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Executive Summary

To address local graduation rates of 51%-76% (2013-14), City Year Los Angeles proposes to have 229 full-time AmeriCorps members who will provide academic services that support students in staying in school and on track to graduation, in 21 Los Angeles public schools. At the end of the first program year, the AmeriCorps members will be responsible for providing in-class and whole school climate support to benefit 5,700 students and targeted tutoring and mentoring to 1,200 students that improves 3,354 drop out risk indicators in behavior, attendance, English and/or math. In addition the AmeriCorps members will leverage 3,000 volunteers that will be engaged in periodic physical service projects to benefit partner schools. This program will focus on the CNCS Education focus area. The CNCS investment of $2,500,000 will be matched with $2,500,000 [$1,869,081 in school district funding and $630,919 in private funding].

Rationale and Approach/Program Design

1. PROBLEM/NEED: The Los Angeles Unified School District (LAUSD) serves over 650,000 students, the second largest district in the country. Students attending LAUSD schools are predominantly Latino and low-income, and one in every four students (161,400) is learning to speak English proficiently. In 2011, the graduation rate was 55% but has climbed steadily and in October 2014 LAUSD Superintendent John Deasy announced a record rate of 77%. City Year Los Angeles serves the city's historically most-challenging school campuses in Westlake/MacArthur Park, Korea Town, Boyle Heights, Watts, and South Los Angeles, where students struggle with academic achievement and the ongoing ramifications of generational poverty and violence. Of the 26 schools to be served in 2015-16, demographics and school need surge beyond the city's average: 84% Latino and 14% African American, 36% ELL, with 85% qualifying for free/reduced lunch. Twelve schools were designated among the state's 1,000 lowest performing (California Department of Education, based on 2013 Growth Academic Performance Index, November 2014); three-quarters are federally classified as high need Priority, Support or Focus schools; five are connected to LA's Promise Zone; and 9 fall under the Partnership for Los Angeles Schools, one of the nation's largest urban school turnaround organizations. June 2013 graduation rates for City Year's current partner high schools in these neighborhoods range from 51.2% at Jordan High to 76.3% at Belmont High, with an average of 66.7% across 6 schools - meaning that one in three students drops out or does not graduate on time. For 19 feeder elementary and middle schools, student scores on 2013 California State Tests reflect significant early struggles: of 4th graders, 37% scored proficient in English and 32% in Math (for 6th graders,

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36% achieved proficient in ELA, and 49% in math). School climate and culture inconsistently supports student engagement. As reported by 7,389 students in 9 middle schools just 67% felt their school promoted high academic expectations, 65% experienced a positive learning environment and respectful relationships, and fewer than half (44%) reported that their schools were safe, orderly and clean (www.greatschools.org). The California Department of Education prioritizes successful school turnaround efforts on positive school climate, which fosters safe and supportive conditions ("The Importance of a Safe, Supportive School Climate," CA DOE, 2012). To improve student attendance, LAUSD launched a comprehensive program to place counselors at schools with low AYP and below 96% attendance rates, as well as "I'm In" incentive-based outreach programs. However, California's Attorney General recently analyzed truancy and absentee rates in 32 districts, including LAUSD, finding that 37% of black elementary students sampled were truant, defined as being absent or 30+ minutes late to school three or more times.

2. THEORY OF CHANGE: City Year is an education-focused, nonprofit organization that partners with public schools to help keep students in school and on track to graduate. City Year AmeriCorps members, all between the ages 17 to 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 theory of change is that by connecting near-peers to students with Early Warning Indicators for drop out risk, attendance, behavior, English, and math, in the context of a positive learning environment, we will keep more students in school and on track to succeed and increase the number of high school graduates. Our Long Term Impact goal is to have 80% of the students in schools we serve reach 10th grade on track and on time. The WSWC program utilizes the evidence-based Response to Intervention (RtI) approach (American Institute for Research and the National Center on Response to Intervention) and our focus on providing targeted interventions in the four risk indicators is based on the Early Warning Indicators research conducted by Johns Hopkins University. (Neild, Balfanz, and Herzog, 2007). Our WSWC program design and member eligibility practices also meet AmeriCorps threshold requirements for tutoring curricula, assessments and member training. 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 AND ACTIVITIES: As outlined in our Logic Model, City Year Los Angeles (CYLA) requests to field 305 full-time corps members in teams of 7 to 16 members to 26 public schools to

