits. These outcomes generally lead to improved academic performance, e.g. higher grades and test scores, and acquisition of knowledge and skills to succeed in college. (Redd, "Expanding Time for Learning both Inside and Outside the Classroom," Child Trends, August 2012.)

LOGIC MODEL & ACTIVITIES: City Year New York (CYNY) requests to field 80 full-time corps members who will be deployed in teams of 11 to 19 members to six public schools to address CNCS National Priority Measures in Education, improved academic performance and improved academic engagement in student attitudes and behaviors. Each school team will be led by a Team Leader and will form a partnership with the school to implement the Whole School Whole Child (WSWC) program and New York City's SONYC program. Members will provide whole school services to the entire school population, K-12, and in-school targeted services to 3rd-9th grade students. Each member pairs with a teacher or student cohort and is assigned 6-14 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, and/or have been identified by school staff as needing behavior support. For 6th-8th grade students all schools except Newtown High, members will provide structured after-school programming in partnership with each school and aligned with SONYC goals and requirements. Members are responsible for student recruitment and retention in the SONYC program and target Focus List students to participate. Members serve Monday through Friday at their assigned school for the full academic year (August to May). On a typical day members will arrive at the schools between 7:15 and 8:00 am depending on the school start time. After a 10-20 minute team check in,

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members will lead a Morning Greeting to welcome students into school. Each school has six or seven instructional blocks a day (40-60 minutes each) with the third block typically extended for lunch. Members spend first and second block providing whole-class support and our tutoring interventions. During the extended block members complete phone calls home for students who are absent, follow up with parents on SONYC applications, permissions and events, and/or make positive calls home and run social-emotional programs and whole school climate activities. During the 4th block, members use the time for SONYC program planning and team and teacher meetings, e.g. to discuss students' progress, coordinate homework help with in-class curricula, or develop educational components for afterschool clubs. Depending on the school, the school day ends between 2:20 pm and 3:30 pm. Members provide SONYC afterschool programming for 90-100 students per school, working with teachers to provide homework assistance, and lead structured student-interest clubs, for 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 students transition between classrooms and during non-instructional time. On average, members spend 1 to 2 hours in the classroom providing whole class support and small group tutoring (4 hours in Newtown High), 1.5 hours in whole school or individual social-emotional and attendance coaching, 1.5 hours providing homework assistance, 1 hour of enrichment programming, 1-2 hours in planning, preparation and debrief for SONYC afterschool program components, and 1.5 hours in transition time, team circles, planning and documenting service, including entering real-time SONYC student enrollment and attendance data into DYCD's electronic reporting system. Tutoring intervention time with our focus list students is embedded into the instructional period, for example, in 45-90 minute ELA block, members may provide 30 minutes of whole class support during instruction and 15 minutes of ELA intervention during group work. In addition to standard program activities, and maintaining a focus list of 3-4 students, 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

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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 New York, 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). 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, 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. These findings support our strategy to engage Focus List students in SONYC programming as a means to improve their academic outcomes. 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

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evaluators MDRC and ICF International and is scheduled for release in January 2016. CNCS approved our Alternative Evaluation Approach for this study on January 2, 2015 (interim report submitted to CNCS).

4. NOTICE PRIORITY: City Year New York's program aligns 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 South Bronx, East Harlem, Brooklyn and Queens schools to be served by City Year teams, 91% of students represent minority populations, and, 85% of students are economically disadvantaged, using free/reduced price lunch eligibility as a proxy (School Quality Snapshots, <http://schools.nyc.gov/OA/SchoolReports/2013-14>). Four schools are designated Priority or Focus schools and one is designated as Local Assistance Plan on the New York State ESEA flexibility request. Our Whole School Whole Child activities directly support the My Brothers' Keeper milestone "Graduation from High School Ready for College and Career" by focusing on efforts that keep 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 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

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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 SONYC, each partner school, and the NYC Department of Education, members participate in school-based professional development (2 days prior to start of school year) 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 130 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 whole corps training in methodologies (e.g. Expeditionary Learning) and approach (City Year Frameworks for Literacy Tutoring) and quarterly on-site observation with members and their supervisors (Program Managers). Program Managers, and City Year's Impact Coaches, provide twice monthly 15-40 minute observation and coaching sessions for each member of the team. Two School Partnership Directors check in and observe at each school biweekly. 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. Any service opportunities outside of regular service, e.g. for members who have to make-up hours, must be approved by City Year Impact staff.

