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Executive Summary

City Year Dallas proposes to have 50 full-time AmeriCorps members who will provide academic services that support students in staying in school and on track to graduation in 5 Dallas 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 1,500 students and targeted tutoring and mentoring to at least 400 unique students that will improve 200 drop out risk indicators in attendance, English and/or math. In addition the AmeriCorps members will leverage 80 volunteers that will be engaged in periodic physical service projects to benefit partner schools. This program will focus on the CNCS Education focus area. The CNCS investment of \$560,284 will leverage \$1,550,000 [\$500,000 in school district funding and \$1.05M in private funding].

Rationale and Approach/Program Design

1. PROBLEM/NEED: In Texas, students from low-income communities have an 85% rate of high school graduation, 6 percentile points lower than the 91% rate achieved by their non-low income peers. (Building a Grad Nation, April 2014) If you are a low-income student in Dallas public schools, your odds of completing on-time graduation are even lower, 83.2% for the Class of 2012. Today in the Dallas Independent School District (DAISD), nearly 70% of DAISD's 157,000 students are considered at-risk. Texas statutory criteria for students at-risk includes not achieving on-time grade promotion, performing below satisfactory on the State of Texas Assessments of Academic Readiness (STAAR), not maintaining an average equivalent of 70 on a 100 point scale in two or more foundation curriculum (e.g. English or math), and/or has particular demographics (teen parent, English Language Learner, homeless, etc.). The Dallas public schools do not have the resources to address every at-risk indicator a student has, for example, district wide there are only 388 counselors, or, one counselor for every 412 students. In 2015-16, City Year will partner with two high schools, H Grady Spruce and Roosevelt, and three middle schools (K-8) within the feeder pattern for these two high schools to help address key risk indicators that specifically lead to drop out risk -- the Johns Hopkins University identified Early Warning Indicators of attendance, behavior, and course performance in English and math. (Neild & Balfanz, 2006) Students in these two high schools and schools within their feeder pattern show a higher need when compared to district averages. For example, 44% of Spruce and 40% of Roosevelt students were unsatisfactory on the 2013 STAAR Phase I Reading assessment compared to the district average of 29% unsatisfactory. And, 39% of Spruce and 36% of Roosevelt students were unsatisfactory on the 2013 STAAR Phase I Math assessment. These two schools drew down the

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district's 2012 average daily attendance rate with Spruce at 92% ADA and Roosevelt at 91% ADA. As a result, DAISD achieved 95.5% ADA falling below the state average 95.9% ADA. In 2013-14, DAISD issued 46,837 discipline records to 21,686 students -- nearly 14% of DAISD students have at least one disciplinary record for behavioral or attendance issues. (Texas Education Agency, 2013 Academic Performance Reports, and DAISD 2014 District Data Packs and 2014 Discipline Reports) Improving graduation rates is important not only to the individual student but also to the greater Dallas 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. (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. Research indicates that students are four times more likely to not graduate if they arrive at 10th grade with one of the four dropout risk indicators: poor attendance, negative behavior, failure in English, or failure in math. To improve the pipeline to graduation, 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) The WSWC service model was developed with input from leading experts from the Education field including Dr. David Osher, American Institutes for Research for school climate activities and Dr. Mike Nakkula, University of Pennsylvania Graduate School of Education for academic support activities.

As captured in our Logic Model, City Year Dallas (CYD) requests to field 50 full-time corps

