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Executive Summary

To address a local graduation rates below 78% (2013-14), City Year Columbia proposes to have 24 full-time AmeriCorps members who will provide academic services that support students in staying in school and on track to graduation in 3 South Carolina 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 660 students and targeted tutoring and mentoring to 210 students that improves 148 drop out risk indicators in behavior, English and/or math. In addition the AmeriCorps members will leverage 48 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. Under the fixed-price grant opportunity, the CNCS investment of \$268,936 will leverage \$312,000 in public funding from state and local agencies and \$438,000 in private funding from businesses, foundations, and individuals.

Rationale and Approach/Program Design

1. PROBLEM/NEED 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 South Carolina's Richland One (Columbia) school district and neighboring Lexington Four (Swansea) school district, less than 78% of the Class of 2014 students graduated high school on time generating a future societal cost of \$120 million - 411 non-graduates x \$292,000 -- to the taxpayers of South Carolina (South Carolina Department of Education, 2014 School Report Cards). This <78% rate places these districts below the state average of 80% for the Class of 2014 and below the 2012-13 national graduation rate of 80% (Diplomas Count, April 2014). A 2006 longitudinal study completed by Johns Hopkins University concludes that there are performance indicators that can help identify students who are at risk to drop out and that early intervention in English, math, attendance, and behavior can keep students in school and on track to graduation. The students at Lexington Four's Sandhills Elementary School and Richland One's Hyatt Park Elementary and Heyward Gibbes Middle schools demonstrate signs that they are at risk to join the drop outs from the Class of 2014 based on their 2014 South Carolina Palmetto Assessment of State Standards (PASS) results, Richland One middle school suspensions rates, South Carolina Department of Education satisfaction surveys completed by teachers, parents, and students, and the statewide 2013 National Assessment on Educational Progress (NAEP) for 4th and 8th grade reading and math. On the 2014 PASS, 33.2% of Sandhills students and 45.8% of Hyatt Park students did not meet grade level

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standards in English Language Arts (ELA) compared to 23.3% of elementary students statewide. 47.5% of Sandhills students and 50.5% of Hyatt Park did not meet grade level standards in math compared to 27.8% of elementary students statewide. At Gibbes, 54.4% of students did not meet standards for ELA and 51.3% did not meet standards for math compared to 34.1% and 33.6% for ELA and math respectively for middle school students statewide. Less than 70% of teachers and students who completed the annual satisfaction survey (2014) at Hyatt Park and Gibbes were satisfied with the school learning environment and one third of parents at all three schools were not satisfied with school-home relations. Further Gibbes saw an increase in behavior issues between 2013 and 2014 as evidenced by an increase in their suspension/expulsion rate from 0% to 1.8% (2014 median rate for middle schools was 0.4%). On the 2013 NAEP South Carolina low-income and black students tested considerably lower than their white and/or more affluent peers. On the reading assessments, 57% of 4th grade black students tested below basic compared to 28% of white students. The mean score was 197 compared to 224 (national average was 222). Among low-income 8th grade students (those eligible for the National Lunch program), 38% tested below basic with a mean score of 250 compared to 14% of non-eligible students, mean score of 275 (national average 268). On the math assessments, 52% of 8th grade black students tested below basic compared to 19% of white students. The mean score was 261 compared to 292 (national average was 280). Among low-income 4th grade students, 31% tested below basic with a mean score of 227 compared to 6% of non-eligible students, mean score of 252 (national average 237). City Year Columbia has partnered with Hyatt Park and Gibbes for over 5 years. While Gibbes students have improved, e.g. in 2011 57.3% of students failed to meet ELA standards on the PASS compared to 54.4% in 2014, we are seeing an increasing number of elementary students entering school further behind demonstrating continued and increasing need.

