

(ATTACHMENT 4) ACTION ON THE AWARD OF EXCEPTION-TO-BID REQUESTS

Purchase Requisition Number: CR023789

Contract Number: C025326

Vendor Number: V020828

MILWAUKEE BOARD OF SCHOOL DIRECTORS PROFESSIONAL SERVICES CONTRACT FIRST EXTENSION & MODIFICATION

On July 1, 2016, the Milwaukee Board of School Directors (“MPS”) and City Year, Inc. (“Contractor”) entered into Professional Services Contract number C025326 (“Contract”) with a term of July 1, 2016 through June 30, 2017. The Contract, (¶ 2), provided for two additional one-year extensions upon mutual written consent of the parties and in consideration of the performance metrics listed therein. Based on the Contractor’s achievement of those performance metrics, the parties now mutually agree to extend the Contract for the first additional one-year term.

As such, the Contract will be extended, from July 1, 2017 through June 30, 2018 (“Year 2”), under the same terms and conditions as set forth in the Contract, except as specifically set forth below.

The amount to be encumbered on the Contract shall not exceed \$1,499,999.90 in Year 2.

In accordance with ¶ 20 of the Contract, the parties modify those terms and conditions identified below.

MODIFIED TERMS:

1. Paragraph 1 of the Contract is modified as follows:
 - a. The reference to working in “eleven (11) MPS schools” shall be deleted and replaced with “thirteen (13) MPS schools.”
 - b. The list of partner schools shall be deleted and replaced with the following: “Rogers Street Academy; Alexander Mitchell Integrated Arts School (2 teams); Roosevelt Creative Arts Middle School; Hopkins Lloyd Community School; Dr. George Washington Carver Academy of Mathematics and Science; South Division High School; Rufus King International School - Middle Years Campus; Bay View High School; Barack Obama School of Career and Technical Education; Clarke Street School; James Madison Academic Campus; Harold S. Vincent High School; and Casimir Pulaski High School.”
 - c. The following term shall be added immediately after the list of partner schools: “Contractor’s ‘City Year Statement of Partnership’ is attached hereto and incorporated by reference. The principal at each partner school is permitted to sign this Statement of Partnership, acknowledging their commitment to City Year and the WSWC model.”
2. Paragraph 3 of the Contract is modified as follows:
 - a. “Total compensation under this Contract for Year 2 shall not exceed \$1,499,999.90.” is added,
 - b. “Cost shall be \$100,000 per partner school” is deleted and replaced with “Cost shall be \$107,142.85 per Corps Member team. Each partner school shall be assigned one team; the sole exception is Alexander Mitchell Integrated Arts School, which is assigned two teams.”
3. Paragraph 8 of the Contract is deleted in its entirety and replaced with the following:

“Contractor understands and agrees that financial responsibility for claims or damages to any person, or to Contractor’s employees and agents, shall rest with the Contractor. Contractor and its subcontractors shall effect and maintain any insurance coverage, including, but not limited

to, Workers' Compensation, Employers' Liability, General Liability, Contractual Liability, Automobile Liability and Umbrella Liability to support such financial obligations. The indemnification obligation, however, shall not be reduced in any way by existence or non-existence, limitation, amount or type of damages, compensation, or benefits payable under Workers' Compensation laws or other insurance provisions.

The minimum limits of insurance required of the Contractor by MPS shall be:

Workers' Compensation	Statutory Limits
Employers' Liability	\$100,000 per occurrence
General Liability	\$1,000,000 per occurrence/\$2,000,000 aggregate
Auto Liability	\$1,000,000 per occurrence
Umbrella (excess) Liability	\$1,000,000 per occurrence

The Milwaukee Board of School Directors shall be named as an additional insured under Contractor's and subcontractors' general liability insurance and umbrella liability insurance. Evidence of all required insurances of Contractor shall be submitted electronically to MPS via its third party vendor, EXIGIS Risk Management Services. Waivers and exceptions to the above limits will be in the sole discretion of MPS and shall be recorded in the EXIGIS system, which records are incorporated into this Contract by reference. The certificate of insurance or policies of insurance evidencing all coverages shall include a statement that MPS shall be afforded a thirty (30) day written notice of cancellation, non-renewal or material change by any of Contractor's insurers providing the coverages required by MPS for the duration of this Contract."

