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Executive Summary

To address a local graduation rate of 70.6% (2013-14), City Year Boston proposes to have 227 AmeriCorps members who will provide academic services that support students staying in school and on track to graduate in 19 Boston, Massachusetts Public Schools. At the end of the first program year, the AmeriCorps members will be responsible for providing in-class and school climate support to benefit 4,300 students and targeted tutoring and mentoring to 2,200 students that improves 1,581 drop out risk indicators in attendance, behavior, English and/or Math. The AmeriCorps members will leverage 2,500 volunteers that will be engaged in periodic service projects to benefit partner schools. This program will address the CNCS focus area of Education. The CNCS investment of \$2,543,689.30 will be matched with \$2,543,690 [\$2,390,000 in public funding and \$153,690 in private funding].

Rationale and Approach/Program Design

I. PROBLEM/NEED: Boston Public Schools (BPS) is the oldest school district in the country, educating 57,000 predominantly low-income, Black and Latino students in 128 schools. Despite annual gains, the district's four-year adjusted cohort graduation rate is 70.6%, meaning nearly 1,000 of students do not graduate on time. Recently, BPS prioritized more than 20% of its schools as in need of "high support", with 7 classified as Level 4 (highest need), citing students' poor performance on the MCAS (Massachusetts Comprehensive Assessment System) exams, troubled school climates, lack of family engagement, and high absentee rates. These 27 schools are clustered in Boston's Circle of Promise -- the neighborhoods of Dorchester, Roxbury, and Mattapan, plus East Boston, where 42% of children live in poverty, the densest cluster of childhood poverty in the state, unemployment rates exceed state average, and violent crimes rates in Dorchester and East Boston are two to three times the national norm. Most students attend one of four low-performing high schools: Jeremiah Burke, English, Madison Park, and East Boston High, with a combined on-time graduation rate of 66%. While BPS has highlighted the progress made by turnaround schools such as Burke and Orchard Gardens K-8 Elementary, both supported by City Year Boston AmeriCorps members since 2011, a significant percentage of students continue to struggle. At Burke, the number of 10th graders demonstrating proficiency in ELA and math increased from 29% to 50% between 2010 and 2012, and in Orchard Gardens literacy scores increased from 13% in 2010 to 43% proficiency in 2013 and established positive school culture. (www.ed.gov/blog/topic/turnaround-schools; www.uneducacion.blogspot.com/2012). Although proficiency rates have doubled, more than half of students in those schools remain behind state standards. Predictors for the low graduation rates are

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foreshadowed in student performance scores from feeder elementary and middle schools, specifically in the Early Warning Indicators of attendance, behavior and English and math. In the four neighborhoods, across 9 elementary schools with a population of 4,500 students, 76.8% of 4th graders tested below proficiency in English, and 77.9% in math on 2013 MCAS. In 14 middle schools, with a population of 7,930 students, 68.3% of 6th graders tested below proficiency in literacy, and 66.9% in math. Student attendance rates in the middle schools hovered below 93%, well behind the district standard of 96%; and averaged 87.3% in the high schools, the equivalent of missing nearly 5 weeks. More than 770 students were suspended in the middle schools, with rates ranging between 12%-30% of the total student population in 6 of the schools. Across all 27 schools, in 2012-13 students missed a combined 1,500,000 hours of learning time. Students at all of these schools are clearly in need of supports that address academic performance in reading and math and overall engagement in the school. [Sources: Boston Public Schools (bostonpublicschools.org) and the Mass Department of Elementary and Secondary Education].

2. THEORY OF CHANGE: City Year is an education-focused, nonprofit organization that partners with public schools to help keep students in school and on track to graduate. City Year AmeriCorps members, all between the ages 17 to 25, commit to a year of full-time service in schools, where they serve as tutors, near-peer mentors and role models and support whole school climate improvement through City Year's evidence-informed Whole School Whole Child (WSWC) service model. Our WSWC theory of change is that by connecting near-peers to students with Early Warning Indicators for drop out risk, attendance, behavior, English, and math, in the context of a positive learning environment, we will keep more students in school and on track to succeed and increase the number of high school graduates. Our Long Term Impact goal is to have 80% of the students in schools we serve reach 10th grade on track and on time. The WSWC program utilizes the evidence-based Response to Intervention (RtI) approach (American Institute for Research and the National Center on Response to Intervention) and our focus on providing targeted interventions in the four risk indicators is based on the Early Warning Indicators research conducted by Johns Hopkins University. (Neild, Balfanz, and Herzog, 2007). Our WSWC program design and member eligibility practices meet AmeriCorps threshold requirements for tutoring. A comprehensive summary of the WSWC program design, development and research basis was published in "Closing the Implementation Gap" (Balfanz, Andrekopoulos, Hertz, Kliman, pp. 12-22, fn 20-40, 2013).