2. THEORY OF CHANGE AND LOGIC MODEL: City Year is an education-focused, nonprofit organization that partners with public schools to help keep students in school and on track to graduate. City Year AmeriCorps members, all between the ages 17 to 24, commit to a year of full-time service in schools, where they serve as tutors, near-peer mentors and role models and support whole school climate improvement through City Year's evidence-informed Whole School Whole Child (WSWC) service model. Our WSWC program design and member eligibility practices meet threshold requirements for tutoring. The WSWC theory of change is that by connecting students to near-peers who provide individualized attention to students in the Early Warning Indicators for drop out risk (i.e. attendance, behavior, English, and math) we will keep more students in school and on track to succeed and increase the number of high school graduates. Our long term impact goal is to have 80%

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of the students in schools we serve reach 10th grade on track and on time. The WSWC program utilizes the evidence-based Response to Intervention (RtI) approach (American Institute for Research and the National Center on Response to Intervention) and our focus on providing targeted interventions in the four risk indicators is based on the Early Warning Indicators research conducted by Johns Hopkins University. (Neild, Balfanz, and Herzog, 2007) A comprehensive summary of the WSWC program design, development and research basis was published in "Closing the Implementation Gap" (Balfanz, Andrekopoulos, Hertz, Kliman, pp. 12-22, fn 20-40, 2013). LOGIC MODEL & ACTIVITIES: City Year Columbia (CYC) requests to field 24 full-time corps members who will be deployed in teams of 8 members to three public schools to address CNCS National Priority Measures in Education, improved academic performance (ED5) and improved academic engagement in attitudes (ED27A). The three partnership schools are Hyatt Park Elementary and Heyward Gibbes Middle School in the Richland One district and Sandhills Elementary in the Lexington Four district. One AmeriCorps member on each school team will serve as the Team Leader and jointly with the team will form a partnership with the school to implement the Whole School Whole Child (WSWC) program and provide whole school services to the entire school population, K-8, and targeted services to 3rd-8th grade students. Of the 1,300 students enrolled in the three schools, whole school services, such as whole class support, will benefit 660 students and at least 210, a subset of the 660, will receive targeted interventions in English, math and/or behavior. For targeted interventions in tutoring and behavior coaching, each member will maintain 10 to 14 unique students on their multi-indicator "Focus List". Students on the Focus List are identified as below grade level equivalency and/or have a report card grade of D or F in English or math, or they have been recommended by the school for behavior intervention. Members serve Monday through Friday at their assigned school for the full academic year (August to May). On a typical day members will arrive at the schools between 6:30 and 7:00 am depending on the school start time. After a 5 minute team check in, members will provide up to 60 minutes of before school activities, e.g. homework assistance or coaching check ins during the 30 minute breakfast period, and lead a 15 minute Morning Greeting to welcome students into school. Over the 6.5 to 7 hour formal school day, members will be embedded in classrooms for at least 5 hours of the day. Each school has between 5 and 6 instructional or learning periods, a lunch period (30 mins), and a recess or intervention period (30 mins). Instructional periods range in length from a 30 minute Read Aloud/Mini-Lesson to two-hour work times depending on the school, grade, and class. Tutoring intervention time with our focus list students is typically embedded into the instructional period, for example, in a 50 minute middle school ELA period, members may provide 30

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minutes of whole class support during instruction and 20 minutes of ELA intervention during group work three times per week. The social-emotional learning program for behavior students typically occurs during the lunch period or other non-learning time (before school, recess, or intervention periods) once a week. Throughout the day, corps members support school positive behavior and climate while transitioning between subject matters or classrooms and during non-instructional time. The school day ends between 2:45 pm and 3:45 pm (varies by school). Members leave school grounds between 5:30 and 6:00 Monday through Thursday and earlier on Friday. After school, 2:45 -- 6:00, on Mondays, members either participate in school-led teacher professional development or use the time for teacher meetings and service planning (2 hours). On Tuesday and Thursday members provide up to 2 hours of afterschool programming (1 hour homework assistance and 1 hour enrichment activities each day). Wednesday afternoons are used for City Year training and member development (4 hours as Wednesday is early dismissal for schools). Friday afterschool time may be used for planning as needed or is an early release day for the corps. All members participate in volunteer engagement service projects, typically Saturdays or weekdays when school is not in session, e.g. holidays. In addition to standard program activities, Team Leaders lead team circles and team meetings during the planning times, attend meetings with the Impact Manager (team supervisor) and school staff and faculty (weekly at Sandhills, as needed at Hyatt and Gibbes), provide two peer coaching and support discussions per month for each member on their team, participate in monthly Corps Council and Team Leader meetings, and lead coordination of 2 to 5 WSWC in-school events a year as well as support out-of-school events, e.g. annual fall festival, student social events, evening parent engagement events such as literacy nights and report card nights, and student recognition events.

