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Executive Summary

To address the national graduation rate of 81% (2012-13), City Year National Direct proposes to have 739 full-time AmeriCorps members who will provide academic services that support students in at least 73 public schools in Baton Rouge, Boston, Cleveland, Columbus, Denver, Kansas City, Little Rock, Los Angeles, Miami, Milwaukee, Orlando, Providence, Sacramento, San Jose, Seattle, and Washington DC. At the end of the first program year, the AmeriCorps members will be responsible for providing in-class and school climate support to benefit 18,000 students and targeted tutoring and mentoring to at least 5,300 students that improves 3,325 drop out risk indicators in attendance, behavior, English and/or math. In addition the AmeriCorps members will leverage 6000 volunteers that will be engaged in periodic physical service projects to benefit partner schools. This program will focus on the CNCS focus area of Education. The CNCS investment of \$8,032,570 will be matched by \$6,257,000 in public funding and \$1,775,570 in private funding.

Rationale and Approach/Program Design

1. PROBLEM/NEED Despite recent gains in the national high school graduation rate (from 71.7% in 2001 to 81% in 2012), large "graduation gaps" remain. A deeper look at the data reveals that the four year graduation rates in big cities with a high concentration of low-income students are in the 50s and 60s. Nationally, 23% of African American and 15% of Latino students attend a high school in which less than 60% of students graduate on time. (Bridgeland, et al, Diplomas Count, April 2014). For example, Denver Public Schools has a district graduation rate of 61%, however, 71% of white students graduate compared to 64% of black students and 55% of Hispanic/Latino students. City Year proposes to serve in 14 school districts and 75 schools in 9 states nationwide that disproportionately contribute to the national pool of high school drop outs. City Year teams will serve in 17 high schools and 58 elementary and middle schools that feed into high schools and districts that have low graduation rates. The three Milwaukee high schools (South Division, Bay View, and Madison) all have graduation rates below 58% (Wisconsin Department of Education, 2014 School Report Cards). Based on state Department of Education School Report Cards, the 2012-13 four-year cohort graduation rates for the remaining schools are: in Los Angeles, Manual Arts, 75%, and Jefferson, 61%, in Little Rock, JA Fair, 70%, and McClellan, 72%, in Miami, Booker T. Washington, 80%, Miami Carol City, 82%, and Homestead 68%, in Denver, Manual, 62%, in San Jose, Overfelt, 78%, and in Sacramento, Sacramento Charter High School, 90%. The elementary and middle schools to be served in the District of Columbia and Providence are in feeder patterns that contribute to DC's 58% graduation rate (2012-

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13) and Providence's 71% rate (2013-14). The two high schools in Broward County, Florida and in Kansas City, Missouri have not been confirmed however both districts have low graduation rates. In 2013-14, the Kansas City Public Schools reported a district graduation rate of 62% and Broward County Public Schools had a 75% graduation rate in 2012-13. Students in the lower schools that feed into all of these high schools are performing below average on state testing, for example, over 50% of elementary students in DC are below proficiency in reading and math (2014 DCCAS) and over 50% of K-8 students in Providence are below proficiency (2014 RI AMO Summary). Over 93% of 3rd to 8th grade students at the 10 lower schools in Milwaukee were below proficiency in reading and over 88% were below proficiency in math (2014 WSAS). City Year targets schools that are Title 1 and predominantly minority and low-income. Across the 75 schools, 73 are schools or are in districts that are over 80% minority and two are two-thirds minority. Over 80% of students at 64 schools are eligible for the National Lunch program (>65% at the remaining schools). Research indicates that living in poverty adversely affects a student's foundation of knowledge and unfortunately these gaps become more dramatic over time. (Balfanz, 2013) Furthermore, research has shown if a 6th grade student in a high poverty school has even one of the Early Warning Indicators (EWI), poor school attendance, poor student behavior that interferes with a student's ability to learn, and course failure in English or math, he or she has less than a 20% chance of graduating from high school. (Balfanz & Fox, 2011) Students who fail to graduate are three times more likely to be unemployed or living in poverty and, on average, earn approximately \$130,000 and \$1 million less than high school and college graduates, respectively, over their lifetimes. (Balfanz, Bridgeland, Bruce, & Fox 2012) For a single young adult such a fate can be tragic, and when the majority or near majority of students from entire neighborhoods and communities fail to graduate, the social and economic costs are profound and far reaching. Consequently, the costs to communities mount in public health, crime and welfare payments, loss of tax revenue, and the creation of an underclass of citizens that will cost the nation over the next decade. A 2009 Northeastern University study places this cost at \$292,000 for each individual high school dropout. (Center for Labor Market Studies Publications)

2. THEORY OF CHANGE AND LOGIC MODEL: City Year is an education-focused, nonprofit organization that partners with public schools to help keep students in school and on track to graduate. City Year AmeriCorps members, all between the ages 17 to 24, commit to a year of full-time service in schools, where they serve as tutors, near-peer mentors and role models and support whole school climate improvement through City Year's evidence-informed Whole School Whole Child (WSWC) service model. The WSWC theory of change is that by connecting students to near-peers