CONTRACTOR

MILWAUKEE BOARD OF SCHOOL DIRECTORS

By: _____

By: _____

*Kari H. Race, J.D., Acting Director
Procurement & Risk Management*

Date: _____

Date: _____

City Year, Inc.
287 Columbus Avenue
Boston, MA 02116
(414) 882-2010

By: _____

*Darienne B. Driver, Ed.D.
Superintendent of Schools*

Tax ID: _____

Date: _____

Budget code(s): GEN-0-I-1V7-OI-ECTS

By: _____

*Mark A. Sain, President
Milwaukee Board of School Directors*

Date: _____

Board Approval Date: _____

Reviewed By: _____

Risk Management

Date: _____



Executive Summary

2017-2018

Statement of Partnership – City Year Milwaukee and _____

The Statement of Partnership outlines goals, Whole School Whole Child services pursuant to MPS Contract C025326, and conditions for success for the City Year City Year Milwaukee and _____ partnership. The executive summary provides a brief overview of the goals, services and partnership management expectations agreed upon by City Year and School staff.

ATTENDANCE

- Attendance Events (Tier 1)
- Attendance Appreciation and Recognition (Tier 1)
- Phone Calls Home (Tier 1)
- Support School-wide Attendance Initiative (Tier 1)
- Morning Welcome (Tier 2)
- Attendance Coaching (Tier 2)
- Phone Calls Home (Tier 2)

Goal:

Goal:

Goal:

Goal:

Goal:

Condition:

BEHAVIOR

- Classroom Management (Instructional) and Transition Support (Tier 1)
- Behavior/Social-emotional Development Appreciation and Recognition (Tier 1)
- Student Leadership in Events (Tier 1)
- Support School-wide Positive Behavior Program (Tier 1)
- Check in, Check out

Goal:

Condition:

Condition:

COURSE PERFORMANCE: ELA/LITERACY

- English/Literacy Classroom (Instructional) Support (Tier 1)
- English/Literacy Events (Tier 1)
- English/Literacy Appreciation and Recognition (Tier 1)
- English Language Arts/Literacy Tutoring (Tier 2)

Goal:

Goal:

Goal:

Goal:

Condition:

Condition:

Condition:

COURSE PERFORMANCE: MATH

Math Classroom (Instructional) Support (Tier 1)
Math-Focused Events (Tier 1)
Math Appreciation and Recognition (Tier 1)
Math Tutoring (Tier 2)

Goal:

Goal:

Goal:

Condition:

Condition:

Condition:

CROSS INDICATORS

Morning Greeting (Tier 1)
Report Card Conferencing (Tier 1)
Support School-wide Family Engagement Program (Tier 1)
Classroom (Instructional) Support (Tier 1) in Other Subjects
Other Events/Programs (Tier 1)
Positive Calls Home (Tier 2)

Goal: Increase number of FL students who meet/exceed expected STAR Literacy and Math growth from 43% to 50% by FY17 end

Condition:

Condition:

Condition:

AFTER SCHOOL

Homework Assistance/Power Hour (Tier 1)
Support Existing Programs After School (Tier 1)

Monitoring Success

- A City Year staff member will participate as a member of school's leadership team, as appropriate.
- City Year corps and staff members will participate in teacher team meetings, including subject area and cross-subject area teams.
- City Year staff will meet with the school's leadership team to conduct a formal partnership review at least twice per year.
- City Year staff will meet with a school partner liaison to discuss progress against goals at least bi-weekly.
- City Year corps members will meet with their partner teacher(s) at least bi-weekly to discuss student progress, review intervention session plans, and plan for collaborative classroom support.

Preparation and Training

In order to launch the partnership successfully and prepare City Year corps members to be an integrated part of the school's instructional program:

- The City Year team will attend summer training and on-going professional development opportunities, which will be discussed and scheduled by the school liaison and City Year staff. The School Partner will provide training for corps members on the school's core curriculum in ELA and Math, as well as training on any supplemental programs used for student intervention.
- The School Partner will provide an orientation to the any/all of the school's climate and student engagement initiatives, socio-emotional learning programs, student behavior policies, student support referral systems, attendance support initiatives, and attendance policies.
- The School Partner will introduce the corps members to any outside afterschool program providers and/or orient them to afterschool program curricula.
- The School Partner and City Year will design and implement an orientation for the school staff and the City Year team. City Year will participate in the school's orientation for faculty and staff during which the City Year team will host an orientation for the School Partner faculty and staff to introduce the teachers and school staff to the City Year corps members, build team and share a plan for the year. The School Partner will introduce the corps members to the school's vision and basic operations.
- The School Partner will inform the City Year team of the school emergency/safety plan policy, mandated reporting procedures and any information relevant to their interactions with students and staff.