3. EVIDENCE BASE: City Year evaluation strategy consists of four key components: consistent collection and analysis of student-level data using secure FERPA compliant database systems; use of annual and interim performance metrics for timely ongoing improvements; research and development to identify promising strategies and annual upgrades; and, research-based evidence of impact. MODERATE EVIDENCE BASE: Two studies are submitted with this application. City Year's program design is standardized (all sites, including Columbia, follow the same WSWC platform components, e.g. tutoring and coaching strategies, in-class and afterschool format, culture, etc.) and while variations may occur due to specific school conditions (e.g. 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.

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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 participated in a randomized control trial study of the Diplomas Now model in 62 schools in 11 districts. The Diplomas Now framework includes City Year's WSWC model as a core component and this report is expected to provide a strong level of evidence of WSWC impact. It is produced by evaluators MDRC and ICF International and is scheduled for release in January 2016. While City Year Columbia falls below the \$500,000 threshold, this evaluation serves to meet our evaluation requirement for the 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 Columbia's proposed program aligns closely with the CNCS Education focus area in the 2015 AmeriCorps funding priorities. Through our Whole School Whole Child program, our members provide academic and social-emotional supports to improve the educational and behavioral outcomes of economically disadvantaged students in low-achieving public

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schools. Among the schools to be served by City Year teams, students at Hyatt Park Elementary and Gibbes Middle are predominantly minority, >98%, and low-income, >95% are eligible for the national lunch program. At Sandhills Elementary, 28% of students represent minority populations and 82% are low-income. Gibbes and Hyatt Park both received an F on the 2014 SC School Report Card and Sandhills received a D. These schools fall within districts and feeder patterns of high schools that have low graduation rates, e.g. 78% for Lexington Four (Sandhills) and 74% for Richland One (Hyatt Park and Gibbes). (South Carolina Department of Education 2014 School Report Cards) Our Whole School Whole Child activities support the My Brothers' Keeper milestone "Graduation from High School Ready for College and Career" by focusing on efforts that keep low-income and minority students in school and on track to on-time graduation from high school.

5. MEMBER TRAINING: City Year's training approach has guiding principles that ensure alignment with our organizational mission, vision, and values; formal, on-the-job, and self-directed learning opportunities; and, differentiated learning approaches that incorporate adult learning principles such as small group activities and real-time feedback. To meet this end, we have developed three distinct approaches: 1) the CM Member Development Curriculum Map, a 36-week learning calendar which lays out the sequence and time of year service skills and professional development trainings should occur in, 2) the Idealist's Journey, our 10-month leadership development curriculum, and, 3) our Observation and Coaching program to provide members real-time feedback and coaching on their service delivery. We use our on-line performance management system to support members' development through their term of service by providing a personal, professional, and service delivery goal setting process at the beginning of the year that is carried through to the mid-term and end-of-term performance evaluations. The Curriculum Map provides quarterly training bundles that relate to the requisite skills and knowledge needed during each quarter. Foundational trainings that are necessary for members to deliver the WSWC service model are delivered during our 15 day Basic Training Academy (BTA). BTA topics include: operations, basic disaster preparedness and response (e.g. CPR/First Aid), community asset mapping, state of education in America, diversity and disability awareness provided by The Weather's Group, 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. On-going training is provided throughout the year through school-led professional development opportunities offered after school on Monday and through City Year led training and professional development held

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four hours every Wednesday. These trainings are used to develop intermediate and advanced skills around effective service delivery and to develop professional work skills for life after City Year. For example, we are working to engage Francis Marion University on a training specific to working with kids in poverty. Our one day mid-year Advanced Training Academy is held in January and includes advanced skill training and may include a general reflection exercise, e.g. highlights/what worked, and/or a facilitated data review to reflect on the first half of the year. In total, over the course of the year, members will receive up to 315 hours of instructional and 'on-the-job' training and professional development. In addition, members receive regular observation and coaching on tutoring delivery. City Year's Regional Literacy Trainer (RLT) provides quarterly on-site observation and trainings with corps members and their Managers. Impact Managers provide monthly 20-60 minute coaching sessions for each member of the team and Team Leaders provide peer coaching twice a month. The Impact Director observes each corps member in service at least once quarterly and reviews monthly videos of members in service with their Impact Manager and Team Leader to discuss technique and best practices. 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 and refreshed at ATA. 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 regular service, e.g. for members who have to make-up hours, must be approved by City Year Impact Director.

