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Executive Summary

City Year proposes to have 109 full-time AmeriCorps members who will provide academic services that support students in staying in school and on track to graduation in 6 East Baton Rouge and 4 New Orleans 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 2,260 students and targeted tutoring and mentoring to 890 students that improves 684 drop out risk indicators in attendance, behavior, English and/or math. In addition the AmeriCorps members will leverage 300 volunteers that will be engaged in periodic physical service projects to benefit partner schools. This program will focus on the CNCS focus area of Education. The CNCS investment of \$1,221,419 will be matched with \$1,221,419 in school district service partner match.

Rationale and Approach/Program Design

1. PROBLEM/NEED: The State of Louisiana ranks 48th in the nation for a student's chance of success. (Education Week, Quality Counts, 2014) The components that go into this rating include metrics in the categories of early foundations, school years, and adult outcomes. Within school years, key metrics focus on student performance on the National Assessment of Educational Progress (NAEP) and graduation rates. Focusing efforts on communities that disproportionately contribute to low performance on the NAEP and low graduation rates will achieve maximum impact for the state to improve students' chance of success. On the 2012-13 NAEP, low income and African-American students in Louisiana trailed behind national averages for 4th and 8th grade reading and math. For example, 60% of Louisiana's African American 4th grade students were below basic compared to the national average of 50% below basic. Comparatively 28% of Louisiana's white 4th graders were below basic in reading. Among low income students, 45% of Louisiana's 8th grade students who were eligible for free/reduced price lunch were below basic in math compared to 40% nationally. The 16 schools in East Baton Rouge and New Orleans to be served by City Year teams are predominantly low-income, >90%, and minority, >93%. Nearly half, 49%, of students in 3rd to 8th grade in our East Baton Rouge schools tested below basic on the English Language Arts and math portions of 2012-13 Louisiana Educational Assessment Program (LEAP, grades 4 and 8, and iLEAP, grades 3, 5, 6 and 7). In New Orleans, nearly a third, 28%, of 3rd to 8th grade students are below basic in ELA and math. (Louisiana Department of Education, 2012-13) Low academic performance coupled with low attendance rates in high schools, e.g. 28% of New Orleans high school students were chronically absent in 2012-13, has led to low graduation rates. (The Cowen Institute, State of Public Education in

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New Orleans, 2014) For the Class of 2013, 73.5% of students in Louisiana Public Schools graduated with their cohort. In New Orleans Recovery School District charter schools, 60.9% graduated and in East Baton Rouge, 68.5%. These low graduation rates place a considerable strain on the local economy as 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). Under the new Common Core standards, students in New Orleans and East Baton Rouge face a challenging uphill climb. Louisiana has set an ambitious goal that by 2025 Louisiana students will achieve what is now Mastery or Above on the iLEAP/LEAP in order to be considered passing. (Cowen Institute) The 8th grade students of 2025, who will need to meet this new standard, are entering Pre-K in 2014-15 into an environment with a low chance of success. To meet this goal, students in New Orleans and East Baton Rouge need continued care and the academic, emotional, and motivational supports to move up one to three levels on the assessments.

2. THEORY OF CHANGE AND LOGIC MODEL: City Year is an education-focused, nonprofit organization that partners with public schools to help keep students in school and on track to graduate. City Year AmeriCorps members, all between the ages 17 to 24, commit to a year of full-time service in schools, where they serve as tutors, near-peer mentors and role models and support whole school climate improvement through City Year's evidence-informed Whole School Whole Child (WSWC) service model. Our WSWC program design and member eligibility practices meet threshold requirements for tutoring. The WSWC theory of change is that by connecting students to near-peers who provide individualized attention to students in the Early Warning Indicators for drop out risk (i.e. attendance, behavior, English, and math) we will keep more students in school and on track to succeed and increase the number of high school graduates. Our long term impact goal is to have 80% of the students in schools we serve reach 10th grade on track and on time. The WSWC program utilizes the evidence-based Response to Intervention (RtI) approach (American Institute for Research and the National Center on Response to Intervention) for student selection, intervention matching, and progress monitoring, and our focus on providing targeted interventions in the four risk indicators is based on the Early Warning Indicators research conducted by Johns Hopkins University. (Neild, Balfanz, and Herzog, 2007) A comprehensive summary of the WSWC program design, development and research basis was published in "Closing the Implementation Gap" (Balfanz, Andrekopoulos, Hertz, Kliman, pp. 12-22, fn 20-40, 2013).