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address National Priority Measures in Education, improved academic performance (ED5) and improved academic engagement in attitudes and behaviors (ED27B and ED27A). Our school partners include 9 elementary schools, 10 middle or K-8 schools, and 7 high schools (schools are comprehensively listed in Performance Measures). Each school team will be led by a Team Leader and will form a partnership with the school to implement the Whole School Whole Child (WSWC) program, providing whole school services to the entire school population, K-12, and targeted services to 3rd-10th grade students. Each member pairs with a teacher or student cohort and is assigned 10-12 unique students on a multi-indicator "Focus List" for targeted interventions. Students on the Focus List are identified as below grade level equivalency and/or have a report card grade of D or F in English or math or have <96% average daily attendance, or >8% first period tardiness and/or has disciplinary referrals. MEMBER SCHEDULE: Members serve Monday through Fridays at their assigned school for the full academic year (August to June). Two days per month are used for professional development. All members participate in volunteer engagement service projects, typically Saturdays or weekdays when school is not in session, e.g. holidays and teacher workdays. On a typical day members will arrive at the schools between 7:30 am and 8:30 am -- 30 to 45 minutes before the start of school. After a 15 minute team check in, members will provide up to 1 hour of before school activities, e.g. homework assistance or coaching check-ins, and lead a Morning Greeting to welcome students into school. LAUSD schools generally have a seven period format with one period, e.g. 3rd or 4th, extended for lunch rotations. Members spend first and second 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 and/or provide tutoring. During lunch rotations, members run social-emotional program, 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 teacher meetings. The school day ends at 2:30 -- 3:30 pm. After school, members provide programming including 90 minutes of homework assistance, blended learning programs (if provided by school) and 45 minutes of enrichment block time. 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, members support positive behavior and climate during the 5 minute class transitions and during non-instructional periods. On average, members spend 5 hours in the classroom providing whole class support and small group tutoring, 1.5 hours providing homework assistance, 1 hour in whole school or individual social-emotional and attendance coaching, 1 hour of after school enrichment programming, and 1 hour in

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planning and documenting service. Tutoring intervention time with our focus list students is either pull-out or embedded into the instructional period, for example, in a 55 minute middle school math period, members will provide 35 minutes of whole class support during instruction and 20 minutes of math intervention during small group work. In addition to standard program activities, Team Leaders maintain smaller student focus lists (5 students each), support school Leadership Class once per week, lead team circles and team meetings during the planning period, attend meetings with the Program Manager (team supervisor) and school staff and faculty, provide peer coaching and support, participate in Corps Council, manage team daily afterschool programming, plan support for school-led initiatives e.g. field trips, and lead coordination weekend academic and enrichment activities, including 3-4 whole school weekend events per quarter.

3. EVIDENCE BASE: City Year continually invests in data culture and infrastructure to leverage student-level data to support effective instruction. Four key components include consistent collection and analysis of student-level data, using secure FERPA (Family Educational Rights and Privacy Act) compliant database systems; use of annual and interim performance metrics for timely ongoing improvements; research and development to identify promising strategies and annual upgrades, and research-based evidence of impact. MODERATE EVIDENCE BASE: Two studies are submitted with this application. City Year's program design is standardized and all sites, including Los Angeles, follow the same WSWC platform components, approaches, goals, and expectations. While variations may occur due to specific school conditions (e.g. school house scheduling, tutoring curriculum, etc.), our interventions align with a consistent approach, evidence basis, structure, trainings and support. For this reason evaluation findings may be correlated to all City Year locations. STUDY #1: Policy Studies Associates, Inc. "Analysis of the After School Program Component of City Year Los Angeles's Whole School Whole Child Model," October, 2014. This 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, and whether English Language Learners showed differing levels of improvement. 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; all students scored an average of 16 points higher on spring Scholastic Reading Inventory tests; and scored significantly higher on the Skill

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Report Card (the district's standard behavior rubric). Positive outcomes were associated in all areas for Limited English Learners (80% of students) who participated in afterschool programming. STUDY #2: 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. STRONG EVIDENCE BASE (in progress): As per our evaluation plan, City Year has participated in a randomized control trial study of the Diplomas Now model in 62 schools in 11 districts. The Diplomas Now framework includes City Year's WSWC model as a core component and this report is expected to provide a strong level of evidence of WSWC impact. It is produced by evaluators MDRC and ICF International, scheduled for release in January 2016. CNCS approved our Alternative Evaluation Approach for this study on January 2, 2015 (interim report submitted to CNCS).

4. NOTICE PRIORITY: City Year Los Angeles' program aligns with the CNCS Education focus area in the 2015 AmeriCorps funding priorities. Our members provide academic and social-emotional supports to improve the educational and behavioral outcomes of economically disadvantaged students in low-achieving public schools. Four-fifths of Los Angeles Unified School District students represent minority populations (Latino 73.4% and African-American 10.1%) and over 80% of LAUSD students are economically disadvantaged (using eligibilityfor free/reduced price lunch as a proxy). The schools to be served by CYLA are variously designated Priority, Support or Focus schools (California Department of Education, November 2014), are part of LA's Promise Zone or the Partnership for Los Angeles Schools. Our Whole School Whole Child activities support the My Brothers' Keeper milestone "Graduation from High School Ready for College and Career" by focusing on efforts that keep students in school and on track to on-time graduation from high school. In 2013-14, 100% of our corps' Focus List students were of color (87% Hispanic, 12% African-American) and more than half were male.

