



Whole School Whole Child Approach

Accelerating Student Growth through Positive Relationships and Evidence-Based Interventions In and Outside of Classrooms

City Year helps students and schools succeed by delivering research-based academic and social-emotional supports designed to help students come to school every day ready to learn, achieve at high levels and graduate from high school prepared for college and career.

Founded in 1988, City Year currently partners with 349 public schools in 29 cities across the United States.

Diverse, energetic and trained teams of 8 to 12 AmeriCorps members are deployed to serve full-time in high-need elementary, middle and high schools, working alongside and in support of classroom teachers.

City Year AmeriCorps members, who are supervised by full-time, on-site City Year staff called Impact Managers, become integrated into the fabric of the school community. They collaborate with the school principal and teachers to deliver holistic, data-driven interventions at individual student, classroom and school-wide levels that help the school achieve its vision for educational excellence.

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-effectively¹ and efficiently improve student, classroom and whole-school outcomes.



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



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



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



Extended-day activities: after-school 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 more than 300 hours of training in:

- Evidence-based instructional strategies designed to accelerate student academic and social-emotional development
- Strategies that enhance school-wide culture and conditions for learning
- An asset-based approach to students that respects and responds to their developmental needs and leverages them as strengths
- Student progress monitoring

Impact Managers oversee training to ensure AmeriCorps members are consistently improving their practice.

FOCUS ON RELATIONSHIPS: PREPARING STUDENTS FOR SUCCESS

City Year believes that readiness to learn is necessary for academic progress. 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 relationships**² with students, improving both student readiness to learn and school-wide conditions for learning.

Based on leading research, **AmeriCorps members focus on reducing “early warning indicators” that place students at increased risk for dropping out of school: low attendance, poor behavior and/or course failure in English Language Arts and mathematics.**³

Research shows that preventing one or more of these warning signs makes it three times more likely that a student will graduate from high school, dramatically improving their lifetime trajectory.⁴

AN EFFICIENT, COST-EFFECTIVE PARTNER

A 2017 analysis from Deloitte Consulting LLP⁵ indicates that in one year:

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

Students in schools with City Year gained **one month of additional learning**, compared to similar schools without City Year.⁶

OUR RESULTS

According to research conducted in 2015 by Policy Studies Associates⁷ on 600 schools in 22 school districts, schools partnering with City Year—as compared to similar schools without City Year—were:

2x more likely to improve on state English assessments



up to 3x more likely to improve proficiency rates in math.

City Year helped **66 percent of students** identified as needing support to move on-track in their social-emotional skills.⁸



Skills measured include self-awareness, self-management and relationship development, which research shows contributes to college and career readiness.⁹

ALUMNI EDUCATOR PATHWAYS

City Year is helping to build diverse workforce pathways for high-need urban communities. Each year, more than 300 City Year graduates self-select into teaching opportunities with a commitment to diversity and inclusion, a deep understanding of the everyday challenges and opportunities of high-need schools, and a steadfast belief that all children can achieve at high levels.

¹ Voices for National Service. (Sept. 2013). The Economic Value of National Service. Retrieved from <http://voicesforservice.org/research-and-reports/economic-value-national-service/>; ² Search Institute. (2016). Retrieved from <http://www.search-institute.org/downloadable/Developmental-Relationships-Framework.pdf>; ³ Balfanz, R. & Fox, J. (Oct. 2011). Early Warning Systems – Foundational Research and Lessons from the Field. Retrieved from <https://www.nga.org/files/live/sites/NGA/files/pdf/1110EARLYDROPBALFANZ.PDF>; ⁴ 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; ⁵ In 2017, Deloitte Consulting LLP was engaged to aggregate and synthesize various industry and internal analyses to help City Year estimate and articulate ROI.; ⁶ 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/sites/default/files/PSAstudy2015.pdf>; ⁷ Ibid.; ⁸ 2017-2018, Gr. 3-9, SEL n=6,282 (SEL as measured by Devereux Student Strengths Assessment (DESSA), a validated observational assessment that measures social-emotional competencies in students in K-8.); ⁹ Why social and emotional learning and employability skills should be prioritized in education. (2016). Committee for Children and CASEL. Retrieved from: <https://www.cfchildren.org/wp-content/uploads/policy-advocacy/sel-employability-brief.pdf>.



A proud member of the AmeriCorps national service network, City Year is supported by the Corporation for National and Community Service, local school districts, and private and corporate philanthropy.

Charity Navigator is America's premier charity evaluator. Since 2003, City Year has earned Charity Navigator's highest rating, certifying our commitment to accountability, transparency and responsible fiscal management. Less than 1 percent of rated organizations have received this distinction for 15 consecutive years or more, placing City Year among the most trustworthy nonprofits in America.



NATIONAL STRATEGIC PARTNERS



NATIONAL PARTNERS