As captured in our Logic Model (attached), City Year Louisiana requests to field 162 full-time

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corps members. City Year Baton Rouge (CYBR) will have 86 members to serve at 8 schools in the East Baton Rouge School District (EBR). City Year New Orleans (CYNO) will have 76 members to serve at 8 schools. 5 schools are within FirstLine Schools (FLS) and 3 are within the Algiers Charter School Association (ACSA). One AmeriCorps member on each school team will serve as the Team Leader and with the team 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, K-12, and targeted services to students on a "Focus List". Each member has 8-10 unique students on their multi-indicator Focus List. Students on the Focus List are 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. Members serve Monday through Friday at their assigned school for the full academic year (August to May). 8 to 16 hours per month, September to May, is used for professional development. All members participate in volunteer engagement service projects, typically Saturdays or weekdays when school is not in session, e.g. holidays. On a typical day members will arrive at the schools between 6:45 and 8:00 am depending on the school start time (ranges between 7:25 and 8:30). After a 15 minute team check in, members will lead a 20 minutes Morning Greeting to welcome students into school. [At select Baton Rouge schools, members may also run up to 45 minutes of before school activities, e.g. homework checks, prior to Morning Greeting.] Members spend first and second period (or A/B block) providing whole-class support and our tutoring interventions. After second period members complete phone calls home for students who are absent and/or make positive calls home. During lunch periods, members run social-emotional programs, whole school climate activities, and enrichments that recognize positive behaviors. During the three afternoon periods, members will spend 2 periods in classrooms and 1 period will be used for planning and meetings. After school, members provide programming including homework assistance and student-interest clubs. [In New Orleans, these activities may be earlier in the day.] Members end the day with another team circle and debrief and leave school grounds between 4:30 pm and 6:30 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 5 hours in the classroom providing whole class support and small group tutoring, 1 hour providing homework assistance, 1 hour in whole school or individual 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 90 minute ELA block, members will provide 60 minutes of whole class support and 30 minutes of

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small group ELA intervention. In addition to standard program activities, Team Leaders lead team circles and team meetings during the planning period, attend meetings with the Impact Manager (team supervisor) and school staff and faculty, provide peer coaching and support, and lead coordination of WSWC events 2 or 3 times per quarter.

3. EVIDENCE BASE: City Year evaluation strategy consists of four key components: consistent collection and analysis of student-level data using secure FERPA compliant database systems; use of annual and interim performance metrics for timely ongoing improvements; research and development to identify promising strategies and annual upgrades; and, research-based evidence of impact. STRONG EVIDENCE BASE (in progress): As per our evaluation plan, City Year participated in a randomized control trial study of the Diplomas Now model in 62 schools in 11 districts. The Diplomas Now framework includes City Year's WSWC model as a core component and this report is expected to provide a strong level of evidence of WSWC impact. It is produced by evaluators MDRC and ICF International, scheduled for release in January 2016, and serves to meet our evaluation requirement for City Year Louisiana's current grant cycle. CNCS approved our Alternative Evaluation Approach for this study on January 2, 2015 (interim report submitted). MODERATE EVIDENCE BASE: Two studies are submitted with this application. City Year's program design is standardized and all sites, including our Louisiana sites, follow the same WSWC platform components and serve the similar populations (Title 1 schools). While variations may occur due to specific school conditions (e.g. school house schedules, tutoring/SEL curriculum, etc), our interventions align with a consistent approach, evidence basis, structure, trainings and support. For this reason evaluation findings are applicable to all City Year locations. STUDY #1: Policy Study Associates, Inc. (PSA) "Year 4 Evaluation of City Year New York's Whole School Whole Child Initiative," April, 2014. The quasi-experimental City Year New York study utilized surveys (n=385); school visits (n=9); and propensity score matching to compare New York Department of Education ELA test scores for over 1,800 City Year students with a matched comparison group of 6,300+ students from similar schools that did not implement the WSWC model. Results show that student performance on Common Core ELA tests was significantly and positively impacted by number of tutoring and total programming (contact) hours received (for grades 3-5). Further PSA provided recommendations that City Year applied network-wide, e.g. improved protocols for building strong relationships between teachers and corps, structures to secure adequate tutoring dosage in 2013-14, and differentiated trainings to better prepare members for middle school settings. STUDY #2: Policy Studies Associates, Inc. "Analysis of the After School Program Component of City Year Los Angeles's Whole School Whole Child Model," October,