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who provide individualized attention to students in the Early Warning Indicators for drop out risk (i.e. attendance, behavior, English, and math) we will keep more students in school and on track to succeed and increase the number of high school graduates. Our long term impact goal is to have 80% of the students in schools we serve reach 10th grade on track and on time. Our WSWC program activities, member training, and member recruitment and eligibility practices are designed to meet threshold requirements for tutoring. 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 National Direct (CYND) requests to field 789 full-time corps members who will be deployed in teams of 6 to 16 members to seventy-five public schools to address CNCS National Priority Measures in Education, improved academic performance (ED5) and improved academic engagement in attitudes (ED27A). Sixteen members will serve on the Care Force team and implement our volunteer engagement activities. School teams will be placed in 75 schools in 14 school districts in 11 cities nationwide. One AmeriCorps member on each school team (or 2 on large teams) 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, PK-12, and targeted services to 2nd-10th grade students. Of the approximately 50,000 students enrolled across the seventy-five schools, whole school services, such as whole class support, will benefit 22,000 students and at least 6,725, a subset of the 22,000, will receive targeted interventions in English, math, attendance, and/or behavior. For targeted interventions in tutoring and behavior coaching, each member will maintain 8 to 20 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, below 90% average daily attendance, 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 June). On a typical day members will arrive at the schools between 6:30 and 8:30 am depending on the school start time (usually 30-60 minutes prior to first bell). After a 5-15 minute team check in, members will provide up to 60 minutes of before school activities, e.g. homework or coaching check ins, and then lead a 10-20 minute Morning Greeting to welcome

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students into school. Members typically spend first and second period (or A/B block) providing whole-class support and our tutoring interventions. After second period members complete phone calls home for students who are absent and/or make positive calls home. During lunch periods or rotations, members run social-emotional programs, whole school climate activities, and enrichments that recognize positive behaviors. During the three afternoon periods, members will spend 2 periods in classrooms and 1 period will be used for planning and meetings. After school ends, between 2:30 and 4:00, members provide two or more hours of programming including homework assistance and student-interest clubs three to five days a week. Members end the day with another team circle and debrief and leave school grounds between 4:30 pm and 6:30 pm depending on their start time. Throughout the day, corps members support school positive behavior and climate while transitioning between subject matters or classrooms and during non-instructional time. In addition to the Care Force team, 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 Program Manager (team supervisor) and school staff and faculty, provide peer coaching to their team, and lead coordination of WSWC events such as literacy nights, spring break activities, and student recognition events. Second year members who are not Team Leaders will be placed in the same school they served in their first term and have increased responsibilities around role modeling effective service implementation and peer coaching. Three members will serve as Project Leaders to coordinate cross-team activities for all site WSWC teams in San Jose and Milwaukee

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 follow the same WSWC platform components) 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. 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

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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. CNCS approved our Alternative Evaluation Approach for this study on January 2, 2015 (interim report submitted to CNCS).

4. NOTICE PRIORITY: City Year's proposed program aligns closely with the CNCS Education focus area in the 2015 AmeriCorps funding priorities. Through our Whole School Whole Child program, our members provide academic and social-emotional supports to improve the educational and behavioral outcomes of economically disadvantaged students in low-achieving public schools. Among the 75 schools to be served by City Year teams, students are predominantly minority and low-income based on eligibility for the national lunch program, i.e. 73 are schools or are in districts that are over 80% minority and 2 are 2/3 minority and over 80% of students at 64 schools are eligible for the National Lunch program (>65% at the remaining schools). Our Whole School Whole Child activities support the My Brothers' Keeper milestone "Graduation from High School Ready for

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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. In addition to in-school services, our members in Little Rock, Los Angeles, Milwaukee, Sacramento and Seattle support college access, such as organizing field trips for high school students to visit local college campuses and forming partnerships with college programs, for example, College Track at the Sacramento Charter H.S.

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 Basic Training Academy (BTA). BTA topics include: operations, basic disaster preparedness and response (e.g. CPR/First Aid), community asset mapping, state of education in America, diversity and disability awareness, team building, school observations, 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 to develop intermediate and advanced skills around effective service delivery and to develop professional work skills for life after City Year. This includes, on average, twice monthly Learning & Development Days and an Advanced Training Academy in January/February. 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 (monthly virtual visits in DC). A typical structure for the observation and coaching program is that each corps member would receive a 15 minute observation followed by a 15-30

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minute debrief and coaching session on their practice from their Manager or Impact Coach once or twice a month. The AmeriCorps Prohibited Activities are reviewed during registration day prior to start of service, included in the member service agreement and member handbook, and are revisited during the Professional Standards session held during BTA. Our service structure and volunteer engagement events are designed to reduce opportunity for prohibited activities by having a City Year staff oversight/approval process for activities and events, e.g. weekend service for members who have to make-up hours due to absences.