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members in 5 teams of 10 members to 5 Dallas public schools. One AmeriCorps member on each team will serve as the Team Leader (typically Team Leaders are second year corps members). Each team will form a partnership with the school to implement the WSWC program and provide whole school services to the entire school population, approximately 1,500, and focused and targeted services to at least 400 students, a subset of the 1,500, in grades 3 to 9. 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, and/or has disciplinary referrals. As part of our strategy to address whole school reform and a school wide increase in student academic engagement, school wide culture, social-emotional, and attendance efforts and out-of-school time activities are captured in the logic model but are not reported on in the performance metrics as these activities are open participation rather than enrollment based with a pre/post assessment process (i.e. the 16.5 unassigned MSY in the performance measures relate to these whole school activities). SCHEDULE & ACTIVITIES: Members serve Monday through Friday at their assigned school, for the full academic year (August to June). Two days per month October to May, members participate in full-day of member development. All members participate in volunteer engagement service projects, typically on Saturdays or weekdays when school is not in session such as school holidays and teacher workdays. On a typical day members will arrive at the schools between 7:00 and 8:00 a.m. depending on the school start time. After team check in, members provide Morning Greeting to welcome students into school and/or homeroom and hold before school check-ins with students, e.g. homework completion. Members spend the first and second period (or block under A/B schedule) providing whole-class support and our tutoring interventions. Typically, members complete phone calls home for students who are absent and run the attendance "Check In/Check Out" program after second period. 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. During the 2 or 3 afternoon periods, members will spend 1 or 2 periods in classrooms and 1 period will be used for planning and meetings. After the school day ends, members provide afterschool programming including 1 hour of homework assistance and 1 hour 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. In total, members spend approximately 5 hours in the classroom providing whole class support and 1:1 and/or small group tutoring, approximately 1

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hour providing homework assistance, 1 hour in whole school or individual social-emotional or attendance support, 1 hour of after school 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 55 minute period, members will provide 40 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 lead team circles and team meetings during the planning period, attend meetings with the CYD Impact Manager (team supervisor) and school staff and faculty, provide peer coaching and support, coordinate whole school and parent engagement events, and serve on a 'corps council' to provide input to staff on the member experience.

3. EVIDENCE BASE: City Year Dallas will receive support from CYHQ's professional Evaluation department, led by Dr. Gretchen Biesecker, on selecting external evaluator/s, managing relationships, identifying areas to evaluate and/or questions, type of evaluation, data collection, and interpreting results. Since 2010, Dr. Biesecker has supported 13 complete external evaluations on our Whole School Whole Child service model, Social-Emotional Learning initiatives, and implementation of WSWC components at our sites in Los Angeles, New York City, Miami, and Philadelphia. City Year evaluation strategy consists of four key components: consistent collection and analysis of student-level data using secure FERPA compliant database systems; use of annual and interim performance metrics for timely ongoing improvements; research and development to identify promising strategies and annual upgrades; and, research-based evidence of impact. MODERATE EVIDENCE BASE: Two studies are submitted with this application. City Year's program design is standardized and all sites, including Dallas, follow the same WSWC platform components, approaches, goals, and expectations. While variations may occur due to specific school conditions (e.g. school house scheduling, tutoring curriculum, etc), our interventions align with a consistent approach, evidence basis, structure, trainings and support. For this reason evaluation findings are applicable to all City Year locations. STUDY #1: Policy Study Associates, Inc. (PSA) "Year 4 Evaluation of City Year New York's Whole School Whole Child Initiative," April, 2014. The quasi-experimental City Year New York study utilized surveys (n=385); school visits (n=9); and propensity score matching to compare New York Department of Education ELA test scores for over 1,800 City Year students with a matched comparison group of 6,300+ students from similar schools that did not implement the WSWC model. Results show that student performance on Common Core ELA tests was significantly and positively impacted by number of tutoring and total programming (contact) hours received (for grades 3-5). Further PSA provided recommendations that City Year applied network-wide, e.g. improved protocols

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

4. NOTICE PRIORITY: City Year Dallas' proposed program aligns closely with the CNCS Education focus area in the 2015 AmeriCorps funding priorities. Through our Whole School Whole Child program, CYD 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 95% of DAISD students represent minority populations (Hispanic 69.8% and African-American 23.4%) and over 89.4% of DAISD students are eligible for free/reduced price lunch. Both high schools under consideration, Spruce and Roosevelt, are designated as federal Priority Schools and one of the middle schools in their feeder pattern, Balch Springs, is designated a federal Focus Schools under the Texas ESEA Accountability Levels. Our Whole School Whole Child activities support the My Brothers' Keeper milestone "Graduation from High School Ready for College and Career" by focusing on efforts that keep students in school and on track to on-time graduation from

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high school. Given that our schools serve predominantly minority populations, nearly all of the males enrolled in our program are boys of color, for example, at Roosevelt High School, 99% of 650+ students are students of color, African-American 57% and Hispanic 42%, and 52% are male.