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

4. NOTICE PRIORITY: City Year Louisiana's proposed program aligns closely with the CNCS Education focus area in the 2015 AmeriCorps funding priorities. Through our Whole School Whole Child program, our members provide academic and social-emotional supports to improve the educational and behavioral outcomes of economically disadvantaged students in low-achieving public schools. Among the schools to be served by City Year teams, students are predominantly from minority populations; over 93% of students in New Orleans schools and over 97% of students in Baton Rouge schools represent minority populations, and, over 95% of Baton Rouge students and over 90% of New Orleans students are economically disadvantaged (using free/reduced price lunch eligibility as a proxy). All 8 New Orleans schools are designated Priority Schools and four Baton Rouge schools are designated as Focus Schools under the Louisiana ESEA Accountability Levels. Our Whole School Whole Child activities support the My Brothers' Keeper milestone "Graduation from High School Ready for College and Career" by focusing on efforts that keep low-income and minority students in school and on track to on-time graduation from high school.

5. MEMBER TRAINING: City Year's training approach has guiding principles that ensure alignment with our organizational mission, vision, and values; formal, on-the-job, and self-directed learning opportunities; and, differentiated learning approaches that incorporate adult learning principles such as small group activities and real-time feedback. To meet this end, we have developed three distinct approaches: 1) the CM Member Development Curriculum Map, a 36-week learning calendar which lays out the sequence and time of year service skills and professional development trainings should occur in, 2) the Idealist's Journey, our 10-month leadership development curriculum, and, 3) our Observation and Coaching program to provide members real-time feedback and coaching 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

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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 Basic Training Academy (BTA). BTA runs 25 days in New Orleans and 32 days in Baton Rouge. Topics include: operations, basic disaster preparedness and response (e.g. CPR/First Aid), community asset mapping, state of education in America, diversity and disability awareness, team building, school observations, protocols for math tutoring (understanding numbers and fractions, algebra) and literacy tutoring (comprehension, fluency, and vocabulary), conflict resolution, lesson design and planning, documentation of service, and individual, team, and site AmeriCorps goals, and mandatory trainings for AmeriCorps. Each school district provides training on literacy and math supports and members participate in school-led professional development alongside school staff. On-going training develops intermediate and advanced skills around effective service delivery and professional work skills. This occurs 4 hours every Wednesday in New Orleans. In Baton Rouge, a monthly two-day training is held one Thursday/Friday. In total, over the course of the year, members will receive 290 - 300 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 South Region provides quarterly (CYBR) and twice a year (CYNO) on-site observation and trainings with corps members and their Managers. The Impact Director and/or Managing Director observe and coach members weekly (CYNO) or bi-weekly (CYBR). The AmeriCorps Prohibited Activities are reviewed during registration day prior to start of service, included in the member service agreement and member handbook, and are revisited during the Professional Standards session held during BTA. Our service structure and volunteer engagement events are designed to reduce opportunity for prohibited activities by having a staff oversight/approval process for activities and events. For example, all service opportunities outside of regularly service, e.g. for members who have to make-up hours, must be approved by City Year Impact staff.

6. MEMBER SUPERVISION: Each team of AmeriCorps members is directly supervised by a City Year Impact Manager (IM). At both sites, the Impact Managers are based in the schools four days per week and provide day-to-day supervision and administrative management for our corps members, e.g. manage school-house relationships, observe and coach members on effective service delivery, manage team schedule, and complete performance evaluations and timesheets. Managers check-in daily with the Team Leader (15 minutes) and holds weekly meetings with the entire team.