5. MEMBER TRAINING: City Year's training approach has guiding principles that ensure alignment

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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 35-week learning calendar which lays out the sequence of training and the time of year service skills and professional development trainings should occur in, 2) the Idealist's Journey, our 10-month leadership development curriculum, and, 3) our Observation and Coaching program to provide members real-time feedback and coaching on their service delivery. We use our on-line performance management system to support members' development through their term of service by providing a personal, professional, and service delivery goal setting process at the beginning of the year that is carried through to the mid-term and end-of-term performance evaluations. The Curriculum Map provides quarterly training bundles that relate to the requisite skills and knowledge needed during each quarter. Foundational trainings are delivered during a four week Basic Training Academy (BTA). BTA topics include: operations, basic disaster preparedness and response (e.g. CPR/First Aid), community asset mapping, state of education in America and in the local community, diversity and disability awareness, team building, school observations, protocols for math tutoring (understanding numbers and fractions, algebra) and literacy tutoring (comprehension, fluency, and vocabulary), conflict resolution, lesson design and planning, documentation of service, and individual, team, and site AmeriCorps goals, and mandatory trainings for AmeriCorps. As part of our partnership with LAUSD, the District Academic Office provides corps and staff with training specifically aligned to the research-based curricula used in partner schools, e.g. Guided Reading, Accelerated Reader and more. District and Partnership for Los Angeles Schools' staff also train corps on blended learning programs, which integrate online and in class learning; and Restorative Practices, an alternate approach to school discipline that helps students feel accountable to their peers for their actions. As part of BTA, members participate in three-week practicums in their assigned school location, dividing time between half-day trainings and in-school practice, receiving consistent observation and coaching. The practicums orient members to school schedule, teachers and student community, and build teacher confidence in member capacity prior to actual placement in classrooms. Members receive on-going training through two training days per month (September -- May) and a two-day Advanced Training Academy in January. These trainings develop intermediate and advanced skills around effective service delivery and professional work skills. City Year's Regional Literacy Trainer provides monthly on-site observation and trainings with corps members and their Managers. Program Managers conduct at least one 30 minute coaching and feedback session for each

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member of the team biweekly, and Service Managers provide at least one 15 minute observation and coaching session for each corps member every other 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 Compliance Manager conducts school site visits, one per school, to assess compliance and identify follow-up training for members (or information for school staff) as needed. Our volunteer engagement events are designed to reduce opportunity for prohibited activities by having a staff 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 staff.

6. MEMBER SUPERVISION: Each team of AmeriCorps members is directly supervised by a City Year Program Manager (PM). Managers are based in the schools three to four days per week and provide day-to-day supervision and administrative management for our members, e.g. manage school-house relationships, observe and coach members on effective service delivery, manage team schedule, and complete performance evaluations and timesheets. On Wednesdays Managers are at City Year Los Angeles' office for staff meetings, training, and administrative work. Managers check-in with the Team Leader daily and hold weekly meetings with the entire team. Managers have full one-on-ones with their Team Leader once per week and with each member of their teams at least twice per month to track progress toward goals and service quality, and address school, service or personal issues. Managers meet with their supervisors (Program Directors) twice a month, hold regular partnership monitoring meetings with teachers and principals and quarterly formal meetings with schools to review progress and address any member or service issues. Our staff participates in training opportunities provided by City Year Headquarters (CYHQ). 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/winter, and, c) Conference Calls, monthly network calls organized around job functions for example evaluation, training, and program delivery. CYLA staff attends trainings and conferences facilitated by California Volunteers and district partners. CYHQ staff provides CYLA with on-site training, coaching, and technical assistance through a Regional Impact Director, Regional Literacy Trainer and Regional Vice-President for Operations. For day-to-day support, the national Headquarters maintains customer service centers such as the finance team, school relations, evaluation, AmeriCorps relations, corps management and experience, recruitment, service research and design, and marketing.

7. MEMBER EXPERIENCE: Throughout the service term, we provide members with training,

coaching, and opportunities that drive the knowledge, experiences, and skills sought by future employers 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. City Year members for example are accepted by Teach for America at a rate that is three times higher than other applicants, 50% vs. 15% (TFA 2013 data). Members reflect on their experience through both formal and informal systems including our performance management system (individual development plans), our Leadership After City Year program, the Idealist's Journey curriculum, "team circles", tweets submitted to our #makebetterhappen campaign, project debriefs (plusses/deltas), and Opening Day and Graduation ceremonies. Our Idealist's Journey leadership development curriculum, which includes reflection exercises, is delivered twice per month in 60 or 90 minute sessions. We form our IJ teams so that members can interact with other corps members who are not on their school-based team. Our local Corps Council serves as a voice for our corps and plans member appreciation events and reports to leadership on corps morale. We draw applicants nationally, but also from the local community by targeting recruitment efforts at local schools and colleges such as University of California, Riverside; UCLA, University of California, Santa Barbara, and Marshall High, Birmingham High, and Compton Senior High. In 2014-15, 47% [135] of our members are from Los Angeles, creating strong local connections that benefit the whole corps' knowledge and integration with the community.

8. AMERICORPS IDENTIFICATION: City Year Los Angeles 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 CYLA offices and service locations. As per our policy outlined in the member handbook, members are required to wear their uniform and nametag during all service and event activities. Members participate in a swearing-in ceremony during City Year's Opening Day and receive training on how to self- identify as an AmeriCorps member, i.e. an "elevator speech", and a training on how to represent their AmeriCorps experience on their resume. Our staff and members participate in city-wide AmeriCorps events, such as the Mayor's Day of Service, 20th Anniversary

celebrations, and National Service Days. We invite California Volunteers staff to attend our signature events such as Opening Day. All members are encouraged to enroll in AmeriCorps Alums. Our relationship with AmeriCorps, including prohibited activities, is outlined in our service partner agreements which are reviewed and renewed annually.