Material Support

_____ agrees to provide the City Year Team with:

- Consistent tutoring space, which includes tables or desks and chairs, that is reasonably free of distraction.
- Dedicated closed-door planning and meeting space including a secure storage space for personal belongings and service-related materials.
- Dedicated space to lead after-school/enrichment activities.
- Regular access to an adequate number of computers, internet and telephones that have external access capabilities, following the school's established protocols.
- Access to copier and office supplies as necessary to support the team.
- Access to service-related supplies and materials, including text and library books, teacher guides, curriculum support materials, intervention program materials, test prep materials, worksheets, hands-on materials, etc.
- Bulletin board(s) to communicate City Year programs and/or impact data.



City Year Milwaukee and _____

Statement of Partnership 2017-2018



Attendance

Goals

City Year Milwaukee and _____ aim to achieve the following goal(s):

- School Partner: Attendance will increase from 89% to 95% with monthly incentives, and individual recognition for 95% or better attendance.
- City Year: 7% of students move from below 90% ADA to at or above 90% ADA
- City Year: 7% of students move from below 90% ADA to at or above 90% ADA
- City Year: 25% of students with an ADA of 98% or lower improve ADA by 2 or more % points
- City Year: 25% of students with an ADA of 98% or lower improve ADA by 2 or more % points

Whole School Whole Child Services

City Year Milwaukee corps members will conduct the below services. For Tier 2 services, interventions with students assigned to Focus Lists will begin on _____.

- **Attendance Events (Tier 1):** Create, support and/or co-lead positive school culture and family-centered events that encourage regular attendance.
Notes: Create, support and/or co-lead positive school culture and family centered events that encourage regular attendance, including morning assemblies and pep rallies.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Other Other on Monday; Tuesday; Wednesday; Thursday. Attendance events will occur as decided on by Attendance Team, but ideally will be monthly
- **Attendance Appreciation and Recognition (Tier 1):** Create, support and/or co-lead events or programs recognizing and appreciating significant growth and/or achievement in attendance.
Notes: Corps members will help the school promote a culture of attendance by collaborating with Attendance Team to celebrate scholars and classrooms with high attendance during morning assemblies and other planned events.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Monthly Other on Monday; Tuesday; Wednesday; Thursday. Ongoing as events occur
- **Phone Calls Home (Tier 1):** Place calls to the homes of all absent students within assigned homerooms/advisories.
Notes: Calls made in conjunction with partner teacher and any other support staff in classroom
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily Homeroom/Advisory on Monday; Tuesday; Wednesday; Thursday. Calls will be made throughout the day. Admin staff will receive copy of Phone Call log for students.
- **Support School-wide Attendance Initiative (Tier 1):** Add capacity to the school-wide attendance program (specific training required).
Notes: The school will provide City Year with any necessary training, and the school social worker will work with the program manager, team leader, and attendance coordinator to properly leverage corps members in supporting the school attendance program
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily Other on Monday; Tuesday; Wednesday; Thursday. Corps members will support as needed throughout the school day
- **Morning Welcome (Tier 2):** Welcome students on a Focus List to their homeroom/advisory to set a positive tone for the learning day.
Notes: Corps members will welcome students in their classroom to set a positive tone for the day.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily Homeroom/Advisory on Monday; Tuesday; Wednesday; Thursday
- **Attendance Coaching (Tier 2):** Provide one-on-one coaching twice per week to support students in setting weekly goals for their attendance and trouble-shooting potential challenges to increase average daily attendance, including City Year's check in-check out activities or a school provided format.
Notes: Provide one-on-one coaching, twice per week to support in setting weekly goals for their attendance and to address potential challenges to increase average daily attendance, including City Year's check-in check out activities or school provided format.
Grades Served: 6; 7; 8
Schedule: Weekly Student Arrival on Monday; Tuesday; Wednesday; Thursday. Corps Members will check-in and check-out with attendance focus list students during student breakfast or lunch; occurs Monday and Thursday, unless student or Corps Member is absent. Admin staff will receive copy of Attendance focus list students.
- **Phone Calls Home (Tier 2):** Place calls to the home of each Focus List student when they are tardy or absent.
Notes: Corps members will place phone calls to the home of each focus list student when they are tardy or absent
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Once per Absence Student Arrival on Monday; Tuesday; Wednesday; Thursday. For attendance coaching (6-8 only)

Conditions for Success

To achieve our goals, the following conditions will need to be present:

- School uses Attendance Plan, select Corps Members are members of the Attendance Team

Data/Evaluation Requirements

City Year Milwaukee requires the following data to inform the success of the services above:

- Student-specific Daily Attendance (ADA)
- School-wide Average Daily Attendance (ADA)

Data required to inform the success of the services above will be provided to City Year by MPS' Office of Innovation pursuant to its approved research application and Part II data sharing agreement. No confidential student data shall be shared by the School.