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Managers have one-on-ones with each member of their team every two weeks in New Orleans and monthly in Baton Rouge 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 staff participate in training opportunities provided by City Year Headquarters. These include: a) Summer Academy, an annual one-week training in Boston, MA in July, b) Leadership Conferences, 3-day conferences held for executive and director level staff in fall and winter, and, c) Conference Calls, monthly network calls organized around job functions for example evaluation, training, and program delivery. Headquarters staff provide localized on-site training, coaching, and technical assistance through our Regional Impact Directors, Regional Literacy Trainers, and Regional Vice-Presidents for Operations. For day-to-day support, City Year Headquarters maintains customer service centers such as the finance team, school relations, evaluation, AmeriCorps relations, corps management and experience, recruitment, service research and design, and marketing.

7. MEMBER EXPERIENCE: Throughout the service term, we provide training, coaching, and opportunities that drive the knowledge, experiences, and skills that future employers seek while developing the member into an engaged and active citizen. Through practical experience in their school based service, members gain skills that are transferrable to job responsibilities across multiple sectors and careers paths. 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) Of our 2013-14 Louisiana corps, 2 CYNO members were accepted into the Peace Corps, 1 CYBR member joined TFA, and 1 joined STAR Volunteer. Currently, 11 of our alumni work in our New Orleans schools and 6 alumni work in Baton Rouge schools. 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) leadership development program is delivered once a month (90 minutes). To the extent possible, our IJ teams are organized so that members are partnered with corps members from other school teams so that they may objectively reflect about

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their service and professional development. Two members from each site will be nominated to serve on the City Year's national Dean's Council, a forum for members to provide feedback to City Year on the corps experience. Each site has a Corps Council to share ideas and troubleshoot issues and plan appreciation events. Through our Leadership After City Year program, we support members with career planning, how to present their AmeriCorps experience in job interviews and on their resume, connect them to scholarship opportunities through our higher-ed Give A Year program, and organize events to connect them to others in the field, e.g. 18 Minute Networking. We draw applicants from the local community by targeting recruitment efforts at local schools and colleges such as Baton Rouge Magnet High School, Tulane, Loyola, Xavier and Dillard universities, and Grambling State, Louisiana State and the University of Louisiana. In 2014-15, 10 CYNO members and 17 CYBR members came from the community.

8. COMMITMENT TO AMERICORPS IDENTIFICATION: Our Louisiana sites are 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 CYBR and CYNO 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 how to represent their AmeriCorps experience on their resume. Our staff and members participate in relevant state-wide AmeriCorps events hosted by Volunteer Louisiana such as the 20th Anniversary celebration and we invite Volunteer Louisiana 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. Founded soon after Hurricane Katrina in 2005, City Year Louisiana has been awarded over \$10.5 million through

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State Competitive or National Direct funding to support 775 full-time member positions. CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: All City Year sites, including Baton Rouge and New Orleans, 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. Baton Rouge's board is led by Chair Laura Poche, Rabalais Law, and New Orleans' board by Chair Diana Lewis. City Year's Boston based Headquarters (CYHQ) maintains centralized operating services and systems and departments for finance and accounting, human resources, marketing and communications, and information systems. CYHQ also provides centralized program supports including comprehensive program policies and procedures, staff and member handbooks and performance evaluation systems, service research and development, standardized collateral and marketing materials, internal evaluation tools and service impact analysis, and staff training, including guidance on AmeriCorps compliance requirements. Regionalized management structures achieve economies of scale around member recruitment, service implementation, literacy coaching, and site operations. LOCAL STAFFING: The 2015-16 staffing structure for each of our Louisiana sites follows the recommended staffing plan for a site managing 8 school teams. Our staffing model calls for 16 - 18 FTE at each site, of which 26 positions (14 CYBR and 12 CYNO) are included in the budget. Each site is led by an Executive Director and Vice President. Laura Hamm in Baton Rouge and Peggy Mendoza in New Orleans. Reporting into the Executive Director are the Managing Director, and the Development Director. These three positions make up the senior leadership team at each 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. Hamm has 10 years' experience with City Year and Ms. Mendoza has 20 years' experience in the private sector including 5 with City Year. The Special Projects Assistant or Operations Manager oversees site day-to-day operations, cross-departmental coordination, and special projects. The Development Director at each site is responsible for managing an annual \$3M+ funding pipeline and the development team. The Managing Director at each site leads the Impact Department, which is responsible for day to day operations and management of the Whole School Whole Child program and the corps members, member development and training, service delivery quality, school-