5. MEMBER TRAINING: City Year Dallas will follow City Year's standard member development and training program. Our training approach has guiding principles that ensure alignment with our organizational mission, vision, and values, includes formal, on-the-job, and self-directed learning opportunities, and, has differentiated learning approaches that incorporate adult learning principles such as clear goals and objectives, blended learning approaches, 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 scope and sequence of training and the 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 Whole School Whole Child service model are delivered during a four week 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 and in the local community, 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, plus mandatory trainings for AmeriCorps and an on-site orientation and observation at their assigned service location. Two days a month (16 hours) and through a mid-year Advanced Training Academy, members develop intermediate and advanced skills around effective tutoring strategies, lesson design, working with teachers, communication, and post-service planning. In Dallas, we will establish a partnership with a local agency to provide additional training in disaster preparedness and response. In addition to standard training, members will receive regular observation and coaching on tutoring delivery from City Year staff and/or school staff and peer coaching from their Team Leaders. City Year's Regional

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Literacy Trainer (RLT) for the South Region, Lynette Harris, will provide on-site support to City Year Dallas. As part of our start-up efforts with the Dallas school district, we will identify opportunities to incorporate district professional development and instructional staff into our training program. The AmeriCorps Prohibited Activities will be reviewed during registration day prior to start of service and during the BTA Professional Standards session, and are included in the member service agreement and member handbook. Our service structure and volunteer engagement events will be designed to reduce opportunity for prohibited activities by having a staff oversight/approval process for activities and events.

6. MEMBER SUPERVISION: Each team of AmeriCorps members will be directly supervised by a City Year Dallas Impact Manager (IM). The Impact Managers are based in the schools daily 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. In addition to the City Year Impact Managers, members receive support, observation, and feedback from their Impact Director (IM Supervisor), the City Year Dallas Training Manager, and City Year's Regional Literacy Trainer. At each CYD school, the IM will coordinate additional support for members through the members' assigned teachers and other designated school liaisons, such as the school instructional coach, when available. As part of our staff on-boarding (new and returning staff), City Year Dallas staff will participate in City Year's staff readiness program which provides milestones and learning expectations over the first two weeks, 30, 60, and 90 days of employment. During the first two weeks, staff will receive training in AmeriCorps requirements including prohibited activities, operations (e.g. timesheet completion and approval), and grant management including our AmeriCorps and OneStar Foundation relationship and performance measures. Throughout the year, CYD staff will participate in training opportunities provided by City Year Headquarters, including: 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. Staff will also participate in training opportunities provided by the OneStar Foundation. In addition, City Year Headquarters staff provide localized on-site training, coaching, and technical assistance through our Regional

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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) Our in-school service model and focus list structure provides members the opportunity to form bonds with students and share meaningful experiences such as celebrating student wins both big (going from a D to a B in English) and small (completing a homework assignment on their own). 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 leadership development program is delivered twice per month in 60 minute sessions. Through the program's discussion based format, members are provided the opportunity to connect with other City Year Dallas corps members to explore issues around their service and objectively reflect about both their service and individual professional development. As a component of leadership development, members select 'coordinator' roles on their team, i.e. serve as team lead for ELA, math, evaluation, and afterschool program content and project management. Each month the coordinators meet with their counterparts on the other teams to share ideas and best practices as well as talk through problems. To build a connection with City Year's national organization, two Dallas members will be nominated to serve on the national Dean's Council, a corps member forum to provide feedback to City Year on the corps experience. Through our Leadership After City Year program, we support members with career planning, how to stay engaged in the education and national service fields, and how to

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discuss their AmeriCorps experience on their resume and in job interviews. In 2006, Policy Studies Associates, Inc. completed a longitudinal study of our alumni that showed that our alumni were more likely to volunteer and vote than a comparison group who did not complete City Year. While City Year Dallas will operate under City Year's regional recruitment model, the local admissions staff will work to develop relationships with Dallas colleges and universities and will participate in district and school college and career fairs in order to reach out to local community members. Schools include the University of North Texas, Baylor, Rice, Southern Methodist and Texas Tech universities, Texas A&M, and the University of Texas system.