6. MEMBER SUPERVISION: Each team of AmeriCorps members is directly supervised by a City Year Program Manager (PM). Managers are based in the schools three to five 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 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 PM 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 City Year School Partnership Director weekly and teachers and principals monthly to review progress and address any member or service issues. City Year staff participate in training opportunities provided by New Yorkers Volunteer, and

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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 provides 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%. (TFA 2013 data) One of City Year New York's 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 occurs twice monthly for 60 to 90 minutes and includes a warm up, book activity, "spark" activity, and closing. IJ teams are formed so that a member's IJ team does not include members of his/her school team to support site-wide interaction and provide an objective space for members to discuss their experiences. Our Corps Council plans member appreciation events and reports to leadership on corps morale. We draw applicants nationally, but also from the local community by targeting recruitment efforts at local schools and colleges such as Bushwick School of Social Justice and Bronx Academy for Writers and Artists and Hunter College, Fordham University, and New York University. In 2014-15, 33% of City Year New York members came from the community.

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8. COMMITMENT TO AMERICORPS IDENTIFICATION: City Year New York 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 New Yorkers Volunteer and/or other AmeriCorps partners, e.g. for the 20th Anniversary we provided technical and logistical support for the event hosted in Albany. We invite New Yorkers Volunteer staff to attend and/or speak at our signature events. All members are encouraged to enroll in AmeriCorps Alums. Our relationship with 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 we opened in 2012-13, City Year New York has been awarded over \$26.4 million in AmeriCorps State and National Direct funding to support 2,078 full-time member positions. CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: All City Year sites, including New York, 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 New York's 21 member board is chaired by Jeremy Kroll, CEO and Co-Founder of K2 Intelligence. City Year's Boston based Headquarters (CYHQ) maintains centralized operating

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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: City Year New York's 2015-16 organizational staffing model calls for 66 FTE, of which 10 positions are included in this budget. Direct line responsibility for member management, Whole School Whole Child and SONYC outcomes is assumed by six Program Managers who each provide day-to-day supervision of one team of corps members and manage school-house relationships. Our Program Managers (PMs) are all AmeriCorps alumni. The PMs report to two School Partnership Directors, who 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. Our SONYC Program Director, LaTasha Golden, serves as the liaison with the program administrator, the Department of Youth and Child Development (DYCD) and is responsible for CYN's overall program compliance, staff licensing, and interface with school administration. Ms. Golden holds a B.A. from American Intercontinental University and served as a supervisor with Playworks for three years. An Impact Coach serves as an education specialist to help train, coach and observe CYN staff, connect afterschool content to school curricula, and develop academic content and engaging activities in more challenging areas such as Science or Technology. Per DYCD requirement, a Service Manager is also dedicated to each SONYC school to help develop and manage meaningful programming for 100 students per day and coordinate with school resources. CYN's Managing Director of Service oversees observation and coaching program and all evaluation, e.g. coordination of service data, analysis, and reporting to all stakeholders, and survey administration. To meet reporting and evaluation requirements through SONYC, a Data Coordinator is dedicated to data collection, entry and analysis. CYN is led by Vice President and Executive Director Erica Hamilton. Reporting into the Executive Director are the Chief of Staff, Managing Directors of Program and Service, and the Senior Major Gifts Officer. 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.

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Erica Hamilton has over 17 years of experience managing program and leading teams in the nonprofit and private sectors. The Managing Directors for Program & Service lead CYN's Impact Department (43 staff total). This department is responsible for day to day operations and management of the Whole School Whole Child program, the SONYC 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.