6. MEMBER SUPERVISION: Each team of AmeriCorps members is directly supervised by a City Year Impact Manager (IM). One Manager will supervise the middle school team at Heyward Gibbes and the other Manager will supervise the two elementary school teams at Sandhills and Hyatt Park. Managers are based in the schools five days per week (approximately one day every other week is used for staff training) and provide day-to-day supervision and administrative management for our corps members, e.g. manage school-house relationships, observe and coach members on effective service delivery, manage team schedule, and complete performance evaluations and timesheets. The Manager for the elementary schools will either split the day (1/2 day at each school) or alternate days at each school depending on the week. Each Manager checks-in daily with the Team Leader and completes monthly one-on-ones with each member of the team to track progress toward goals and service quality, and address school, service or personal issues. In addition, the Impact Director will check-in with the Team Leaders on a regular basis (frequency varies by time of year). At each school,

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the Impact Manager coordinates additional support for members through the members' assigned teachers and other designated school liaisons when available. Managers formally meet with the Impact Director at least monthly (more frequently as required) and teachers and principals as needed to review progress and address any member or service issues. City Year staff participate in training opportunities provided by City Year Headquarters. These include: a) Summer Academy, an annual one-week training in Boston, MA in July, b) Leadership Conferences, 3-day conferences held for executive and director level staff in fall and winter, and, c) Conference Calls, monthly network calls organized around job functions for example evaluation, training, and program delivery. Staff will also participate in technical assistance and training opportunities provided by the South Carolina Commission on National and Community Service. City Year Headquarters staff provide localized on-site training, coaching, and technical assistance through our Regional Impact Directors, Regional Literacy Trainers, and Regional Vice-Presidents for Operations. For day-to-day support, City Year Headquarters maintains customer service centers such as the finance team, school relations, evaluation, AmeriCorps relations, corps management and experience, 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 including continuing in national service. 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), and, Columbia alumni are currently employed by CNCS, KIPP schools and TFA. 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) program meets monthly and through corps led discussions, members explore issues related to their service, education, and individual leadership. In addition, each member has a "coordinator" role on their team (e.g. become content experts in literacy, or afterschool, or math, etc.) and coordinators meet monthly with their counterpart from the other two teams to

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share ideas and best practices. Two members will be nominated to serve on the City Year's national Dean's Council, a forum for members to provide feedback to City Year on the corps experience. Our Team Leaders serve on a Corps Council which provides feedback to City Year Columbia on the corps experience, plan "life outside of City Year" events for corps morale, organize member appreciation activities (notes, cards), and plan Spring Week activities. We draw applicants from the local community by targeting recruitment efforts at regional schools such as the University of South Carolina, Georgia Southern University, and Claflin University (9th ranked HBCU). Through open houses, tabling at career fairs, and through partnerships with fraternities/sororities and service clubs, we recruit students interested in education fields and/or national or community service.

8. COMMITMENT TO AMERICORPS IDENTIFICATION: City Year Columbia 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 City Year Columbia offices and service locations and when possible co-branded with the United Way logo for the South Carolina Commission (e.g. locally produced collateral materials). As per our policy outlined in the member handbook, members are required to wear their uniform and nametag during service and event activities (there are a couple of "non-uniform" team-building events per year). Members participate in a swearing-in ceremony during City Year's Opening Day and receive training on how to identify themselves as an AmeriCorps member, i.e. an "elevator speech", and a training on how to represent their AmeriCorps experience on their resume. We invite the South Carolina Commission staff to attend and/or speak at our signature events such as Opening Day and our annual fundraising gala. All members are encouraged to enroll in AmeriCorps Alums. Our relationship with AmeriCorps, including prohibited activities, is outlined in our service partner agreements which are reviewed with service partners 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. In 1993 City Year Columbia participated as one of the demonstration sites for AmeriCorps. Since then, City Year Columbia has been awarded over \$9.8 million in State Competitive and National Direct funding to