EXPANSION RATIONALE: City Year Boston AmeriCorps members currently serve in 21 BPS schools, 18 of which are included under our current grant for 227 MSY. To advance our Long Term

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Impact goal, at the request of Boston Public Schools (BPS), and strongly supported by our funding community, we expanded in 2012-13 to 265 corps members by adding 38 additional members from City Year's National Direct grant (ACHND001001), allowing us to serve three more schools. Our proposed expansion to 27 schools in 2015 incorporates the East Boston area and is the culmination of a 5-year planning process to significantly impact Boston student achievement, utilizing school feeder patterns to drive interventions and resources, while sustaining progress in current partner schools and meeting district goals for a comprehensive school turnaround strategy. It will allow CYB to support 33% of the city's likely dropouts, nearly 350 of our highest risk students, and 38% of all grade 3-9 students who are off track in attendance, behavior, and/or academics. Since 2011, our members have completed interventions for more than 5,000 at-risk students, and improved more than 2,900 Early Warning Indicators. In a supporting letter for this application, Interim BPS Superintendent John McDonough states that BPS relies on City Year Boston to advance school transformation efforts, as a key AmeriCorps partner included the district's state-approved plan for school turnaround (January 8, 2015).

LOGIC MODEL AND ACTIVITIES: City Year Boston (CYB) requests to field 340 full-time corps members in teams of 8 to 16 members to 27 public schools to address CNCS National Priority Measures in Education, improved academic performance and improved academic engagement in attitudes and behaviors. School partners include 9 elementary schools, 14 middle or K-8 schools, and 4 high schools (schools are comprehensively listed in Performance Measures). Each school team will be led by a Team Leader and will form a partnership with the school to implement the Whole School Whole Child (WSWC) program, providing whole school services to the entire school population, K-12, and targeted services to 3rd-10th grade students. Each member pairs with a teacher or student cohort and is assigned 8-10 unique students on their multi-indicator Focus List for targeted interventions. Students on the Focus List are identified as below grade level equivalency and/or have a report card grade of D or F in English or math, and/or have <90% average daily attendance, and/or have been identified by school staff as needing behavior support. Members serve Monday through Thursday and some Fridays at their assigned school for the full academic year (August to June). Eight hours every other Friday are used for professional development. All members participate in volunteer engagement service projects, typically Saturdays or weekdays when school is not in session, e.g. holidays. On a typical day members will arrive at the schools between 6:50 am and 8:15 am depending on the school start time. After a 15 minute team check in, members will provide up to 30 minutes of before school activities, e.g. homework assistance or coaching check-ins during breakfast, and lead a Morning

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Greeting to welcome students into school. Each school has four 90-minute instructional blocks a day with either the second or third block extended for lunch. Members spend first and second block providing whole-class support and our tutoring interventions. During the extended block (typically the third) members complete phone calls home for students who are absent and/or make positive calls home and run social-emotional programs and whole school climate activities. During the 4th block, members either provide whole-class support or use the time for planning and teacher meetings. Depending on the school, the school day ends at 2:30 -- 3:30 pm. Members provide afterschool programming, including homework assistance and student-interest clubs, for 2 to 2.5 hours and then end the day with another team circle and debrief leave school grounds between 4:30 pm and 6:30 pm depending on their start time. Throughout the day, members support positive behavior and climate while students transition 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 planning whole school events 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 embedded into the instructional period, for example, in a 90 minute ELA block, members will provide 50 minutes of whole class support and 40 minutes of ELA intervention during group work. During two school vacation weeks members support BPS "Acceleration Academies", intensive, full-day academic work in small group format for teacher-identified students across 20 BPS schools. Team Leaders lead team circles and team meetings during the planning period, attend meetings with the team's City Year staff supervisor (Program Manager) and school staff and faculty, provide peer coaching and support, participate in monthly Team Leader meetings, lead afterschool programming, and coordinate WSWC events, e.g. parent engagement events such as literacy nights and weekend recognition events.

3. EVIDENCE BASE: City Year continually invests in data culture and infrastructure to leverage student-level data to support effective instruction. Four key components include consistent collection and analysis of student-level data, using secure FERPA (Family Educational Rights and Privacy Act) compliant database systems; use of annual and interim performance metrics for timely ongoing improvements; research and development to identify promising strategies and annual upgrades, and research-based evidence of impact. MODERATE EVIDENCE BASE: Two studies are submitted with this application. City Year's program design is standardized and all sites, including Boston, follow the same WSWC platform components, approaches, goals, and expectations. While variations may occur due to specific school conditions (e.g. school house scheduling, tutoring curriculum, etc.), our