Organizational Capability

1. ORGANIZATIONAL BACKGROUND AND STAFFING: HISTORY: Founded in 1988, City Year works in 26 cities across the United States and has international affiliates in England and South Africa. In 1993, City Year served as a demonstration model for the AmeriCorps program. Our mission is to build democracy through citizen service, civic leadership and social entrepreneurship by engaging young people in service in our nation's neediest schools. Since 2007, City Year Los Angeles has been awarded over $19.3 million to support 1,575 full-time member positions. CITY YEAR INC GOVERNANCE STRUCTURE AND PROGRAM SUPPORT: All City Year sites, including Los Angeles, 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'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 Los Angeles' 2015-16 staffing model calls for 62 FTE of which 33 positions are included in the budget. Twelve additional staff, including five Program Managers and one Program Director will support our capacity to manage the proposed expansion. CYLA is led by our Executive Director and Vice President Mary Jane Stevenson. Reporting into the Executive Director are the Managing Director for Strategy and Impact, the Chief of Staff, and the Managing

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Director of Development, the Managing Director of Human Resources and Operations, the Managing Director of Communications and Marketing, and the Managing Director for Major Gifts. These seven positions make up our senior leadership team. The Executive Director is responsible for overall site management, staffing decisions, board and community relationships, and ensuring that the site meets quarterly and annual operating goals. Ms. Stevenson has 15 years' experience in public and private sectors, in media, as California State Director for the Obama Campaign and Organizing for America, and as Executive Director of PAC for Mayor Eric Garcetti of Los Angeles. Managing Director Andrew Glazier leads the 39-staff Program and Service Departments, is responsible for day to day WSWC management, member development and training, service delivery quality, school-house and teacher relationships, and evaluation and reporting on member and service results. To create smaller corps communities, our teams are divided into 6 neighborhoods (e.g. Watts), each including 3-5 partner schools. Each neighborhood is overseen by a Program Director who provides day-to-day supervision and leadership of City Year staff and corps within that community. Program Managers (27 total) are responsible for day-to-day supervision of one team of 10-12 members and directly manage school-house relationships. Working with two veteran Senior Program Directors, Andrian Torres and Jonathan Lopez (combined 9 years of City Year experience, and 3 years of experience with TFA and Playworks), the Program Directors and their Managers supervise members, and ensure consistency, progress towards school and AmeriCorps service goals, and problem-solve issues arising at schools or with members. Altogether, CYLA's Program Managers represent 21 years of City Year experience and 32 years of experience with AmeriCorps/youth service organizations such as Playworks, Jumpstart, and Reading Partners. Our Learning and Professional Development Director coordinates our intensive training academies and twice monthly training days, manages external training partnerships, and leading the observation and coaching program. Data management, service evaluation and reporting and survey administration is managed by our Evaluation Director. CYHQ regional services provide local support for member recruitment and admissions, prospect research and grant writing, service delivery and operations, and alumni engagement.

PRIOR EXPERIENCE ADMINISTERING FEDERAL FUNDS: Since 1994, City Year, Inc. has managed nearly 400 AmeriCorps State Competitive, State Formula and National Direct annual grant awards, Planning Grants from State Commissions, VISTA, and ARRA grants. In addition, City Year, Inc. has received grant awards from the Department of Education, the Department of Health and Human Services, and the Department of Housing and Urban Development.

COMMUNITY ENGAGEMENT: Our Managing Director, Program Directors and Program Managers

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meet regularly with school and district staff , including Intensive Support and Innovation Center Superintendent Tommy Chang, and collaborate closely with LA Promise Zone, the Partnership for Los Angeles Schools (Joan Sullivan, CEO), LA's Promise (Veronica Melvin, CEO), and Green Dot Public Schools. The Promise Neighborhood/Zone administration has asked that we expand further in their areas. School partner selection deeply influences our ability to succeed and is a key component of our collaborative work with LAUSD leadership and school principals. It determines our capacity to work in aligned schools' feeder patterns, thereby providing critical continuity of services, from 3rd-10th grade, to at-risk students. Our 5-year, $8M funding partnership with LAUSD depends on individual school principal approval for funds allocation and per school contract execution on an annual basis. Now in our fifth year, we are currently in process of contract renewal, and presented our blueprint for Long Term Impact in May 2014 to LAUSD's Superintendent John Deasy and to each member of the Board of Education (Sept-Oct 2014). We expect our contract to be finalized by June 2015. Principals, teachers and parents continue to serve as our primary stakeholders, who choose to invest in CYLA's members, program design and proven results through nonprofit partner selection during each school's annual budgeting process. City Year Los Angeles strives to contribute to accountability measures as outlined in the district's Local Control Accountability Plan (LCAP), such as improving ELL students' scores and skills, decreasing the number of students missing 16 days or more of school, increasing the number of students scoring Proficient and above on ELA and Math assessments, and promoting positive solutions for student behavior issues (from Key Requirements of the LCAP, CA DOE 2014). The full corps conducts phone calls and home visits during Student Recovery Day, a district-wide initiative to engage students who have not returned to school in early September. Nearly all (80%) of our Program Managers have been invited to serve on their school leadership team. CYLA was named Community Partner of the Year by the Partnership for Los Angeles Schools for our work. We also deploy a full-time Civic Engagement team of eight members who recruit, train and manage 3,000 volunteers for service projects during National Service Days, alternate Fridays and some weekends to benefit school partners. Projects are developed with faculty and leadership with the explicit goal of advancing the school's academic, engagement and climate goals, with post-surveys. All members participate in supervised weekend service projects led by the Civic Engagement team.