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support 820 full-time member positions. CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: All City Year sites, including Columbia, operate as part of one 501(c)3 nonprofit organization and adhere to central policies and procedures established by the legal applicant City Year, Inc. We are governed by a 31 member Board of Trustees that oversees organizational strategic planning and sustainability, budgets, and major policies and procedures. The Board is led by Chair Jonathan Lavine, Managing Partner and CIO for Sankaty Advisors. Each City Year operating site maintains a local advisory board, which reviews the site's progress toward quarterly and annual goals, and supports local fundraising efforts and strategic planning. City Year Columbia's 17 member board is chaired by James T. Irvin, III, Nelson Mullins Riley & Scarborough. 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 Columbia's 2015-16 staffing model calls for 5 FTE comprised of a Vice-President & Executive Director, an Impact Director, two Impact Managers, and an Operations Manager. The VP/Executive Director is responsible for overall site management, staffing decisions, board and community relationships, fundraising, and ensuring that the site meets quarterly and annual operating goals. Gail Wilson-Giarratano has filled this position since April 2012. She has over 20 years' experience in the non-profit and education sectors, including serving for three years as the President and CEO of Girl's Inc. of the Greater Capital Region (New York), serving as Associate Director at the Early Childhood Centers of Greater Springfield (Mass.), and serving as a trainer for the Massachusetts Department of Education Curriculum Frameworks. The Impact Director leads the Impact Department and supervises both Impact Managers. This department is responsible for day to day operations and management of the Whole School Whole Child program and the corps members, member development and training, service delivery quality, school-house and teacher relationships, and evaluation and reporting on member and service results. The Impact Director ensures consistent delivery of the program model across schools, oversees progress towards school and AmeriCorps service goals, manages school administration and district relationships, and problem-solves issues arising at schools or with corps

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members. The position is filled by Alice Curtin Thaxton. She has nearly 4 years' experience with City Year and 4 years' experience teaching elementary age students, including two years through Teach For America. The two Impact Managers provide day-to-day supervision of one or two teams of corps members, manage school-house and teacher relationships and service delivery, support member training and professional development needs, and ensure that service is documented. These positions are filled by Jimmy Valentine and Robyn Ford. The Operations Manager, Kaitlin Nichols, provides logistical support for program delivery, events, and corps management (e.g. uniform fulfillment, supplies distribution, event transportation, etc.). Both Valentine and Nichols served as City Year AmeriCorps members for two years prior to joining the staff. Ms. Ford is a former employee of Heyward Gibbes Middle School. 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 Columbia considers consistent and on-going engagement of our community partners integral to the effectiveness and sustainability of our program. Each year, we work with school district leadership to review partnership goals and school partnerships. In start of year meetings with school leadership, we discuss the conditions of success that need to be present for us to achieve maximum impact, e.g. intervention time and structure, and review our agreements, including data sharing. Our Impact Managers are in regular communication with school leadership, e.g. principals, and are welcome to bring any questions or suggestions to the principal. As previously noted, Impact Managers are at their schools up to five days per week, participate in faculty meetings, and meet with school teaching staff regularly. The Impact Director meets with each principal a minimum of three times per year. The Executive Director meets with school and district leadership as needed to the time of year, e.g. during the annual partnership review process in the spring the Executive Director will meet more regularly with school staff than during the winter. We have a strong relationship with the City of Columbia which approved us to paint a large-scale City Year logo across the box of a downtown intersection to celebrate our anniversary. Through our volunteer engagement activities, we are able to bring community members into the communities and schools we serve to implement beautification projects and other projects identified by the schools

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as a pressing need. Through our advisory board, we are able to engage key community leaders who advise and inform on our strategic direction and on-going service delivery. Our 17 member board includes representation from four local law firms, 7 businesses including CSX Transportation, BlueShield, Bank of America, and Colliers International, the University of South Carolina School of Law, the City of Columbia Department of Economic Development, and local community and education leaders. In addition to on-going conversation and meetings, we have formal structures for soliciting feedback and recommendations from our stakeholders through our mid-year and end-of-year principal, teacher, and corps member surveys.