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interventions align with a consistent approach, evidence basis, structure, trainings and support. For this reason evaluation findings are applicable to all City Year locations. STUDY #1: Policy Study Associates, Inc. (PSA) "Year 4 Evaluation of City Year New York's Whole School Whole Child Initiative," April, 2014. The quasi-experimental City Year New York study utilized surveys (n=385); school visits (n=9); and propensity score matching to compare New York Department of Education ELA test scores for over 1,800 City Year students with a matched comparison group of 6,300+ students from similar schools that did not implement the WSWC model. Results show that student performance on Common Core ELA tests was significantly and positively impacted by number of tutoring and total programming (contact) hours received (for grades 3-5). PSA provided recommendations that City Year applied network-wide, e.g. improved protocols for building strong relationships between teachers and corps, structures to secure adequate tutoring dosage in 2013-14, and differentiated trainings to better prepare members for middle school settings. STUDY #2: Policy Studies Associates, Inc. "Analysis of the After School Program Component of City Year Los Angeles's Whole School Whole Child Model," October, 2014. The non-experimental City Year Los Angeles study utilized multilevel linear and logistic models, data from City Year staff, members, and partner schools, and included comparison groups within schools for students not receiving services (1,800+ students and 22 K-12 schools, program years 2013 and 2014). The study sought to measure differences in outcomes if students received both in-school and afterschool supports from City Year members, or just afterschool. Findings show that students who attended more than 80 hours of City Year afterschool programming were 2-3 times more likely to increase ELA grades than students who did not; middle school students were more likely to improve math grades; and all students scored an average of 16 points higher on spring Scholastic Reading Inventory tests. STRONG EVIDENCE BASE (in progress): As per our evaluation plan, City Year has participated in a randomized control trial study of the Diplomas Now model in 62 schools in 11 districts. The Diplomas Now framework includes City Year's WSWC model as a core component and this report is expected to provide a strong level of evidence of WSWC impact. It is produced by evaluators MDRC and ICF International and is scheduled for release in January 2016. CNCS approved our Alternative Evaluation Approach for this study on January 2, 2015 (interim report submitted to CNCS).

4. NOTICE PRIORITY: City Year Boston's program aligns with the CNCS Education focus area in the 2015 AmeriCorps funding priorities. Through our Whole School Whole Child model, 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 Boston Public

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Schools to be served by City Year teams, 78.3% of the 17,300 students enrolled are economically disadvantaged (using free/reduced price lunch eligibility as a proxy), and over 90% of students are African American or Hispanic. According to recent research, in 2012, attendance rates for Black/Latino boys in Boston Public Schools were lower across all grades compared to their Asian and White counterparts, with rates averaging 85.7% for Blacks and 83.3% for Latinos. Proficiency rates in ELA and Math showed a gap of 20+ percentage points between Black/Latino and White/Asian males, especially in the middle grades (35-38%, compared to 66-69% in ELA, and 24-30% compared to 58-74% in Math). Cohort graduation rates for Black and Latino males, at 64.5% and 58.8%, lagged behind their White and Asian counterparts by 14.6 and 21.1 percentage points (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 Whole School Whole Child activities directly support the My Brothers' Keeper milestone "Graduation from High School Ready for College and Career" by focusing on efforts that keep students in school and on track to on-time graduation from high school.

5. MEMBER TRAINING: 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. The Curriculum Map provides quarterly training bundles that relate to the requisite skills and knowledge needed during each quarter. Foundational trainings that are necessary for members to deliver the WSWC service model are delivered during our 15-day Basic Training Academy (BTA). BTA 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, grade-specific protocols for math tutoring (understanding numbers and fractions, algebra) and literacy tutoring (comprehension, fluency, and

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vocabulary), conflict resolution, lesson design and planning, documentation of service, and individual, team, and site AmeriCorps goals, and mandatory trainings for AmeriCorps. Through our partnership with Boston Public Schools members participate in one full week of teacher professional development trainings. Eight hours every other Friday, October to May, and a three-day Advanced Training Academy in January are used to develop intermediate and advanced skills around effective service delivery and professional work skills. In total members will receive approximately 38 sessions, or 340 hours of instructional and 'on-the-job' training and professional development. Members receive post-surveys with guided questions to assess real-time comprehension and member self-assessments of ongoing needs. City Year Boston has developed a robust coaching and observation program on tutoring delivery. City Year's Regional Literacy Trainer (RLT) for the Northeast Region provides whole corps training (e.g. Guided Reading methodology), quarterly on-site observation and works with CYB's four Impact Coaches to devise observation structure and trainings for members and their supervisors (Program Managers). Our School and Community Partnership Directors (responsible for 4-5 teams each) conduct at least two observation and coaching sessions per school, every 5 weeks. The AmeriCorps Prohibited Activities are reviewed during registration day prior to start of service, included in the member service agreement and member handbook, and are revisited during the Professional Standards session held during BTA. Any service opportunities outside of regularly service, e.g. for members who have to make-up hours, must be approved by City Year Director-level staff.