6. **MEMBER SUPERVISION:** Each team of AmeriCorps members is directly supervised by a City Year Program Manager [Also called Impact Manager]. Managers are based in the schools 4 days per week and provide day-to-day supervision and administrative management for our corps members, e.g. manage school-house relationships, observe and coach members on effective service delivery, manage team schedule, and complete performance evaluations and timesheets. One day a week is used for staff office time (e.g. site meetings) and training. Managers check-in daily with the Team Leader, meet with the entire team weekly or bi-weekly, and have one-on-ones with each member of the team to track progress toward goals and service quality, and address school, service or personal issues at least once a month (at least twice a month for Team Leaders). Managers formally meet with their supervisor, the Program Director, at least twice a month and monthly, or as needed, with teachers and principals to review progress and address any member or service issues. The corps members assigned to the Care Force team are supervised by City Year Headquarters' Care Force Program Managers. 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. New staff receive training specific to the AmeriCorps program in the first two weeks through City Year's "cyREADY" staff on-boarding program. 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

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developing the member into an engaged and active citizen. Through practical experience in their school based service, members gain skills that are transferable 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, e.g. Teach For America and teaching. 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. 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 (post term career planning), the Idealist's Journey curriculum, "team circles", tweets submitted to our #makebetterhappen campaign, project debriefs (plusses/deltas), Hour One & Hour Two, "Letters to Self," and Opening Day and Graduation ceremonies. Our Idealist's Journey leadership development program utilizes a small-group discussion format to allow members to explore issues related to their service, education, and individual leadership. Members hold leadership positions, called "coordinator" roles, on their team through which they become the team content expert for their role, e.g. literacy, afterschool, or math, and, meet monthly with their counterpart from the other site teams to share ideas and best practices. Two members from each site will be nominated to serve on the City Year's national Dean's Council, a forum for members to provide feedback to City Year on the corps experience. Each site has a corps council, or equivalent, which provides feedback to site leadership on the corps experience, plan member recognition and morale events, and lead team building activities, for example, organizing Thanksgiving service and appreciation banquets. Through targeted recruitment efforts at schools and colleges local and national, we attract applicants that reflect the communities in which we serve. Among our 2014-15 corps network wide, 58% are persons of color, over 50% said they are eligible for the Pell Grant, 30% identified as bilingual, 82% attended public school, 80% hold bachelor's degrees, and 20% are the first in their family to go to college.

8. COMMITMENT TO AMERICORPS IDENTIFICATION: City Year 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 site offices and service locations. As per our

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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 local state commission staff to attend and/or speak at our signature events such as Opening Day and we participate in commission events as applicable, for example, Serve Colorado holds best practice events in Denver that we participate in. 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 served as a demonstration program for AmeriCorps. In the 20 years since, our City Year National Direct grant has been awarded over \$78 million in funding to support over 6,500 full-time member positions. CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: All City Year sites 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. In addition, 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's Boston based Headquarters (CYHQ) maintains regionalized operating and member recruitment divisions and centralized departments for finance and accounting, human resources, marketing and communications, and information systems. CYHQ also provides centralized program supports including comprehensive program policies, staff and member handbooks, performance evaluation systems, service research and development, standardized marketing materials, internal evaluation tools and service impact analysis, and staff training, including guidance on AmeriCorps compliance requirements. LOCAL STAFFING: Each City Year operating site follows a staffing model that aligns with CYHQ recommendations based on number of

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school teams. While there is some variation depending on the site, all sites follow the same general structure: an Executive/Operations Department, an Impact/Program Department, and a Development Department. The Executive Department, led by the Vice-President & Executive Director, is responsible for overall site management, staffing decisions, board and community relationships, communications, and ensuring that the site as a whole meets quarterly and annual operating goals (e.g. revenue, recruitment, retention, service impact). In larger sites, the Executive Director will be supported by a Chief of Staff and/or other operations positions. The Program/Impact Department, led by the Program (or Impact) Director or Managing Director depending on site size, is responsible for day to day operations and management of the Whole School Whole Child program, including member supervision and training. Program (or Impact) Managers provide day-to-day supervision of their assigned team of corps members including administrative management, performance coaching and evaluation, and problem solving member issues and school-house challenges. The department structure is based on the recommended span of control of no more than five direct staff reports to every staff supervisor. Larger sites will have positions dedicated to member learning and development, school partnerships, member and service operations, and service evaluation. The Development Department manages donor relationships, community outreach and events. Staffing recommendations are based on private revenue needed to be raised and ranges from 1 FTE for less than \$500,000 to 9 FTE for over \$6 million. CYHQ regional services provide local support for member recruitment and admissions, grant writing, service delivery and operations, and alumni engagement. For any vacant position, 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: City Year considers consistent and on-going engagement of our community partners integral to the effectiveness and sustainability of our program. Each year, our operating sites work with their respective 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 such as