2. COMPLIANCE AND ACCOUNTABILITY: City Year Headquarters (CYHQ) provides policy and oversight of the AmeriCorps program through multiple means such as automated systems, policies, standard operating procedures, training, document audits, site monitoring and support visits, and customer service for any questions. For example, CYHQ runs start-of-year and end-of-year document reviews for all member paperwork such as member service agreements, position descriptions, and performance evaluations. Specific AmeriCorps compliance activities, e.g. member enrollments, exits, and criminal history checks, are centralized and overseen by CYHQ. The Regional Vice President for Operations and Regional Impact Director visits each site in their portfolio on a regular basis, e.g. quarterly or more frequently as needed. Local Impact Managers are on school grounds five days per week. If issues arise that cannot be worked through with the school staff, the Impact Manager will bring the issue to the Impact Director who will resolve through the Principal. Prohibited Activities are reviewed during Basic Training Academy for the corps and during meetings with district and school administrators and are included in partnership agreements. Staff accountability metrics, including Impact and AmeriCorps deliverables, are included in our performance management system (staff evaluations). Staff performance against these metrics is factored into salary merit increases. The South Carolina Commission has provided technical support and monitoring visits over the past two years. We worked with the Commission to correct or improve any areas that were identified during these visits. For example, during our 2013 visit, the Commission expressed concern that we were not capturing service data around our behavior and school climate activities. Over the course of the 2013-14 year, we collaborated with the Commission on tracking behavior data and added the ED27 Academic Engagement measure to our 2014-15 continuation application and this re-compete application.

3. PAST PERFORMANCE: PERFORMANCE MEASURES: Over the past three program years, City Year Columbia has met all nine of our aligned Academic Improvement (ED5) National

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Performance Measures. In 2011-12, under our National Direct grant, we exceeded our ED1 enrollment target by 42 students (146/104), our ED2 program completion target by 43 students (116/73), and our ED5 academic improvement target by 57 students (105/48). In 2012-13, we increased our academic improvement targets by 76 students for ED1 (target increased to 180), 62 students for ED2 (135), and 54 students for ED5 (102) and were able to exceed each of these targets by at least 27%. In 2013-14, we again exceeded the same set of targets by at least 37%, showing improvement over our 2012-13 program year. When we submitted our Continuation application for 2013-14, we did not have enough information at that time to adjust our 2013-14 targets, but since we enrolled close to the same number of students in the fall of 2013 as we did in the fall of 2012, for our 2014-15 program year, we increased our targets by 10% to more closely align with our actual performance. The targets proposed in this application reflect our historical achievement and corps member capacity. ENROLLMENT, RETENTION & COMPLIANCE: City Year Columbia has a strong track record for member enrollment, retention, and compliance with the 30 day enrollment and exit compliance deadline. In 2013-14, we enrolled 100% of slots [25/24] and had 96% [24/25] retention and 100% compliance for both enrollments and exits. And, over the past five program years, 2009-10 to 2013-14, City Year Columbia has filled 100% [121/120] of awarded slots, retained 93% [113/121] of enrolled corps, and submitted all but 7 enrollments forms (all in 2009-10) and 2 exit forms within the 30 day deadline. In 2013-14, the one member who exited without an award resigned after two weeks of service for poor program fit. We offered a position to an applicant on our waitlist and refilled the position within two weeks. Our corps led "life outside of City Year" activities, regular member recognition and appreciation, and dedicated training and planning time are key components to our success in retention.

Budget/Cost Effectiveness

1. COST EFFECTIVENESS: REQUEST: We respectfully request a Fixed-Price grant award of \$309,600 to support 24 full-time members at a cost-per-MSY of \$12,900. This request reduces our cost-per-MSY by \$100 from our 2014-15 request of \$312,000 for 24 full-time members at a cost-per-MSY of \$13,000. In addition to this reduction, in 2015-16, we will increase our living allowance to the new minimum of \$12,530. As a result of these two changes, we will assume \$12,720 (((\$100+\$430) x 24 corps) in new costs above 2014-15 per member costs. City Year runs a single program (AmeriCorps) and therefore all costs directly support the implementation of the proposed service activities. A standard site operating budget includes costs and benefits for all corps and staff, essential overhead costs such as office space and telecommunications, supplies including member uniforms, the