Behavior

Goals

City Year Milwaukee and _____ aim to achieve the following goal(s):

- City Year: Every focus list student will complete the DESSA Mini assessment (twice a year) and the Full DESSA assessment (three times a year)

Whole School Whole Child Services

City Year Milwaukee corps members will conduct the below services. For Tier 2 services, interventions with students assigned to Focus Lists will begin on _____.

- **Classroom Management (Instructional) and Transition Support (Tier 1):** Support a positive class environment by reinforcing the teachers's classroom management efforts and encouraging positive, on-task behavior during class transitions, recess and during after school hours.
Notes: Support a positive class environment by reinforcing the teacher's classroom management efforts and encouraging a positive, on-task behavior during classroom transitions, recess, and during after school hours.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily Other on Monday; Tuesday; Wednesday; Thursday. Throughout school day
- **Behavior/Social-emotional Development Appreciation and Recognition (Tier 1):** Create, support and/or co-lead events or programs recognizing and appreciating significant growth and/or achievement in social-emotional development and positive behavior.
Notes: Corps members will help the school implement behavior celebrations by championing classrooms with high uniform compliance and partnering with Behavior Team and Assistant Principal
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Weekly Other on Monday; Tuesday; Wednesday; Thursday. Ongoing as needed
- **Student Leadership in Events (Tier 1):** Engage students as leaders to help plan and/or lead event elements
Notes: Corps members will work with PBIS leads to support Student Leadership Group (Black Shirts) and identify ways student leaders can support all events throughout the school year.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Other Other on Monday; Tuesday; Wednesday; Thursday. Will occur as events occur
- **Support School-wide Positive Behavior Program (Tier 1):** Add capacity to the school-wide positive behavior support program (specific training required).
Notes: Corps members will support with implementation of choice management system and support program in a variety of ways. This includes supporting My Brother's Keeper initiative/program starting this year.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily Other on Monday; Tuesday; Wednesday; Thursday. Will occur throughout day
- **Check in, Check out:** Provide one-on-one coaching throughout the week to individual students on a Focus List to discuss issues affecting student behavior, leadership and social skills in order to problem solve and set goals.
Notes: Corps members will check-in with students and set goals early in the week and check out with students later in the week to assess if they met their behavior goal. Admin staff will receive copy of Behavior focus list students.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Weekly Other on Monday; Tuesday; Wednesday; Thursday. Corps Members will use CICO with their behavior indicator focus list students twice per week during the school day; will follow up with student progress towards weekly goal(s) on a daily basis (MBK); and provide CICO support during Breakfast and Lunch.

Conditions for Success

To achieve our goals, the following conditions will need to be present:

- Corps members will receive training on choice management system
- Corps members will receive training on PBIS Check In Check Out

Data/Evaluation Requirements

City Year Milwaukee requires the following data to inform the success of the services above:

- Social Emotional Skill Inventory

Data required to inform the success of the services above will be provided to City Year by MPS' Office of Innovation pursuant to its approved research application and Part II data sharing agreement. No confidential student data shall be shared by the School.

Course Performance: ELA/Literacy

Goals

City Year Milwaukee and _____ aim to achieve the following goal(s):

- School Partner: Reading SMART Goal: By the end of the 2015-2016 school year, 50% of students enrolled at Clarke Street, since the beginning of the school year, will meet or exceed their grade-level benchmark according to STAR.
- City Year: 15% of focus list students who start the year off-track or sliding in Universal Assessment will end the year on-track.
- City Year: 75% of focus list students who start on-track in Reading Universal Assessment will be on-track at the end of year.
- City Year: 75% of focus list students will demonstrate expected growth on Reading Universal Screener from start of year to end of year.

Whole School Whole Child Services

City Year Milwaukee corps members will conduct the below services. For Tier 2 services, interventions with students assigned to Focus Lists will begin on _____.