6. MEMBER SUPERVISION: Each team of AmeriCorps members is directly supervised by a City Year Program Manager (PM). Managers are based in the schools Monday -- Thursday (every other Friday is used for training) and are on their assigned school grounds 4 days per week, for 8-9 hours per day. Managers 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. They check in daily with the Team Leader and hold weekly meetings with the entire team. Managers complete bi-weekly one-on-ones with each member of their team to track progress toward goals and service quality, and address school, service or personal issues. At each school, the PM coordinates additional support for members through the members' assigned teachers and other designated school liaisons, such as the school instructional coach, when available. Managers meet with their School and Community Partnerships Directors at least monthly and with teachers and principals monthly to review progress and address any member or service issues. City Year staff participate in conferences and training opportunities provided by the Massachusetts Service Alliance, and City Year

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Headquarters (CYHQ). These include: a) Summer Academy, an annual one-week training in Boston 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. CYHQ staff provides 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, CYHQ 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, City Year provides 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, 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). Last year, 45% of CYB's graduating corps reported on year-end surveys that they were interested or committed to becoming a teacher. Members reflect on their experience through both formal and informal systems including our performance management system (individual development plans), our Leadership After City Year program, the Idealist's Journey curriculum, "team circles", tweets submitted to our #makebetterhappen campaign, project debriefs (plusses/deltas), and Opening Day and Graduation ceremonies. Our Idealist's Journey (IJ) curriculum occurs twice monthly for 60 to 90 minutes and includes a warm up, book activity, "spark" activity, and closing. IJ teams are formed so that a member's IJ team does not include members of his/her school team to support site-wide interaction and provide an objective space for members to discuss their experiences. Our Corps Council plans member appreciation events and reports to leadership on corps morale. We draw applicants nationally, but also from the local community by targeting recruitment efforts at local schools and colleges such as Northeastern, Wheelock (National Service Presidential Award Winner), UMass Boston, the Posse Foundation (scholarship provider), the National Service Inclusion Project and Boston Public High Schools.

8. COMMITMENT TO AMERICORPS IDENTIFICATION: City Year Boston is committed to our

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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 CYB 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. Our staff and members participate in and support state-wide AmeriCorps events hosted by Massachusetts Service Alliance, e.g. for the 20th Anniversary or AmeriCorps Opening Day. All members are encouraged to enroll in AmeriCorps Alums. Our relationship with AmeriCorps, including prohibited activities, is outlined in our service partner agreements which are reviewed and renewed annually.

Organizational Capability

1. ORGANIZATIONAL BACKGROUND AND STAFFING: HISTORY: Founded in 1988, City Year works in 26 cities across the United States and has international affiliates in England and South Africa. Our mission is to build democracy through citizen service, civic leadership and social entrepreneurship by engaging young people in service in our nation's neediest schools. Since our founding in 1988, City Year Boston has been awarded over \$53 million through State Competitive or National Direct funding to support 4,800 full-time member positions. CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: All City Year sites, including Boston, 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 chaired by Jonathan Lavine, Managing Partner and CIO for Sankaty Advisors. Each City Year operating site maintains an advisory board which reviews the site's progress toward quarterly and annual goals, and supports fundraising efforts and strategic planning. City Year Boston's 21-member advisory board is chaired by Dianne Ledingham, Partner, Bain and Company. 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,

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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 Boston's 2015-16 staffing structure reflects an 18-month planning process for infrastructure and management to support a 28% increase in corps size and school partnerships, in key areas of recruitment, funding, staffing and supervision, and training space. Our staffing model calls for 86 FTE (of which 48 FTE are included in the budget), including 5 new staff to support expansion. The site has been led by our Executive Director and Vice President Sandra Burke since 2006. Reporting into Ms. Burke are Managing Directors of Service Impact and Evaluation, Strategy and Planning, Human Potential and Site Operations, and Resource Development and Marketing. These five positions make up the senior leadership team at the site. Each member has 6-12 years of senior management experience and governed our 2013 expansion, where we increased our corps by 57% (from 168 to 265 MSY) and achieved 95% or better rate in key compliance indicators while maintaining service excellence and achieving efficiencies. 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. The Managing Director for Service Impact and Evaluation is responsible for overall leadership of member activities, service delivery and the academic partnership with Boston Public Schools. She leads the 43-member staff Impact Department, which is responsible for day to day management of the Whole School Whole Child program model and the corps members, member development and training, service delivery quality, school-house and teacher relationships, and evaluation and reporting on member and service results. The 27 Program Managers provide day-to-day supervision of a team of corps members and manage school-house relationships. Five Directors of School and Community Partnerships provide day-to-day supervision and leadership of 4-5 Program Managers each 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. This group reports to two Senior Directors, who are responsible for program Design, Evaluation, and the Observation and Coaching program. Together they oversee four Impact Coaches and 6 managers assigned to data management, service evaluation and reporting, and survey administration, WSWC operations, and attendance and behavior initiatives. Positions not captured in the budget: The Managing Director of Human Potential oversees 9 staff responsible for member administration, experience and training including the Corps Director. The

