THE CITY YEAR IDEALIST HANDBOOK’S PURPOSE

- A source of information and inspiration for City Year AmeriCorps members and staff
- A guide to City Year: our history, goals, culture and service model
- An overview of resources, culture and policies for our idealists in the field to use in service
- A means for staff and partners to learn about City Year and the City Year AmeriCorps member experience
- A means for staff to manage and guide AmeriCorps members through their year of service
Dear City Year Community,

This handbook was developed to provide members of the City Year community with a guide to the ideas, values, programs, policies and techniques of City Year. Over the past 29 years, City Year has grown from a pilot program of 50 young people in Boston to a national corps of over 3,000 City Year AmeriCorps members, with affiliates in South Africa and the United Kingdom. Today, City Year is fully focused on partnering with schools to keep students in school and on track to high school graduation. In the 29 years since I co-founded City Year, I have never been more inspired than I am today by what the talented, idealistic and committed City Year AmeriCorps members and staff can accomplish.

This year we are excited to be celebrating our 30th anniversary. We are so very grateful to all of the AmeriCorps members, alumni, staff, service partners, sponsors and the Corporation for National and Community Service for making City Year possible and seeing us to this exciting anniversary year.

Within this handbook you will find the major building blocks of City Year’s culture of idealism, including our Founding Stories; City Year’s “Power Tools,” inclusive, accountable techniques for mobilization and critical thinking; and, “PUTTING IDEALISM TO WORK™,” a set of insights for the effective practice of idealism culled from the wisdom and experience of City Year’s community members and the world at large. City Year AmeriCorps members and staff members will also find important practical information about the organization and our roles within it. It also contains important policies that must be understood and followed to ensure the effectiveness of our program and the safety and well-being of those we serve, and every member of our City Year community.

Most of all, what you will find in these pages can be described in one word: idealism. The dictionary defines idealism as “the practice of forming ideals and living under their influence.” Nothing is more essential to understanding City Year—and being effective within the City Year community—than knowing that at City Year we believe in the power of idealism. We view idealism as a set of skills—imagine, recruit, transform and inspire—that can be learned and put into practice on a daily basis. We especially believe in the power of young people to act on their idealism and to lead and connect the rest of society through their energy, commitment and inspiration.

The information in this handbook—along with your own idealism and hard work—will help City Year advance our mission of harnessing the power of national service to help students and schools succeed, while developing the civic leadership skills of those who serve.

Please read and reread this handbook, put its ideas into practice and use it as a reference for information and a source of inspiration. Thank you for giving a year (or more) to change the world. It is a privilege to be in service with you and to act on our idealism together.

Yours in service and idealism,

Michael Brown
CEO and Co-Founder
City Year helps students and schools succeed. Fueled by national service, City Year partners with public schools in 28 urban, high-need communities across the U.S. and through international affiliates in the U.K. and Johannesburg, South Africa. Diverse teams of City Year AmeriCorps members provide research-based student, classroom and school-wide supports to help students stay in school and on track to graduate from high school, ready for college and career success. A 2015 study shows that schools that partner with City Year were up to two-to-three times more likely to improve on math and English assessments. 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 philanthropy from corporations, foundations and individuals.
I reference City Year's core values a few times a year to understand how education issues tie back to our work and the resources available to me.
OUR MISSION & VISION

MISSION
City Year’s mission is to build democracy through citizen service, civic leadership and social entrepreneurship. Together, these essential, interconnected and nonpartisan strategies can serve as the civic foundation for a strong, active and responsive democracy.

VISION
City Year’s vision is that one day the most commonly asked question of a young person will be “Where are you going to do your service year?” The name, “City Year,” reflects this vision of service as a common experience. Just as the terms freshman year, sophomore year, junior year and senior year are immediately recognizable steps on a young person’s path, the organization’s name is based on the idea that a “City Year” or a year of service will become a rite of passage.

ORGANIZATIONAL VALUES
City Year’s core values represent the deepest beliefs and highest aspirations of our organization. We strive to ensure that these values animate our culture of idealism, inspire our actions and inform our decisions on a daily basis. They serve as our north star, empowering us to stay true to ourselves through changing times as we strive to achieve our mission.

