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Executive Summary

City Year San Antonio proposes to have 116 full-time AmeriCorps members who will provide academic services that support students in staying in school and on track to graduation in 10 San Antonio 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 2,500 students and targeted tutoring and mentoring to 1,020 students that improves 497 drop out risk indicators in attendance, English and/or math. In addition the AmeriCorps members will leverage 900 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 \$1,299,859 will be matched with \$1,299,859, \$1,160,000 in public funding and \$139,589 in private funding.

Rationale and Approach/Program Design

1. PROBLEM/NEED: In 2012-13, nearly half of the combined 153,000 students enrolled in the San Antonio and Northeast Independent School Districts (SAISD and NEISD respectively) were identified under State of Texas guidelines as being at-risk to drop out of school and may join the 750,000 students nationwide expected to not complete high school. (Texas Education Agency and Education Week 2014 Diplomas Count) Above average numbers of at-risk students are concentrated in schools served by City Year San Antonio teams. 6,736, or 56%, of the 12,000 students who attend one of the 12 schools under consideration are considered at-risk students. [In 2015-16, City Year San Antonio will serve in 10 of the 12 schools under consideration for partnership.] Key risk indicators include academic performance in reading and math on state assessments and attendance levels. In 2012, 7 of the 9 SAISD schools had average daily attendance (ADA) rates that fell below the district average of 95% and at NEISD's Roosevelt High School nearly seven percent of students were absent on any given day. In 2013, 38% [2,660] of the 7,000 students in the 9 SAISD schools and 22% [1,080] of the 5,000 students at the 3 NEISD schools performed below satisfactory on the State of Texas Assessment for Academic Readiness (STAAR) Phase I Reading assessment, meaning that they did not pass the assessment. Nearly identical numbers, 37% for SAISD and 21% for NEISD, performed below satisfactory on the STAAR Phase I math assessment. In both districts, these students are not passing the STAAR assessments at higher rates than their district or state peers. The state unsatisfactory rate for Reading was 20% compared to SAISD at 33% and NEISD at 15%. For math the state unsatisfactory rate was 21% compared to SAISD at 36% and NEISD at 17%. As a result of low performance rates, the three high schools served by City Year teams have low graduation rates: 83%

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for Sam Houston HS, 92% for Burbank HS, and 81% for Roosevelt HS for the Class of 2012. Students in these high schools and in the schools within the feeder pattern to these high schools are in need of additional supports to stay in school and successfully finish high school. (Texas Education Agency, 2013 Academic Performance Reports) Improving graduation rates is important not only to the individual student but also to the greater San Antonio economy as the societal cost of each non-graduate is estimated at \$292,000 per individual based on lost tax revenue and increased use of public services compared to the average high school graduate. (Northeastern University, Center for Labor Market Studies Publications)

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 four 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 and tiered intervention strategies and our focus on providing targeted interventions in the four risk indicators identified above is based on the Early Warning Indicators research conducted by Johns Hopkins University. (Neild, Balfanz, and Herzog, 2007)

As captured in our Logic Model (attached), City Year San Antonio (CYSA) requests to field 116 full-time corps members in 10 teams of 8 to 17 members to serve in 10 San Antonio public schools. One AmeriCorps member on each 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, approximately 2,500 students, and targeted services to students in grades 3 to 10, at least 1,020 of the 2,500. Each member maintains a "focus list" of 8-10 students who have been identified as below grade level equivalency and/or has a report card grade of D or F in English or math or has <94% average daily attendance. As only targeted