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Learning and Professional Development Director coordinates training academies and twice monthly training days, and manages external training partnerships. The Managing Director of Strategy oversees 11 staff and is responsible for board, alumni, communications, and events. The Managing Director of Resources procures revenue to support CYB's \$17.5M total budget. 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 Boston considers consistent and on-going engagement of our community partners integral to the effectiveness and sustainability of our program. Each year, we work with Boston Public School District (BPS) leadership, specifically the Interim Superintendent, Deputy Superintendent, and Chair of the School Committee to review partnership goals and plan school partnerships. In the spring of 2012, City Year Boston was named a Priority Partner for School Turnaround in Boston Public Schools by the Massachusetts Department of Elementary and Secondary Education, based on evidence that the Whole School Whole Child service model extends students' learning time in a manner that accelerates academic improvement and school transformation. City Year is one of just three partners to be named in BPS' state-approved plan and blueprint for future turnaround strategies. Our partner schools which have exited turnaround status include the Burke High (first high school in Massachusetts to leave turnaround status), Orchard Gardens K-8, Blackstone Elementary, and Trotter Elementary Schools. Our growth, from 10 schools in 2010-11 to 20 in 2013-14 is part of Boston Public Schools' plan to deploy intensive support to the city's lowest-performing schools at the scale needed to support the needs of at-risk students. As a strategic partner of the Boston School Committee's Acceleration Agenda, BPS has made substantial financial and programmatic commitments to match AmeriCorps and the private sector's support of City Year, including renewal of an annual \$2.39M commitment over the next 3 years in October 2014. Our Long Term Impact goal and strategic planning was presented in January 2014 to former BPS Superintendent Carol Johnson, now a member of City Year's National Board of Trustees; and has been fully supported by our Advisory Board, which includes business leaders from Comcast, Sankaty Partners, PTC, MFS Investment Management, National Grid, Deloitte Consulting LLP and

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representatives from Wheelock College, prominent Boston philanthropists, and City Year alumni. We deploy a Civic Engagement team of eight members who recruit, train and manage 2,500 volunteers for service projects during National Service Days, alternate Fridays and some weekends to benefit school partners. Projects are developed with faculty and leadership with the explicit goal of advancing the school's academic, engagement and climate goals, with post-surveys. The full corps participates in supervised weekend service projects led by the Civic Engagement team. We also partner with Communities in Schools and Johns Hopkins University's Talent Development, under the Diplomas Now initiative. This 3-year partnership has been implemented in Burke and English High schools to integrate wraparound social services and school reform with City Year's WSWC service model. Formal structures to solicit feedback and recommendations from our stakeholders include partnership and community meetings, mid-year and end-year principal, teacher, and member surveys.

2. COMPLIANCE AND ACCOUNTABILITY: City Year Boston's Managing Director and staff maintain primary responsibility for program implementation and management of this grant. Legal applicant City Year Headquarters (CYHQ) retains fiduciary responsibility and provides supporting policy and oversight for all City Year programs, including Boston, 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, position description review, and criminal history checks, are centralized and overseen by CYHQ. Prohibited Activities are reviewed during Basic Training Academy for the corps and during meetings with district and school administrators and are included in partnership agreements. Instances of noncompliance identified by CYB staff, MSA, CYHQ Government Relations and/or Regional Impact Directors are forwarded to our Managing Director for Strategy and addressed through immediate corrective action, on-site visit or with written or verbal confirmation. Staff accountability metrics, including Impact and AmeriCorps deliverables, are included as part of City Year's performance management system and success planning (staff evaluations) and is factored into salary merit increases.

3. PAST PERFORMANCE: PERFORMANCE MEASURES: Since 2010, City Year Boston has met or exceeded 14 out of 16 National Priority Performance Measures in Education, and has expanded the number of measures and scope of service measured each year. Beginning by just measuring student improvement in English, CYB has added attendance interventions, then math, and this year, has

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included interventions to develop student social-emotional learning, with data collection protocols, assessments and rubrics embedded in each new area. Of the two measures missed, both were close to target: in 2012 CYB met 93% of projected student participation (ED1) due to exceptional under-enrollment in partner Boston schools; and in the first year of the measures, 2010-11, CYB met 85% of target for tutoring completion as we worked to identify appropriate dosage amounts. In 2013-14, CYB not only exceeded all measures, but dramatically increased the number of students improved -- with the same number of members. Comparing the 2013 program year to 2014, 46% (328) more students improved literacy skills, 58% (80) more students demonstrated recovery, catching up to grade level, 44% (305) improved daily average attendance, with more than double the number of middle school students moving from chronically off-track (below 90%) to on track (90+% ADA). CYB has worked consistently to improve data collection systems and agreements with BPS, utilized a 3-year VISTA project, improved member trainings and resources, and added regular coaching and observations to achieve these efficiencies. ENROLLMENT, RETENTION & COMPLIANCE: City Year Boston filled 100% of slots awarded for use in 2013-14, and maintains a strong track record for retention. In 2012, we retained 94% of members [168/178]; in 2013, 97% [259/268]; and in 2014, 97% [257/264]. Last year, 7 members were exited for cause. To improve our retention, we have broadened online information about our program model and organizational culture and standards, increased availability of mental health services, and expanded our alumni mentoring program. In terms of compliance, in 2013-14, 2 of 227 members were enrolled outside of 30 days, due to delayed exits by AmeriCorps programs where they served previously. All exits were completed within 30 days.

Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS: REQUEST: We respectfully request a grant award of \$4,250,000 to support 340 full-time members at a cost-per-MSY of \$12,500, a decrease of \$100 per MSY compared to the current grant cycle. For 2015-16, we will increase our living allowance to \$12,530 and assume \$180,200 (\$530 x 340 corps) above 2014-15 member costs. City Year runs a single program (AmeriCorps) and therefore all costs directly support the implementation of the proposed service activities. A standard site operating budget, of which the attached budget represents a portion, includes costs and benefits for all corps and staff, essential overhead such as office space and telecommunications, supplies including member uniforms, the three-part criminal history checks, internal performance measurement for member service activities, member recruitment, and transportation and training costs. RETURN ON INVESTMENT: In 2010, City Year, Inc. partnered with Deloitte Consulting to complete a benchmarking study, which predicted that the cost to schools

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for City Year's bundled services was \$333 per student per annum whereas schools would need to pay up to \$2,280 per student to contract out separate academic, climate, and after school providers. For example, 10 hours of tutoring from Sylvan Learning would typically cost \$500 (\$50/hr/student) per subject and 2 hours of afterschool enrichment twice a week for 32 weeks would cost \$1,024 (daily rate of \$16 per slot- 2009 Wallace Foundation Cost Calculator) -- or \$2,024 for a sample student. A 2013 evaluation of the Elev8 Community School completed by the Bright Research Group places the value of an AmeriCorps member service hour at \$55/hour -- at this rate, full-time members who spend 80% of their committed hours providing school services would generate nearly \$75,000 in service value to the school. The Elev8 AmeriCorps program is similar in design to ours in that they provide academic tutoring and mentoring and extended day programming. In addition to the value of the direct services provided, there is a long-term societal and economic benefit of increasing the number of high school graduates. A 2009 Northeastern University study places the societal cost of an individual high school dropout at \$292,000, estimated based on lower tax revenue, higher cash and in-kind transfers, and higher incarceration and health costs than the average high school graduate (Center for Labor Market Studies Publications). At the societal rate, we will see a 100% return on the federal investment with 15 new graduates. NON-CNCS RESOURCES: To support 340 corps members in 2015-16, City Year Boston has a funding plan in place to raise \$6.42 million from secured and potential funding sources to support our AmeriCorps program. These include \$2.39 million from local government, \$500K from private foundations, \$1.7M from 23 corporate and business partners (most have sponsored teams for 5-15 years), \$945,000 from 12 individual donors (a majority have contributed for between 5-25 years), and an anonymous challenge grant of \$1.25M. Our renewed 3-year contract with Boston Public Schools is authorized for \$9.48M in program income, pending annual approval. We expect continued support valued at \$255,000 in donated transit passes from the Massachusetts Bay Transit Authority (supporter for 10 years). Our business pipeline includes multi-year team sponsors such as MFS Investment Management (\$250K), Westfield Capital Management (\$100K), Bain & Company (\$100K) and Wellington Management (\$100K), national City Year sponsors such as CSX (\$100K) and Comcast (\$100K), State Street (\$100K), Bain Capital (\$150K), TIAA-CREF, Weil Gotshal (\$50,000). Event sponsorships (gala, breakfasts) total about \$215,000, with \$100K from Bain Capital and consistent support at \$5K-\$50K levels, by Jack Morton Worldwide, Fidelity, Ernst & Young, and team sponsors. Our 21-member board contributes at least \$1.8M annually.

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

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Evaluation Summary or Plan

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

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

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

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

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inclusion/exclusion of covariates, treatment of missing data, and strategies for multiple comparisons.

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

EXTENSION OF I3 VALIDATION GRANT: In November 2014, the U.S. Department of Education granted a \$3 million i3 evaluation extension of Diplomas Now, including a 45-month extension running from October 1, 2015 to June 30, 2019. It will allow the collection of programmatic/implementation data through the 2016-2017 school year and data analysis, interpretation and report writing from July 1, 2017 (final data set will be received by MDRC by December 2017) through June 30, 2019. The study will enable DN partners, including City Year, to work with students through their entire middle and high school experience and gather student and 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

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the evaluation allows for the investigation of schools' longer term implementation of the model, and whether that longer implementation leads to improved outcomes on later cohorts of students.

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

Amendment Justification

Not applicable.