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house and teacher relationships, and evaluation and reporting on member and service results. The 16 Impact Managers (8 CYBR and 8 CYNO) provide day-to-day supervision of a team of corps members and manage school-house relationships. The Impact Directors provide day-to-day supervision of the Impact Managers to 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. Each site has a Training Manager to coordinate our training academies, monthly training days, external training partnerships, and the observation and coaching program and an Evaluation Manager to manage our service data, evaluation, and reporting to all stakeholders, and survey administration. CYHQ regional services provide local support for member recruitment and admissions, prospect research and grant writing, service delivery and operations, and alumni engagement. PRIOR EXPERIENCE ADMINISTERING FEDERAL FUNDS: Since 1994, City Year, Inc. has managed nearly 400 AmeriCorps State Competitive, State Formula and National Direct annual grant awards, Planning Grants from State Commissions, VISTA, and ARRA grants. In addition, City Year, Inc. has received grant awards from the Department of Education, the Department of Health and Human Services, and the Department of Housing and Urban Development. COMMUNITY ENGAGEMENT: Since April 2014, through support of our 13 member advisory board, City Year Baton Rouge has introduced our Long-Term-Impact Blueprint Plan to a broad range of community partners including the Capital Area United Way, the Baton Rouge Area Chamber, the East Baton Rouge School District (EBR), and Volunteer Louisiana. Through this process, EBR helped guide our school selection and provided input on our 5-year plan. As part of our agreement with EBR, our members provide eight hours a month to support school or district community engagement initiatives, such as back-to-school fairs, book fairs, community events, and neighborhood beautification projects. We have worked closely with district staff to address challenges, such as our former Belaire High School partnership. Through discussion, we mutually agreed that we should exit the school until the school had conditions in place that would allow us to successfully implement our AmeriCorps program. Within the schools, through our Diplomas Now partnership, we partner with Communities In Schools on student social services and Talent Development on professional development and school reform. In New Orleans, Jay Altman, CEO of FirstLine Schools (FLS) has been instrumental in helping us integrate our program design into the charter school space, for example, we expanded our age range for targeted services to include Kindergarten through 2nd grade, developed a less in-school and out-of-school model by incorporating some traditional afterschool activities into the "in-school" space since the FLS day does not have an "afterschool"

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designation, and aligned our member training days to correspond with FLS' professional development schedule by moving our training from Friday to Wednesdays (1:30-5:00 PM). All CYNO Managers serve on their school's leadership team which provides a consistent feedback loop. At both sites, we engage community members through our volunteer programs to help with school and community beautification projects. In addition to partnership and community meetings, at both sites, we have formal structures for soliciting feedback and recommendations from our stakeholders through our mid-year and end-of year principal, teacher, and corps member surveys.

2. COMPLIANCE AND ACCOUNTABILITY: City Year Headquarters (CYHQ) provides policy and oversight of the AmeriCorps program through multiple means such as automated systems, policies, standard operating procedures, training, document audits, site monitoring and support visits, and customer service for any questions. For example, CYHQ runs start-of-year and end-of-year document reviews for all member paperwork such as member service agreements, position descriptions, and performance evaluations. Specific AmeriCorps compliance activities, e.g. member enrollments, exits, and criminal history checks, are centralized and overseen by CYHQ. The Regional Vice President for Operations and Regional Impact Director visits each site in their portfolio on a regular basis, e.g. quarterly or more frequently as needed. CYHQ reviews and approves all member position descriptions. Locally, the Baton Rouge Impact Director maintains accountability standards that are reviewed on a monthly basis with staff during one-on-one meetings. The Executive Director and the Impact Director discuss and review the partnership agreement with the Deputy Superintendent, principals, and school staff. CYBR managers first work with school staff to resolve issues but will escalate issues up to the Impact Director, Executive Director, and Deputy Superintendent as necessary. In New Orleans, the Impact Director is at each school 3-4 hours per week to observe and coach members, meet with Managers, and make sure that prohibited activities are not happening. Managers submit a weekly report to the Director to assist with school monitoring. The Impact Director will lead conversations with the Manager and school staff to correct issues if members are asked to perform activities outside of the scope of the Whole School Whole Child program. At both sites, staff accountability measures are included in our performance management system (staff evaluations).