- **English/Literacy Classroom (Instructional) Support (Tier 1):** Provide instructional support for a teacher's literacy instruction and curriculum.
Notes: Corps Members will work with partner teacher to provide Whole Class Support during Reading block
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily ELA Instruction Period on Monday; Tuesday; Wednesday; Thursday
- **English/Literacy Events (Tier 1):** Create, support and/or co-lead literacy-focused events to enrich school literacy culture and climate.
Notes: Corps Members will partner with Parent Coordinator to lead or co-lead a minimum of 1 literacy focused event.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Other Other on Monday; Tuesday; Wednesday; Thursday. Events will occur throughout theyear and at various times
- **English/Literacy Appreciation and Recognition (Tier 1):** Create, support and/or co-lead events or programs recognizing and appreciating significant student growth and/or achievement in literacy.
Notes: Corps members will help build a culture of literacy through literacy appreciations tied to student achievement in testing and/or reading incentives.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Other Other on Monday; Tuesday; Wednesday; Thursday. Recognition will occur throughout the year, including prior to and after testing windows
- **English Language Arts/Literacy Tutoring (Tier 2):** Lead small group or one-on-one literacy interventions for students on a Focus List during dedicated time each day.
Notes: Corps Members will have a minimum of 60 scheduled minutes/week to run tier 2 interventions for each of their focus list students. Corps members will utilize City Year provided frameworks and/or school frameworks and will collaborate with teachers.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily ELA Instruction Period on Monday; Tuesday; Wednesday; Thursday. Intervention will occur during intervention block and/or during after school. Admin staff will receive copy of ELA focus list students.

Conditions for Success

To achieve our goals, the following conditions will need to be present:

- Partner teachers will allow corps members to 60 minutes/week of intervention to students on focus list.
- Partner teachers and corps members have scheduled time to meet weekly and discuss student progress and share plans for the upcoming week.
- Focus list students will be selected in collaboration with partner teacher using the following data points to inform selection: MAP test score, STAR test scores, previous year ADA, previous work with City Year

Data/Evaluation Requirements

City Year Milwaukee requires the following data to inform the success of the services above:

- Course Grades
- Course Grades
- Formative Literary Assessment(s)

Data required to inform the success of the services above will be provided to City Year by MPS' Office of Innovation pursuant to its approved research application and Part II data sharing agreement. No confidential student data shall be shared by the School.

Course Performance: Math

Goals

City Year Milwaukee and _____ aim to achieve the following goal(s):

- School Partner: Mathematics SMART Goal: By the end of the 2015-2016 school year 50% of students enrolled at _____, at the start of the school year, will meet or exceed their grade-level benchmark according to STAR.
- City Year: 75% of focus list students who start on-track in Math Universal Assessment will be on-track at the end of year.
- City Year: 10% of focus list students who start the year off-track or sliding on Math Universal Assessment will end the year on-track.

Whole School Whole Child Services

City Year Milwaukee corps members will conduct the below services. For Tier 2 services, interventions with students assigned to Focus Lists will begin on _____.

- **Math Classroom (Instructional) Support (Tier 1):** Provide instructional support to a teacher's math instruction and curriculum.
Notes: Corps members will work with partner teacher to support math instruction and curriculum. This may include running a small group or leading students in fluency drills.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily Math Instruction Period on Monday; Tuesday; Wednesday; Thursday
- **Math-Focused Events (Tier 1):** Create, support and/or co-lead math-focused events to enrich school math culture and climate.
Notes: Corps members will partner with school leaders to lead or co-lead a minimum of 1 math focused event.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Other Other on Monday; Tuesday; Wednesday; Thursday. Events will occur throughout the year and at various times
- **Math Appreciation and Recognition (Tier 1):** Create, support and/or co-lead events or programs recognizing and appreciating significant student growth and/or achievement in math.
Notes: Corps members will help build a culture of math through math appreciations tied to student achievement in testing and/or math related incentives.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Other Other on Monday; Tuesday; Wednesday; Thursday. Recognition will occur throughout the year, including prior to and after testing windows
- **Math Tutoring (Tier 2):** Lead small group or one-on-one math interventions for students on a Focus List during dedicated time each day.
Notes: Corps members will have a minimum of 60 scheduled minutes/week to run tier 2 interventions for each of their focus list students. Corps members will utilize City Year provided frameworks and/or school frameworks and will collaborate with teachers.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily Other on Monday; Tuesday; Wednesday; Thursday. Math intervention will happen during school's designated math intervention time. Admin staff will receive copy of Math focus list students.

Conditions for Success

To achieve our goals, the following conditions will need to be present:

- Partner teachers will allow corps members to 60 minutes/week of intervention to students on focus list.
- Partner teachers and corps members have scheduled time to meet weekly and discuss student progress and share plans for the upcoming week.
- Focus list students will be selected in collaboration with partner teacher using the following data points to inform selection: MAP test score, STAR test scores, previous year ADA, previous work with City Year

Data/Evaluation Requirements

City Year Milwaukee requires the following data to inform the success of the services above:

- Course Grades
- Formative Math Assessment(s)

Data required to inform the success of the services above will be provided to City Year by MPS' Office of Innovation pursuant to its approved research application and Part II data sharing agreement. No confidential student data shall be shared by the School.