Clarification Summary

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

Per instruction of CNCS, the CNCS budget share has been reduced to approved level of \$2,543,689 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 Boston Clarification Response

A. 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 188 Full-Time

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members (188 MSY), an amount of \$2,860,200, at a \$12,600 cost per MSY.

Cost Per MSY Explanation: We are requesting to stay level at the \$12,600 cost per MSY. Our cost-per-MSY has remained level at \$12,600 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 increase from \$11,800 to \$12,530. The cost to manage an AmeriCorps program that provides tutoring and behavior coaching as a service requires deep investment in professional training and management. The City Year management model places one staff member per each team/school and provides for instructional staff for trainings in literacy and math. Costs are higher than a program that does not require specialized support, e.g. the need to hire more experienced managers with advanced degrees, such as former teachers and educators. In addition to the staffing model, the training model is professionally developed, intensive, and on-going throughout the year. This investment in impact is intended to increase member professionalism and expertise, for the purpose of improving outcomes for students and schools. As a result of change in school district leadership this summer, and an expected \$50M budget shortfall, BPS has reevaluated all funding commitments particularly to external partner organizations. Demonstrating the value City Year brings to the success of the District's School Turnaround agenda, we will receive a nominal increase in support of \$190K next year, to bridge a funding gap in the current year and ensure that City Year can sustain the number of corps deployed in 2015. However, no further BPS investment for FY16 is expected.

B. PROGRAMMATIC CLARIFICATIONS:

1. Number of student beneficiaries showing improvement in Executive Summary: As requested, the number reported in our Executive Summary has been revised to match the number of students who improve in literacy or math (ED5), the number who improve attendance (ED27B), and the number who improve social-emotional learning (ED27A), a total of 1,581. However it does not necessarily represent unique students improved as some students may receive multiple interventions. We verify the exact number of unique students in October, when baseline assessments have been created and students are identified for interventions.
2. MSY allocation and number of students served: The MSY allocations for the national performance measures include that members will spend approximately two-thirds of their time supporting activities that contribute to the specified performance measures. It is misleading to equate per intervention dosage time, with number of students who should be served, or equate the percentage with capacity to

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conduct student turnover on member Focus Lists. For example, the City Year member day is approximately 9.5 hours including lunch. The allocation was calculated using an average 9 hour service day because member development is excluded from the measure MSY allocation therefore using an average 40-hour week would not be as accurate. In a given 9 hour school service day, members will spend approximately 5 hours, or 55% of time, in activities that directly or indirectly relate to academic performance, including direct tutoring, lesson planning and development, reviewing curriculum, documenting sessions, reviewing student data, meeting with teachers regarding their students' performance, reinforcing instruction during whole class support, and planning academically focused events to reinforce learning and develop a culture of literacy or math. One hour of the 9 hour service day, or 12% of time, supports activities that contributed to academic support including morning greeting, phone calls home, recognizing attendance, and coaching sessions. Three hours of the 9 hour service day, or 33% of time, support activities that are not captured in the measures provided, such as afterschool planning and implementation, transition times between class periods, and supporting whole school PBIS strategies. An average school year is 180 instructional days or 26 weeks. Between 8 and 10 of those weeks are not available for providing dosage in the manner as required for reporting under the performance measures, which leaves us 16-18 weeks in which to complete 15 hours of tutoring at 1 hour per week. The 1-3 extra weeks provide a cushion for making up time lost due to absences and school closures (e.g. weather). Of the 26 school weeks, three of the weeks are typically dedicated to standardized testing, during which tutoring time is usually superseded with test prep. The remaining weeks fall at the beginning and end of year. At the beginning of year, in order to select students who meet the criteria of being academically in-need, we must wait until the first assessment (our pre-assessment) is complete and analyzed before we can enroll the students and begin counting time towards dosage. To assess whether the student is in a position to roll off the list, we depend on data points which occur at certain times of the year, outside of our 8-week framework. Prior to student enrollment, members will work with students in the classrooms, establish relationships with their students and teachers, and learn and implement tutoring practices, however, none of their time contributes towards the performance measure dosage as the students have not yet been enrolled. Further, the unique student count required under the measures artificially reduces the services provided. While members will provide tutoring to 1,379 unique students, we anticipate that over a quarter of those students will receive both math and ELA thereby doubling the services received (30 hours vs. 15 hours), however, we may not count this towards the measure targets. If teams do have additional capacity, more students are enrolled at midyear based on the same selection process

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used at start of year.

Please note that 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.

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

High quality, research-based trainings: Members participate in trainings conducted by school staff and City Year staff, during Basic and Advanced Training Academy (August and January), including in-school practicums, and typically two 4 to 7 hour training days twice per month throughout the 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 literacy

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and math tutoring curricula, as well as student learning styles and behaviors and other associated trainings. Member participation is verified through team-based attendance checks and/or sign in sheets.