3. PAST PERFORMANCE: PERFORMANCE MEASURES: Over the past three completed program years, City Year Louisiana has met 7 of 13 National Performance Measures. In 2011-12, we met our ED1 and ED5 targets but missed our ED2 by 2 students (we met 99% of goal). In 2012-13, we missed our ED1 enrollment by 12 students (1320/1332, 99%), met our completion target for ED2 but

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missed our improved academic performance (ED5) by 16% and our academic engagement measure (ED27) by nearly 85%. In 12-13, we were unexpectedly short one school partnership and were not able to enroll all of our members, as a result, while we were able to come close to our enrollment target and focused on meeting our completion target, we were not able to make up for nine fewer corps members than anticipated for our improvement targets. In addition to this challenge, we identified other contributing factors in our final progress reports. For ED5, we noted that we were not able to secure matched assessments (comparative data points) for all completing students, data entry error, and the impact of student mobility. For ED27, when we set the 12-13 goals in the fall of 2011, we anticipated working with a different set of service partners (schools) and targets were set for this student population. The change in partners resulted in a different student population with different needs, for example, we had set targets for New Orleans high schools with very low attendance rates but a shift in school partnerships placed us in elementary schools with high attendance rates. The error in the ED27 goal setting was carried over into 13-14 and we were again not able to meet the goal for this measure but we did almost double the number improved (reported under ED27). For our 2013-14 academic improvement measure, ED5, we met all three targets, ED1, ED2 and ED5. Based on the prior year performance, in 13-14, both sites addressed data entry issues by providing additional training on proper data entry and in Baton Rouge, the site conducted data reviews with the EBR district bi-monthly to monitor student gains and create action plans as needed to ensure that members were on track to meet the goal. ENROLLMENT, RETENTION & COMPLIANCE: Collectively City Year Baton Rouge and City Year New Orleans have filled 98% [461/471] of MSY awarded since 2010-11 to 2014-15 to date. In 2012-13, we were only able to fill 90% [100/109] of our member slots due to unanticipated challenges with our district partnerships, specifically expected school partnerships did not go into contract and we could not place all 109 members. This was corrected in 2013-14 with our new partnership with FirstLine Schools in New Orleans and reestablishing our partnership with the East Baton Rouge district. For the past five completed years, CYBR and CYNO have collectively achieved a 91% [378/417] retention rate. In the 2013-14 program year, CYNO achieved 100% [42/42] retention and CYBR lost 9 members to end with an 87% [58/67] retention rate. Of these members, six voluntarily resigned (another job, personal issues, or poor program fit) and three were dismissed for failure to adhere to program standards. To address retention issues in Baton Rouge, we have implemented a Coaching Competencies plan mutually developed between the Impact Manager and each corps member. The plan includes action steps, goals, and deadlines for Managers and members to work through during their monthly one-on-ones. We are also being more strategic in

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how we use our start-of-year and mid-year member surveys to inform on member needs and training and member satisfaction. Over the past three completed years, we submitted 19 enrollment forms and 10 exit forms out of 283 past the 30 day deadline. Starting in 2014-15, enrollments and exits have been centralized at City Year Headquarters. Sites will notify CYHQ that an enrollment or exit form needs to be completed by completing hiring and termination steps in "cyresource" our payroll and human resources system. Our most recent A-133 (ending June 30, 2014) did not identify any compliance issues.

Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS: REQUEST: We respectfully request a grant award of \$2,008,800 to support 162 full-time members at a cost-per-MSY of \$12,400. For 2015-16, we will reduce our requested cost-per-MSY by \$100 from our 2014-15 rate of \$12,500. In addition, we will increase our living allowance to the new minimum of \$12,530. Between the \$100 reduction and the increase of the living allowance, we will assume \$86,000 ($\530×162) in new costs members above 2014-15 per member costs. City Year runs a single program (AmeriCorps) and therefore all costs included in the budget directly support the implementation of the proposed service activities. A standard site operating budget, of which the attached budget represents a portion of, includes costs and benefits for all corps and staff, essential overhead costs such as office space and telecommunications, supplies including member uniforms, the three-part criminal history checks, internal performance measurement for member service activities, member recruitment, and transportation and training costs. RETURN ON INVESTMENT: Our holistic approach to student supports provides school districts a cost-effective option for in-school and wrap-around academic and enrichment services. In 2010, City Year, Inc. partnered with Deloitte Consulting to complete a benchmarking study, which predicted that the cost to schools for City Year's bundled services was \$333 per student per annum whereas schools would need to pay up to \$2,280 per student to contract out separate academic, climate, and after school providers. For example, 15 hours of tutoring from Sylvan Learning would typically cost \$750 ($\$50/\text{hr}/\text{student}$) per subject and 2 hours of afterschool enrichment twice a week for 32 weeks would cost \$1,024 (at a daily rate of \$16 per slot- in 2009 the Wallace Foundation projected a daily rate of \$24 per slot for strong programs) -- or \$2,524 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