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interventions (focus list students), only the focus list students are in the performance measure targets. Members serve Monday through Friday at their assigned school, for the full academic year (August to June). Two Wednesdays per month October to May, members participate in a full-day of member development. All members participate in volunteer engagement service projects, typically on Saturdays or weekdays when school is not in session. On a typical day members will arrive at the schools between 7:00 and 8:00 a.m. depending on the school start time (ranges between 7:15 and 8:45). After team check in, members will spend 15 minutes to an hour providing before school social-emotional programming (e.g. 50 Acts), conduct Check In/Check Outs with students receiving attendance coaching, and provide Morning Greeting to welcome students into school. Members spend first and second period (or A/B block) providing whole-class support and our tutoring interventions. School attendance is taken second period, after which members complete phone calls home for students who are absent. Members return to the classroom in third period. During lunch periods, members run social-emotional programs, whole school climate activities, and enrichments that recognize positive behaviors, such as a "VIP Lounge" for students with high attendance. 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. Members end the day with another team circle and debrief and leave school grounds between 5:00 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 50 minute period, members will provide 35 minutes of whole class support and 15 minutes of 1:1 or small group ELA/math intervention. In addition to standard program activities, Team Leaders (AmeriCorps members) lead team circles and team meetings during the planning period, attend meetings with the CYSA Impact Manager (team supervisor) and school staff and faculty, provide peer coaching and support, lead team problem-solving, and serve on the corps council. Second year members who are not Team Leaders will be placed in the same school they served in their first term and have increased responsibilities around role modeling effective service implementation and peer coaching.

3. EVIDENCE BASE: City Year evaluation strategy consists of four key components:

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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. MODERATE EVIDENCE BASE: Two studies are submitted with this application. City Year's program design is standardized (all sites, including San Antonio, follow the same WSWC platform components, format, goals, and expectations. While variations may occur due to specific school conditions (e.g. school house scheduling, 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, 2014. The non-experimental City Year Los Angeles study utilized multilevel linear and logistic models, data from City Year staff, corps members, and partner schools, and included comparison groups within schools for students not receiving services (1,800+ students and 22 K-12 schools, program years 2013 and 2014). The study sought to measure differences in outcomes if students received both in-school and afterschool supports from City Year members, or just afterschool. Findings show that students who attended more than 80 hours of City Year afterschool programming were 2-3 times more likely to increase ELA grades than students who did not; middle school students were more likely to improve math grades; and all students scored an average of 16 points higher on spring Scholastic Reading Inventory tests. STRONG EVIDENCE BASE (in progress): As per our evaluation plan, City Year has participated in a randomized control trial study of the Diplomas Now model in 62 schools in 11 districts. The Diplomas Now framework includes City Year's WSWC model as a core component and this report is expected to provide a strong level of evidence of WSWC impact. It is

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produced by evaluators MDRC and ICF International, scheduled for release in January 2016, and serves to meet our evaluation requirement for City Year San Antonio's current grant cycle. CNCS approved our Alternative Evaluation Approach for this study on January 2, 2015 (interim report submitted to CNCS).

4. NOTICE PRIORITY: City Year San Antonio's proposed program aligns closely with the CNCS Education focus area in the 2015 AmeriCorps funding priorities. Through our Whole School Whole Child program, CYSA 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 economically disadvantaged (using free/reduced price lunch eligibility as a proxy) and from minority populations; over 97% of SAISD students and over 82% of NEISD students represent minority populations, predominantly Hispanic, and over 89% of SAISD students and over 65% of the NEISD students are eligible for free/reduced price lunch. Three of the 12 schools under consideration are designated as federal Priority Schools and four are federal Focus Schools under the Texas ESEA Accountability Levels. The remaining schools all fall within the feeder patterns of these schools and within feeder patterns of our high schools. Our Whole School Whole Child activities support the My Brothers' Keeper milestone "Graduation from High School Ready for College and Career" by focusing on efforts that keep 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 term-long 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 Basic Training

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Academy (BTA), which includes two weeks of full-time training, a 3 day/2 night Retreat, and three weeks of half-day in-school observation alongside teachers and half-day of training. 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, 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. Rackspace Hosting leads the corps through the Gallop Strengths Finder which is used to identify an individual's top 5 strengths out of 35 traits. Members are taught how to interpret the results and work with individuals of differing strengths. Additional disaster response training will be provided either by the CYSA Executive Director, who is Red Cross Certified, or through a partnership with the Red Cross. Two Wednesdays a month and through a mid-year retreat, members develop intermediate and advanced skills around effective service delivery and professional work skills. Members receive regular observation and coaching on tutoring delivery from City Year staff and/or school staff. City Year's Regional Literacy Trainer (RLT) for the South Region, Lynette Harris, supports CYSA by providing quarterly on-site observation and trainings. For math, the SAISD Instructional Coach leads trainings and guides our observational coaching strategy for math delivery. 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 CYSA Impact staff.