**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:** CYN considers consistent and ongoing engagement of our community partners integral to the effectiveness and sustainability of our program. Each year since 2008, we have collaborated with NYC Department of Education leadership, including Schools Chancellor Carmen Farina, Chief Executive Officer of School Safety and Youth Development Elayna Konstan, Deputy Chief Operating Officer Melissa Harris, and Senior Director of Youth Development Partnerships Serge St. Leger, to update our five-year, \$5M contract (currently in Year Two). We presented our Long-Term-Impact strategy to the DOE leadership, and established our alignment with the DOE's 2015 priorities including: universal middle school afterschool programming, addressing chronic absenteeism, RTI interventions, collective impact partnerships, and more. We secured our SONYC four-year contract, valued at \$1.13M each year, through a competitive bidding process whereby principals selected City Year as their provider of choice. Before the school year begins, CYN meets with the leadership of all partner schools to discuss conditions of success, intervention time and structure, and review key components of our agreements such as data sharing. In addition to regular 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. We collaborate with many New York City community-based organizations to leverage our resources and collective impact, including The After School Corporation (TASC), NYSAN, Children's Aid Society, NYC Service, LINC, Lift, United Way, Ramapo for Children, Phipps, BELL, Zone 126, Cypress Hills LDC, the Pinkerton Foundation, Classroom Inc. and many more local stakeholders. In two of the six schools proposed, our teams partner with Communities in Schools and Johns Hopkins University Talent Development to implement Diplomas Now, a trilateral approach to student achievement and

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school reform.

2. COMPLIANCE AND ACCOUNTABILITY: City Year Headquarters (CYHQ) provides policy and oversight of the AmeriCorps program through multiple means such as automated systems, policies, standard operating procedures, training, document audits, site monitoring and support visits, and customer service for any questions. For example, CYHQ runs start-of-year and end-of-year document reviews for all member paperwork such as member service agreements, position descriptions, and performance evaluations. Specific AmeriCorps compliance activities, e.g. member enrollments, exits, and criminal history checks, are centralized and overseen by CYHQ. The Regional Vice President for Operations and Regional Impact Director visits each site in their portfolio on a regular basis, e.g. quarterly or more frequently as needed. CYHQ reviews and approves all member position descriptions. Locally, in addition to Program Managers being on school grounds 3- 5 days per week, School Partnership Directors visit each school at least bi-weekly to observe member activities and meet with school staff. We hold formal partnership reviews with each school each quarter. As part of our contract with DYCD, formal progress monitoring reviews are also conducted by DYCD Program Officers at each school in Fall, Spring and end of year, using DYCD's Program Quality Monitoring Tool. 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. Instances of noncompliance identified by CYNYS staff, New Yorkers Volunteer, CYHQ Government Relations and/or Regional Impact Directors are forwarded to our Managing Director for Strategy and addressed through immediate corrective action, on-site visit or with written or verbal confirmation. CYNYS staff accountability metrics, including WSWC, SONYC and AmeriCorps deliverables, are included as part of City Year's performance management system and success planning (staff evaluations) and is factored into salary merit increases.

3. PAST PERFORMANCE: PERFORMANCE MEASURES: In the past two years, City Year New York focused on Diplomas Now collaborative outcomes. Of eight National Priority Performance measures in Education (focusing on supports for disadvantaged K-12 students), CYNYS met or exceeded seven measures, and made significant corrections in Year 2 to address student-level data availability. Under the Diplomas Now framework, we enrolled a total of 905 students across three Diplomas Now schools, of whom 648 students completed tutoring and/or attendance or behavior coaching, 96 students improved performance in literacy or math, and 69 students improved attendance. Although we were not able to capture any summative outcome data for students participating in literacy and math tutoring in Year 1, we worked closely with partner schools to

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transfer ownership of this capacity, which enabled us to conduct our own monitoring of assessment implementation and results in Year 2 (for QR15 and Easy CBM). We successfully resolved the challenge of incomplete data sets and off-cycle testing and in Year 2, tripled our outputs and outcomes. In 2013, we also invested in our evaluation capacity by hiring a full-time data analyst, supported by a grant from Booth Ferris Foundation; and broadened our scope of performance measurement to include behavior coaching for targeted students.