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tutoring and mentoring and extended day programming. In addition to direct services provided, there is a long-term societal and economic benefit of increasing the number of high school graduates thereby reducing the \$292,000 in societal costs for each high school drop-out (2009 Northeastern University). At the societal rate, we will see a 100% return on the federal investment with 7 new graduates. NON-CNCS RESOURCES: To support 162 corps members in 2015-16, City Year Louisiana has a funding plan in place that calls for raising \$5M from a pipeline of \$3M in CYBR and \$3.1M in CYNO. To date, CYBR has secured \$624K for 2015-16 and CYNO has secured \$740K. Baton Rouge's secured funds include \$250K from the Pennington Foundation, \$150K from the J. Eplett and S. Reilly Family Foundation, \$88K from Entergy Louisiana, \$70K from the Capital Area United Way (Team Sponsor), and \$50K from Bain Capital. The CYBR pipeline includes \$860K from the East Baton Rouge School District (10 year partner, awards announced in July 2015), six Team Sponsorships which will provide up to \$600K from the Exxon, Capital One, Albemarle Corp., Business First Bank, Lemoine, Cane's, and CB&I (awards announced spring 2015), \$25K from the City of Baton Rouge, and we have \$590K in pending requests to 7 foundations, 3 businesses, and 2 individuals (notification for all expected in Q2 or Q3 of 2015). Further, Baton Rouge expects to generate \$250K through our Annual Dinner which will celebrate our 10th anniversary (in 2013-14, 325 people attended our dinner which raised \$316K). New Orleans' secured funds include a multi-year contract with FirstLine Schools valued at \$721K for 2015-16 and we have \$19K in commitments from the United Way of Southeast Louisiana and an individual donor. We are under discussion with the Algiers School Charter Association for \$450K (decision expected December 2014) and we anticipate \$500K through 5 Team Sponsorships. Two are returning sponsors, CSX Transportation and Entergy Louisiana, and three would be new sponsors. We expect to receive \$50K through our annual advisory Board Giving program and renew \$590 in annual or multi-year expiring grants from 14 private and corporate foundations including the Taco Bell Foundation for Teens, Starbucks Foundation, Baptist Community Ministries, and the Goldring Family Foundation. New Orleans expects to generate \$136K through our annual dinner.

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

Evaluation Summary or Plan

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

FY16 PROGRAM EVALUATION PLAN

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INTERVENTION: City Year's full-time in-school "Whole School Whole Child" (WSWC) service model addresses reducing high school dropout risk by providing interventions that target the leading Early Warning Indicators of risk: attendance, behavior, and course performance in English and math. Following the 2015-16 AmeriCorps logic model, the theory of change links corps member tutoring, mentoring, and whole school activities to short-term outcomes in student attitudes towards academic success, greater confidence and commitment to learning; medium-term outcomes in student performance demonstrated through improvements in English and/or math, attendance, and attitude towards school (AC NPM ED5, ED27A and ED27B); and leads to long-term outcomes of on-time high school graduation and post-high school readiness. Within our Diplomas Now (DN) schools, the WSWC model is implemented in partnership with our DN partners, Johns Hopkins' Talent Development (school staff professional development) and Communities In Schools (student case management), to address whole school reform.

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

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

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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

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

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

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

Amendment Justification

Not applicable

Clarification Summary

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

Per instruction of CNCS, the budget has been reduced to approved level of \$1,221,419 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 Louisiana Clarification Response

GENERAL CLARIFICATION ITEMS:

As the amount under consideration is less than the request, the application Executive Summary, budget, performance measures and targets, and logic model, have been updated to reflect a corps size of 109 Full-Time members (109 MSY), an amount of \$1,362,500, at a \$12,500 cost per MSY.