SERVICE TO A CAUSE GREATER THAN SELF
We dedicate ourselves to addressing shared civic challenges through unified action. City Year believes that service represents a personal decision to dedicate one’s time, energy and effort to a cause greater than oneself and to attend powerfully to the needs of others. Service to a cause greater than self creates common ground by bringing together diverse individuals who share a similar commitment to work for the common good and empowering them to engage in unified action. Seemingly insurmountable problems throughout history have been addressed by individuals who have chosen to serve their fellow citizens, communities and nations in this way. This widespread commitment to serve a cause greater than self has united people across backgrounds, transformed pressing public problems, and developed the civic spirit and leadership potential of every individual who has heeded the call to serve. At City Year, we strive to always ask ourselves, “Is this about me, or is it about the cause?” Always make it about the cause. In this way, we unite in a collective effort to demonstrate the power of service as a strategy for generating transformational change.

STUDENTS FIRST, COLLABORATION ALWAYS
The success of the young people we serve is our preeminent goal, best achieved by working in partnership with others who are dedicated to the same cause.

The students we serve are our highest priority, and supporting their success is our preeminent goal. For this reason, we are fiercely committed to deploying our resources and energy in a strategic effort to maximize our positive impact on the academic and life success of every student we serve. Accordingly, other priorities should always yield to the needs of those best serving students. At the same time, we recognize that this goal must be achieved by working in collaboration with others—teachers, administrators, parents, policymakers, community and other nonprofit partners—who share our commitment to ensuring that every student has the opportunity to receive a quality education and build
skills for academic and life success. Inspired by the African proverb that “it takes a whole village to raise a child,” we are committed to putting students first while always operating with a spirit of collaboration and partnership.

**BELIEF IN THE POWER OF YOUNG PEOPLE**

*We are committed to harnessing one of the most powerful forces for positive change at work in the world today.*

The energy and idealism of young people are, quite simply, among the most powerful and transformative forces at work in the world today. From advancing civil rights in the United States, to helping end apartheid in South Africa, to promoting democracy in the Middle East, examples of transformational change powered by the idealism and hard work of young people abound. At City Year, we are committed to tapping the civic power of young people to achieve transformational change for students and schools in high-need communities—building students’ skills for academic and life success and generating a positive school culture and climate. In the process, we seek to develop a generation of empowered, experienced and effective idealistic leaders. Accordingly, we must always seek to release the idealism of young people to tackle seemingly impossible tasks. Our experience is clear: when given big goals, young people inevitably surpass our highest expectations and achieve extraordinary results.

**SOCIAL JUSTICE FOR ALL**

*We dedicate ourselves to building a more just, equal, fair and compassionate world.*

Over the course of history, every generation has struggled to ensure that the blessings of liberty, freedom, equality and justice have been shared with an ever-widening circle of humanity. In the fullness of time, powerless subjects have become democratic citizens possessed of inalienable rights; slaves have become free men and women; voiceless women have become empowered citizens and civic leaders; once oppressed minorities have stepped out of the shadows to stand with dignity and equality in the daylight of empowerment and opportunity. Every generation comes of age at a particular moment in this ongoing struggle, and City Year is dedicated to engaging the young adults of each new generation in a year of citizen service focused on widening the circle of those able to stand in the light of social justice. At City Year, this commitment is primarily focused on promoting educational equality for all—especially for those in the highest-need communities—so that all students have the opportunity to reach their highest potential.

**LEVEL FIVE LEADERSHIP**

*We aspire to develop a culture of Level Five Leadership across the organization, fostering a blend of great humility with intense professional will.*

The concept of “Level Five Leadership” is borrowed from the book *Good to Great*, written by Jim Collins. The term describes a style of leadership which blends a paradoxical mix of qualities. First, Level Five Leaders practice great humility: they are modest, they learn from and listen to others, they give credit to others for success and take personal responsibility when things do not go as planned. At the same time, they operate with intense professional will: they take bold action, set ambitious goals, make courageous decisions and persevere through the long, challenging process of achieving great things. Humility, will, boldness, courage and perseverance: these are the qualities of Level Five Leadership, and City Year is committed to operating in this way at all levels of our organization.
EMPATHY

We strive to constantly walk in the moccasins of others.

City Year believes that empathy—the ability to emotionally put yourself in the place of the “other”—is an essential skill for anyone committed to social change. We are inspired by the Cherokee prayer that states, “Great Spirit, grant that I may never criticize my brother or my sister until I have walked the trail of life in their moccasins.” Given the complexity of the problems we seek to transform, the diversity of the communities we serve, and the inclusivity of our own corps and staff, a strong capacity for empathy is essential; it empowers us to collaborate effectively in order to maximize our impact. Empathy builds trust, which is essential for our work. Similarly, a deep understanding, developed through empathy of the people, institutions and communities we seek to serve, strengthens program design, implementation and results. At all times, we strive to practice empathy by “walking in the moccasins of others.”