6. MEMBER SUPERVISION: Each team of AmeriCorps members is directly supervised by a CYSA Impact Manager (IM). The Impact Managers are based in the schools four days per week (M, T, TH, F) and provide day-to-day supervision and administrative management for our corps members, e.g. manage school-house relationships, observe and coach members on effective service delivery, manage team schedule, complete performance evaluations and timesheets, etc. Each IM conducts daily team check-ins, holds weekly team meetings, and conducts monthly 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 IM coordinates additional support for members through the members' assigned teachers and other designated school liaisons, such as the school instructional

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coach, when available. City Year San Antonio 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 executive director calls, evaluation, training, and program delivery. New staff receive training specific to the AmeriCorps program in the first two weeks. Headquarters staff provide localized on-site training, coaching, and technical assistance through our Regional Impact Directors, Regional Literacy Trainers, and Regional Vice-Presidents for Operations. For day-to-day support, site staff have access to their peers throughout the City Year network and customer service centers at City Year Headquarters, such as the finance team, school relations, evaluation, AmeriCorps relations, corps management and experience, recruitment, service research and design, and marketing.

7. MEMBER EXPERIENCE: Throughout the service term, we provide training, coaching, and opportunities that drive the knowledge, experiences, and skills that future employers seek while developing the member into an engaged and active citizen. Through practical experience in their school based service, members gain skills that are transferrable to job responsibilities across multiple sectors and careers paths. 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) 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 (career planning), 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 curriculum is delivered twice per month in 60 or 90 minute sessions. CYSA organizes our IJ teams so that a member's IJ team does not include teammates from their school team. This structure provides members the opportunity to connect with other CYSA corps members to objectively reflect about their service and professional development throughout the year. Two San Antonio members will be nominated to serve on the City Year's national Dean's Council, a corps member forum to provide feedback to City Year on the corps experience. In addition, CYSA maintains a site-based corps council to coordinate our four annual volunteer engagement events: the Kingdom for Kids Playground Build, MLK Day of Service, Legacy Projects, and National/Global

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Youth Service Day. San Antonio's 80/20 Foundation engages members in ways to stay in San Antonio post-AmeriCorps and give back to the community. Our San Antonio recruitment portfolio includes universities Texas A&M, University of Texas San Antonio, private colleges St. Mary's, Incarnate Word, Our Lady of the Lake, and Trinity, and Roosevelt High School and Central Catholic boys' school. We set up recruitment tables at career fairs, National Night Out events, the annual !Adelante! leadership conference, and the December Eastside Promise Neighborhood Block Party.

8. COMMITMENT TO AMERICORPS IDENTIFICATION: City Year San Antonio is committed to our identification with AmeriCorps and members are informed throughout the recruitment process, through our website, recruitment materials, and electronic systems. The History of National Service and AmeriCorps is a required training and we utilize the MyAmeriCorps invitation system to enroll members. The AmeriCorps logo is included on member uniform jackets and team t-shirts, nametags, and business cards and included in signage at CYSA 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, receive training on how to identify themselves as an AmeriCorps member, i.e. an "elevator speech", and CYSA has engaged a Teach For America recruiter to provide our members a training on how to craft their leadership message and communicate their AmeriCorps experience on their resume. All members are encouraged to enroll in AmeriCorps Alums in addition to City Year's alumni program. 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. City Year San Antonio was founded in 1995 through the support of Texas Commission on National and Community Service. Over the past 19 years, City Year San Antonio has been awarded over \$16 million through State Competitive or State Formula funding to support over 1,250 full-time member positions. CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: All City Year sites, including San Antonio, 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

