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## Executive Summary

City Year Columbus proposes to have 36 full-time AmeriCorps members who will provide academic services that support students in staying in school and on track to graduation in 4 Columbus 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 360 students that improves 642 drop out risk indicators in attendance, behavior, English and/or math. In addition the AmeriCorps members will leverage 450 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 \$403,404 will be matched with \$403,405 [\$317,500 in public and district funding and \$85,905 in private funding].

## Rationale and Approach/Program Design

1.PROBLEM/NEED: In Columbus City Schools district (CCS), one in four students attending the most challenged high schools in Franklin County did not graduate on time in 2013. The schools are located in Columbus' south side, near east side, and Linden communities. In the south side and Linden, graduation rates for the class of 2013 in Mifflin High, South High, and Linden-McKinley STEM Academy ranged between 68-74%. The student population is predominantly African American and low income, and the majority enters high school already lagging behind. The low graduation rates are foreshadowed in students' performance scores from 3rd grade on, specifically in key Early Warning Indicators of attendance, behavior and English and math. For example, South High (grades 7-12) draws its students from feeder schools in proximity, e.g. Livingston Elementary (preK-6th grade). Two-thirds of Livingston's 4th-grade students (67%) did not pass state tests in ELA on 2013 Ohio Achievement Assessments, and 83% did not pass math. Across the three high schools, 45% of students taking 10th grade Ohio Graduate Tests did not pass Math, and 35% did not pass ELA. Recently, the City prioritized investment in Columbus' near east side, including East High school and its feeders, Champion Middle School and Trevitt Elementary School. With similar demographics (93% low income, 88% African American) in Trevitt Elementary, 49% of 4th-grade students failed in ELA, and 79% failed in math. Students at Champion Middle did not recover ground: 56% of 6th-graders did not meet the state standards in ELA, 73% in math. Chronic absenteeism leads to poor academic performance, and attendance rates in the high schools leveled out at 84.5% last year, the equivalent of students missing 5 weeks of school. Linden-McKinley STEM Academy had the worst attendance rate in the district (82.2%), meaning that on an average day nearly two in 10 students didn't come to

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school. Similarly, Attendance at the elementary and middle schools both fell below 90%. According to the Ohio Department of Education 2013-14 school report cards, all 6 schools have a rank of F (lowest performing). Disconnection from a caring, consistently available adult in school contributes to decreasing interest in school activities. The 2013 Ohio Youth Risk Behavior Survey illustrates this trend for black youth: just 60% indicated that they felt that there is a teacher or other adult in their school that they can talk to if they have a problem, and less than half (49.7%) reported that they took part in organized after school, evening or weekend activities such as school clubs, over the course of a week. For 2,615 students attending these low-performing schools, there is an urgent need for supports that address academic performance in reading and math, positive climate and culture, enrichment and consistent adult mentors, to promote overall engagement.

Sources: <http://reportcard.education.ohio.gov/Pages/School-Report>; (Columbus Dispatch, Oct 2014).

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. The WSWC theory of change is that by connecting near-peers to students to provide the right intervention at the right time to address 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. Equally important, a positive learning environment, both in the classroom and throughout the school must exist for students to achieve improved outcomes. 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) and recently recommended as a key strategy to engage Black and Latino males in school success by the Annenberg Institute for School Reform ("Opportunity and Equity: Enrollment and Outcomes for Black and Latino Males in Boston Public Schools", Miranda et al., November 2014). Our WSWC program design and member eligibility practices meet 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

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20-40, 2013).

EXPANSION REQUEST: City Year Columbus (CYC) requests to field 70 full-time corps members in teams of 11 to 14 members to serve in 6 Columbus public schools. CYC plans to continue serving in Linden-McKinley, South High, Mifflin High and Livingston Elementary and add two new schools in Columbus' near east side (Trevitt Elementary and Champion Middle). Our proposed expansion aligns with our long-term impact goals, to ensure that 80% of off-track students in Columbus reach 10th grade on track and on time to graduate. It is also part of a citywide strategy to transform the near east side community, outlined in a major, \$30M federal grant (2014 Choice Neighborhood Initiative Grant) inclusive of City Year Columbus' school-based services. The two new schools were selected at the direction of the Columbus Public School District, led by Superintendent J. Daniel Good (October 2014), with funding committed to support all 6 teams. Further, in partnership with Ohio State University and recently funded by the Franklin County Department of Job and Family Services, City Year Columbus has been commissioned to improve student achievement in these schools. Our proposed expansion consolidates City Year Columbus' AmeriCorps members under one grant (in 2014-15, our Livingston team serves under City Year, Inc. National Direct grant #12NDHMA0010015), and right-sizes our team in South High to 14 members. Five of the 6 schools are designated as SIG status under the Ohio ESEA Accountability Levels.