**ENROLLMENT, RETENTION & COMPLIANCE:** For 2012-13, 2013-14, and 2014-15, City Year New York filled 100% or more of awarded MSY, including 2 half-year positions, for a total of 122 corps members. We achieved a retention rate of 92% in 2012-13, and 83% in 2013-14, and submitted all but one of 82 member enrollments and exits within the 30 day deadline (99% compliance rate). In 2013-14, we had an 85% retention rate. Nine members exited early without awards. Of these, five voluntarily resigned to pursue other job opportunities or enroll in school. Two resigned due to stress or personal health issues, and two were dismissed for cause. As corrective action, we increased staff capacity to support members' experience throughout their year by adopting a one Program Manager per team model. We also hired two additional training staff and increased the number of Impact Coaches to provide regular observation and coaching. We have also instituted regular meetings with members who are behind on hours to create targeted improvement and graduation plans.

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

1. **COST EFFECTIVENESS: REQUEST:** We respectfully request a grant award of \$912,000 to support 80 full-time members at a cost-per-MSY of \$11,400, a decrease of \$100 per MSY compared to the current grant cycle and well below the AmeriCorps maximum. For 2015-16, we will increase our living allowance to \$12,530 and assume \$34,400 (\$430 x 80 corps) above 2014-15 per member costs. City Year runs a single program (AmeriCorps) and therefore all costs included in the budget directly support the implementation of the proposed service activities. City Year New York operates a second AmeriCorps program under our State Competitive grant (#12ACHNY0010009), serving 23 additional schools, with 260 full-time members. No costs, activities, beneficiaries or program outcomes are duplicated across grants. A standard site operating budget, of which the attached budget represents a portion of, includes costs and benefits for all corps and staff dedicated to our six partner SONYC and Diplomas Now schools, 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:** In 2010, City Year, Inc. partnered with Deloitte Consulting to

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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 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 3 new graduates. NON-CNCS RESOURCES: To support 80 corps members in 2015-16, City Year New York has a funding plan in place that calls for raising over \$2 million in non-federal revenue. In the spring of 2014, CYN Y was awarded four separate 4-year contracts by the New York City Department of Youth and Community Development, totaling \$1,137,000 (FY15-FY18). The contracts commit us to operating SONYC at four schools, serving 379 students annually, and providing enrolled students with over 90,000 hours of structured afterschool time (i.e. either academic or enrichment focused time). In addition, FY16 will be year three of a three year agreement with The After School Corporation (TASC) to operate MS Extra at JHS123X, which is a combination of robust, high-quality afterschool services and intensive literacy tutoring, and which is currently part of a randomized controlled trial from Harvard EdLabs. The FY15 agreement with TASC was for \$151,000 and we anticipate that it will remain at the same level in FY16. And finally, FY16 will mark year three of a five-year contract with the NYCDOE (FY14-FY18), which supports CYN Y at a rate of \$118,909/school partnership. Thus, the six school partnerships on this contract would be supplemented by \$713,454 in additional revenue from local government.

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

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## Evaluation Summary or Plan

### FY16 PROGRAM EVALUATION PLAN

Intervention: City Year's full-time in-school "Whole School Whole Child" (WSWC) service model addresses reducing high school dropout risk by providing interventions that target the leading early warning indicators of risk: attendance, behavior, and course performance in English and math. Following the 2015-16 AmeriCorps logic model, the theory of change links corps member tutoring, mentoring, and whole school activities to short-term outcomes in student attitudes towards academic success, greater confidence and commitment to learning; medium-term outcomes in student performance demonstrated through improvements in English and/or math, attendance, and attitude towards school (AC NPM ED5, ED27A and ED27B); and leads to long-term outcomes of on-time high school graduation and post-high school readiness. Within our Diplomas Now schools, the WSWC model is implemented in partnership with our Diplomas Now 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 Diplomas Now by the U.S. Department of Education, entitled "Validating the Talent Development-Diplomas Now School Turnaround Model". Diplomas Now is a collaborative partnership that brings coordinated resources to turnaround schools in high-poverty urban areas, specifically to support students who exhibit Early Warning Indicators of dropping out. The \$30 million grant, awarded in 2010, provides for a 5-year randomized, experimental study to test and validate the impact of the Diplomas Now model, which is the largest randomized control trial of secondary school reform in the country's history. A total of 62 schools in 11 cities nationwide participated in the study during the 2011-12 and 2012-13 program years. 32 schools were Diplomas Now 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.