2. COMPLIANCE AND ACCOUNTABILITY: City Year Los Angeles' Managing Director and staff maintains primary responsibility for program implementation and management of this grant. Legal applicant City Year Headquarters (CYHQ) retains fiduciary responsibility and provides supporting policy and oversight for all City Year programs, including Los Angeles, through multiple means such

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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, and position descriptions are centralized and overseen by CYHQ. Priority is placed on CV policies and procedures, where any variance with CYHQ occurs, and decisions are finalized by the Managing Director. If an instance of noncompliance occurs, either with staff, corps or school partner, the Managing Director will report it to California Volunteers, and receive support in addressing and correcting the issue from CYHQ. City Year's policy on non-partisanship includes a reporting structure for questions and issues. City Year Los Angeles staff also participate in monthly conference calls and periodic monitoring reviews as conducted by California Volunteers. All requests for "extra hours" opportunities must be approved by the Managing Director and a central calendar of all opportunities is maintained by our AmeriCorps Compliance Manager. Staff accountability metrics, including Impact and AmeriCorps deliverables, are included as part of City Year's performance management system and success planning (staff evaluations) and is factored into salary merit increases.

3. PAST PERFORMANCE: PERFORMANCE MEASURES: In the past two years, City Year Los Angeles has met 50% of 12 measures, correcting for all errors in 2012-13 and meeting or exceeding all measures in 2013-14. More than 2,600 students have received completed EWI supports to date, and of those, 585 improved outcomes in ELA, Math, attendance and/or behavior. In Year 1, CYLA experienced a number of challenges due to unexpected student transiency, transition to a new internal database platform created by CYHQ (cyschoolhouse) late in the fall, insufficient audit of data entry, and lack of clarity around practices for attendance initiatives. We addressed each challenge aggressively and worked with CYHQ, as well as LAUSD's Office of Data and Accountability to ensure that we would have smooth systems, trainings and access to data in FY14. Even with difficulty occurring early in the 2013-14 program year, due to LAUSD's switch in student assessments and subsequent lack of comparative data, CYLA adapted early enough to adjust and bring to school partners a new way to measure student progress. We introduced Scholastic Reading/Math Inventories for our students, creating a useful practice that increased our program and members' value to our principals and teachers. In 2013-14, CYLA members tutored 1,209 students in grades 3-10 who exceeded expected growth on SRI assessments for the bottom quartile of students by between 17 and 56 points (nearly twice expected growth) in almost every grade and for the bottom half of

students, exceeded growth by 30 points (twice expected growth). Members provided 3,426 students afterschool programming, an average of 57 hours per student, and of whom 1,145 attended regularly. For those students the average instructional days added was 26 days -- a full month. Students have improved their social emotional outcomes as well: on the 2013-14 Skills Report Cards, 85% of students met growth requirements.

ENROLLMENT, RETENTION & COMPLIANCE: City Year Los Angeles has filled 100% of slots over the past three years and steadily improved retention, e.g. 95% (FY14), 92% (FY13), and 92.5% (FY12). CYLA utilized member exit interviews to assess reasons for leaving, which in FY14 included financial hardship (3), medical issues (3) and program dissatisfaction (6). To address these issues for prospective members, our recruitment staff will promote school visits and member testimonials on personal budgeting. Program staff will receive management trainings (i.e. leadership, motivation, accountability). In terms of compliance 100-99% of enrollments have been on time, with 100 -- 97.6% of exits completed within 30 days (late exits were due to administrative error). To support City Year sites including Los Angeles, CYHQ has implemented a centralized system to manage all eGrants enrollments and exits for the City Year network. By managing an administrative procedure and mitigating internal system changes (City Year switched to a new HR system, Workday, in 2013) we expect to minimize missed deadlines and resolve any technical challenges at the HQ level.

Cost Effectiveness and Budget Adequacy

1. COST EFFECTIVENESS: REQUEST: We respectfully request a cost-reimbursement grant of $3,355,000 to support 305 full-time members at a cost-per-MSY of $11,000 which represents a 12.7% decrease (-$1,300) in cost per MSY compared to the prior grant cycle. For 2015-16, we will increase our living allowance to $12,530 and will assume $131,150 ($430 x 305 corps) in 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 (100% of members are provided for under our self-insured Health Care), essential overhead such as office space and telecommunications, supplies including member uniforms, the three-part criminal history checks, internal performance measurement for member service activities, member recruitment, and transportation and training costs. RETURN ON INVESTMENT: Our holistic approach to student supports provides school districts a cost-effective option for in-school and wrap-around academic and enrichment services. City Year is a multi-focus intervention, for example, provides quadruple services, including tutoring, mentoring, whole school culture and climate support, to benefit targeted students, classrooms, and