ACTIVITIES: As outlined in our Logic Model, each 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 provide whole school services to the entire school population and focused services to students in grades 3 to 10. Each member maintains a Focus List of 8-12 students who have been identified as below grade level equivalency and/or has a report card grade of D or F in English or math or has <90% average daily attendance or has been identified by school staff as needing behavior support. Members serve Monday through Friday at their assigned school, for the full academic year (August to June). Two Wednesdays a month October to May, members participate in member development, e.g. WSWC training or leadership development. All members participate in volunteer engagement service projects, e.g. school beautification projects, typically on Saturdays. On a typical day members will arrive at the schools between 6:45 and 7:45 depending on the school start time (ranges between 7:00 and 8:00). After a 15 minute team check in, members will provide Morning Greeting to welcome students into school. Members spend first and second period (or A/B block) providing whole-class support and our tutoring interventions. After second period members complete attendance phone calls home for students who are absent and/or positive calls home to recognize student performance. During lunch

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periods, members run social-emotional programs such as Second Step in elementary schools and 50 Acts of Leadership in high schools, whole school climate activities, and enrichments that recognize positive behaviors. During the three afternoon periods, members will spend 2 periods in classrooms and 1 period will be used for planning and meetings. After school, members provide programming including homework assistance and academically focused enrichment. Members end the day with another team circle and debrief and leave school grounds between 4:15 pm and 5:30 pm depending on their start time. Throughout the day, corps members support school positive behavior and climate while transitioning between classrooms and during non-instructional periods. On average, members spend 4 hours in the classroom providing whole class support and small group tutoring, 1 hour providing homework assistance, 1 hour in whole school or individual social-emotional and attendance coaching, 1 hour of enrichment programming, and 1 hour in planning and documenting service. Tutoring intervention time with our focus list students is typically embedded into the instructional period, for example, in a 45 minute period, members will provide 25 minutes of whole class support and 20 minutes of small group ELA/math intervention twice per week and provide whole class support for the full 45 minutes twice a week. Team Leaders lead team circles and team meetings during the planning period, attend meetings with their Impact Manager and school staff and faculty, provide peer coaching and support, lead afterschool and event programming, and assist with resolving student or programming issues so that other corps members can remain in their classrooms.

3. EVIDENCE BASE: City Year Columbus will receive support from CYHQ's professional Evaluation department, led by Dr. Gretchen Biesecker, on managing relationships, identifying areas to evaluate and/or questions, type of evaluation, data collection, and interpreting results.

STRONG EVIDENCE BASE: City Year participated in a randomized control trial (RCT) study of 62 schools in 11 districts implementing the Diplomas Now model. This is the largest RCT study of secondary school reform conducted to date. The Diplomas Now framework includes City Year's WSWC model as a core component, and the report, produced by evaluators MDRC and ICF International and scheduled for release in January 2016, is expected to provide a strong level of evidence of WSWC impact. To meet current grant cycle evaluation requirements, City Year has submitted a request for approval of an Alternative Evaluation Approach to the Corporation for National and Community Service (November 2014) for timing considerations. A Year 1 interim report detailing fidelity of implementation is on file with CNCS.

MODERATE EVIDENCE BASE: Two quasi-experimental studies are submitted with this application. City Year's program design is standardized (all sites follow the same WSWC platform components)

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and while variations may occur due to specific school conditions, our interventions align with a consistent approach, evidence basis, structure, trainings and support and parallel conditions and student populations, in urban locations.

Study #1: Policy Study Associates, Inc. (PSA) "Year 4 Evaluation of City Year New York's Whole School Whole Child Initiative", April, 2014. Since 2010, City Year New York (CYN Y) has engaged PSA to measure school-level variation in WSWC model implementation and impact on student performance. In the Year 4 report (2012-13 program year) PSA used a quasi-experimental methodology using: teacher and principal (n=164) and member (n=221) surveys; site visits to half CYN Y's elementary and middle schools (n=9); and propensity score matching to compare ELA test scores for over 1,800 Focus List students on New York City Department of Education tests with those of a matched comparison group of more than 6,300 students from similar schools that did not implement the WSWC model. Key findings: Elementary school students' performance on Common Core ELA tests was significantly and positively impacted by number of tutoring and total programming (contact) hours received. CYHQ, together with CYN Y, analyzed PSA's recommendations and applied learnings network-wide, i.e. improved protocols for pre-service communication with school staff and 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. City Year Los Angeles (CYLA) engaged PSA to measure the difference in outcomes if students received both in-school and afterschool supports from City Year members, or just afterschool; and whether English Language Learners showed differing levels of improvement. For this report (2012-13 and 2013-14 program years) PSA employed non-experimental methodology (multilevel linear and logistic models), collected data from CYLA staff, corps and partner schools, and included comparison groups within schools for students not receiving services. Analysis of students outcomes on ELA grades and Scholastic Reading Inventory (SRI) test scores, on Math grades and Scholastic Math Inventory (SMI) test scores, and students' indicators on the Skill Report Card (the SRC, Los Angeles Unified School District standard behavior rubric) were conducted, for over 1,800 students in 22 elementary, middle and high schools. Key findings showed that students who received both in-school and afterschool program supports were more likely to improve indicators than if they attended afterschool programming only.