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intervention time and review our agreements, including data sharing. Our members support district initiatives around parent engagement such as Student Recovery Day (LA), Computer Power Day (LR), parent-teacher home visits, open houses, and neighborhood outreach. Through our afterschool programs, we partner with other community based and AmeriCorps programs such as Playworks, Reading Partners, YMCA, Boys & Girls Clubs, and the Providence Afterschool Alliance. In six schools (2 LA and 4 Miami), we implement the Whole School Whole Child program under the Diplomas Now partnership with Communities in Schools and Talent Development. This partnership model pairs our direct services with caseworkers from CIS and professional development expertise from Talent Development to address whole school reform. Our 16 member Care Force team works with our corporate partners to identify and implement projects in target markets through which they can engage their employees in volunteerism and community service. This team will organize up to 60 events nationwide that engage 5,900 volunteers in service. In states that have City Year operating sites, local sites, staff and corps, will help with implementation of Care Force events (volunteers will only be reported once). Our school teams bring community members into their schools to implement beautification projects and other projects identified by the schools as a pressing need. Through our local advisory boards, we engage community leaders from business, non-profit, and education sectors who advise and inform on our strategic direction and on-going service delivery. In addition, 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 the Regional Impact Director visit each site in their portfolio on a regular basis, e.g. quarterly or more frequently as needed. The District Engagement team supports sites with managing district relationships and, with CYHQ Evaluation, negotiating data sharing agreements. The Evaluation team works with our Information Technology department to ensure that all student data systems are compliant. Each operating site is responsible for local implementation and on-going compliance monitoring. Program Managers provide day-to-day supervision of members and

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are responsible ensuring that member activities stay within the scope of the grant. If issues arise at the school that cannot be worked through with the school staff, the Manager will bring the issue to their supervisor who will report to the principal and/or district liaison for internal management. The 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. Grievance processes are included in the member agreement and district/school partnership agreements. Staff accountability metrics, including AmeriCorps deliverables, are included in our performance management system (evaluations). Staff performance is factored into salary merit increases.

3. PAST PERFORMANCE: PERFORMANCE MEASURES: Over the past three program years, City Year National Direct has met nine of our 13 measures under our aligned Academic Improvement (ED5) and Academic Engagement (ED27) measures. We met or exceeded all enrollment (ED1) and completion (ED2) goals each year. Under ED5, we achieved 98% of our outcome target in 2011-12 and 73% of our target in 2012-13. As noted in our progress reports, our primary challenge in 12-13 was in securing matched pre/post assessment data for each student. To address this, we updated our district and school partnership agreements to clarify mutual expectations around data sharing between City Year and the district/school, restructured our Regional Site Operations department to include Regional Impact Directors, and implemented Quarterly Lead Measure reviews to systematically progress monitor data collection and entry against the AmeriCorps targets. In 2013-14, we met the ED5 measure. Under ED27, we achieved 93% of the outcome goal in 2012-13 and 82% of the target in 2013-14. As reported, there were a variety of factors that contributed to our missing this target, e.g. extension of the state testing window in Miami that resulted in significant drop off in attendance, challenges with making caseworker referrals to address barriers to attendance, site learning curve with implementing the DESSA behavior rubric, etc., we provided corrective action strategies for each challenge and are monitoring against these through our Quarterly Lead Measure process. ENROLLMENT, RETENTION & COMPLIANCE: City Year National Direct has a strong track record for member enrollment, retention, and compliance with the 30 day enrollment and exit compliance deadline. In 2013-14, similar to the preceding four years, we enrolled 99.8% of awarded MSY [698.5/700], retained 94% [645/709] of enrolled corps, and submitted 98% of enrollment forms and 95% of exit forms within the 30 day deadline. In 2013-14, of the 44 members who exited without awards, as noted in our 2013-14 final progress report, 30 voluntarily resigned and 14 were dismissed for failure to uphold basic standards. Retention strategies include expanding our observation and coaching program, improving member trainings around life skills (e.g. living to a budget), and

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providing more experiential information (e.g. 'day-in-the-life' scenarios) during recruitment. As of 1/21/2015, we are operating with a 96% retention rate [730/760]. Over the past three years, our A-133 is been issued without findings for our AmeriCorps program. STATE COMMISSION CONSULTATION: We submitted state consultation forms to Arkansas, California, Colorado, DC, Florida, Missouri, Rhode Island, Washington, and Wisconsin between 1/5/2015 and 1/21/2015.

Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS: REQUEST: We respectfully request a cost-reimbursement grant award of \$8,841,534 to support 789 full-time members at a cost-per-MSY of \$11,206. Over the past three years, we have reduced our cost-per-MSY by 14% from \$13,000 in 2012-13, to \$11,830 in 2013-14, and to \$11,206 in 2014-15. We propose to keep the cost-per-MSY at the same rate as in 2014-15 because we have already reduced our rate by \$1,794 per MSY, and, the increase in the living allowance to \$12,530 will add approximately \$300,000 in new member support costs to our program. City Year runs a single program (AmeriCorps) and therefore all costs directly support the implementation of the proposed service activities. Our budget includes costs and benefits for all corps and relevant program and supervisory staff, essential overhead costs such as office space and telecommunications, supplies including member uniforms, the three-part criminal history checks, internal performance measurement for member service activities, a per member allocation for recruitment, and transportation and training costs. RETURN ON INVESTMENT: Our holistic approach to student supports provides school districts a cost-effective option for in-school and wrap-around academic and enrichment services. In 2010, City Year, Inc. partnered with Deloitte Consulting to complete a benchmarking study, which predicted that the cost to schools for City Year's bundled services was \$333 per student per annum whereas schools would need to pay up to \$2,280 per student to contract out separate academic (based on AVID), climate (Turnaround for Children), and after school providers (SES reimbursement rate). Or, comparatively, 15 hours of tutoring from Sylvan Learning would typically cost \$750 (\$50/hr/student) per subject (\$1,500 for ELA and math) and 2 hours of afterschool enrichment twice a week for 24 weeks would cost \$768 (\$16 daily rate, Wallace Foundation Cost Calculator, 2009) -- or \$2,268 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 (approximately \$3,000 per student for a class of 25 students). The Elev8 AmeriCorps program is similar in design to ours in that they provide academic tutoring and mentoring and extended day

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programming. These costs are all based on students completing the program (equivalent to our ED2). Across our three National Performance Measures (ED5, ED27A, and ED27), we expect 6,998 interventions to be completed equating to a cost to CNCS of \$1,263 per completed intervention. This plus the \$333 per student cost to the school comes to \$1,596 for the CNCS/school investment or 30%+ less than if separate providers were brought in. 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 societal costs for each high school drop-out. NON-CNCS RESOURCES: Each City Year operating site is responsible for raising a percentage of the match relative to their requested corps size and each site is required to have a funding plan in place that exceeds their projected match commitment. In partnership with City Year Headquarters, sites develop a diversified funding base that represents our school districts, local government agencies, the business community, foundations, and private donors. Our fundraising strategies provide marketable products and giving opportunities across various levels of donor capacity -- from team sponsorships that primarily appeal to our corporate and foundation partners to individual campaigns that attract the general public. Our annual funding opportunities include: Service Partner Match (School District), Site Sponsorships, Team Sponsorships, Event Sponsorships (e.g. Opening Day, Graduation), Program Sponsorships (e.g. WSWC, afterschool), Annual Dinner, Women's Leadership Breakfast, Board Giving Campaigns, Alumni Giving Campaigns, and Individual Giving Campaigns. To support 789 full-time members, to date, the 11 operating sites have secured over \$10M for use in 2015-16, including \$1.7M from Alum Rock Union School District (San Jose), \$748K from Seattle Public Schools, and \$594K from Miami-Dade County Public Schools. While most school district contracts are still in negotiation, we expect to secure \$7.8M in total program income through our combined 13 partner school districts. We expect to renew \$2.5M in funding partnerships with 13 multi-site partners: AT&T (\$210K for 3 sites), Bain Capital (\$160K for 3 sites), Bank of America (\$220K for 5 sites), Baptist Health (\$120K for 2 sites), Comcast (\$305K for 5 sites), CSX Transportation (\$300K for 2 sites), Deloitte (\$107K for 5 sites), JP Morgan Chase (\$70K for 4 sites), Ernst & Young (\$65K for 3 sites), Microsoft Corporation (\$215K for 3 sites), Starbucks Foundation (\$75K for 4 sites), the Walmart Foundation (\$468K for 4 sites), and Wells Fargo (\$213K for 5 sites). Across our 11 operating sites, our 2015-16 funding pipeline includes over 350 businesses, foundations, and individuals with gifts ranging from over \$500,000 to \$2,500 for a table at the Annual Dinner.

2. BUDGET ADEQUACY: Attached budget is compliant and sufficient to the program design.

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

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and (2) reduces by two-thirds the number of middle school students sent to high school off-track and behind grade level. Research questions were grouped by Confirmatory and Exploratory questions. Confirmatory questions compare DN schools to control schools and include impact on attendance 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 Clarifications, 6/23/2015

Per notification from CNCS on June 18, 2015, we have revised the application and budget to 739 MSY and \$8,032,570.

2015-16 Clarifications, 6/17/2015

Per notification from CNCS on June 3, 2015, we have increased our budget to \$8,032,570. This represents 717 MSY at a cost-per-MSY of \$11,203. In addition to the operating sites included in the original request submitted January 21, 2015, we have added the following operating sites into the City Year National Direct program: Baton Rouge (8 MSY), Boston (38 MSY), Cleveland (10 MSY), Columbus (18 MSY), and Orlando (18 MSY). All schools served by these sites have similar

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demographics and academic performance levels as those described in the original needs statement. All of these sites, plus Miami and Los Angeles, operate State Competitive programs in addition to National Direct. None of the National Direct slots requested under this application duplicate slots or schools that are in State Competitive applications (i.e. no co-location of members in the same school or on the same team).