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school environment. Further, City Year's staffing model with supervision at every campus ensures high quality and maximum alignment with school priorities. 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. The Wallace Foundation Cost of Quality Out of School Time calculator would place, at the low cost end, a daily rate of $10 per slot for each participant in CYLA's afterschool enrichment programs -- one student attending three times per week for 32 weeks would cost $960. A 2013 evaluation of the Elev8 Community School completed by the Bright Research Group places the value of an AmeriCorps member service hour at $55/hour -- at this rate, full-time members who spend 80% of their committed hours providing school services would generate nearly $75,000 in service value to the school. The Elev8 AmeriCorps program is similar in design to ours in that they provide academic tutoring and mentoring and extended day programming. In addition to the value of the direct services provided, there is a long-term societal and economic benefit of increasing the number of high school graduates. A 2009 Northeastern University study places the societal cost of an individual high school dropout at $292,000, estimated based on lower tax revenue, higher cash and in-kind transfers, and higher incarceration and health costs than the average high school graduate. (Center for Labor Market Studies Publications). At the societal rate, we will see a 100% return on the federal investment with 12 new graduates. NON-CNCS RESOURCES: City Year Los Angeles has built a strong pipeline to raise $15.6M for the 2015-2016 program year. Leveraging our $5M LAUSD contract, we have a 5-year, multi-year grant with the Hauptman Family Foundation ($400,000 per year). We have strong verbal commitments from Windsong Trust for $1M (4-year funder) and La Vida Feliz Foundation for $500,000, new for the 2014-2015 program year but with stated intention to continue to fund at that level annually. $100,000-level investors include Disney (8 years), Warner Bros. (4 years), Sony (6 years), and more. This year we added $100,000 sponsorships from DIRECTV and Northrop Grumman, both of which plan to continue their support, as well as the Eisner Foundation (previous gift: $300,000/2 years); Weingart Foundation (previous gift: $300,000/2 years); Rose Hills Foundation ($200,000/ 2 years); and Annenberg Foundation ($150,000/ 1 year).. Our annual event typically brings together 1400 people and in 2014, raised $1.5M.

2. BUDGET ADEQUACY: As outlined in the Budget Narrative, the budget is adequate for the proposed program, compliant and without errors as of submission January 19, 2015.

Evaluation Summary or Plan

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

FY16 PROGRAM EVALUATION PLAN

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

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

MDRC is evaluating the impacts of Diplomas Now to identify under what conditions the model (1) enables high schools with 30%-60% graduation rates to achieve graduation rates of 80% or more and (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 inclusion/exclusion of covariates, treatment of missing data, and strategies for multiple comparisons.

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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 the evaluation allows for the investigation of schools' longer term implementation of the model, and

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whether that longer implementation leads to improved outcomes on later cohorts of students.

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

Amendment Justification

Not applicable.

Clarification Summary

2015-16 City Year Los Angeles Clarifications -- Update 5/18/2015

Per instruction of CNCS, the proposed ED27A measure for academic engagement has been resubmitted as an applicant determined measure on social-emotional learning.

City Year Los Angeles -- Clarifications Year 1 (2015-16)
A. PROGRAMMATIC CLARIFICATIONS
1. Duplicate MSY request: No member position under this request is duplicated in another City Year grant request nor do any schools served under the proposed program overlap with another grant or state subgrant (new, recompeting, or continuation). City Year National Direct, State, and School Turnaround grants are discrete to individual schools, i.e. each school team is assigned to one grant only. Members from different grants do not co-locate in a school-building.
2. Tutoring Program requirements: Criteria for selecting and qualifying tutors: As per requirements of

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

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

Qualified supervision: As part of City Year's Observation and Coaching program, members are supervised by individuals with expertise in tutoring, specifically, City Year's site-based Impact Coaches (typical qualifications include at least one year as a teacher, and/or degree in education), as well as direct supervisors (Team Impact Managers) who conduct observation and coaching per team/member on a consistent basis, e.g. bi-weekly or monthly. City Year site staff are further supported by headquarters-based Regional Instructional Coaches (professional educators) who collaborate with site Impact Directors to provide strategic guidance, technical assistance and coaching for both Impact Coaches and team Program 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.

3. Team Leader Role: 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 programing, 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. In Los Angeles, Team Leaders are assigned a partial list of targeted students and provide direct interventions in literacy, math and behavior to this group. Team Leader Training and reporting structure: City Year Impact Managers, based out of partner schools, supervise all team members including the TLs. The TL supports the Impact Manager with maintaining school relationships, tracking progress towards goals, and providing feedback on team activities. TLs are expected to participate in school staff meetings to build trust, receive feedback, and form ideas for improved resource allocations and member activities. To support them in their enhanced role, TLs begin service approximately 3 weeks prior to first year members. This provides the opportunity to receive additional training and prepare for service within their assigned school. TLs receive 5 days of 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.

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

B. BUDGET CLARIFICATIONS

1. Updated grant components: Executive Summary, budget and performance measures have been revised to reflect 2297 MSY, 229 slots, at a grant in the amount of $2,500,000, and at a cost per MSY

of $10,917.

