

2018 CITY YEAR ALUMNI SURVEY



City Year's remarkable AmeriCorps members and alumni are making a powerful difference in the lives of students. Now a network of 30,000 strong, City Year alumni are increasingly taking on leadership roles in schools and communities, making significant contributions as leaders who can mobilize diverse groups to tackle complex challenges across a range of professional fields. These professions include education, business, law, health, corporate social responsibility, government and public policy.

In 2018, City Year conducted an alumni survey which was delivered to 16,000 alumni and received a 33 percent response rate, which is statistically significant.¹ More than half of the survey respondents graduated from City Year between 2014 and 2017; therefore, the data is most reflective of recent alumni sentiments.

Alumni Profile



96% have an undergraduate degree
55% have a graduate degree



38% live or work in the community in which they served



Based on end-of-year AmeriCorps member data from 2016-2018²

53% People of color

25% African American or Black
16% Hispanic or Latino
7% Asian
5% Other

Impact of the City Year Experience

94% OF ALUMNI AGREE THAT their City Year experience had a significantly positive impact on their lives.

"Without this opportunity, I doubt I'd be on my current career path. For that, I couldn't be more thankful."

CHRISTOPHER YARRELL, DENVER '13

96% OF ALUMNI AGREE THAT City Year helped them to develop relationships with and effectively work with people from different backgrounds than their own.

"That feeling of teamwork, community, and of people coming together from all backgrounds and perspectives for a shared purpose will stay with me always."

JAMIE COMFORT ATKINS, PHILADELPHIA '08

82% OF ALUMNI SAID their service with City Year increased the ways in which they are civically engaged.

"I still serve the community I was a corps member in, and seeing old students makes me more proud than when I was in service."

HARLEY VAN DUNK, PROVIDENCE '16, '17

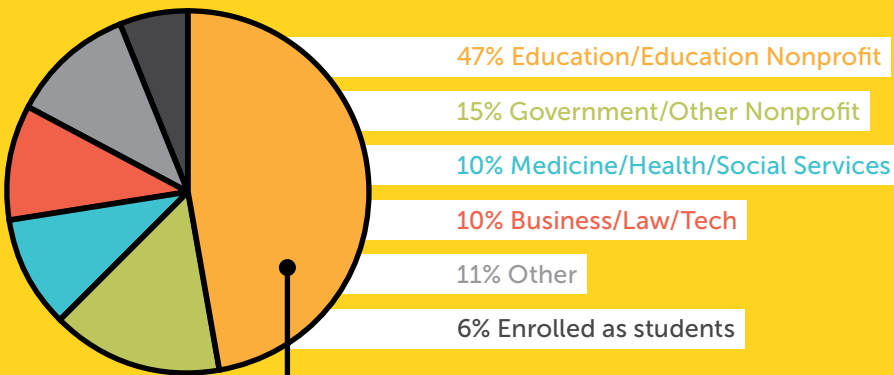
2007 ALUMNI STUDY

A longitudinal study conducted by Policy Studies Associates in 2007 found that City Year alumni excelled on every measure of civic engagement, had greater social capital, and were more likely to develop lasting relationships with people from different backgrounds, as compared to similar service-minded peers.

ALUMNI ARE 45% MORE LIKELY TO BE CIVICALLY ENGAGED OR BELONG TO A COMMUNITY ORGANIZATION

Preparing Alumni For Careers

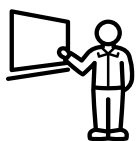
CITY YEAR ALUMNI MAKE A DIFFERENCE IN A WIDE RANGE OF PROFESSIONAL FIELDS:



BUILDING THE NEXT GENERATION OF EDUCATORS

As a part of City Year's Long-Term Impact strategy to significantly increase the number of students in school and on track to graduation, City Year is partnering with schools, districts and other organizations to build a pipeline of teachers and leaders for the education sector.

47% OF CITY YEAR ALUMNI RESPONDENTS WORK IN THE EDUCATION SECTOR.



16% ARE TEACHERS

Each year, more than 300 City Year alumni decide to become teachers after their year of service,³ creating a strong, diverse pipeline of talented and trained educators committed to student success.

CITY YEAR ALUMNI TEACHERS:

39% PEOPLE OF COLOR

10% men of color
29% women of color

84% TEACH AT LEAST THREE YEARS

Of alumni who completed City Year three or more years ago and went into teaching, 84 percent remain in the profession.

U.S. PUBLIC SCHOOL TEACHERS:

20% PEOPLE OF COLOR⁴

< 2% men of color

66% TEACH AT LEAST THREE YEARS⁵

About one-third of new public school teachers nationwide leave the profession within the first three years.

STUDENTS CITY YEAR SERVES:

IN RECENT CITY YEAR PARTNER SCHOOLS, 94% OF STUDENTS WERE PEOPLE OF COLOR

Students who share similar backgrounds with their teachers are more likely to convey higher levels of academic engagement and motivation.⁶



15% WORK IN EDUCATION NONPROFITS

16% WORK IN OTHER EDUCATION ROLES

including higher education, policy, school-based administration and ed tech

¹ Given the size of City Year's alumni, a 33 percent response rate is a statistically significant sample with a 95 percent confidence interval and one-point margin of error. Because we chose to seek input from as many alumni as possible, the survey was not designed as a randomized sample. A general limitation of this study design is the potential for natural biases based on who opted to respond. Our analysis of respondents based on alumni demographics did not surface any significant concerns in this area.; ² Demographics from the end-of-year survey are reflective of demographics from alumni survey respondents, which indicated that 42% were people of color: 17% African American or Black; 12% Hispanic or Latino; 7% Asian; 6% Other.; ³ On end-of-year AmeriCorps member surveys from the past three years, between 10 to 12 percent 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.; ⁴ National Center for Education Statistics. (2018). Characteristics of public elementary and secondary school teachers in the United States: Results from the 2015-16 National Teacher and Principal Survey. Retrieved from: <https://nces.ed.gov/pubs2017/2017072rev.pdf>; ⁵ Headon, S. (2014). Beginners in the Classroom: What the Changing Demographics of Teaching Mean for Schools, Districts, and Society. Carnegie Foundation for the Advancement of Teaching. Retrieved from: https://www.carnegiefoundation.org/wp-content/uploads/2014/09/beginners_in_classroom.pdf; ⁶ Egalite, A., & Kisida, B. (2016). The effects of teacher match on academic perceptions and attitudes, pp. 3, 14. <https://ced.ncsu.edu/wp-content/uploads/2015/07/Egalite-Kisida-Teacher-Match-Working-Paper-June-2016.pdf>