Cross Indicators

Goals

City Year Milwaukee and _____ aim to achieve the following goal(s):

- City Year: 100% of ACMs will have at least 20 Observation and Coaching opportunities by the end of FY17. 80% of all ACMS will perform at appropriate level of Effective Tutoring on the Observation and Coaching scale by the end of FY17.

Whole School Whole Child Services

City Year Milwaukee corps members will conduct the below services.

- **Morning Greeting (Tier 1):** Greet all students and school faculty and staff before the school day begins to foster positive school culture and climate while encouraging regular, on-time school attendance.
Notes: Corps members will support student entry by giving high fives and encouraging students into the building
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily Student Arrival on Monday; Tuesday; Wednesday; Thursday
- **Report Card Conferencing (Tier 1):** Meet with students of any performance level once per marking period to discuss their most recent report card or other performance results.
Notes: Corps members and staff will meet with students of any performance level three times a year to discuss their most recent report card and STAR score results.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Other Other on Monday; Tuesday; Wednesday; Thursday. Conferencing will occur at a variety of times throughout the year.
- **Support School-wide Family Engagement Program (Tier 1):** Add capacity to the school-wide family engagement program, including though not limited to, phone calls home and school-wide family engagement events.
Notes: Engagement may include phone calls home, events, parent breakfasts, etc.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Other Other on Monday; Tuesday; Wednesday; Thursday. Will support as events or engagement occurs throughout the year.
- **Classroom (Instructional) Support (Tier 1) in Other Subjects:** Provide instructional support for a teacher's instruction and curriculum in subjects or courses in addition to the main ELA and math classrooms.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily Other on Monday; Tuesday; Wednesday; Thursday. City Year Impact Manager and school will create classroom schedules for each Corps Member, which have the potential to include instructional support in classes beyond ELA and Math
- **Other Events/Programs (Tier 1):** Lead initiatives for the school and surrounding community beyond those listed.
Notes: Corps members will support family engagement events in conjunction with school staff. This might include an open house, Black history program, and parent/teacher conferences.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Other Other on Monday; Tuesday; Wednesday; Thursday. Time will vary depending on event
- **Positive Calls Home (Tier 2):** Place positive calls home (at least monthly) to the parents/guardians of students on Focus Lists to increase positive discourse on student successes and achievement.
Notes: Place calls to the parents and/or guardians of focus list students sharing positive feedback from that day or the entire week.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Weekly Other on Monday; Tuesday; Wednesday; Thursday. Calls will happen throughout the week for students

Conditions for Success

To achieve our goals, the following conditions will need to be present:

- Impact Manager will meet monthly with SST and/or Assistant Principal to discuss the upcoming professional development schedule and City Year's integration into the PD
- Impact Manager will work with relevant partner organizations, SST, and partner teachers to schedule observations of corps member interventions.
- Partner teachers and corps members will participate in monthly PLCs where they will continue to build partnership, share promising practices, review student data, etc.

After School

Goals

City Year Milwaukee and _____ aim to achieve the following goal(s):

Whole School Whole Child Services

City Year Milwaukee corps members will conduct the below services. For Tier 2 services, interventions with students assigned to Focus Lists will begin on _____.

- **Homework Assistance/Power Hour (Tier 1):** Provide homework assistance, which includes providing general academic support and coaching, for a consistent group of students before or after school.
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily Extended Learning Time/After School on Monday; Tuesday; Wednesday; Thursday
- **Support Existing Programs After School (Tier 1):** Support existing after-school providers who require additional capacity.
Notes: City Year Milwaukee Corps Members conduct and/or support the below activities:
Homework assistance/power hour: Provide homework assistance which includes providing several academic supports and coaching for students; Feeding America Food Pantry-monthly
Grades Served: 3; 4; 5; 6; 7; 8
Schedule: Daily Extended Learning Time/After School on Monday; Tuesday; Wednesday; Thursday

Conditions for Success

To achieve our goals, the following conditions will need to be present:

Monitoring Success

- A City Year staff member will participate as a member of school's leadership team, as appropriate.
- City Year corps and staff members will participate in teacher team/staff meetings, including subject area and cross-subject area teams, administrator days, PD days, etc.
- City Year team will participate in monthly partner meetings.
- City Year team will participate in regular coordinated data review meetings with school staff (e.g. Early Warning Indicator meetings).
- City Year staff will meet with the school's leadership team to conduct a formal partnership review at least twice per year.
- City Year staff will meet with a school partner liaison to discuss progress against goals at least bi-weekly.
- City Year corps members will meet with their partner teacher(s) weekly to discuss student progress, review intervention session plans, and plan for collaborative classroom support.
- Corps Members will meet monthly with Partner Teachers to complete monthly DESSA and discuss focus list students
- Admin staff will have opportunities to be a part of Observation and Coaching process in order to see some of the work that a Corp Member does with students