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Confirmatory questions compare Diplomas Now 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 Diplomas Now on chronic absenteeism, promotion status, standardized test results, parent involvement, and stakeholder communication. Questions are further broken down by subgroup such as gender, school type (middle or high school), and overage students. 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 Diplomas Now (DN) model in the study schools including the influence of the school context, service design, intensity of intervention offering, and dosage for students; 2) the student and teacher support contrast between the DN and control schools, and 3) implementation lessons and best practices for replication and scale-up. The sample size provided by the i3 study is representative of the City Year program as it 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) and supplemental surveys of program staff and corps members. City Year student level data includes: name, gender, school, grade, teacher, time in intervention, and results on academic assessments. Talent Development collects and provides to City Year and MDRC student level data on attendance, suspensions, and report card grades. The i3 Evaluation Design calls for composite statistical tests to assess multiple hypothesis tests. For example, for each outcome, a two-level fixed effects model will be used. Level 1 describes the relationship between students' outcomes and their background characteristics. Level 2 examines the difference between the school-level adjusted outcomes of Diplomas Now and non-Diplomas Now schools, controlling for school characteristics and random assignment blocks, where blocks are defined by the district and school level. In addition, the design includes decision rules for inclusion/exclusion of covariates, treatment of

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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 on MDRC's website and through presentations and peer-reviewed journals, 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, based on timing considerations. Findings confirm that, in a large and complex evaluation, 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, 1) For teachers, the report finds that stronger partnerships with members came from understanding and discussion of member and teacher roles and expectations, together with continually building rapport and publicizing small successes. City Year has now developed field staff trainings that focus on early alignment and planning as part of the member-teacher partnership, and is piloting experiential learning approaches during member Basic Training, to build teacher confidence in member capability and potential early in the year. 2) For members, the report finds that clearly defined strategies on setting appropriate boundaries for students, both academically and behaviorally, enables them to build better relationships with teachers and more effective rapport with students. City Year developed new, scaffolded trainings for members on managing Student Relationships; has worked with schools to bring members in for pre-year teaching planning time; clarified specific member roles in the classroom through revised Tier 1 Instructional Supports trainings; and created a roster of trainings for members focused on student engagement strategies, as well as for students affected by trauma and special needs. All new trainings were implemented during City Year's 2014 Summer Academy (all site staff and Team Leaders in attendance).

Final publication of MDRC's results for the first round evaluation is planned for 2016. Results will be used locally to improve program design and replicate best or promising practices. 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, led by MDRC. The award includes a 45-month

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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 Diplomas Now partners, including City Year, to work with students through their entire middle school and high school experience, supporting and gathering student and school-level data on two full cohorts of students at each Diplomas Now partner school. Doing so creates the opportunity to investigate the impact of the Diplomas Now collaborative on middle and high school 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.

### Amendment Justification

Not Applicable

### Clarification Summary

2nd Clarifications Year 1 (2015-16) - City Year New York

Per CNCS direction City Year has reclassified our social-emotional learning measure as Applicant Determined, including Number of Students enrolled, Number of Students completing and Number of Students with improved social-emotional learning skills. We will continue to use the DESSA to measure student improvement. NPMs ED27A, ED1 and ED2 measures have been removed.

Clarifications Year 1 (2015-16) - City Year New York

#### A. PROGRAMMATIC CLARIFICATIONS

1) Tutoring Program 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.

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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 and nametag bar code scans.

Qualified supervision: As part of City Year's Observation and Coaching program, members are supervised by individuals with expertise in tutoring, specifically, City Year's site-based Impact Coaches (typical qualifications include at least one year as a teacher, and/or degree in education), as well as 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 for both Impact Coaches and team Program 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. Team Leader Role: Team Leaders (TLs) provide direct service intended to 1) support the successful implementation of Whole School Whole Child program objectives for ongoing student and school culture and climate improvement, 2) maintain clear and consistent communication with school partners, and 3) help team members navigate the corps experience. Typically, Team Leaders return to the same school they served the prior year, creating continuity for students, school staff and the new incoming team. TLs are responsible for team planning, culture and morale; team integration with school schedule and protocols; working with school administrators, teachers, and City Year staff to identify students to participate in City Year programs; connecting with other Team Leaders to share best practices; reviewing lesson plans, collecting student level data and updating student records in City Year's student database "cyschoolhouse"; and supporting observation and peer coaching provided by Impact Coaches (where assigned to a site), Impact Managers and/or Regional Instructional

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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.