2. Cost per MSY: City Year Los Angeles has added 29 no-cost MSY to this grant application, thereby reducing cost per MSY by 12.7%, from $12,500 to $10,917.

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

4. Recruitment Cost Allocation: To achieve cost efficiencies, City Year centralized recruitment functions for all 26 U.S. operating sites in 2013, by creating seven recruitment regions (West, Mountain Central, Midwest, South, Mid-Atlantic, Florida, and the Northeast), each of which maintains a team of 8-12 frontline staff, for a total National Recruitment department of 68 frontline FTE. Each staff member is responsible for handling approximately 200 applications per year, at a ratio of 4 applicants per member position. The cost to recruit our projected national corps is allocated on a per capita basis of $1,750/member (total budget of $5.95M / 3,400 members = $1,750). Costs include staff salaries, collateral and advertising, as well as 20 regional trips per year per staff member, such as travel to college fairs and events, and trainings. City Year has seen a year-over-year decrease in recruitment costs per unit, compared to pre-centralization, in addition to the benefit of creating centers of expertise for recruitment functions. We benchmark our recruitment cost to the costs incurred by private colleges to recruit students. The most recent Noel-Levitz report "2013 Cost of Recruiting Undergraduate Student Benchmarks" places the average cost of a private college to bring in a new student at $2,433 at the median. Only a portion, $1,000 of the total $1,750/member, of the cost per capita has been allocated to the grant.

C. PERFORMANCE MEASURE CLARIFICATIONS

1. ED27A (behavior improvement): Please note that targets have been adjusted for this measure based on a reduction in MSY from requested 297 to 221; projecting 955 students enrolled, 679 complete programming and 339 improve; and percentage allocations have been reflected in the Performance Measures, e.g. 20% of MSY. Targets are mutually agreed upon during pre-academic year planning in March, with LAUSD and individual school partners. ED1: The number of students enrolled in CYLA's individualized social-emotional (SEL) supports takes into consideration the scope of member activities and per school need. Each member provides multiple targeted interventions throughout the day together with whole class and whole school supports. Not every CYLA member works with students who are off-track in behavior, and many conduct other interventions or run other service

responsibilities during the day. Further, the ratios in our academic engagement measures, ED27A and ED27B, tend to be lower than our ratios for our Academic Improvement measure, ED5. The reason is that while ED5 covers all grades equally, our services in attendance and behavior tend to be more weighted to one grade range versus another. For example, more elementary students are enrolled under the behavior and social-emotional learning programs and more middle and high school students are enrolled under attendance programs. This means that while members may carry the same size focus list for tutoring regardless of school type, a member in elementary school may only have 1 or 2 attendance students and 4 or 5 behavior students but in middle/high school it may be reversed. For example, at 99th Street Elementary School, a team of 8 members will provide SEL interventions for 5 targeted students each, throughout the year. Those members will also provide 10 other targeted interventions (at full dosage), including ELA and math, benefiting up to 15 Focus List students; as well as run afterschool programs, support whole class work, and lead whole school events.

Our ED2 targets project that 75% of students enrolled in interventions will complete the program. This rate reflects City Year's historic experience and provides a reasonable expectation around student mobility, which can get as high as 40% in some schools, student transience and absenteeism, teacher reassignment and/or classroom dissolution after leveling in the fall, student reassignment by teachers, timely access to student level data, and availability of complete sets of student progress data. We factor in nominal member attrition and absences for sickness or personal needs. Of students who receive sufficient dosage (ED2), we expect 50% of students to improve their DESSA scores by 3 points. These percentages are based on historic experience and reflect realistic, reasonable and ambitious goals for a single year in our high-poverty urban schools. They take into account how far behind our focus list students are academically and socio-emotionally, when members begin working with them, frequently testing 2-3 grade levels below proficiency and identified by the school as struggling with behavior in school, whether on the basis of disciplinary records or general inattention. Our students also attend the lowest (5-10%) performing schools in their state, meaning that classrooms are crowded, with 25-40 students per teacher and creating further challenges to struggling students' engagement and interest in school.

2. DESSA applicability to ED27A: City Year uses the DESSA (Devereux Student Strengths Assessment) a social-emotional learning (SEL) rubric, measuring change in student attitudes towards school (motivation, social engagement, and self-regulation related to school and learning).

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Increasingly, states and schools are required to meet social and emotional learning (SEL) standards. As noted, the DESSA is a standardized, norm-referenced behavior rating scale that assesses eight social-emotional competencies that serve as protective factors for children: optimistic thinking, relationship skills, self-awareness, personal responsibility, self-management, goal-directed behavior, social-awareness, and decision making, and provides a summary, composite score of SEL competency. Members and/or teachers rate the frequency at which they observe student behaviors (never/rarely/occasionally/frequently/very frequently) a minimum of twice during the year (pre/post behavior or SEL interventions). Per student goal is a change greater than 3 points. A growing body of research shows that for students to be successful in core academic subjects, they must demonstrate key academic behaviors: motivation, social engagement and self-regulation. (Robbins et al., 2006; ACT, "Enhancing College and Career Readiness and Success: the Role of Academic Behaviors" Engage Issue Brief, 2012). The DESSA measures changes in academic engagement that align with the ED27A defined measures of student attitudes towards school, including these three characteristics. Specifically, it measures a student's degree of social engagement, or improved perspective on school climate, by assessing optimistic thinking; a student's degree of self-regulation, or controlling their behavior related to school and learning, by assessing personal responsibility, relationship skills, and social-awareness; and degree of motivation, or increased educational aspirations, by assessing goal-directed behavior. City Year's SEL activities (e.g. units, subtopics and lesson plans from the 50 Acts of Leadership curriculum and City Year "Power Tools" for modeling positive behaviors) are crosswalked against the DESSA questions and the attitudinal change they measure. For example, 50 Acts Curriculum Unit 4: Self-Management includes the subtopic Goal-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.