Preparation and Training

In order to launch the partnership successfully and prepare City Year corps members to be an integrated part of the school's instructional program:

- The City Year team will attend summer training and on-going professional development opportunities, which will be discussed and scheduled by the school liaison and City Year staff. The School Partner will provide training for corps members on the school's core curriculum in ELA and Math, as well as training on any supplemental programs used for student intervention.
- The School Partner will provide an orientation to the any/all of the school's climate and student engagement initiatives, socio-emotional learning programs, student behavior policies, student support referral systems, attendance support initiatives, and attendance policies.
- The School Partner will introduce the corps members to any outside afterschool program providers and/or orient them to afterschool program curricula.
- The School Partner and City Year will design and implement an orientation for the school staff and the City Year team. City Year will participate in the school's orientation for faculty and staff during which the City Year team will host an orientation for the School Partner faculty and staff to introduce the teachers and school staff to the City Year corps members, build team and share a plan for the year. The School Partner will introduce the corps members to the school's vision and basic operations.
- The School Partner will inform the City Year team of the school emergency/safety plan policy, mandated reporting procedures and any information relevant to their interactions with students and staff.

Material Support

_____ agrees to provide the City Year Milwaukee Team with:

- Consistent tutoring space, which includes tables or desks and chairs, that is reasonably free of distraction.
- Dedicated closed-door planning and meeting space including a secure storage space for personal belongings and service-related materials.
- Dedicated space to lead after-school/enrichment activities.
- Regular access to an adequate number of computers, internet and telephones that have external access capabilities, following the school's established protocols.
- Access to copier and office supplies as necessary to support the team.
- Access to service-related supplies and materials, including text and library books, teacher guides, curriculum support materials, intervention program materials, test prep materials, worksheets, hands-on materials, etc.
- Bulletin board(s) to communicate City Year programs and/or impact data.

Signatures

City Year Program Manager

Date

School Partner Liaison

Date

School Partner Liaison

Date

School Partner signatures are acknowledgements only. The binding, contractual relationship between MPS and City Year is governed by MPS Contract C025326 and the Research Application Part II Agreement relating to data sharing.

Whole School, Whole Child Services

Whole School, Whole Child Services

Research from Johns Hopkins University has shown that students who are most at risk of dropping out of school can be identified as early as the 6th grade through “off-track” early warning indicators (EWIs) that predict success in school – poor attendance, unsatisfactory behavior, and course failure in math or English. Students in high poverty environments whose performance is off-track in even just one of these indicators between the 6th and 9th grade typically have less than a 25% chance of graduating from high school. It is for this reason that we work primarily with students in grades 3-9 and focus on prevention, growth, and recovery.

City Year supports the efforts of school districts to turn around their lowest achieving schools by providing whole-school and targeted supports to ensure students stay in school and on track to graduate. To address the needs of students in high poverty schools, City Year utilizes research-based programming, the centerpiece of which is a holistic school partnership model called Whole School, Whole Child (“WSWC”).

This model is designed to leverage City Year’s unique assets – its AmeriCorps members – who serve as “near peer” tutors, mentors, role models, and coaches to students. City Year AmeriCorps members bring many positive attributes to their schools, including:

- A critical mass of human capital to help address the social emotional and academic needs of students who need additional support in the grades we serve
- A full-time school presence (approximately 7:30 a.m. to 6 p.m.) of highly organized, supervised, and trained young adults, four days a week
- An idealistic culture and energy that creates a more engaging learning environment
- The ability to organize school-wide and community events that engage families in the life of the school
- Increased intervention capacity to provide responses to student needs

WSWC services are guided by a rigorous data collection and review process that is used in partnership with school staff to regularly monitor individual student performance and to tailor the types and intensity of supports needed –both academically and socio-emotionally. City Year reviews student-level data and works with school leadership to identify students who are off-track in one or more of the EWIs. This process of data-informed intervention, based on an early warning monitoring system, allows City Year to deliver the right support to the right students at the right time. These supports include:

- Attendance Monitoring and Incentive Programs: AmeriCorps members work closely with students to monitor and improve attendance through attendance initiatives, direct student coaching, and communication to parents and guardians.
- Behavioral Support: AmeriCorps members coach students in developing various lifelong social, emotional and leadership skills through instruction in social emotional learning, and near-peer coaching and goal setting.
- Course Performance in math and English: AmeriCorps members tutor students one-on-one and in small groups, implementing intervention strategies in foundational skills that supplement the schools' curricula

in order to increase student academic performance. AmeriCorps members also support whole class instruction and lead out-of-class activities that complement classroom learning and help put students on a path towards high school graduation.