TL 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.

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

4. Justification for Volunteer Waiver: As noted in the Waiver Request field, City Year New York (CYN) intends to report all volunteer activity under our State Competitive AmeriCorps grant ID#12ACHNY0010002, currently in Year 2. This grant includes activities for 260 MSY, a portion of whom (6 MSY) organize and lead all civic engagement and volunteer recruitment for City Year New York. To avoid duplicate reporting across the two grants, we request permission to maintain this structure. For 2015-16, 3,050 volunteers will be engaged in 25 service projects to benefit partner schools, including the 6 school communities represented in this application. All CYN AmeriCorps members, including those represented in this application, will be responsible for recruiting students, families and staff from their partner schools to participate in school-specific projects and providing day-of management and support.

5. Duplicate MSY request: No 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

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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. Members from different grants do not co-locate in a school-building..

### B. BUDGET CLARIFICATIONS

1. Updated grant components: Executive Summary, budget and performance measures have been revised to reflect 47 MSY, 40 slots, at a grant in the amount of \$460,000, and at a cost per MSY of \$9,787.
2. Cost per MSY: City Year New York has added 7 no-cost MSY to this grant application, thereby reducing cost per MSY by 14.8%, from \$11,500 to \$8,787.
3. Additional revenue: The dollar amount under "Other Revenue Funds" of \$672,015 represents additional revenue needed to run CYN's SONYC program. It does not include CNCS share or budgeted match and is correct as reported.
4. Recruitment Cost Allocation: To achieve cost efficiencies, City Year centralized recruitment functions for all 26 U.S. operating sites in 2013, by creating seven recruitment regions (West, Mountain Central, Midwest, South, Mid-Atlantic, Florida, and the Northeast), each of which maintains a team of 8-12 frontline staff, for a total National Recruitment department of 68 frontline FTE. Each staff member is responsible for handling approximately 200 applications per year, at a ratio of 4 applicants per member position. The cost to recruit our projected national corps is allocated on a per capita basis of \$1,750/member (total budget of \$5.95M / 3,400 members = \$1,750). Costs include staff salaries, collateral and advertising, as well as 20 regional trips per year per staff member, such as travel to college fairs and events, and trainings. City Year has seen a year-over-year decrease in recruitment costs per unit, compared to pre-centralization, in addition to the benefit of creating centers of expertise for recruitment functions. We benchmark our recruitment cost to the costs incurred by private colleges to recruit students. The most recent Noel-Levitz report "2013 Cost of Recruiting Undergraduate Student Benchmarks" places the average cost of a private college to bring in a new student at \$2,433 at the median. Only a portion, \$1,000 of the total \$1,750/member, of the cost per capita has been allocated to the grant.

### C. PERFORMANCE MEASURE CLARIFICATIONS

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1. ED27A (behavior improvement): The number of students enrolled (ED1) in CYN's individualized social-emotional (SEL) supports takes into consideration the scope of member activities and per school need. To set ED1 targets we isolate the average corps member schedule by school and determine the member's daily capacity by dividing the time spent in the activity by the number of sessions a member holds that day. This is then multiplied by the session group size, i.e. 1 to 5 students per session. Not every CYN member works with students who are off-track in behavior, and many conduct other interventions or run other service responsibilities during the day. We project that approximately 50% of our members will be engaged in this measure. Student need for SEL interventions varies from school to school and some have higher demand for math/ELA interventions, and less need for behavior supports. Our ED2 targets are estimated at 75% of students enrolled in interventions. This rate reflects City Year's historic experience and provides a reasonable expectation around student mobility, which can get as high as 40% in some schools, student transience and absenteeism, teacher reassignment and/or classroom dissolution after leveling in the fall, student reassignment by teachers, timely access to student level data, and availability of complete sets of student progress data (matched data sets). We factor in nominal member attrition and absences for sickness or personal needs. Of students who receive sufficient dosage (ED2), we expect 50% of students to improve their DESSA scores by 3 points. These percentages are based on historic experience and reflect realistic, reasonable and ambitious goals for a single year in our high-poverty urban schools. They take into account how far behind our focus list students are academically and socio-emotionally, when members begin working with them, frequently testing 2-3 grade levels below proficiency. Our students also attend the lowest (5-10%) performing schools in their state, meaning that classrooms are crowded, with 25-40 students per teacher and creating further challenges to struggling students' engagement and interest in school.