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policies and procedures. The Board is led by Chair Jonathan Lavine, Managing Partner and CIO for Sankaty Advisors. Each City Year operating site maintains a local advisory board, which reviews the site's progress toward quarterly and annual goals, and supports local fundraising efforts and strategic planning. City Year San Antonio's 21 member advisory board is led by Chair Amy Contreras, Executive Director, Ernst&Young. City Year's Boston based Headquarters (CYHQ) maintains centralized operating services and systems and departments for finance and accounting, human resources, marketing and communications, and information systems. CYHQ also provides centralized program supports including comprehensive program policies and procedures, staff and member handbooks and performance evaluation systems, service research and development, standardized collateral and marketing materials, internal evaluation tools and service impact analysis, and staff training, including guidance on AmeriCorps compliance requirements. Regionalized management structures achieve economies of scale around member recruitment, service implementation, literacy coaching, and site operations. LOCAL STAFFING: City Year San Antonio's 2015-16 staffing structure follows the recommended staffing plan for a site managing 10 school teams. Our staffing model calls for 20 FTE (of which 16 positions at 8.7 FTE are included in the budget). The site is led by our Executive Director and Vice President Leslie Palmer. Reporting into Ms. Palmer are the Managing Director for Impact, the Chief of Staff, and the Development Director. These four positions make up the senior leadership team at the site. The Executive Director is responsible for overall site management, staffing decisions, board and community relationships, and ensuring that the site meets quarterly and annual operating goals. Ms. Palmer has over 30 years' experience in business and non-profit management including eight years in leadership positions at the American Red Cross. The Chief of Staff oversees site day-to-day operations, cross-departmental coordination, and special projects, and manages contracts. The Development Director is responsible for managing an annual \$2M funding pipeline and is supported by a development associate. The Managing Director leads the 16 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 10 Impact Managers provide day-to-day supervision of a team of corps members and manage school-house relationships. The two Impact Directors provide day-to-day supervision and leadership of 5 Impact 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. The Learning and Professional Development Director coordinates our intensive

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training academies and twice monthly training days, manages external training partnerships, and leading the observation and coaching program. We plan to add an Impact Coach position to our L&D team in 2015-16. This position will provide greater capacity and expertise in coaching staff and corps members on effective service delivery to ensure that members achieve school based results. Our data management, service evaluation and reporting to all stakeholders, and survey administration is managed by our Evaluation Director. 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 San Antonio considers consistent and on-going engagement of our community partners integral to the effectiveness and sustainability of our program. Our Impact Directors and Impact Managers meet regularly with school staff, Diplomas Now partners, and our Eastside Promise Neighborhood partners. Approximately half of our Impact Managers have been invited to serve on their school leadership team. It is through these relationships and meetings that we receive recommendations for adjustments to our program design to meet local needs. For example, based on feedback from our principals, we moved our twice monthly training days from Fridays to Wednesdays in order to better align with attendance patterns at the schools in which days with lowest student attendance fall on Mondays and Fridays. Our Board Chair, Amy Contreras, participates in meetings with district and school leadership. Ms. Contreras, our Executive Director, and our Chief of Staff are currently setting up meetings with each member of each district's school board to introduce or re-introduce them to our program design and Long-Term Impact plan. From here, we are working to secure working lunch sessions with the school boards in January 2015 at which time we will solicit feedback and recommendations from them on our plan. San Antonio ISD Deputy Superintendent for Instruction, Dr. Matthew Weber, has been instrumental with developing our message to the school board. We engage the broader school communities through our four annual volunteer events (MLK and G/NYSD, legacy projects, and a playground build). In addition to meetings, we have formal structures for soliciting feedback and recommendations through our mid-year and end-of year principal, teacher, and corps member surveys.