4. NOTICE PRIORITY: City Year Columbus' proposed program aligns with the CNCS Education

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focus area in the 2015 AmeriCorps funding priorities. Through our Whole School Whole Child (WSWC) program, CYC 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, between 83-88% of students at 3 of the schools represent African American populations, two are 66-76%. An average of 87% of students are economically disadvantaged (using free/reduced price lunch eligibility as a proxy). Our WSWC activities support the My Brother's Keeper (MBK) 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. Nearly all boys enrolled in our program are boys of color. Our Long Term Impact goal aligns with My Brother's Keeper: to have 80% of the students in schools we serve reach 10th grade on track and on time. City Year Columbus recently participated in Mayor Michael Coleman's launch for MBK (December 1, 2014), uniting a broad spectrum of leaders in education, nonprofits, departments of workforce planning and safety/law enforcement, to develop responsive citywide strategies.

5. MEMBER TRAINING: OVERVIEW: 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. CURRICULA: 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 Basic Training Academy (BTA), an intensive 15-day training with a 3 day/2 night retreat. BTA topics include: operations, basic disaster preparedness and response (e.g. CPR/First Aid), community asset mapping, state of education in America, team building, school observations, protocols for math tutoring (understanding numbers and fractions, algebra) and literacy tutoring (comprehension,

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fluency, and vocabulary), conflict resolution, lesson design and planning, documentation of service, and individual, team, and site AmeriCorps goals, and mandatory trainings for AmeriCorps. WSWC trainings are differentiated by age/grade when appropriate. Members participate in weekly Professional Development opportunities with teachers at Livingston Elementary School and South High School. Two Wednesdays each month and through a 3-4 day mid-year retreat, members develop intermediate and advanced skills around effective service delivery and professional work skills. Over the course of the year, Columbus members will receive approximately 225 hours of training and professional development. Members receive formal observation and coaching per quarter from the Learning/Development Director, informal observation twice per week from Managers, and monthly debriefs on tutoring practice with Team Leaders. Members are regularly surveyed for training content knowledge, feedback on facilitation, and follow up needs to inform re-training and observation/coaching. 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 Basic Training Academy and mid-year Training Academy. Our service structure and volunteer engagement events are designed to reduce opportunity for prohibited activities by having a staff oversight/approval process for activities and events. For example, all service opportunities outside of regularly service, e.g. for members who have to make-up hours, must be approved by CYC Impact staff.

6. MEMBER SUPERVISION: Each team of AmeriCorps members is directly supervised by a CYC Impact Manager (IM). The Impact Managers are based in the schools five days per week (8 hours per day) 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, complete performance evaluations and timesheets, etc. Managers check-in daily with the Team Leader and with the team at large. The IM holds weekly team meetings and a weekly one-on-one with the Team Leader and conducts one-on-ones with each member of their team at least once every two weeks 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. City Year Columbus 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

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example executive director calls, evaluation, training, and program delivery. Headquarters staff provide localized on-site training, coaching, and technical assistance through our Regional Impact Directors, Regional Literacy Trainers, and Regional Vice-Presidents for Operations. For day-to-day support, site staff has access to their peers throughout the City Year network and customer service centers at City Year Headquarters, 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. Experience with goal setting, project management, resiliency, 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). In 2014, 46% of graduating Columbus members indicated interest or commitment to teaching as a career, and three CYC alumni currently teach in KIPP Columbus. 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, our Idealist's Journey curriculum, team circles, tweets submitted to our #makebetterhappen campaign, project debriefs (plusses/deltas), and Opening Day and Graduation ceremonies. The Idealist's Journey (IJ) curriculum is conducted twice per month (90 minutes, 2 hours for Team Leaders). To the extent possible, the IJ teams are organized so that members are partnered with corps members from other school teams to objectively reflect about their service and professional development. Two Columbus members will be nominated to serve on the City Year's national Dean's Council, a member forum to provide feedback to City Year on the corps experience. CYC's first year corps council meets monthly with CYC leadership to share ideas and challenges and plans the program for corps graduation. Members will participate in the ServeOhio Justice Talking curriculum, which provides the opportunity for members of our corps to connect with other Ohio programs. While CYC will operate under City Year's regional recruitment model, the local admissions staff will work to develop relationships with local recruitment feeders including: Ohio State University, Denison University, Bowling Green State University, and CCDS high schools. Fourteen

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current CYC members attended Ohio State.