3. ED27B (Attendance Improvement): Please note that targets have been adjusted for this measure based on a reduction in MSY from requested 297 to 221; projecting 148 students enrolled, 111 complete programming and 56 improve; and percentage allocations have been reflected in the Performance Measures, e.g. 12% of MSY. Targets are mutually agreed upon during pre-academic year planning in March, with LAUSD and individual school partners. We follow the same enrollment

protocols and assumptions for rate of success for this measure as for ED27A. However, at our 13 high schools and middle schools, each team member has just one targeted student assigned for attendance supports. We weight our enrollment of students more heavily for our SEL interventions because tardiness and chronic absenteeism is often symptomatic of other behavioral issues that are easier for our corps to address through SEL curricula (e.g. 50 Acts of Greatness, 50 Acts of Leadership). It is also difficult to track down students in large high schools during the day for Check-In Check-Out, whereas those enrolled in the 50 Acts programming are accessible during advisory and lunchtime periods. Finally, in Los Angeles Unified School District attendance of less than 90% is a far smaller problem than in the other Districts. Our experience has been that the number of students who meet our criteria for Focus List inclusion (chronically absent) is small. However, students who are in the 90-96% attendance rate range, but who are chronically tardy, will be captured in the 50 Acts groups.

Overlap of interventions: 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. The descriptions included in the Performance Measure fields define distinct approaches, assessment tools and rubrics or school source documents, dosage criteria and improvement metrics. However, members do maintain focus lists with students who can receive up to four different interventions each (math, ELA, attendance, behavior) although each type of intervention varies significantly. Also, we use one centralized database to store all student-level data, including profiles, intervention time, notes, and assessment results, although each type of data will be distinct. The dosage periods for behavior and attendance initiatives follow the same pattern (8 consecutive weeks or 56 days), although the intervention activities are again, very different.

4. How do we ensure that enrolled students come from economically disadvantaged backgrounds: 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. According to publicly available data, among the schools to be served by City Year teams, students are predominantly from minority populations; four-fifths of Los Angeles Unified School District students represent minority populations (Latino 73.4% and African-American 10.1%) and over

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80% of LAUSD students are economically disadvantaged (using eligibility for free/reduced price lunch as a proxy). The schools to be served by CYLA are variously designated Priority, Support or Focus schools (California Department of Education, November 2014), are part of LA's Promise Zone or the Partnership for Los Angeles Schools.

5. 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 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, Policy Studies Associates conducted a quasi-experimental study of City Year's impact on approximately 150 of its partner schools between the 2011-12 and 2013-14 school years. The study measured the differences in performance between City Year schools and approximately 460 comparison schools that were located in the same school districts and that shared similar demographic and performance characteristics. The comparison group was constructed using propensity score matching and additional analyses based on a number of school characteristics (e.g., limited English proficiency, percent of economically disadvantaged students, school size, and average student attendance rates). Key Findings: Schools that had partnered with City Year were more likely to show improvement on state assessments compared with schools that had not partnered with City Year (non-CY schools).
* Schools with CY were approximately two times more likely to improve on state ELA assessments in 2011-12, 2012-13, and 2013-14, compared with non-CY schools.

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* 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 (β=0.074, p=0.02, n=313) compared with non-CY schools.

D. Strategic Engagement Slots

1. Slots targeted to recruited members with disabilities and plans for outreach: 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.

2/3. CYLA is not requesting MSYs for members with disabilities.

E. Request for no-Cost MSY
1. City Year Los Angeles is requested 29 additional MSY, to serve in a full-time capacity, who will be deployed across 21 partner LAUSD schools. The additional members will only engage in activities aligned with the proposed member activities outlined in the application narrative.
2. CYLA originally proposed 305 MSY. For 229 MSY, member staffing structure and other operational components (training, management, oversight, operations and activities) will remain consistent with organizational capacities as outlined in the narrative.
3. Member costs for the additional 29 MSY will be supported in part by multi-year gifts from the Hauptman Family Foundation ($400K per year) and La Vida Feliz Foundation ($500K per year), together with other corporate and foundation sponsorships (please see narrative for detail).
4. In 2014-15, CYLA has successfully recruited and managed a total corps of 288 MSY, including 200

members though our State Competitive grant #12ACHCA0010002, School Turnaround AmeriCorps grant #13WNHMA0030003, and 70 MSY through City Year's National Direct grant #12NDHMA0010007.

Continuation Changes

Not applicable.

Grant Characteristics