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three-part criminal history checks, internal performance measurement for member service activities, member recruitment, and transportation and training costs. RETURN ON INVESTMENT: Our holistic approach to student supports provides school districts a cost-effective option for in-school and wrap-around academic and enrichment services. According to a benchmarking study conducted by Deloitte Consulting on behalf of City Year, Inc., City Year's bundled services cost schools \$333 per student per annum whereas schools would need to pay up to \$2,280 per student to contract out separate academic, climate, and after school providers. For example, 15 hours of tutoring from Sylvan Learning would typically cost \$750 (\$50/hr/student) per subject (\$1,500 total) and 2 hours of afterschool enrichment twice a week for 32 weeks would cost \$1,024 (daily rate of \$16 per slot- 2009 the Wallace Foundation Cost Calculator) -- or \$2,524 for a sample student. A 2013 evaluation of the Elev8 Community School completed by the Bright Research Group places the value of an AmeriCorps member service hour at \$55/hour -- at this rate, a full-time member who spends 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 thereby reducing the \$292,000 in societal costs for each high school drop-out (2009 Northeastern University). NON-CNCS RESOURCES: To support 24 full-time corps members in 2015-16, City Year Columbia has a funding plan in place that calls for raising over \$750,000. Of this, \$494,000 has been secured through either verbal commitments or written contracts. The remaining \$260,000 we expect to raise through our historical giving partners. City Year Columbia has a diversified funding base that represents local government agencies, the business community, foundations, and private donors. We expect to generate \$260,000 in program income through our school district partners Richland One (\$160K), and Lexington Four (\$100K). In addition, we anticipate continuing support from the City of Columbia (\$40K), the Department of Juvenile Justice (\$12K), and the Children's Trust of South Carolina (\$72K). Our business partners include CSX Transportation (\$100K), Boeing of South Carolina (\$50K), and Blue Cross Blue Shield of South Carolina (\$25K). The Sisters of Charity Foundation has historically provided \$25,000 in revenue to support our program implementation. And, through our individual giving program and annual fundraising dinner, we expect to raise \$120,000. At our 2014 annual dinner, we raised \$70,000 meeting our goal for the event.

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

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Evaluation Summary or Plan

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

FY16 PROGRAM EVALUATION PLAN

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

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

MDRC is evaluating the impacts of Diplomas Now to identify under what conditions the model (1) enables high schools with 30%-60% graduation rates to achieve graduation rates of 80% or more and

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

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

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

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

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

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

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

Amendment Justification

Not applicable.

Clarification Summary

2015-16 (Year 1) City Year Columbia Clarification Response -- Update 5/14/2015

Per instruction of CNCS, the budget has been reduced to the approved level of \$268,936 and a cost per MSY of \$11,205.68. The executive summary has been updated.

2015-26 (Year 1) City Year Columbia 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

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completion of pre and in-service specialized training. Recruitment interviews are designed to assess candidates' experience and interest in tutoring children, appreciation for inclusive communities and willingness to learn. Standardized questions focus on experience with lesson planning/writing, working with children and youth in an academic setting and resiliency in a stressful school environment.

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

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

B. BUDGET CLARIFICATIONS

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1. "Other Revenue Funds": The amount listed is correct.

2. Cost-Per-MSY: We reduced our cost-per-MSY during the application process from \$13,000 per member to \$12,900 per member. We request to keep this level of funding. In addition to the increases that we are absorbing that were outlined in the proposal, we are expecting a decrease in funding from our school partners. We have been in negotiations with our district partners in Lexington 4 and Richland 1 regarding team placement in the upcoming year. We would like to move the team that is currently serving in Lexington 4 to a higher need school in Richland 1, however, to do this would mean a loss in funding of \$2,500 per member or \$20,000.

C. PERFORMANCE MEASURE CLARIFICATIONS:

1. ED5 MAP Assessment: The Measures of Academic Progress (MAP) assessment is a progress monitoring tool that is used nationally for grades 2-12. It is a computer adaptive interim assessment that measures student skills in reading, language usage, and mathematics and has been recognized by the NCRTI. The national expected growth rates for grades 3 to 9 ranges from 2 points to 22 points depending on the student grade level. The national expected growth rates are normed rates and reflect expected growth targets for the median (average) student. The students that we serve are below average and are typically in the lowest quartile performance band. Therefore we scaled the expected growth to 1 to 17 points. While this is lower than the expected growth rates, it remains rigorous given the starting point of our students. For example, a student from the lowest performance quartile would have to make 2x or 3x the learning gain in the same time period as a student in the median quartile to achieve the same growth.

2. ED5 Clarification on counting of student improvement: 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.

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3. ED5 Clarification on student selection and 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, 78% - 98%, at our Columbia schools are eligible for FRL.

4. All: 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 UPDATES:

In 2014-15, City Year Columbia served as a Host Site for the Famously Hot Junior Solar Sprint (JSS) Race for students statewide (event was not associated with Technology Student Association in first year of event). Corps members at Heyward Gibbes Middle School added JSS related STEM based enrichment activities to the afterschool program.

Continuation Changes

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Not applicable.

Grant Characteristics