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A. PROGRAMMATIC CLARIFICATIONS:

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

B. BUDGET CLARIFICATIONS

1. Summary, Budget, and performance measures have been updated to reflect 109 MSY.

2. Cost-Per MSY Explanation: Our cost-per-MSY has remained level at \$12,500 for five years while our costs have increased in line with inflation and the cost of living, a cumulative inflation rate of 7.67% (July 2010 -- Feb 2015). For example, the living allowance has had a \$730, 6%, increase from \$11,800 to \$12,530. In addition to inflationary costs, costs to run a City Year program have increased due to adoption of a management model that places one staff member per each team/school and deep investment in instructional staff and trainings in literacy and math. For example, hiring more experienced managers with advanced degrees, such as former teachers and educators. The impact investment is intended to increase member professionalism and expertise, for the purpose of improving outcomes for students and schools.

1, 3-7. Budget Corrections: All corrections have been made through budget reduction process.

2. Source of Funds: First Line Schools confirmed that the source of funds for service partner match is Title 1 funding. Title 1 is listed as one of federal Education programs allowed for use as match on the June 10, 2011 letter from the USDOE to Robert Velasco, CNCS.

C. PERFORMANCE MEASURE CLARIFICATIONS:

1. All Measures: Clarification of interventions across performance measures: While we take a holistic

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approach to student social-emotional and academic performance, the activities identified under the interventions are unique to each performance measure intended outcome.

2. Academic Engagement ED27A DESSA Assessment Tool: City Year uses the DESSA (Devereux Student Strengths Assessment) a social-emotional learning (SEL) rubric, measuring change in student attitudes towards school (motivation, social engagement, and self-regulation related to school and learning). Increasingly, states and schools are required to meet social and emotional learning (SEL) standards. As noted, the DESSA is a standardized, norm-referenced behavior rating scale that assesses eight social-emotional competencies that serve as protective factors for children: optimistic thinking, relationship skills, self-awareness, personal responsibility, self-management, goal-directed behavior, social-awareness, and decision making, and provides a summary, composite score of SEL competency. Members and/or teachers rate the frequency at which they observe student behaviors (never/rarely/occasionally/frequently/very frequently) a minimum of twice during the year (pre/post behavior or SEL interventions). Per student goal is a change greater than 3 points. A growing body of research shows that for students to be successful in core academic subjects, they must demonstrate key academic behaviors: motivation, social engagement and self-regulation. (Robbins et al., 2006; ACT, "Enhancing College and Career Readiness and Success: the Role of Academic Behaviors" Engage Issue Brief, 2012). The DESSA measures changes in academic engagement that align with the ED27A defined measures of student attitudes towards school, including these three characteristics. Specifically, it measures a student's degree of social engagement, or improved perspective on school climate, by assessing optimistic thinking; a student's degree of self-regulation, or controlling their behavior related to school and learning, by assessing personal responsibility, relationship skills, and social-awareness; and degree of motivation, or increased educational aspirations, by assessing goal-directed behavior. City Year's SEL activities (e.g. units, subtopics and lesson plans from the 50 Acts of Leadership curriculum and City Year "Power Tools" for modeling positive behaviors) are crosswalked against the DESSA questions and the attitudinal change they measure. For example, 50 Acts 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.

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3. 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. At least 94% of students at each of our Baton Rouge schools and at least 92% of students at each of our New Orleans schools are FRL eligible.

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

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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 (set=0.074, p=0.02, n=313) compared with non-CY schools.

D. STRATEGIC ENGAGEMENT SLOTS:

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

2. City Year is not requesting engagement slots.

E. MSY WITH NO PROGRAM FUNDS ATTACHED:

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

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PROGRAM UPDATES:

Community Partnerships: We are working to establish a partnership with Southern University through which members can access coursework in education. During our school vacation weeks, we work with local service organizations, such as Habitat for Humanity, Lafitte Corridor, and GreenLight New Orleans, to provide members the opportunity experience different forms of community service and raise awareness of AmeriCorps and national service.

Continuation Changes

Not applicable.

Grant Characteristics