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

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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. The Vice President for Program Operations reviews and approves all member position descriptions. Locally, one City Year San Antonio staff person, the Managing Director, will be assigned local oversight of the AmeriCorps grant and participate in monthly conference calls and periodic monitoring reviews as conducted by OneStar. Impact Managers are on the school campus 4 days per week and Impact Directors visit each school campus twice per week. CYSA's accountability structure is based on performance management and on-going progress monitoring. Each Monday, the site senior leadership (Executive Director, Chief of Staff, Managing Director, and the Development Director) meet to review upcoming deliverables to all internal and external stakeholders, assign tasks and responsibilities, identify and discuss potential challenges, and provide project and program status updates. External accountability activities include formal Stewardship Reviews through our United Way partnership and monthly submission of data reports to the City of San Antonio. This same stewardship philosophy is carried over into our service delivery. Statement of Partnership Agreements completed with each individual school in June outline roles, responsibilities, expectations and goals between the two partners, including AmeriCorps prohibited activities and non-displacement criteria. CYSA staff complete performance evaluations and performance against goals is factored into salary merit increases. We complete an A-133 audit each year. The most recent, for period ending June 30, 2014, had no compliance issues.

3. PAST PERFORMANCE: PERFORMANCE MEASURES: City Year San Antonio has struggled with the integration of the National Performance Measures construct into our program design. Over the past three completed years, we met none of our targets in 2011-12, three of four in 2012-13, and three of six in 2013-14. In '12, we missed our ED1 enrollment target by 15%, our ED2 completion target by 70%, and our ED5 academic improvement target by 64% by default of the 70% miss in our completion rates. Missing the ED2 completion rate by such a large percentage caused us to reexamine our practices, in particular how our members were both securing time with students and how they were then tracking that time in our data systems. In '13 we focused efforts on securing that

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intervention time and provided more specific training and guidelines around data entry and our completion rate rose from 152 students in '12 to 1,278 students in '13. In '14 we added in a Quarterly Lead Measure (QLM) progress monitoring system through which reviewed our monthly data pulls against pre-established benchmarks with our Regional Impact Director to ensure that our students were on-track to complete. As a result, we were able to sustain our '13 effort in '14 and met both of our ED2 measures (one for ED5 and one for ED27 academic engagement). Fixing the completion issue was a foundational challenge that had to be addressed first. We are now focusing on improving the quality of interventions provided to improve student academic outcomes. We have multiple strategies in place to address this: 1) we are more intentional in our focus list selection process, 2) our Regional Literacy Trainer began offering monthly online CM Office Hours to support members with questions about intervention delivery and we seek to hire an Impact Coach, 3) we are working with the districts on our data agreements so that we can receive assessment data on a more regular basis to support progress monitoring, and, 4) we are increasing our evaluation staffing capacity. Our challenge with the ED27 measure in 2013-14 centered around a mayoral driven city-wide initiative to improve attendance rates spearheaded by the SA20/20 coalition. The initiative worked and as a result significantly less students than anticipated when we originally set the targets were in need of attendance coaching meaning that we missed both our enrollment and outcome targets. As attendance needs have shifted from improvement to maintenance and prevention, we have better aligned our ED27B measure with our school need.

ENROLLMENT, RETENTION & COMPLIANCE: Between 2009-10 and 2013-14, City Year San Antonio filled 386 AmeriCorps member slots achieving a 101% [386/381] fill rate and an average 92% [355/386] retention rate for the 5 year period. Of these 386 enrollments, 93% [359/386] of enrollments and 97% [375/386] of exits were submitted within the 30 day deadline. In 2013-14, we had a 100% fill rate and 100% compliance with enrollments and exits. Our retention was 92%. Nine members exited early without awards in 2013-14. The primary reasons for these early terminations were family issues, other job opportunities that aligned with their career path, or they did not adhere to program standards, e.g. attendance and professional conduct. In every case, we worked to retain our members through coaching, corrective action plans as necessary, and through additional supports for members in challenging situations. In 2014-15 to date, we have enrolled less than 100% of member positions. To date we have filled 106.5 of our 116 member service years [92% of MSY]. In the late spring and early summer of 2014, we had a transition in our Executive Director position. This transition coincided with our 2014-15 negotiations with our service partners, specifically district contracting with the San Antonio ISD and the Northeast ISD. The chain

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of communication was interrupted during this time and verbal commitments on both sides were miscommunicated. Going into clarifications for the 2014-15 grant, we believed that SAISD was prepared to commit more in service partner match than they were actually able to commit at that time. Our new Executive Director and program support team did not catch the discrepancy until we entered the current program year, at which point we realized that we were short funding for a full team. Rather than place the site in financial difficulty, we opted to maintain a fiscally sound base and not enroll the team slotted to be placed at Davis Middle School realizing that this would negatively impact our enrollment track record. Since this summer, our Executive Director has worked to strengthen relationships with the SAISD leadership and school board and plan for full enrollment in 2015-16.

Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS: REQUEST: We respectfully request a grant award of \$1,476,300 to support 116 full-time members at a cost-per-MSY of \$12,726. In 2014-15, we reduced our cost-per-MSY from \$13,300 per member to \$12,726.72 per member. While we recognize that we are requesting the same cost-per-MSY for 2015-16 that we have 2014-15, we believe that this is justified as we will increase the grantee share by \$1,003 in two program years. In other words, between the \$573 reduction in 2014-15 and the \$430 increase in the minimum member living allowance 2015-16, City Year San Antonio will assume an additional \$116,348 - equivalent to 8% of our proposed CNCS share - to support the same grant at the same corps size. City Year runs a single program (AmeriCorps) and therefore all costs included in the budget directly support the implementation of the proposed service activities. 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 (based on AVID), climate (Turnaround for Children), and after school providers (SES reimbursement rate). Local comparison costs include San Antonio's Learning Lab which charges \$200/month per individual for participation in afterschool middle school group tutoring and the Wallace Foundation Cost of Quality Out of School Time calculator would place, at the low end, a daily rate of \$20 per slot for each participant in our San Antonio based afterschool enrichment programs -- one student attending twice per week for 32 weeks would cost \$1,280. A 2013 evaluation of the Elev8 Community School completed by the Bright Research Group places the value

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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). NON-CNCS RESOURCES: CYSA has a strong pipeline for \$1,775,000 in funding for the 2015-16 program year. We have a multi-year contracts secured with HEB for \$50,000 per year and Valero for \$60,000 per year. We anticipate renewing our annual contract with Rackspace Hosting at \$250,000. They have sponsored our NEISD teams for the past 4 years. We also anticipate renewing our \$75,000 team sponsorship with the Najim Family Foundation, which has sponsored us for the past 8 years. We have submitted proposals to and/or in discussion with Bank of America (\$20,000), JP Morgan Chase (\$35,000), the Greehey Family Foundation (\$25,000), and the City of San Antonio (\$100,000). In addition, we hold fundraising events such as our annual gala (dinner) and golf tournament. This year we added a Women's Leadership Breakfast which engaged 350 women community leaders and professionals and brought in \$4,000 in funding. We plan to build on this success and have already secured 50 women who have committed to bring 10 women each to our event next year. Our school district partners provide service partner match. As a result of that misunderstandings that occurred around the SAISD match for 2014-15, our Executive Director has been working with district leadership to move from a per team funding model for service partner match to a per member model. This will keep CYSA more in line with other City Year operating site district partnerships and create funding parity across variable team sizes, e.g. under the per team model, the district provides the same amount of match whether the team has 8 members or 14 members meaning that some teams are underfunded and some are overfunded.

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

Evaluation Summary or Plan

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

2015-2016 City Year San Antonio Clarifications -- Update 5/18/2015

Per instruction of CNCS, the budget has been reduced to the approved level of \$1,299,859 and a cost per MSY of \$11,205.68. The executive summary has been updated.

2015-16 (Year 1) City Year San Antonio Clarification Response

A. PROGRAMMATIC CLARIFICATIONS:

1. Tutoring Requirements: Criteria for selecting and qualifying tutors: As per requirements of 45 CFR 2522.940, City Year Members are not considered to be employees of a local education agency. Accordingly City Year ensures that they meet qualification requirements by verifying high school diploma or equivalent (through electronic self-certification), appropriate characteristics and successful completion of pre and in-service specialized training. Recruitment interviews are designed to assess

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candidates' experience and interest in tutoring children, appreciation for inclusive communities and willingness to learn. Standardized questions focus on experience with lesson planning/writing, working with children and youth in an academic setting and resiliency in a stressful school environment.