8. COMMITMENT TO AMERICORPS IDENTIFICATION: City Year Columbus is committed to our identification with AmeriCorps and members are informed throughout the recruitment process, through our website, recruitment materials, and electronic systems. The History of National Service and AmeriCorps is a required training and we utilize the MyAmeriCorps invitation system to enroll members. The AmeriCorps logo is included on member uniform jackets and team t-shirts, nametags, and business cards and included in signage at CYC offices and service locations. As per our policy outlined in the member handbook, members are required to wear their uniform and nametag during all 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 how to represent their AmeriCorps experience on their resume. Columbus staff and members partner with ServeOhio to build AmeriCorps awareness through ceremonies and events, participate in state-wide AmeriCorps conferences, and collaborate on joint days of National Service with a core group of Central Ohio AmeriCorps programs. CYC's Impact Director attends monthly lunch planning meetings with other Program Directors, and coordinates AmeriCorps Week activities such as a Corps/Alumni Panel Discussion to educate and inform the public about AmeriCorps service. All members are encouraged to enroll in AmeriCorps Alums. Our relationship with AmeriCorps, including prohibited activities, is outlined in our service partner agreements and reviewed with each school during BTA.

### Organizational Capability

1. ORGANIZATIONAL BACKGROUND AND STAFFING: HISTORY: Founded in 1988, City Year works in 26 cities across the United States and has international affiliates in England and South Africa. Our mission is to build democracy through citizen service, civic leadership and social entrepreneurship by engaging young people in service in our nation's neediest schools. Since our founding in 1994, City Year Columbus has been awarded over \$12 million through State Competitive or National Direct funding to support over 1,000 full-time member positions. CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: All City Year sites, including Columbus, 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

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progress toward quarterly and annual goals, and supports local fundraising efforts and strategic planning. City Year Columbus' 21-member advisory board is led by Chair Rusty Orben of CSX Transportation. 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:** City Year Columbus' 2015-16 staffing structure follows the recommended staffing plan for a site managing 6 school teams. Our staffing model calls for 13 FTE (of which 10 FTE are included in the budget). The site is led by our Executive Director and Vice President Tasha Booker. Reporting into Ms. Booker are the Senior Impact Director, Operations Director and the Development Director. These four positions make up the senior leadership team at the site. 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. Ms. Booker joined City Year Columbus in September 2014, holds a M.Ed from State of Ohio License in Business and Education (Mt. Vernon Nazarene) and BA in Marketing (Franklin University), and recently served as Director of Development/PR for I Know I Can, and with United Way of Central Ohio. Impact Director Tiffani Gottlieb, an AmeriCorps alumna, served with Jumpstart for 12 years. She is responsible for day to day management of the Whole School Whole Child program, oversees 6 Impact Managers and an Evaluation Manager, quality of service delivery, school-house and teacher relationships, and evaluation and reporting on member and service results. Impact Managers provide day-to-day supervision of a team of corps members and manage school-house relationships, ensure consistent delivery of the program model, oversee progress towards school and AmeriCorps service goals, and problem-solve issues arising at schools or with corps members. Our four IMs bring degrees (BAs, MSW) and teaching experience to their positions. Two IM positions will be hired in 2015-16 to ensure alignment with recommended structure of one Manager per school and team. The Evaluation Manager conducts data management, service evaluation and reporting to all stakeholders, and stakeholder survey administration. Reporting to the Senior Impact Director, Learning and

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Development Director Cristin Bryant has led CYC's program and service for 8 years. She coordinates our intensive training academies and twice monthly training days, manages external training partnerships, and leading the observation and coaching program. The Operations Director oversees site day-to-day operations, cross-departmental coordination, and special projects, and manages contracts. The Development Director is responsible for managing an annual \$1.136M funding pipeline and is supported by a development associate. 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 Columbus considers consistent engagement of our community partners integral to the effectiveness and sustainability of our program. Key stakeholders include Dr. J. Daniel Good, Columbus City Schools Superintendent, Todd Tuney, Chief of Communications and External Affairs at Columbus City Schools, Janet Jackson, United Way of Central Ohio and our Advisory Board Chair Rusty Orben, Resident Vice President of CSX Transportation. Each fall and spring, we work with Columbus City Schools' leadership to review partnership goals, plan school partnerships and conduct outreach to prospective new school partners. Our services support the district's school turnaround efforts and align with district goals to improve student average daily attendance to 93%, and increase the district graduation rate to 87%. In three of our four current schools, CYC partners with Communities in Schools and Johns Hopkins University Talent Development to implement Diplomas Now, a collaborative approach to student achievement and school reform. We continue to engage our advisory board, which includes representatives from the State of Ohio and Central Ohio Transit Authority as well as business leaders from Big Lots, Safelite Solutions, IGS Energy, Deloitte, Grange Insurance, JP Morgan Chase, Nationwide, King Business Interiors, AT&T Ohio, American Electric Power, and community partners such as Broad Street United Methodist Church. We have formal structures for soliciting feedback and recommendations from our stakeholders through mid-year and end-of year principal, teacher, and member surveys. Members regularly engage parents through WSWC programming, for example, through Family Literacy Nights.