INCLUSIVITY

We embrace differences as strengths that magnify our capacity to achieve shared goals.

Inclusivity involves more than the celebration of diversity; it means actively embracing differences as vital assets that enrich our community, catalyze transformation and strengthen our collective power to make positive change. To be inclusive at City Year is to create the most unified, purposeful force for good from the most diverse membership possible. Inclusivity informs our strategy of engaging young people in service as part of a diverse team, as well as our enduring commitment to engaging partners from across the public, private and nonprofit sectors in a collective effort to address pressing public problems. We aspire to create a unique culture that makes all feel welcome, valued, empowered and engaged.

UBUNTU

I am a person through other people; my humanity is tied to yours.

Ubuntu—a term borrowed from the Zulu tribe of South Africa—means “I am a person through other people; my humanity is tied to yours.” The concept expresses an essential spiritual truth about the world: we are all connected to each other through invisible webs of interdependence. We share a common world and a collective destiny, and the struggles of the few affect the many. In a very real sense, there is no “us” and “them”…there is only “us.” Because of this profound interdependence, we deepen our own humanity when we strengthen our capacity to recognize and honor the humanity of others. Ubuntu informs our commitment to treating everyone we encounter with deep respect and to acting from the belief that supporting the success and empowerment of others supports our own success and empowerment. Ubuntu is a way of being and a quality of presence that we aspire to bring to all our relationships.

TEAMWORK

We strive to work powerfully together in a unified effort to achieve our goals.

City Year believes in the power of teams. When diverse individuals unite, collaborate and dream together in pursuit of a shared vision, the team becomes more powerful than the sum of its individual parts. We are inspired by anthropologist Margaret Mead’s provocative insight about the power of small groups with a purpose. She said, “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” That’s why City Year has made teamwork essential to everything we do. From City Year AmeriCorps members who serve daily on inclusive teams to support student success to senior leaders who work collaboratively to
advance our organizational goals and mission, everyone at City Year operates as part of a team. Teamwork maximizes impact and engenders respect, empathy, understanding, communication, insight, patience, creativity and joy. For this reason, we have made teamwork central to all that we do.

**EXCELLENCE**

*We hold ourselves to the highest standards as we strive to execute our mission and steward our resources.*

City Year recognizes that our ambitious goals for transformational change can only be realized through disciplined, rigorous, tireless attention to detail. Excellence is both an inspiring vision and a daily practice; it informs the aspirational nature of the goals we set for ourselves, as well as the discipline, attention and focus we bring to every activity that must be completed on the way to achieving those goals. It also informs the care, professionalism and sense of responsibility we bring to being stewards of the resources—human, financial and material—entrusted to our organization. Because we recognize that even the smallest details contribute to our grandest of outcomes, we aspire to excellence in the execution of our mission and the stewardship of our resources.
THE CITY YEAR AND AMERICORPS PLEDGES

THE CITY YEAR PLEDGE
The City Year pledge is a concise and powerful statement expressing the commitment we make when assuming the responsibilities and privileges of wearing the Red or Yellow Jacket. City Year AmeriCorps members are required to memorize this pledge within their first weeks at City Year, and recite it publicly for the first time at Opening Day. It is then said repeatedly at unity rallies, community meetings, during physical service and all major City Year events. It states:

**I PLEDGE...**

- TO SERVE AS A CITY YEAR MEMBER TO THE VERY BEST OF MY ABILITY,
- TO HONOR THE RULES AND EXPECTATIONS OF CITY YEAR,
- TO RESPECT MY COLLEAGUES AND THE PEOPLE AND COMMUNITIES WE SERVE,
- TO PROVIDE EXCELLENT SERVICE,
- TO LEAD BY EXAMPLE AND BE A ROLE MODEL TO CHILDREN,
- TO CELEBRATE THE DIVERSITY OF PEOPLE, IDEAS AND CULTURES AROUND ME,
- TO SERVE WITH AN OPEN HEART AND AN OPEN MIND,
- TO BE QUICK TO HELP AND SLOW TO JUDGE,
- TO DO MY BEST TO MAKE A DIFFERENCE IN THE LIVES OF OTHERS, AND
- TO BUILD A STRONGER COMMUNITY, NATION AND WORLD FOR ALL OF US.