8. COMMITMENT TO AMERICORPS IDENTIFICATION: City Year Dallas is committed to our identification with AmeriCorps. 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. We utilize the MyAmeriCorps invitation system to enroll members into the AmeriCorps program. The AmeriCorps logo is included on member uniform jackets and team t-shirts, nametags, and business cards and will be included in signage at CYD 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 we provide training on how to discuss their AmeriCorps experience on their resume and in job interviews. All members are strongly 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. In 1993, City Year served as a demonstration model for the AmeriCorps program. 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. In 2014-15 City Year Dallas will implement a Start-Up program through support of City Year, Inc.'s AmeriCorps*National Direct grant and will field 20 corps members (10 MSY) to serve January to June. CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: All City Year sites, including Dallas, operate as part of one 501(c)3 nonprofit organization and adhere to central policies and procedures established by the legal

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applicant City Year, Inc. We are governed by a 31 member Board of Trustees that oversees organizational strategic planning and sustainability, budgets, and major policies and procedures. The Board is led by Chair Jonathan Lavine, Managing Partner and CIO for Sankaty Advisors. Each City Year operating site maintains a local advisory board, which reviews the site's progress toward quarterly and annual goals, and supports local fundraising efforts and strategic planning. City Year Dallas will have a local advisory board beginning in 2015-16. 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. All sites are supported through a regional management structures for member recruitment, service implementation, literacy coaching, and site operations. LOCAL STAFFING: City Year Dallas' 2015-16 staffing structure follows the recommended staffing plan for a new operating site of 50 corps members and 5 teams. Our staffing model calls for 11 FTE: the Executive Director & Vice President, the Impact Director, five Impact Managers, a Training Manager, a Development Director/Manager, and a locally based Admissions Manager for recruitment. The Executive Director is responsible for overall site management, staffing decisions, board and community relationships, and ensuring that the site meets quarterly and annual performance and operating goals. The Impact Director manages City Year's program implementation across all schools and works directly with the school district leadership to maximize City Year's impact and alignment with district goals. In addition, the Impact Director provides day-to-day supervision of the five Impact Managers. The Impact Managers serve full-time in one school each and provide day-to-day supervision of their assigned team of corps members including administrative management, performance coaching and evaluation, problem solving member issues and school-house challenges, and monitoring of activities to stay within the scope of the WSWC program design. The Training Manager provides overall leadership of our 10 month member development program, including coordinating internal and external training partners and logistics, overseeing the Coaching and Observation program, and coordinating the Leadership After City Year program to support members with their post-AmeriCorps career and continued civic engagement. The Development Director/Manager manages donor cultivation and relationships, and plans and implements effective community outreach, events, communications, and media. While

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some members of the 6 person Dallas Start-Up team will transition to the 11 person team, several of these positions are currently vacant. For all vacant positions, we seek to recruit and hire individuals with experiences commensurate to the level of responsibility and job functions and have prior experience in education, youth work, national service, team-based services, and/or non-profit management as appropriate to the position. 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: Entry into a new community such as Dallas begins with an invitation from the community to City Year. Following a two to three year timetable, City Year engages the local community in the New Site Development process through a series of Guideposts that City Year uses to set milestones and benchmarks for the launch of each new site. Meeting the Guideposts is required by the City Year National Board of Trustees to secure approval from the Board to open each new site. Engagement milestones which must be met under the guideposts include: securing a local Champion, securing a Founding Committee that has cross-sector representation, and securing at least 25 letters of support from committee leaders. To date, Councilman Adam Medrano, Pam Gerber, Executive Director, Entrepreneurs of North Texas, and Mark Rohr, Chairman and CEO, Celanese Corporation have all agreed to serve as Champions and members of the Founding Committee. They join 5 additional members of the Founding Committee, Rod Givens, District Director, Office of Congresswoman Eddie Bernice Johnson, Councilman Philip Kingston, Dallas Mayor Mike Rawlings, Jennifer Sampson, President and CEO, United Way of Metropolitan Dallas, and, Bob Wright, Chairman, OneStar Foundation. All eight Founding Committee members have provided letters of support. In addition, we have received over 35 letters from other civic, business, and community members, including Miguel Solis, President, Dallas Independent School District Board. The outreach and efforts provided by the Founding Committee are an integral part of the successful launch of a new site. These members provide local credibility to our entry into the community, provide access to the key decision makers, and provide invaluable insight on local needs, conditions, attitudes, and interests. Through these relationships we receive feedback on our program design including identification of any areas of the design that may need to be adapted to meet local conditions or priorities. For example, we have been working with Superintendent Mike Miles, Deputy Superintendent Dr. Ann Smisko, and other Dallas education leaders to understand how City