**2. COMPLIANCE AND ACCOUNTABILITY:** City Year Headquarters (CYHQ) provides policy and

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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 Midwest Regional Vice President for Operations and Regional Impact Director visit City Year Columbus on a regular basis, e.g. quarterly or more frequently as needed. Member position descriptions are reviewed and approved by CYHQ. Locally, our Impact Managers are at their assigned schools four days per week and the Impact Director visits each school at least once per week. The Director conducts regular check-ins on the scope of service with each Manager and conducts full-day service observations at each school at least twice per year to ensure fidelity to the program design and that member activities stay within the scope of the program model and do not include prohibited activities. If there are partnership issues, the Director will meet with the Principal to problem solve. Issues will be escalated to the district's academic superintendent if problems cannot be mutually resolved. Performance measures, including those related to AmeriCorps, are included in staff performance reviews and in the school partnership engagement process, e.g. statement of partnerships, orientations, and meetings.

3. PAST PERFORMANCE: PERFORMANCE MEASURES: Over the past three completed program years, City Year Columbus has met 8 of 12 National Performance Measures. In 2011-12, and 2012-13, we met or nearly met our ED1, ED2 and ED5 aligned measures. In 2013-14, we nearly met our enrollment goal (ED1) for academic improvement in ELA/Math, missing it by 9 students. We recognized the need to manage our goal-setting process more tightly to account for students who received tutoring in both ELA and Math. Last year we also expanded our range of measurement to include student attendance and behavior improvement. We missed our attendance enrollment target of 394 students by 66 students (20%). CYC members provided attendance interventions to 268 students and behavior coaching to 146 (total 414), but when factoring in 86 students who received both services, our members worked with 328 unique students overall. Analysis of our outcomes for this measure indicated that although we exceeded our completion goal, we did not see the outcomes we expected and determined that improved member training would correct and improve service delivery. In 2014-15 we created a Learning and Development Director position together with a more robust member observation and coaching capacity. In addition to our National Performance Measures, we have maintained local member development and volunteer generation measures with

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ServeOhio. For the past three years, we have met or exceeded all goals for these measures. In 2013-14, we reported on one applicant determined measure on Whole Class Support. We were successful in exceeding both targets for this measure and reaching the anticipated number of teachers who reported that members helped them differentiate instruction and provide academic supports that students otherwise would not receive. ENROLLMENT, RETENTION & COMPLIANCE: Since 2009, City Year Columbus has filled 100% of slots each year. For the past three completed program years, we have an average 91.4% retention rate. In 2013-14, our retention was 92% [33/36]. The primary reasons for these early exits were failure to adhere to program standards, e.g. attendance and professional conduct, or poor program fit. To address retention, we have significantly increased member observation and coaching support to decrease stress of service responsibility; hired program staff with education backgrounds; and emphasized positive site culture through increased community building opportunities. For compliance, in the past two years of this grant cycle we have submitted 100% of member enrollment and exit documentation within 30 days. CYC is pleased to report that we have rated low-risk for the past two years.

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

1. COST EFFECTIVENESS: BUDGET REQUEST: We respectfully request a grant award of \$903,000 to support 70 full-time members at a cost-per-MSY of \$12,900. For 2015-16, we will reduce our requested cost-per-MSY by \$100. In addition, we will increase our living allowance to the new minimum of \$12,530. Between this reduction and the increase of the living allowance, we will assume \$37,100 (70 x \$530) in new 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. Based on a benchmarking study conducted by City Year, Inc. and Deloitte Consulting, City Year's bundled services cost schools \$333 per student per annum (based on a \$10K/member price point) whereas schools would need to pay up to \$2,280 per student to contract out separate academic, climate, and after school providers. For example, 15 hours of tutoring from Sylvan Learning would typically cost \$750 (\$50/hr/student) per subject and 2 hours of afterschool