2. DESSA applicability to ED27A: City Year uses the DESSA (Devereux Student Strengths Assessment) a social-emotional learning (SEL) rubric, measuring change in student attitudes towards school (motivation, social engagement, and self-regulation related to school and learning). Increasingly, states and schools are required to meet social and emotional learning (SEL) standards. As noted, the DESSA is a standardized, norm-referenced behavior rating scale that assesses eight social-emotional competencies that serve as protective factors for children: optimistic thinking, relationship skills, self-awareness, personal responsibility, self-management, goal-directed behavior, social-awareness, and decision making, and provides a summary, composite score of SEL

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competency. Members and/or teachers rate the frequency at which they observe student behaviors (never/rarely/occasionally/frequently/very frequently) a minimum of twice during the year (pre/post behavior or SEL interventions). Per student goal is a change greater than 3 points. A growing body of research shows that for students to be successful in core academic subjects, they must demonstrate key academic behaviors: motivation, social engagement and self-regulation. (Robbins et al., 2006; ACT, "Enhancing College and Career Readiness and Success: the Role of Academic Behaviors" Engage Issue Brief, 2012). The DESSA measures changes in academic engagement that align with the ED27A defined measures of student attitudes towards school, including these three characteristics.

Specifically, it measures a student's degree of social engagement, or improved perspective on school climate, by assessing optimistic thinking; a student's degree of self-regulation, or controlling their behavior related to school and learning, by assessing personal responsibility, relationship skills, and social-awareness; and degree of motivation, or increased educational aspirations, by assessing goal-directed behavior. City Year's SEL activities (e.g. units, subtopics and lesson plans from the 50 Acts of Leadership curriculum and City Year "Power Tools" for modeling positive behaviors) are crosswalked against the DESSA questions and the attitudinal change they measure. For example, 50 Acts Curriculum Unit 4: Self-Management includes the subtopic Goal-setting. The lesson under goal setting is Life Maps, which walks a student through setting a goal for the future and all of the steps needed to achieve that goal, including educational attainment. This lesson can be connected to the questions in the DESSA that measure attitudinal change in goal setting such as student capacity to pass up something s/he wanted to do, or do something s/he did not like, to get something better in the future, accepting choices, and adjusting to changes in plans.

### 3. ED1, ED2, ED27B:

a) How increase in homework is being tracked: Each team assigns a member to serve as an ELA/Math coordinator, who works with teachers to collect homework assignments set each day. On specific SONYC forms, members enter homework assignments and per student completion data into their attendance trackers. To track a student's rate of completion (and whether an increase is occurring) members compare ratio of assignments given to assignments completed per student, per day.

b) How we know that 50% completion is an improvement: The 50% improvement rate reflects an average across all student participants. The SONYC program was developed to ensure that middle

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school students are provided with space and resources to develop academically and have access to enrichment opportunities. All SONYC host schools served by CYNV receive Title I funding. The student population served by CYNV members, particularly those on Focus Lists who are recruited to attend the SONYC programming, fall in the bottom third quartile in terms of academic performance. Already off-track, these students typically do not complete homework out of school unless in structured settings. At least 30% of attending students enrolled in the SONYC programs fall into this category.

c) Criteria for improvement: For ED27B, student gain in either attendance or homework completion will be sufficient to count as progress.

d) How was 50% completion of ELA/Math homework was established as a target and why not 100%: Students will often have assignments from both ELA and math classes, and homework help traditionally lasts 45 min. Our presumption--based on experience operating homework help for middle school students--is that students will only have time to complete homework in one subject area (of math and ELA) in a time period of that length, thus the target of 50%. A primary goal of the SONYC program design for afterschool programming is to combine an academic component with enrichment activities, which engage students (and themselves often have fun academic components).