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Year can meet the needs of DAISD students and help drive district progress towards their goals outlined in their 2014-15 District Action Plan. Specific strategic goals that we have been working to align around fall under the categories of Rigor, Culture, Data and Innovation, and Parent Involvement. For example, the goal for Culture is to create and sustain a positive and compassionate "common culture" and DAISD and City Year have identified three specific ways for City Year to support that goal: 1) presence and implementation of our values-driven culture to make students more excited about attending school, 2) support efforts to reflect the student voice in events through school-wide events, and, 3) expand school capacity to engage students and their families in events and volunteer service opportunities, such as the John F. Kennedy Day of Service. Further, we work closely with DAISD administration to select the schools that we will partner with. First we analyze district data, such as individual school performance, student demographics, and feeder patterns for high schools with low graduation rates, to identify schools that are good candidates for our program model. The district then weighs internal factors, including principal interest, and overall district strategy against the candidate list and makes final school selections.

2. COMPLIANCE AND ACCOUNTABILITY: City Year Headquarters (CYHQ) provides policy and oversight of the AmeriCorps program through multiple means such as automated systems, policies, standard operating procedures, training, document audits, site monitoring and support visits, and customer service for any questions. For example, CYHQ runs start-of-year and end-of-year document reviews for all member paperwork such as member service agreements, position descriptions, and performance evaluations. Specific AmeriCorps compliance activities, e.g. member enrollments, exits, and criminal history checks, are centralized and overseen by CYHQ. The Regional Vice President for Operations and Regional Impact Director visits each site in their portfolio on a regular basis, e.g. quarterly or more frequently as needed. The Vice President for Program Operations reviews and approves all member position descriptions. CYHQ's policy on non-partisanship includes a reporting structure for questions and issues. Locally, one City Year Dallas staff person, the Impact Director, will be assigned local oversight of the AmeriCorps grant and will participate in monthly conference calls and periodic monitoring reviews as conducted by OneStar. Impact Managers are on the school campus 4 days per week. Impact Managers will meet weekly with the Impact Director and monthly with their school principal (with check-ins between meetings). The Executive Director and/or Impact Director will meet with principals at least quarterly to ensure the partnership is working well and/or to address any issues. Statement of Partnership Agreements will be completed with each individual school in June and will outline roles, responsibilities, expectations and goals

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between the two partners, including AmeriCorps prohibited activities and non-displacement criteria. Partnership agreements are reviewed annually through a multi-stage process. City Year Dallas will allow for "Extra Hours Opportunities" for members to make up service (for absences) outside of the regular service day, as approved by the Impact Director.

3. PAST PERFORMANCE: While City Year Dallas has not yet established a track record for its AmeriCorps program, City Year, Inc. has 20 years' experience with AmeriCorps and in the past four years we have launched new sites in Tulsa (2013), Jacksonville (2012), Sacramento (2012), Denver (2011), and Orlando (2011). In the 2013-14 program year, we filled 100% of awarded member service years network wide, retained 94% of 2,736 members enrolled, and achieved a 97% 30-day compliance rate for all member enrollments and a 98% 30-day compliance rate for all member exits. In the past year, across 25 operating sites, we enrolled over 23,800 students under the ED5 measure, of which 17,645 completed the program and of those 9,528 improved academic performance in literacy and/or math. We enrolled over 13,000 students under the ED27 measure of which over 12,800 completed the program and of those 4,800 improved attendance and/or behavior. We have seen year over year annual improvement in our ability to meet our AmeriCorps performance metrics by isolating structural issues and solving for those in a sequential and logical approach. We complete an annual A-133 audit. The most recent, issued November 2014 for the 2013-14 program year, had no findings.