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enrichment twice a week for 32 weeks would cost \$1,024 (at a daily rate of \$16 per slot- in 2009 the Wallace Foundation projected a daily rate of \$24 per slot for strong programs) or \$2,524 for a sample student. A 2013 evaluation of the Elev8 Community School completed by the Bright Research Group places the value of an AmeriCorps member service hour at \$55/hour. At this rate, full-time members who spend 80% of their committed hours providing school services would generate nearly \$75,000 in service value to the school. The Elev8 AmeriCorps program is similar in 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). We will see a 100% return on the federal investment with 3 new graduates. NON-CNCS RESOURCES: To support 70 corps members in 2015-16, City Year Columbus has a funding plan in place that calls for raising \$903,000 from \$1.7 million in identified potential funding sources. These sources include \$687,500 from local government, up to \$290,000 from eight private foundations, up to \$715,000 from fifteen corporate and business partners, and up to \$250,000 from individual donors and events. We anticipate receiving \$317,500 in program income from the Columbus City Schools District, \$100,000 from United Way of Central Ohio (secured), \$150,000 from FCJFS (meeting expected for December 2014), and \$120,000 from the City of Columbus (secured). The 8 foundations include a \$200K request to OSU Pact (notification anticipated Spring 2015) and \$10K renewal requests to the Columbus Foundation, \$20K to the Ingram-White Castle, and \$10K to the Reinberger Foundation. New prospects include the Jeffrey Company (\$25K) and Ronald McDonald Foundation (\$15K). Our business pipeline includes multi-year team-sponsors such as JP Morgan chase (\$100K), LBrand (\$50K), and Honda (\$50K), national City Year sponsors such as CSX (\$100K) and AT&T (\$60K), local companies with historic giving levels such as Safelite (\$25K), Battelle (\$25K), Alliance Data (\$10K), and Cardinal Health (\$10K), Big Lots(\$15K) and Merrill Lynch (\$10K); and new prospects including Wendy's (\$10K), Giant Eagle (\$15K) and Altria Client Services (\$10K). We expect to raise \$225,000 through our annual dinner and \$24K through special events and annual giving campaign. CYC's Advisory Board provides ongoing leadership and affiliations to resource our revenue plan.

2. BUDGET ADEQUACY: Please see attached budget summary and narrative. The budget is adequate for the proposed program, compliant and without errors as of submission December 19, 2014.

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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 (DN) schools, the WSWC model is implemented in partnership with our DN partners, Johns Hopkins' Talent Development (school staff professional development) and Communities In Schools (student case management), to address whole school reform.

EVALUATION DESIGN: As a Diplomas Now partner, City Year is included under a multi-year, Investing in Innovation (i3) Validation grant awarded to DN by the U.S. Department of Education, entitled "Validating the Talent Development-Diplomas Now School Turnaround Model". The collaborative DN partnership brings coordinated resources to turnaround schools in high-poverty urban areas, specifically to support students who exhibit the EWIs. The \$30 million grant, awarded in 2010, provides for a 5-year randomized, experimental study to test and validate the impact of the DN model, which is the largest randomized control trial of secondary school reform in the country's history. A total of 62 schools in 11 cities nationwide participated in the study during the 2011-12 and 2012-13 program years. 32 schools were DN schools with City Year teams and 30 were control schools. The study is being conducted by MDRC, a well-known non-partisan research nonprofit established in 1974, and a pioneer in the use of random assignment to evaluate policies and programs for low-income people. As of November 2014, the evaluation scope has been extended by the Department of Education for an additional 5 years, through 2019.

MDRC is evaluating the impacts of Diplomas Now to identify under what conditions the model (1) enables high schools with 30%-60% graduation rates to achieve graduation rates of 80% or more and (2) reduces by two-thirds the number of middle school students sent to high school off-track and behind grade level. Research questions were grouped by Confirmatory and Exploratory questions. Confirmatory questions compare DN schools to control schools and include impact on attendance

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rate, suspension rate, and core course passage rate. Exploratory questions focus on student impact, additional outcomes, mediating outcomes, and mediating variables such as the impact of DN on chronic absenteeism, promotion status, standardized test results, parent involvement, and stakeholder communication. Questions are further broken down by subgroup. MDRC's Year 1 interim report ("Laying Tracks to Graduation", Corrin, Sepanik et al., August 2014) describes and analyzes the 1) implementation fidelity of design components of the DN model in the study schools including the influence of the school context, service design, intensity of intervention offering, and dosage for students; 2) the student and teacher support contrast between the DN and control schools, and 3) implementation lessons and best practices for replication and scale-up. The sample size provided by the i3 study is representative of the City Year program as it included 44% of City Year's 25 operating sites and 13% of City Year's 242 school partnerships. While results are reported in aggregate, the consistent design of the WSWC model brings learnings from this study that are applicable to all of our WSWC schools and the impact of service provided by our corps.

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

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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, 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, scaffolded trainings for members on managing Student Relationships (Delivered at City Year's 2014 Summer Academy); b) worked with schools to bring members in for pre-year teaching planning time; c) clarified specific member roles in the classroom through revised Tier 1 Instructional Supports trainings; and, d) created a roster of trainings for members focused on student engagement strategies. Final publication of MDRC's results for the first round evaluation is planned for 2016. All reports will be shared with study participants and relevant partners (e.g. Diplomas Now partners, school districts, education leaders, CNCS, AmeriCorps state commissions, funders, etc.).