Qualified supervision: Qualified supervision for tutors is provided as required by 45CFR2522.940. As part of City Year's Observation and Coaching program, members are supervised by their direct supervisor (Team Impact Managers) who conduct observation and coaching per team/member on a consistent basis, e.g. bi-weekly or monthly. City Year site staff are supported by headquarters-based Regional Instructional Coaches (professional educators) who collaborate with site Impact Directors to provide strategic guidance, technical assistance and coaching for both Impact Coaches and team Impact Managers on literacy and math instructional technique. Members are directly supported by partner school teachers and liaisons, and/or school district trainers. They are typically included in start of year orientations and curriculum-specific trainings for teachers, participate in teacher professional development days, and receive specific instructional support through regular meetings with partner teachers about Focus List students.

4. 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

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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 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.

5. 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.

C. BUDGET CLARIFICATIONS

1. Non-Duplication of Request: No staff salary cost, both federal and matching share, will duplicate costs in another City Year grant request. No corps member position under this request is duplicated, nor do any schools served under the proposed program overlap with another grant or state subgrant (new, re-competing, or continuation). City Year maintains discrete budgets and allocations for National Direct, State, and School Turnaround grants. Costs are identified for 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.

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2. Member Living Allowance: 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 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.

D. PERFORMANCE MEASURE CLARIFICATIONS:

1. 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-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

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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.

2. Minimum amount of time required for completion for ED2, for Attendance (ED27B): The minimum time of 8 consecutive weeks or 56 days has been included in the Instrument description.

3. 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 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 expect that 85% of teachers who receive surveys will return them (157 of 185), and of those, 85% (134) 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. Please note that these targets have been updated to reflect a corps of 227.

4. Numbers in applicant determined measure for surveys returned and noting improvement, are now consistent with Instrument Description.

E. 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

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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.

F. MSY WITH NO PROGRAM FUNDS ATTACHED

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

G. MASS SERVICE ALLIANCE CLARIFICATION ITEM

In the event of natural disaster or emergency situation, members may be called upon to assist with the response. If the response is required, the hours contributed by the members would count toward their service commitment.

2015-16 (Year 1) City Year Boston 2ND Clarification Response

BUDGET CLARIFICATIONS:

All responses are briefly noted in the Budget Narrative fields.

Section C -- Member Travel. City Year Boston members utilize MBTA public transportation for daily travel to partner schools and to City Year headquarters.

Section E -- Supplies. No single item exceeds \$1,000.

Section E -- Logo. All member uniforms include the AmeriCorps logo on the City Year jacket, t-shirt and member name tag.

Section G -- Member Training. Costs for member Basic Training Academy (August) and Advanced Training Academy (January) are not captured in either Corporation or match share of this budget, although trainings will be provided as discussed in our grant narrative. For reference these costs are calculated for 227 MSY, at \$50 per member, per training, which covers trainers and space rental. The total of \$22,700 is supported through a portion of the \$2,104,052 in additional program revenue as reported under Funding/Demographics. These costs were included in our original budget for 340 MSY and subsequently deducted as we reduced overall budget to 227 MSY.

Section I -- Criminal history background checks. A portion of costs for all staff and corps checks is included in this budget and the balance supported through additional program revenue (reported under Funding/Demographics).

Section I - Staff costs in Recruitment Line Item. To achieve cost efficiencies, City Year centralized recruitment functions for all 26 U.S. operating sites in 2013, by creating seven recruitment regions (West, Mountain Central, Midwest, South, Mid-Atlantic, Florida, and the Northeast), each of which

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maintains a team of 8-12 frontline staff, for a total National Recruitment department of 68 frontline FTE. Staff positions include: Sr. Managing Director of Recruitment and Admissions; Managing Director of Regional Recruitment and Admissions; Director, Regional Transition Operations; Director of National Diversity Recruitment and Strategic Partnerships; Admissions Director, NE Region; Regional Recruitment Director; Regional Admissions Manager; Regional Recruitment Manager; National Diversity Recruitment Manager; Admissions Coordinator; Recruitment Coordinator; and Admissions Operations Coordinator. Each staff member is responsible for handling approximately 200 applications per year, at a ratio of 4 applicants per member position. For next year, the cost to recruit our projected national corps is allocated on a per capita basis of \$1,750/member (total budget of \$5.95M / 3,400 members = \$1,750). Costs include staff salaries, collateral and advertising, as well as 20 regional trips per year per staff member, such as travel to college fairs and events, and trainings. City Year has seen a year-over-year decrease in recruitment costs per unit, compared to pre-centralization, in addition to the benefit of creating centers of expertise for recruitment functions. We benchmark our recruitment cost to the costs incurred by private colleges to recruit students. The most recent Noel-Levitz report "2013 Cost of Recruiting Undergraduate Student Benchmarks" places the average cost of a private college to bring in a new student at \$2,433 at the median. For 739 members for City Year, only a portion (\$1,000 of the total \$1,750/member) of the cost per capita has been allocated to the grant.

Continuation Changes

Not applicable.

Grant Characteristics