Budget/Cost Effectiveness

1. COST EFFECTIVENESS: REQUEST: We respectfully request a fixed-price grant award of \$650,000 to support 50 full-time members at a cost-per-MSY of \$13,000. City Year runs a single program (AmeriCorps) and therefore all operating budget costs directly support the implementation of the proposed service activities. A standard site operating budget includes costs and benefits for all corps and staff, essential overhead costs, e.g. 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. City Year Dallas will meet the minimum living allowance requirements. 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),

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and after school providers (SES reimbursement rate). Local comparison costs include Dallas' The Tutoring Place which offers a 15 hour tutoring package for \$825 and the Wallace Foundation Cost of Quality Out of School Time calculator would place, at the low end, a daily rate of \$10 per slot for each participant in our Dallas based afterschool enrichment programs -- one student attending three times per week for 32 weeks would cost \$960. 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) In terms of economic impact, the federal investment of this grant will break even if just five at-risk students are turned around and graduate high school.

NON-CNCS RESOURCES: City Year sites develop a diversified funding base with multi-year commitments and group program activities into marketable 'products' to create sponsorship opportunities. Private sector sponsorships range from \$10,000 event sponsors to \$100,000 Team Sponsorships. In return, sponsors (predominantly corporate partners and foundations) are recognized on collateral materials depending on sponsorship level (e.g. event or team t-shirts), participate in event programming, and volunteer at service projects. Led by the Founding Committee, City Year Dallas has secured over \$5.7 million in multi-year pledges which includes a \$1.6 million strategic partnership with Dallas Independent School District and a combined investment of \$4.1 million from the private sector to support City Year Dallas operations from start up in 2014-15 through the first three years of operations, 2015-16, 2016-17 and 2017-18. The Founding Committee secured commitments from AT&T (\$250K), W.W. Caruth Jr. Foundation (\$750K), the Celanese Corporation (\$1.6M), Ed Galante (\$25K), The Meadows Foundation (\$200K), the Rohr Family Foundation (\$500K), the United Way of Metropolitan Dallas (\$400K), and Todd Williams (\$25K). In June 2014, the Dallas Independent School District unanimously approved a contract with City Year using a service partner match of \$10K per corps member.

2. BUDGET ADEQUACY: Please see attached fixed price budget summary.

Evaluation Summary or Plan

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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

2015-2016 City Year Dallas Clarifications -- Update 5/18/2015

Per instruction of CNCS, the budget has been reduced to the approved level of \$560,284 and a cost per MSY of \$11,205.68. The executive summary has been updated.

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

GENERAL CLARIFICATIONS:

1. Cost Per MSY Explanation: The cost-per-MSY does not cover the cost to field a corps members, including stipend, FICA, background checks, etc. as is the purpose of a fixed-price grant. The remainder of the program support comes from school district and private sector funds. The cost to

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manage an AmeriCorps program that provides tutoring 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 than 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.

1. Other Revenue Funds: The amount listed is accurate.
2. Confirm Other Revenue Funds: The amount listed is accurate.

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 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.

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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 further supported by headquarters-based Regional Instructional Coaches (professional educators) who collaborate with site Impact Directors to provide strategic guidance, technical assistance and coaching for both Impact Coaches and team 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. Explanation of MSY Allocation Under the Performance Measures: 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. 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 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. And 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

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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. 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 400 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.

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. Explanation of Large Group Activities and the Theory of Change: How whole school activities contribute to TOC, e.g. providing individualized attention to students with one or more EWIs: Members' large-group activities, such as whole school climate initiatives, afterschool enrichment,

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homework assistance, recognition events etc. contribute to our Theory of Change for individualized student progress, benefit both Focus List students and whole school populations, and serve to build student connectedness to school. Research shows that students who feel connected to their school are more likely to feel engaged, work hard and be involved in positive activities in and outside of school time. City Year's whole class and whole school supports are designed to create safe, supportive and caring school environments, offer strong relationships between students and staff through afterschool programs, support teachers' positive classroom management, and ensure student participation in extracurricular activities, all of which are significantly associated with a greater sense of connectedness to school (McNeely, Nonnemaker, & Blum, 2002; cited in Osher & Kidron, "Social-Emotional Learning Component of City Year's Whole School, Whole Child Service Model", American Institutes of Research 2011). Whole class support, where members work with all students in a classroom, allows teachers to differentiate instruction and reduce distractions, helping all students stay on task and engaged in class. To isolate the impact of team activities on whole school populations and all students' academic performance, Policy Studies Associates conducted a quasi-experimental study of City Year's impact on approximately 150 of its partner schools between the 2011-12 and 2013-14 school years. The study measured the differences in performance between City Year schools and approximately 460 comparison schools that were located in the same school districts and that shared similar demographic and performance characteristics. The comparison group was constructed using propensity score matching and additional analyses based on a number of school characteristics (e.g., limited English proficiency, percent of economically disadvantaged students, school size, and average student attendance rates).