THE AMERICORPS PLEDGE
The AmeriCorps pledge is memorized and recited by every incoming City Year AmeriCorps member during AmeriCorps Opening Day. This spoken pledge is a commitment to their year of service and commitment to helping enrich the communities they are placed in. It states:

**I WILL GET THINGS DONE FOR AMERICA—**

- TO MAKE OUR PEOPLE SAFER, SMARTER AND HEALTHIER.
- I WILL BRING AMERICANS TOGETHER TO STRENGTHEN OUR COMMUNITIES.
- FACED WITH APATHY, I WILL TAKE ACTION.
- FACED WITH CONFLICT, I WILL SEEK COMMON GROUND.
- FACED WITH ADVERSITY, I WILL PERSEVERE.
- I WILL CARRY THIS COMMITMENT WITH ME THIS YEAR AND BEYOND.
- I AM AN AMERICORPS MEMBER, AND I WILL GET THINGS DONE.

For more information on the AmeriCorps program, please visit the section that showcases City Year’s connection to the Corporation for National and Community Service and the AmeriCorps program on page 123.
FOUNDRING VISION
City Year was founded in 1988 as a national service program to unite young adults from diverse backgrounds for a demanding year of full-time community service, leadership development and civic engagement.

NATIONAL SERVICE LEADERSHIP
City Year served as an inspiration for AmeriCorps, through which more than one million Americans have served their community and country since 1993. In 2003, City Year played a leading role in founding Voices for National Service, a coalition, operated by City Year, of leading service organizations that has generated bipartisan support for protecting and growing the federal commitment to voluntary national service.

FOCUS ON IMPACT IN EDUCATION
In 2005, City Year launched its evidence-based Whole School Whole Child model, focusing its mission to serve exclusively in the highest-need public schools, with the goal of ensuring that more students are on track to graduate from high school, ready to succeed in college, career and civic life.

EXPANSION AND REACH
City Year has grown from 50 corps members in Boston to more than 3,000 AmeriCorps members serving in 28 cities across the country, and two international affiliates in South Africa and the UK. Today, City Year serves more than 223,000 students in 327 schools nationwide. Since its founding, City Year has served more than 1.9 million children, completed more than 52 million hours of service and graduated 30,000 alumni.

PUBLIC-PRIVATE PARTNERSHIP
City Year’s annual operating budget of more than $150 million is supported by a dynamic public-private partnership that includes the Corporation for National and Community Service, local school districts and private philanthropy. The Chronicle of Philanthropy lists City Year on its annual ranking of America’s largest nonprofits in terms of private revenue, and school districts across the country invest more than $35 million to bring City Year into their highest-need schools each year.

EXCELLENCE IN FISCAL RESPONSIBILITY
City Year has earned Charity Navigator’s highest rating of four stars since 2003—only one percent of rated organizations have received this distinction for 14 consecutive years, placing City Year among the most trustworthy nonprofits in America.
AMERICORPS MEMBER SERVICE IN SCHOOLS

At City Year we believe that every child has the potential to succeed and that equitable access to a high-quality education can help ensure each child meets that potential. But we also know that students in high-poverty communities face obstacles that can interfere with their ability to arrive at school every day ready to learn. Many students need extra support to overcome these challenges, and most urban schools are not designed or resourced to meet this scale of need. In other words, there is a gap between what students need and how schools are organized and resourced to provide those holistic supports. City Year helps to bridge the relationship and resource gap by providing personalized supports to students and schools that need us most.

Diverse teams of City Year AmeriCorps members serve as Student Success Coaches—full-time tutors, mentors and role models who help to keep students in school and on track to graduate, ready for college and career success. City Year works in partnership with school staff to regularly monitor student performance on the three early-warning indicators—attendance, behavior and course performance, the ABCs—which research shows can identify students at risk of dropping out as early as sixth grade. Guided by this data, City Year and our school partners can identify which students are most at risk, and our City Year AmeriCorps members are able to customize the types and intensity of support they provide to students.

Throughout the school day, City Year AmeriCorps members directly support academic achievement and student engagement in and outside of the classroom. They tutor students one on-one, serve as an additional resource for teachers and lead afterschool programs and school-wide initiatives to improve student achievement and enhance school culture. City Year AmeriCorps members are “near peers”—mature enough to offer guidance yet young enough to relate to students’ perspectives—who are uniquely positioned to form positive developmental relationships with students and help them cultivate critical social and emotional skills such as goal setting, persistence and teamwork.

City Year not only supports student and school success, but also develops our country’s next generation of civic, education and business leaders. City Year AmeriCorps members are engaged citizens, equipped with the skills, passion and courage to continue making a difference in their communities long after their year or two of service. City Year’s 30,000 alumni, through the development of their skills and “can-do” mindset, help to build a more competitive workforce, more resilient communities and a stronger democracy.