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

**OTHER: IMPACT COMPARISON STUDY:** In 2014-15, City Year has contracted with Policy Studies 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,

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and, where available, indicators of school climate, compared with a group of similar schools that did not implement the model. In each of City Year's 30 school districts, a minimum of two comparison schools will be selected for each City Year partner school to serve as "untreated" comparisons. Using publically available data for academic years 2011-12, 2012-13, and 2013-14, the study will respond to eight questions including how does the whole school or grade-wide outcomes across performance in English Language Arts, math, and attendance outcomes of schools with City Year compare to other similar schools that do not partner with City Year? Analyses will employ rigorous methods, including selection of comparison schools using propensity score matching, and cross-state, multi-level Difference-in-Difference and within-state linear regression models. The final report is anticipated in early 2015.

### Amendment Justification

Not applicable.

### Clarification Summary

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

Per instruction of CNCS, the budget has been reduced to approved level of \$403,404.48 and a cost per MSY of \$11,205.68. The executive summary has been updated.

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

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

#### GENERAL CLARIFICATIONS:

As the amount under consideration is less than the request, the Executive Summary, budget, and performance measures and targets have been updated to reflect a corps size of 36 Full-Time members (36 MSY), an amount of \$468,000, at a \$13,000 cost per MSY.

Cost Per MSY Explanation: We are requesting to stay level at the \$13,000 cost per MSY. Our cost-per-MSY has remained level at \$13,000 for three years while our costs have increased in line with inflation and the cost of living, a cumulative inflation rate of 7.67% (July 2010 -- Feb 2015). For example, the living allowance has had a \$730 increase from \$11,800 to \$12,530. At the same time, costs to run a City Year program have increased due to adoption of a management model that places

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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.

### A. PROGRAMMATIC CLARIFICATIONS:

1. Non-Duplication of Request: No corps member position under this request is duplicated in another City Year grant request nor do any schools served under the proposed program overlap with another grant or state subgrant (new, re-competing, or continuation). City Year National Direct, State, and School Turnaround grants are discrete to individual schools, i.e. each school team is assigned to one grant only. Corps members from different grants do not co-locate in a school-building.

2. Tutoring Requirements: Criteria for selecting and qualifying tutors: As per requirements of 45 CFR 2522.940, City Year Members are not considered to be employees of a local education agency. Accordingly City Year ensures that they meet qualification requirements by verifying high school diploma or equivalent (through electronic self-certification), appropriate characteristics and successful completion of pre and in-service specialized training. Recruitment interviews are designed to assess candidates' experience and interest in tutoring children, appreciation for inclusive communities and willingness to learn. Standardized questions focus on experience with lesson planning/writing, working with children and youth in an academic setting and resiliency in a stressful school environment.

High quality, research-based trainings: Members participate trainings conducted by school staff and City Year staff, during Basic and Advanced Training Academy (August and January), including in-school practicums, and typically two 4 to 7 hour training days twice per month throughout the academic year. Trainings are organized in partnership with schools and districts, to ensure appropriate research basis, quality and consistency with the LEA's instructional program and with State academic content standards. Topics build skills and knowledge in each school and/or district's selected ELA and math tutoring curricula, as well as student learning styles and behaviors and other associated trainings. Member participation is verified through team-based attendance checks and/or sign in sheets.

Qualified supervision: As part of City Year's Observation and Coaching program, members are supervised by their direct supervisor (Team Impact Managers) who conduct observation and coaching per team/member on a consistent basis, e.g. bi-weekly or monthly. City Year site staff are supported by a headquarters-based Regional Instructional Coaches (professional educators) who collaborate with site Impact Directors to provide strategic guidance, technical assistance and coaching for both

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Impact Coaches and team Impact Managers on literacy and math instructional technique. Members are directly supported by partner school teachers and liaisons, and/or school district trainers. They are typically included in start of year orientations and curriculum-specific trainings for teachers, participate in teacher professional development days, and receive specific instructional support through regular meetings with partner teachers about Focus List students.

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

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

How TLs contribute to performance measures: In contrast to first year members TLs typically are not assigned Focus List students, because they do not have time within the scope of their responsibilities to

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provide consistent ongoing student support. TLs will fill in as needed, if a member is absent, or will support a student who needs to leave the classroom. The determination of whether to assign some students to Team Leaders is dependent upon school conditions and needs and how those impact the TLs available time, such as new partnerships, grades served (high school level has additional challenges), need for coordination of student supports in the school, or lack of services such as afterschool programs.

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

4. Explanation on the Average Student to Corps Member Ratio: Maintaining small focus lists of students provides corps members the opportunity to develop meaningful and trusting relationships with individual students. Our students come from high poverty, unstable, and unsafe communities that have limited access to resources. The impact of poverty on a student's educational achievement is well researched and documented. For example, low-income students have fewer books at home and inferior libraries in their neighborhood and schools and access to reading material has a direct correlation to an increase in literacy skills. (Duke, 2000; Neuman and Celano, 2001) Our students, who are frequently two to three years behind their most affluent peers, struggle to make modest improvement in a challenging environment that is stacked against them. While our students may not all make the gains projected in the performance measures, a 2015 quasi-experimental study conducted by Policy Studies Associates of City Year's impact on approximately 150 of its partner schools between the 2011-12 and 2013-14 school years finds that schools that partnered with City Year were more likely to show improvement on state assessments compared with schools that had not partnered with City Year. The study measured the differences in performance between City Year schools and approximately 460 comparison schools that were located in the same school districts and that shared similar demographic and performance characteristics.