The performance measures have been updated to reflect the new corps size. Further, per recommendation, we have added a new measure to include the members supporting volunteer civic engagement (the Care Force team, etc.).

2015-16 Clarifications, 5/18/2015

Performance Measures: Per direction of CNCS, the proposed ED27A measure for academic engagement has been resubmitted as an applicant determined measure on social-emotional learning. Targets for this measure, and for the attendance (ED27B) measure, have been increased based on operating site input.

2015-16 (YEAR 1) Clarifications, 4/30/2015

The budget has been revised to reflect the \$5,783,012 under consideration per the notification on 4/27/2015. This represents 516 MSY at a cost-per-MSY of \$11,206 and 62 no-cost MSY. The performance measures, etc., have been adjusted accordingly and reflect current deployment plans.

2015-16 (YEAR 1) City Year National Direct Clarifications

Slot Reassignment Request: City Year, Inc. would like to request that 50 MSY and corresponding funding (\$575,000) that is under consideration for City Year Philadelphia site application ID #15AC168102 be reassigned to City Year, Inc. National Direct Application ID #15ND16690. City Year Philadelphia anticipates reducing our MSY from 255 MSY under consideration to 205 MSY and adjusting our budget, match, and performance measures accordingly. While City Year Philadelphia has successfully filled 255 FT slots for the past three program years, the Philadelphia School District, which is facing a cumulative deficit of \$264M, has not been able to provide a pledge of support at the

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level we require to sustain a corps of 255 full-time members. Currently, we have secured \$500K from individual partner schools. We expect notification of district-level funding in June.

Rather than risk being awarded slots and potentially needing to leave them unfilled, we request that these slots be assigned to City Year, Inc. to implement the same program model in other major, high-need cities. In City Year's National Direct application, we requested 789 MSY but are under consideration for 739 MSY, a reduction of 50 MSY. Also, several City Year operating sites requested more slots through their State Competitive application than are under consideration: Baton Rouge, requested 162, under consideration for 109, Boston, requested 340, under consideration for 227, Columbus, requested 70, under consideration for 36, Orlando, requested 90, under consideration for 50. These operating sites have confirmed robust, per member financial investments from their school districts to field a minimum number of corps that exceeds the number of slots available through their competitive application. 50 MSY from our City Year Philadelphia application would significantly impact our capacity to meet these objectives, and help us continue responsible stewardship of federal funds awarded to City Year Philadelphia.

This request has also been included in the Clarifications response for City Year's National Direct application. We consulted with PennSERVE's Executive Director on April, 15, 2015. We appreciate the Corporation's consideration of our request.

GENERAL CLARIFICATION ITEMS:

1. As the amount under consideration is less than the request, the application Executive Summary, budget, and performance measures and targets have been updated to reflect a corps size of 739 Full-Time members (739 MSY), an amount of \$8,281,000, at a \$11,205.68 cost per MSY.
2. Cost Per MSY Explanation: City Year is not requesting to lower our cost-per-MSY. As noted in the grant application, over this grant cycle we have reduced our cost-per-MSY by 14% from \$13,000 in 2012-13, to \$11,830 in 2013-14, and to \$11,205.68 in 2014-15. The cost to 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

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that does not require specialized support, e.g. the need to hire more experienced managers with advanced degrees, such as former teachers and educators. In addition to the staffing model, the training model is professionally developed, intensive, and on-going throughout the year. This investment in impact is intended to increase member professionalism and expertise, for the purpose of improving outcomes for students and schools.

3. Other Revenue Funds: The amount listed is correct.

A. PROGRAMMATIC CLARIFICATIONS:

1. Tutoring Requirements: City Year meets the requirements of 45 CFR 2522.940 pertaining to qualified member supervision for tutoring programs.

Qualified supervision: City Year ensures that members are trained and supervised by individuals with expertise in literacy, math and tutoring protocols. As part of City Year's Observation and Coaching program, members are supervised by Team Impact Managers who are on school campus at least 3 days per week and who conduct observation and coaching per team/member on a consistent basis, e.g. bi-weekly or monthly. These Managers are trained and supported by a site-based Impact Coaches (select sites, typical qualifications include at least one year as a teacher, and/or degree in education) and 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 Impact Managers on literacy and math instructional technique. Members are also 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. Care Force Team: Member Activities: City Year's Care Force program is generally modelled after the AmeriCorps*NCCC program. Care Force AmeriCorps members focus on event preparation and planning and leading volunteers through service in high-need locations. They design the scope of the event appropriate to anticipated number of volunteers and location (e.g. use software planners to mock-up the look of the project, match project types to number of volunteers), secure materials and supplies (e.g. contact stores and arrange for materials delivery), stage the event (e.g. make sure directional and safety signage is posted and that materials are at all the project locations), ensure that

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local interest are included in the event (e.g. specific subject matter or quotes requested in murals), lead volunteers through the day of service, and clean up after the event. They receive training in customer service, communications, power tool safety, ladder safety, interior and exterior painting, mural design, construction design, basic landscaping, light construction, and event-based electronic tools.

