



CITY YEAR'S WHOLE SCHOOL, WHOLE CHILD® APPROACH

Helping students learn and develop through positive relationships and integrated social, emotional and academic support

City Year helps students and schools succeed, while preparing the next generation of diverse leaders who can make positive change. In partnership with teachers and schools, City Year AmeriCorps members cultivate equitable and responsive learning environments where students have access to additional resources and relationships they need to set and reach their goals, fully engage in their learning, and experience success.

Founded in 1988, City Year partners with 300+ public schools in 29 cities across the United States. Diverse, trained teams of AmeriCorps members serve full time in schools as student success coaches—tutors, mentors and role models who are uniquely positioned to connect with and support students throughout the school day.

AmeriCorps members partner with classroom teachers to help students build on their strengths and cultivate key social, emotional and academic skills, whether that's mastering fractions or learning to work in teams—skills that are important in school and in life.

City Year AmeriCorps members are guided by full-time, on-site City Year staff called impact managers and become integrated into the fabric of the school community. They collaborate with the school principal and teachers to deliver data-driven interventions and help create joyful, engaging activities and environments that help the school achieve its vision for educational excellence for all students.

HOW CITY YEAR WORKS IN SCHOOLS

City Year works closely with the school principal and teachers to deliver a suite of interconnected services that cost-effectively and efficiently improve student, classroom and whole school outcomes.



One-on-one and small group instruction in English and math with embedded social-emotional supports



Use of data to monitor student progress and better meet student needs



Additional capacity in the classroom, supporting classroom routines and providing and enabling differentiated instruction



Extended-day activities: afterschool programming, homework assistance, enrichment curricula and civic projects that build and serve community



Small group social-emotional skill building sessions



Whole school activities that improve conditions for learning, engage families and inspire civic engagement



CITY YEAR'S 3,000 AMERICORPS MEMBERS RECEIVE TRAINING AND PROFESSIONAL DEVELOPMENT THROUGHOUT THE YEAR ON TOPICS INCLUDING:

- Evidence-based instructional strategies designed to advance students' social, emotional and academic development in both in-person and virtual settings
- Student progress monitoring
- Ways to create welcoming and safe learning environments and strengthen students' sense of belonging and agency
- Community context, civic knowledge, social justice and equity

Impact managers oversee training to ensure AmeriCorps members are consistently improving their practice with students and relationships with administrators and teachers.

FOCUS ON RELATIONSHIPS: PREPARING STUDENTS FOR SUCCESS

City Year's approach is based on research and evidence about how students learn and develop.¹ City Year AmeriCorps members' near-peer status—mature enough to offer guidance, yet young enough to relate to students' perspectives—uniquely positions them to form developmental relationships² with students, helping students develop an understanding of who they are, a sense of agency to make a difference, and critical skills that set them on a path of lifelong learning and success.

AmeriCorps members work closely with students who exhibit one or more "early warning indicators" in attendance, behavior or course performance—indicators that are associated with whether students will stay in school and graduate from high school.³

AN EFFICIENT, COST-EFFECTIVE PARTNER

A 2017 analysis⁴ indicates that in one year:

- The impact of a City Year team could generate savings that recoup up to 97% of the cost to our partner schools.
- For schools we partner with, City Year is 78% more cost effective than contracting with individual providers to deliver City Year's holistic set of services.


ALUMNI EDUCATOR PATHWAYS

City Year is helping to support and develop a new generation of talented and trained educators committed to student success and educational equity.

According to a 2020 survey,⁵ 52% of City Year's alumni work in the education sector, with 13% serving as classroom teachers. Each year, more than 300 City Year alumni decide to become teachers after their year of service.⁶


OUR RESULTS

- ▷ A 2020 study⁷ by Everyone Graduates Center at Johns Hopkins University provides strong evidence in support of City Year's holistic approach: the more time students spend with AmeriCorps members, the more they improve on social, emotional and academic skills, with students who are furthest behind benefitting the most.

- ▷  According to research conducted in 2015 by Policy Studies Associates⁸ on 600 schools in 22 school districts, schools partnering with City Year—as compared to similar schools without City Year—were two times more likely to improve on state English assessments and up to three times more likely to improve on math proficiency rates.

- +  Students in schools with City Year gained one month of additional learning, compared to similar schools without City Year.

- ▷ Over the past five years:

-  94% of partner principals⁹ agree that AmeriCorps members serve as positive role models.

-  88% of partner teachers¹⁰ agree that AmeriCorps members improve students' academic performance.

1 City Year resources; the research behind Whole School, Whole Child. Retrieved from: <https://www.cityyear.org/impact/research-publications/resources/>; **2** Search Institute. (2016). Retrieved from <http://www.search-institute.org/downloadable/Developmental-Relationships-Framework.pdf>; **3** Bruce, M., Bridgeland, Fox and Balfanz. (2011). On Track for Success: The use of early warning indicator and intervention systems to build a grad nation. Retrieved from: http://new.every1graduates.org/wp-content/uploads/2012/03/on_track_for_success.pdf; **4** In 2017, Deloitte Consulting LLP was engaged to aggregate and synthesize various industry and internal analyses to help City Year estimate and articulate ROI; **5** 2020 City Year alumni survey (n=4,453); **6** On end-of-year AmeriCorps member surveys from the past three years, between 10-12% of City Year AmeriCorps members (from a corps of approximately 3,000 each year) indicated that they were on-track to enter the teaching profession; **7** Connecting social-emotional development, academic achievement, and on-track outcomes: A multi-district study of grade 3-10 students supported by City Year AmeriCorps members. (2020). Everybody Graduates Center. Johns Hopkins University. Retrieved from: https://www.cityyear.org/wp-content/uploads/2020/05/EGC_CityYearReport_BalfanzByrnes.pdf; **8** Meredith, J., Anderson, L.M. (2015). Analysis of the Impacts of City Year's Whole School Whole Child Model on Partner Schools' Performance. Policy Studies Associates. Retrieved from: <https://www.cityyear.org/wp-content/uploads/2019/10/PSAstudy2015.pdf>; **9** City Year partner principal surveys, five-year average FY15-FY19 (n=2,831); **10** City Year partner teacher surveys, five-year average FY15-FY19 (n=8,782).



NATIONAL STRATEGIC PARTNERS



NATIONAL PARTNERS