### B. BUDGET CLARIFICATIONS

1. Member Living Allowance: [Note: eGrants does not have a narrative field in the living allowance budget section. We are responding here in the clarification narrative.] City Year has three stipend rates: Team Leaders (\$15,600 -- \$18,240 depending on operating site local cost of living, bi-weekly \$650 - \$760), Second Year Corps Members (\$13,156, bi-weekly \$592), and First Year Corps Members (\$12,530, bi-weekly \$564). Because the eGrants budget line items provides for only one stipend rate to

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be entered, the rate in the attached budget represents the average, or blended rate, for the corps across three stipend rates. Each of the three stipend types has a unique position description with levels of responsibility increasing from First Year to Team Leader.

### C. PERFORMANCE MEASURE CLARIFICATIONS:

1. Explanation on Economically Disadvantaged youth: City Year meets the requirement that students are economically disadvantaged per the performance measure instructions which defines disadvantaged as eligible for free (at or below 130% of poverty) or reduced (between 130% to 185% of poverty) lunch or enrolled in a school where a majority of the students are eligible for free or reduced lunch (FRL); may or may not actually be accessing FRL. As noted in our application, our members serve in schools where a majority of students are eligible for FRL. Of students at Champion Middle School, Livingston Elementary and Trevitt Elementary, 93% are FRL, with 84% FRL at South High ([www.greatschools.org](http://www.greatschools.org)).

2. Describe how targets were determined and are significant (ED5): Improvement is measured by meeting the expected growth target based on the assessments standard rubric (SRI, SMI) and/or the students grade and starting score (MAP). The MAP, SRI and SMI are nationally normed assessments with expected growth targets that reflect the median (average) student across the country. The MAP, for example, has been nationally normed 4 times in the last eleven years, been recognized by the NCRTI, and the Institute of Education Services found that MAP measures indicate strong interrelationships among test items for the assessments and scores are sufficiently precise overall. Our target rate of improvement (50% of students who complete) is based on historic experience. For our Columbus students to meet the expected growth target for the testing period (e.g. Fall to Winter, or Fall to Spring, or Winter to Spring) is considered significant since they are starting in the lowest quartile, i.e. far below the normed median, and to achieve expected growth they have to make catch-up growth. For our students to achieve the expected growth target means that they would have to make catch-up growth in addition to normal growth, or, in other words, for example, make 4 months of learning gain in a 3 month time period. Even with making catch-up growth, students may still be two years behind the national norm. The targets are set using a student to corps member ratio per subject matter, a 75% completion rate, and a 50% improvement rate. These targets reflect the significant challenges children in poverty face when trying to improve their academics. Our schools have high mobility rates, high absenteeism rates, and limited resources.

3. Explanation of attendance improvement and significant gain (ED27B): Most of the students on our

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

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

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

5. Applicant Determined Measure: Improved Academic Enrichment and Motivation: Improvement for the applicant determined measure is counted as improved motivation and improved academic performance. An average of the results on survey responses around motivation and academic performance will be used to report the outcome. As this is an annual survey, our intention is to achieve higher averages as the program continues to improve. We anticipate that schools, and teachers, that have corps members serving in classrooms will report higher access to enrichments and improved student motivation whereas new school partnerships and new teachers are expected to report lower. Teachers who have members assigned to their classroom on a permanent basis will

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receive surveys. The number of teachers with members assigned typically corresponds to the number of First and Second Year members that we have in the school. Some corps members will be assigned two classrooms. As our Team Leaders fill in for corps members who are absent, they are not permanently assigned to an individual classroom which accounts for the discrepancy between the number of teachers and the number of corps. Our survey return rate has traditionally been very high, exceeding typical returns. A study of 84 web-based surveys had an average response rate of 48%, 51% for surveys related to impact evaluation (n=14). (www.joe.org, Journal of Extension, June 2008 Vol. 46, 3.) Our survey provider, SurveyGizmo, claims that internal surveys generally receive a 30-40% response rate. We have increased our target percentages based on FY15 experience, and expect that 83% of teachers who receive surveys will return them (25 of 30), and of those, 85% (21) will report improvement. This is not intended to be a sample process. The structure aligns with the enrollment/completion/outcome format of the national performance measures.

### D. STRATEGIC ENGAGEMENT SLOTS:

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

### E. MSY WITH NO PROGRAM FUNDS ATTACHED

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

### Continuation Changes

Not applicable.

### Grant Characteristics