Alignment with Whole School Whole Child (WSWC): The activities of the Care Force team align with the WSWC service model in the areas of school culture and climate, family/community engagement, and developing a strong civic identity among students. All Care Force AmeriCorps members are all second year City Year corps members so that they will have experience serving in schools and delivering the WSWC model and can align projects to WSWC goals. Our physical service projects focus on beautification of school campuses and providing resources to students in our communities (e.g. back to school backpacks, nearby playground builds, etc.). Engaging students, families, and community members in these events provides them with the opportunity to participate in events that improve their community with the goal of developing a stronger civic identity in students through the role of giving-back. In addition, the projects improve the school environment by bringing resources, inspirational and culturally relevant murals, and a more colorful and welcoming environment. A majority of our projects are in the communities of City Year operating sites. The remainder of our projects are in markets that our corporate sponsors have presence and interest, i.e. can provide us ready access to volunteers. These projects provide us the opportunity to raise awareness of the AmeriCorps program and national service in communities that may not have AmeriCorps programs running service projects. As with our projects in our operating site cities, these projects focus on low-income communities and underperforming schools.

Distinction between member and staff roles: As noted the AmeriCorps members focus on event preparation and leading volunteers. The Care Force staff focuses on maintaining relationships with our corporate community partners (who recruit and provide volunteers) and securing events. Staff has overall responsibility for the event, e.g. liability, budget authority, etc. Staff is required to have professional experience in communication, event planning, and partnership management.

3. Explanation on the Average Student to Corps Member Ratio: 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

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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 our partner schools 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. [More detail on study provided under Question 6 on impact of classroom and whole school activities.]

4. 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

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improved resource allocations and member activities. To support them in their enhanced role, TLs begin service approximately 3 weeks prior to first year members. This provides the opportunity to receive additional training and prepare for service within their assigned school. TLs receive 5 days of specialized training in team leadership and peer mentoring and participate in advanced trainings in our Whole School Whole Child program model at our national Summer Academy held at Northeastern University, Boston, MA.

How TLs contribute to performance measures: In contrast to first year members TLs typically are not assigned Focus List students, because they do not have time within the scope of their responsibilities to provide consistent ongoing student support. TLs will fill in as needed, if a member is absent, or will support a student who needs to leave the classroom. The determination of whether to assign some students to Team Leaders is dependent upon school conditions and needs and how those impact the TLs available time, such as new partnerships, grades served (high school level has additional challenges), need for coordination of student supports in the school, or lack of services such as afterschool programs.

Supervisory roles: Team Leaders do not supervise members and do not duplicate, supplant or displace paid staff, including school staff and City Year Impact Managers (formerly Program Managers). Specifically, no Team Leader approves timesheets, completes member evaluations, is accountable for member performance, or disciplines members.

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

6. Explanation of Large Group Activities and the Theory of Change: How whole school activities contribute to TOC, e.g. providing individualized attention to students with one or more EWIs: Members' large-group activities, such as whole school climate initiatives, afterschool enrichment, homework assistance, recognition events etc. contribute to our Theory of Change for individualized student progress, benefit both Focus List students and whole school populations, and serve to build student connectedness to school. Research shows that students who feel connected to their school are more likely to feel engaged, work hard and be involved in positive activities in and outside of school

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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 (released in April 2015) 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-- gained approximately one month of additional ELA learning, or 0.07 standard deviations, on their state's ELA assessment (SS=0.074, p=0.02, n=313) compared with non-CY schools.

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B. BUDGET CLARIFICATIONS

1. Staff 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).
2. Member Living Allowance: [Note: eGrants does not have a narrative field in the living allowance budget section. We are responding here in the clarification narrative.] City Year has three stipend rates: Team Leaders (\$15,600 - \$18,240 depending on operating site local cost of living, bi-weekly \$650 - \$760), Second Year Corps Members (\$13,156, bi-weekly \$592), and First Year Corps Members (\$12,530, bi-weekly \$564). Because the eGrants budget line items provides for only one stipend rate to be entered, the rate in the attached budget represents the average, or blended rate, for the corps across three stipend rates. Each of the three stipend types has a unique position description with levels of responsibility increasing from First Year to Team Leader.
3. Explanation on Member and Staff Training: [Not included in budget narrative.] Our training program is outlined in the application narrative. Training costs are covered by City Year, Inc. and are not included in the AmeriCorps budget. The costs are included as part of the "Other Leveraged Funds".