Key Findings: Schools that had partnered with City Year were more likely to show improvement on state assessments compared with schools that had not partnered with City Year (non-CY schools).

- Schools with CY were approximately two times more likely to improve on state ELA assessments in 2011-12, 2012-13, and 2013-14, compared with non-CY schools.
- Schools with CY were approximately two times more likely in 2011-12 and three times more likely in 2012-13 to improve on state math assessments compared with non-CY schools and more likely in 2013-2014 although not statistically significant*
- Schools that partnered with City Year--and for which complete scale score data were available**--gained approximately one month of additional math learning, or 0.08 standard deviations, on their state's math assessment compared with non-CY schools.
- Schools that partnered with City Year--and for which complete scale score data were available**--

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gained approximately one month of additional ELA learning, or 0.07 standard deviations, on their state's ELA assessment ($d=0.074$, $p=0.02$, $n=313$) compared with non-CY schools.

4. 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.

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

Training and reporting structure: City Year Impact Managers, based out of partner schools, supervise all team members including the TLs. The TL supports the Impact Manager with maintaining school relationships, tracking progress towards goals, and providing feedback on team activities. TLs are expected to participate in school staff meetings to build trust, receive feedback, and form ideas for improved resource allocations and member activities. To support them in their enhanced role, TLs begin service approximately 3 weeks prior to first year members. This provides the opportunity to receive additional training and prepare for service within their assigned school. TLs receive 5 days of

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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.

B. BUDGET CLARIFICATIONS

2. Salary Costs: Staff salary costs requested in this budget, both federal and matching share, do not duplicate cost requests on direct grants or state subgrants (new, recompeting, or continuation).

C. PERFORMANCE MEASURE CLARIFICATIONS:

1. Update on Academic Improvement (ED5) Assessment Tools: We have been working with Dorothy Weir, Manager of Applied Research and Aaron Ware, Director of Local Assessment at Dallas Independent School District to establish assessment tools and performance gains. Under the requirements of Texas House Bill 5, school districts have limitations on the number and type of assessments a district can issue to students, e.g. no more than two interim assessments for each state assessment. This has limited what types of assessments we can use. We have narrowed down the selection to locally issued Assessment of Course Performance (ACPs) that were created in collaboration with Teaching and Learning are used each semester grades K-12. The ACPs have separate tests for mathematics and reading/language arts as appropriate to the grade level.

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Summative evaluation data is available through the MyData Portal for district and campus administrators. We are still in discussion with them on expected performance gains for the ACP and will finalize by June 30. In addition to the ACP, we intend to use the Scholastic Math Inventory (SMI) and Scholastic Reading Inventory (SRI) to measure student performance in math and reading. The SMI and SRI are in use at several City Year operating sites. SMI and SRI have both been reviewed by the National Center on Response to Intervention. For expected growth, our goal is that students who complete 15 hours of tutoring will increase one academic level (e.g. below basic to basic) on the SMI and SRI.

2. Explanation of Improved Academic Engagement in Attendance (ED27B) targets in relation to total student population: The targets were set based on conversations with the district and expected number of students with attendance challenges. The State of Texas has strict requirements around student attendance under House Bill 5. Students who miss 10% of class days fail the course. This has a dramatic impact on a student's ability to advance to the next grade level and graduate. It also provides incentive for more students to attend school and therefore there are fewer students to place on the focus lists (i.e. corps members will have a smaller ratio in attendance than in tutoring), however, those who are at-risk for low attendance have higher need considering the consequences. Because of the consequences of dropping below 90% ADA, our members will also support students with maintaining good attendance, but, we are not able to count these prevention activities under the performance measure.

3. All Measures: Clarification of interventions across performance measures: City Year Dallas has two performance measures, an aligned ED1, ED2, and ED5 and an aligned ED1, ED2, and ED27B. 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.

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.

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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.

Continuation Changes

Not applicable.

Grant Characteristics