



CITY YEAR'S WHOLE SCHOOL WHOLE CHILD APPROACH

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

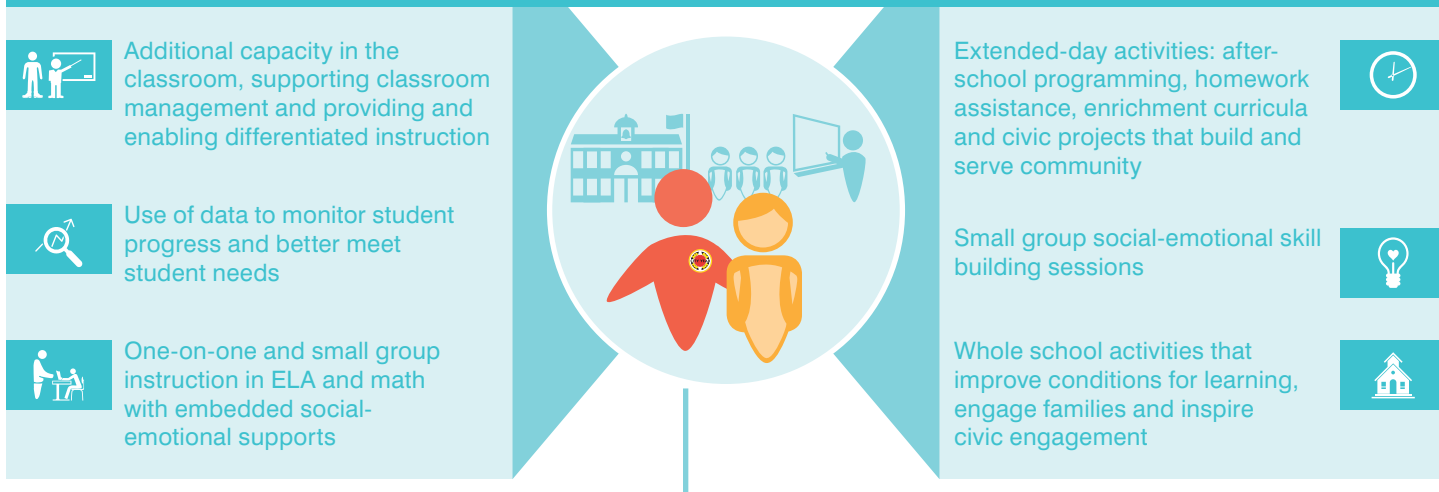
City Year helps students and schools succeed by delivering research-based academic and social-emotional supports designed to help students come to school every day ready to learn, achieve at high levels and graduate from high school prepared for college and career. Founded in 1988, City Year currently partners with more than 300 public schools in 28 cities across the United States.

Diverse, energetic and trained teams of 8 to 20 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 the individual student, classroom and school-wide levels that help the school achieve its vision for educational excellence.

HOW CITY YEAR WORKS IN YOUR SCHOOL

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.



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
- An asset-based approach to students that respects and responds to their developmental needs and leverages them as strengths
- Strategies that enhance school-wide culture and conditions for learning
- 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 – old 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, **corps 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 students from exhibiting one or more of these early warning indicators can boost the odds of graduation from 25 percent to 75 percent, dramatically improving a young person's life trajectory.⁴

AN EFFICIENT, COST-EFFECTIVE PARTNER

The investment in City Year for one year in one school provides measurable benefits:⁵

- **One month of additional student learning time** gained over academic year
- **78% more cost effective** than contracting with individual providers to deliver City Year's holistic set of services
- **1:1 match** – City Year is a public private partnership where every dollar invested is matched

OUR RESULTS

Supporting School-Wide Gains

A 2015 study⁶ of whole-school academic outcomes found that, as compared to schools that did not partner with City Year, **SCHOOLS PARTNERING WITH CITY YEAR:**

proved **2X** more likely to improve on state English assessments



Strengthening Social-Emotional Learning

City Year helped **68%** of students identified as in need of instruction to move on-track in social-emotional learning skills,⁷ such as self-awareness, self-management and relationship development, which research shows contributes to college and career readiness.⁸



ALUMNI EDUCATOR PATHWAYS

City Year is helping to build diverse workforce pathways for high-need urban communities. Each year, hundreds of 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 Neild, R.C., Balfanz, R., & Herzog, L. (2007). An Early Warning System. Educational Leadership. 65(2), 28-33. Retrieved from http://new.every1graduates.org/wp-content/uploads/2012/03/Early_Warning_System_Neild_Balfanz_Herzog.pdf pp. 2-3.

⁵ Analysis conducted by Deloitte.

⁶ Meredith, J., & Anderson, L. (June 2015). Analysis of the Impacts of City Year's Whole School Whole Child Model on Partner Schools' Performance. Retrieved from <https://www.cityyear.org/psa-study-city-year%E2%80%99s-impact-our-partner-schools>

⁷ Based on Devereux Student Strength Assessment (DESSA) 2015-2016 SEL assessment pilot, N = 2,449 Grades 3-9; 163 schools in 25 cities

⁸ ACT, Inc. (2011) Enhancing College and Career Readiness and Success: The Role of Academic Behaviors



City Year has been designated a 4-star charity since 2003, placing it in the top 1% of nonprofits nationwide for financial health, organizational efficiency and organizational capacity.

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



NATIONAL STRATEGIC PARTNERS



BainCapital



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NATIONAL PARTNERS