C. PERFORMANCE MEASURE CLARIFICATIONS:

1. Confirmation that Assessment Tools for ED5 meet Performance Measure Requirements: All assessments tools are selected in partnership with district and/or school staff. Sites typically work with the district or school academic, accountability, research, and/or Title 1 offices to select an assessment that aligns with district and school assessment plans, is age and grade level appropriate, is valid, and measures the academic skills that we are contracted with the district/school to develop. Benchmark Selection and Significant Gain: As with assessment selection, targets are mutually agreed upon during pre-academic year planning with the District and with individual school partners in the spring/early summer preceding the start of the program year. The improvement gains align with the specific assessment. Benchmarks are set using the assessment publishers' expected growth charts, or equivalent, input from the site's Regional Impact Director and Regional Instructional Coach (formerly Regional Literacy Trainer) and our historical experience serving students who are in the

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lowest performance bands. For these assessments, the gains we select are significant because of the starting point of our students, i.e. significantly below the normed average/expected growth targets. In order for our students to achieve the expected growth, they typically have to make catch-up growth in addition to standard growth, e.g. 8 weeks of learning gains in 6 weeks. District assessments align with district expected/average growth for students in the lowest quartile.

2. Specify Levels of Gain for All Instruments Under ED27A: Levels of gain: DESSA: Improvement is a + 3 point change in composite score. Significance: The Devereux Center for Resilient Children states that a good program doing a decent job of implementing social and emotional learning activities sees on average a 3-5 T-score point change across one program year. Rubrics: Student Skills Report Card (LA): Improve by one point or greater on the Skills Report Card in 3 of 8 categories where they initially scored <3. Character Strengths Rubric (Sacramento): Improvement is defined as an increase of at least one point on a 1-5 scale system. Rubric Significance: In our experience, behavioral issues manifest in specific categories within the rubrics, and these categories change across grade levels, for example, elementary students tend to show strength in optimism and curiosity, while those areas tend to be weaknesses among high school students. The rubrics allow us to focus on the subset of character strengths that are most relevant to the age and needs of students we are serving. Targets correlate with the scale of the specific rubric and demonstrate significant improvement as it exhibits improvement in more than one SEL skill or behavior.

3. Specify Reduction in Tardiness for ED27B in Los Angeles: The target for tardiness is a 2 percentage point reduction from either first semester to second semester or from previous year to current year.

4. Academic Engagement ED27A DESSA Assessment Tool: City Year uses the DESSA (Devereux Student Strengths Assessment) a social-emotional learning (SEL) rubric, measuring change in student attitudes towards school (motivation, social engagement, and self-regulation related to school and learning). Increasingly, states and schools are required to meet social and emotional learning (SEL) standards. As noted, the DESSA is a standardized, norm-referenced behavior rating scale that assesses eight social-emotional competencies that serve as protective factors for children: optimistic thinking, relationship skills, self-awareness, personal responsibility, self-management, goal-directed behavior, social-awareness, and decision making, and provides a summary, composite score of SEL

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competency. Members and/or teachers rate the frequency at which they observe student behaviors (never/rarely/occasionally/frequently/very frequently) a minimum of twice during the year (pre/post behavior or SEL interventions). Per student goal is a change greater than 3 points. A growing body of research shows that for students to be successful in core academic subjects, they must demonstrate key academic behaviors: motivation, social engagement and self-regulation. (Robbins et al., 2006; ACT, "Enhancing College and Career Readiness and Success: the Role of Academic Behaviors" Engage Issue Brief, 2012). The DESSA measures changes in academic engagement that align with the ED27A defined measures of student attitudes towards school, including these three characteristics.

Specifically, it measures a student's degree of social engagement, or improved perspective on school climate, by assessing optimistic thinking; a student's degree of self-regulation, or controlling their behavior related to school and learning, by assessing personal responsibility, relationship skills, and social-awareness; and degree of motivation, or increased educational aspirations, by assessing goal-directed behavior. City Year's SEL activities (e.g. units, subtopics and lesson plans from the 50 Acts of Leadership curriculum and City Year "Power Tools" for modeling positive behaviors) are crosswalked against the DESSA questions and the attitudinal change they measure. For example, 50 Acts Curriculum Unit 4: Self-Management includes the subtopic Goal-setting. The lesson under goal setting is Life Maps, which walks a student through setting a goal for the future and all of the steps needed to achieve that goal, including educational attainment. This lesson can be connected to the questions in the DESSA that measure attitudinal change in goal setting such as student capacity to pass up something s/he wanted to do, or do something s/he did not like, to get something better in the future, accepting choices, and adjusting to changes in plans.

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.

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E. MSY WITH NO PROGRAM FUNDS ATTACHED:

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

PROGRAM UPDATES:

Operating Site Name Change: We have changed the name of City Year Rhode Island to City Year Providence. In eGrants, this change will go in effect for our 2015-16 year.

Continuation Changes

Not applicable.

Grant Characteristics