Why is a 2% increase in average daily attendance significant: Increasing by 2 percentage points in attendance equates to 20-23 hours of instructional hours recovered (5.5-6.5 of actual learning time per day, discounting transition and lunch time), or 3.6 days of school. In addition to decreasing a student's exposure to negative behavior by approximately 20 hours, thereby doubling the impact of the hours recaptured, a 2 percent increase in attendance demonstrates significant impact on a student's academic success. Increasing student attendance by 3.6 days (2% ADA) has a significant impact on a student's academic ability to pass mandatory high school graduation exams. A 2% gain in attendance is significant. Research demonstrates that recovering a very small number of days can impact student results on standardized tests, such as the NAEP, and on grades. The August 2014 Attendance Works report "Absences Add Up" links student performance on the NAEP to student absences -- students with higher absenteeism rates have lower performance on the NAEP. Moving a student out of chronic absenteeism (from below 90% to above 90%) can move a student from failing grades (Fs and Ds) to Cs or above as the average GPA for solid attenders was 80 compared to 65 for

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chronically absent - the difference between a B- and a D. (Nield & Balfanz, 2006, Roderick et al, 2011, Allensworth, 2013, Balfanz & Byrnes, 2014). The Early Warning System checklist developed by the National High School Center for drop out prevention includes 4 red flags for drop out prevention a) missing 10% of instructional time in the first year [of high school], b) missing more than 10% of the first 20 days [of school], i.e. 2 days, c) earning a GPA under 2.0, and d) failing one or more class.

4. How do we ensure that enrolled students come from economically disadvantaged backgrounds: City Year meets the requirement that students are economically disadvantaged per the performance measure instructions which defines disadvantaged as eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where a majority of the students are eligible for free or reduced lunch (FRL); may or may not actually be accessing FRL. As noted in our application, our members serve in schools where a majority of students are eligible for FRL. Among the three schools to be served by City Year teams, students are predominantly from minority populations; 91% of students represent minority populations, and, 85% of students are economically disadvantaged (using free/reduced price lunch eligibility as a proxy). (NYC Department of Education, Accountability, 2014). Though New York City's SONYC programs are open to all students (who enroll in time), Year 1 observation tells us that the majority of students who are enrolled in the program attend the host school. For example, this year, in CYN's four SONYC programs 510 students were enrolled. Of those 510 students, 4 (0.7%) attended schools that were different from the host site. By design, CYN members actively recruit students to participate who are from the local host school and target students on Focus Lists.

a) How will improved school attendance be measured if not all students are enrolled in schools served by program: No students from other schools participate in attendance interventions, which occur during the school day.

5. 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

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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, Policy Studies Associates conducted a quasi-experimental study of 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 ( $d=0.074$ ,  $p=0.02$ ,  $n=313$ ) compared with non-CY schools.

### D. Strategic Engagement Slots

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1. Slots targeted to recruited members with disabilities and plans for outreach: We do not set organizational targets for recruiting members with disabilities. Applicants are asked if they would need accommodations in the application and individuals with disabilities are encouraged to apply. Our outreach to the disability community includes a national partnership with Eye To Eye that we are currently piloting at Temple University. Eye To Eye is a national mentoring program that focuses on learning disabilities and ADHD. Chapters are in colleges and high schools in 22 states nationwide.

2/3. CYNV is not requesting MSYs for members with disabilities.

### E. Request for no-Cost MSY

1. City Year New York is requested 7 additional MSY, to serve in a full-time capacity, who will be deployed across three of our proposed partner schools (IS 123, with 19 MSY; Bronx Early College Academy with 11; and MS206 with 17). The additional members will only engage in activities aligned with the proposed member activities outlined in the application narrative.

2. CYNV originally proposed 80 MSY. For 47 MSY, member staffing and other operational components (training, management, oversight, operations and activities) will remain consistent with SONYC requirements. To reflect the reduction in number of teams, staffing has been adjusted to reflect one Impact Manager per team.

3. As outlined in the original narrative, member costs for 47 MSY will be supported by \$460K in matching funds through NYC Department of Youth and Community Development. All other organizational resources to support additional member oversight, operations and activities will be supported by TASC funding (a portion of \$151K); and the NYCDOE funding at a rate of \$118K per school.

4. In 2014-15, CYNV successfully recruited and managed 6 additional no-cost MSY on State Competitive Grant ID #15AC168391.

### Continuation Changes

Not applicable.

### Grant Characteristics