Services

AmeriCorps members and school partners use EWI data to identify which students need what types of intervention and when. City Year staff collaborates with school staff to employ a Response to Intervention (RTI) approach, a research-based strategy that allows educators to identify and monitor students who are off-track or falling off-track and make real-time adjustments to interventions. The RTI framework is divided into tiers of direct student support, enabling City Year to tailor the type and intensity of its academic and social-emotional interventions based on student need. City Year provides both Tier 1 school-wide supports and Tier 2 targeted interventions for students in need of extra support, but who do not qualify for special education. The figure below provides an example of how City Year services can be tailored in a particular school to support the growth of all students, while targeting the individual needs of students who require additional academic or social emotional development (SED) support. In all cases, AmeriCorps members strive to forge positive relationships with all students.

	Attendance	SED/Behavior	Course Performance	Afterschool
All Students (Tier 1)	<ul style="list-style-type: none"> Morning greeting/before-school activities Attendance incentive and recognition programming Student and community engagement 	<ul style="list-style-type: none"> Classroom, hallway, and lunch behavior support 	<ul style="list-style-type: none"> Classroom instruction support (enabling differentiated instruction) Academic-focused community engagement (e.g. Family Reading Night) 	<p>Homework Assistance Provide homework assistance, which includes providing general academic support and coaching, for a consistent group of students after school.</p> <p>Enrichment Programming Develop engaging activities for students after school, including enrichment and service. This may include arts, STEM, music, or recreation.</p> <p>Social Justice and Service Projects: Lead City Year's extended learning/ after school program that explores the social factors that influence our community and challenges learners to lead meaningful service activities that benefit their school and broader community.</p>
Targeted Students (Tier 2)	<ul style="list-style-type: none"> Attendance monitoring (phone calls home) Attendance coaching Ongoing assessment and monitoring 	<ul style="list-style-type: none"> Behavior coaching Leadership development activities Ongoing instruction, assessment, and monitoring 	<ul style="list-style-type: none"> One-on-one tutoring Small-group tutoring Homework support before school and during afterschool programming Ongoing assessment and monitoring 	

AmeriCorps members deliver these integrated services throughout the day, from before the first bell to the end of the school day, and in many schools, through the conclusion of afterschool programming. This full-time service provides a continuous, supportive presence throughout the day and can help to build connections between students' classroom learning and their before- and afterschool experiences. City Year teams encourage students to attend morning or afterschool programs, and with the help of data, they can check to see that the students who are attending are those who need additional support. In City Year sites that support afterschool programming, this aspect of the WSWC model:

- Increases the relevance of extended learning time to best meet the individual needs of students
- Deliberately links in-school learning and afterschool engagement opportunities.
- Increases community service and character/leadership development opportunities that are linked to classroom learning

City Year Staffing and Leadership

A robust, local City Year leadership team will oversee all aspects of service provided to your district. This team is organized to streamline City Year’s communications with district and school partners, and to manage daily service delivery and the timely fulfillment of the partnership’s performance targets at both the district and school level. Key City Year team members include:

<p>City Year Executive Director: Serves as the primary leader and strategist for the site. The Executive Director is responsible for the site’s delivery, and its performance and success in achieving its potential for impact, sustainability, and scale.</p> <p>Managing/Impact Director: Manages and develops the overall service partnership and oversees City Year’s day-to-day program implementation, evaluation, and documentation of efforts. The Impact Director also coordinates with City Year field staff and individual schools to ensure that school-level performance targets are being met.</p>	<p><i>Primary Liaisons to the School District</i></p>
<p>Impact Managers: Serve as the primary liaisons with each school principal and oversee the daily execution of services at the school site. The Impact Managers will also be responsible for the preparation, ongoing management, and professional development of the AmeriCorps member teams to ensure that the impact of AmeriCorps members is maximized to provide the best student outcomes.</p>	<p><i>Primary Liaison to Each School Partner</i></p>
<p>Team Leaders: A senior AmeriCorps member who has the experience and demonstrated leadership to lead the team of AmeriCorps members throughout their daily student support services.</p> <p>The national City Year network: Performs ongoing research, evaluation, and development of its services across all sites, based on leading education research. All City Year teams will be supported by a national network of City Year staff and AmeriCorps members working in over 300 schools, who share best practices on regular basis.</p>	<p><i>Other Partnership Support Staff</i></p>