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

Qualified supervision: As part of City Year's Observation and Coaching program, members are supervised by individuals with expertise in tutoring, specifically their direct supervisors (Team Impact Managers) who conduct observation and coaching per team/member on a consistent basis, e.g. bi-weekly or monthly. City Year site staff are 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.

2. 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.

3. Explanation of 2013-14 Retention: In FY14 we had a 92% retention rate. We did not achieve 100%.

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As noted in our application narrative, nine members exited without award for various reasons. Our program was not a good fit for some of our AmeriCorps members, for example, some members were unable to perform other basic requirements of the position (showing up on time, working professionally in a school environment etc.) and others were unable to perform the duties and resigned. Non-performance based reasons include members voluntarily resigning for personal family matters and other job opportunities.

This year our retention rate year to date is 96.2%. We have been able to increase our retention for multiple reasons. With regards to staffing and policies we have decided to have one Impact Manager oversee one school in seven out of our nine schools. In previous years, our Impact Managers would oversee multiple schools which made it more challenging to give the AmeriCorps members additional individualized attention. Additionally, we changed our staffing structure to include a Managing Director of Program and Service. This allowed for more support in the Program and Service department where AmeriCorps members are directly impacted. Lastly, we have instituted a process for anyone choosing to exit our program early that includes individual meetings with their manager, director, the Managing Director, and finally, the Executive Director.

With regards to AmeriCorps member support, we have implemented or improved our support structures. We are able to identify AmeriCorps members who did not meet professional standards earlier in the program year. This enabled us to fill their spot with a mid-year corps member to ensure we had the best tutor in place for the students we serve. While we have well established performance review policies, which take place at the start, middle and end of the year, we also improved our implementation of our "Red-Yellow-Green" AmeriCorps member tracker. The R-Y-G system requires Impact Managers meet biweekly and discuss corps members that they think are at risk for not completing the year successfully and assign action color (red, yellow, green). During the meeting they assign an action step and designate one person to be the point person for follow up. This has been instrumental in providing individual AmeriCorps members with extra support that is monitored and tracked. Our new Executive Director has routine school visits where she does observations, meets one-on-one with Team Leaders and other corps members, spends time with teams and participates in overall school activities. She has an open door policy which AmeriCorps members have taken advantage of to discuss LACY (post-AmeriCorps/career) opportunities, ideas for site improvement, and new projects. Lastly, we have implemented a Mentoring Program where we have identified

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individuals in our city that match what AmeriCorps members are interested in career-wise and paired them in a mentoring relationship where AmeriCorps members are supported on their journey to their next step in their career path after City Year.

B. BUDGET CLARIFICATIONS

1. Cost-Per MSY Explanation: In 2014-15, we reduced our cost-per-MSY from \$13,300 to \$12,726.72, a 4% reduction. At the same time, our costs have increased in line with inflation and the cost of living, a five-year 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.

C. PERFORMANCE MEASURE CLARIFICATIONS:

1. Explanation on how students are counted under Academic Improvement (ED5): As not all students are enrolled in both our ELA program and our math program, i.e. they may only be enrolled in one program, students must improve in one program only, ELA or math, in order to be counted. If a student is enrolled in both programs, we only count them once under ED1, once under ED2, and once under ED5. Further, if a student is enrolled in both programs but only completes one, we would only count the student in ED5 if they improved in the subject for which they completed.

2. 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. A majority of students in our San

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Antonio schools are FRL eligible with no school below 65%.

3. All Measures: Clarification of interventions across performance measures: While we take a holistic approach to student social-emotional and academic performance, the activities identified under the interventions are unique to each performance measure intended outcome.

D. STRATEGIC ENGAGEMENT SLOTS:

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

2. City Year is not requesting engagement slots.

E. MSY WITH NO PROGRAM FUNDS ATTACHED:

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

Program Update on Community Partnerships: During our school vacation weeks, we work with local service organizations, such as Habitat for Humanity, Girls, Inc., Boys and Girls Club, 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