OUR LONG-TERM IMPACT STRATEGY

In collaboration with our partners, City Year seeks to transform the climate, capacity and services of urban public schools to better meet the holistic needs of students and achieve better outcomes, particularly for children growing up in poverty. Our Long-Term Impact strategy, therefore, seeks to strengthen the graduation pipeline in high-need communities and ensure that students are on track to graduate with the social-emotional and academic skills needed for college, career and civic success.

When City Year developed and launched its Long-Term Impact strategy in 2012, the estimated on-track rate for students in the schools we serve was just 44 percent. In City Year communities, less than 25 percent of the schools generate half of the city’s dropouts. City Year works within schools concentrated in these communities to have an outsized impact on increasing the graduation pipeline in the cities we serve.
A rigorous market analysis conducted in partnership with Deloitte revealed that the highest-impact expansion strategy for City Year would result in the organization serving a total of 34 to 38 cities that account for two-thirds of the nation’s urban dropouts.

**OUR LONG-TERM IMPACT GOALS**

80%
Eighty percent of students in City Year schools will reach the 10th grade on track to high school graduation.

50%
City Year will reach 50 percent of off-track students in the communities we serve.

2/3
City Year will serve in the cities that account for two-thirds of the nation’s urban dropouts.

To accelerate our fulfillment of these goals, City Year is partnering with school leaders, teachers, policymakers, funders and other organizations to pursue strategies that build on our collective strengths:

**PHASE II OF OUR LONG-TERM IMPACT STRATEGY**

City Year is poised to build on its accomplishments, promise and momentum since launching Phase I of its Long-Term Impact strategy in 2012. In Phase II, we seek to leverage the full potential of the developmental relationships cultivated between City Year AmeriCorps members and students by focusing on completing elementary to high school “feeder patterns” in each of our cities, which will enable students to “grow up with City Year” in grades three through nine. This focus will enable us to serve students through key adolescent transition years and provide research-based, integrated academic and social-emotional supports designed to help children tap into their talents and strengths, achieve at high levels and graduate from high school, prepared for college and career success.

By demonstrating the value proposition of multiple years of support for students in each of our cities, City Year will be positioned to spread proven practices across more schools in the cities where we serve and also fuel a broader systemic change and thought leadership strategy.

Furthermore, through the development of our students and our alumni, City Year will unlock a national movement of young people with the skills and mindsets needed to work across differences and drive positive change in their communities in transformative ways.

**By 2023, City Year seeks to reach the following milestones:**

Within 50 to 70 priority elementary-to-high school feeder patterns, 80 percent of students in City Year schools will reach 10th grade on time and on track to graduation.

City Year will expand to five to 10 new cities, advancing towards our goal of ultimately serving in the communities that account for two-thirds of the nation’s urban dropouts.
An action tank is an organization dedicated to bringing about major changes in society. It is often targeted at advancing a specific public policy solution or agenda, in a manner that combines and leverages direct programmatic experience, policy generation, advocacy and civic mobilization across multiple sectors and the public at large. An action tank is a program, think tank and civic campaign, rolled into one organization, combining theory, practice and civic engagement to generate the ideas and resources to bring about a specific, major vector change in society. The ultimate change sought may be institutional, legal, behavioral and/or cultural and have political, economic and social ramifications.

An action tank process begins with a ‘one day’ vision—such as President Kennedy’s vision that ‘one day, a man will walk on the moon.’ The next stage is to analyze what is holding back the achievement of that vision, and what strategies, tactics and objectives can be utilized to break through those barriers. Steps are then taken to execute the identified strategies, tactics and objectives.

As an action tank for national service, City Year works to demonstrate, improve and promote the concept of national service as a means of building a stronger democracy. In order to achieve City Year’s national service vision—that one day the most commonly asked question of a young adult will be “where are you going to do your service year?”—the organization must act as a catalyst for major societal change. Each member of the City Year community is needed to strengthen the “action tank.” In building the national service movement together, we are building something that is larger than ourselves, our organization and our lifetime.

The most important characteristic of an action tank is that it is always grounded in demonstrated, programmatic successes, in showing a solution in action. In fact, it is the programmatic experience that gives an action tank its legitimacy and power to generate consensus and societal will that cuts across lines of ideology and political partisanship to unite the public, nonprofit and private sectors to achieve a shared goal.

By design and since its inception, City Year has had a strong record of accomplishment in the area of public policy. City Year helped inspire the creation of AmeriCorps:

“When I started running for President in 1991, I had this idea...We needed more idealistic, energetic young people out there working in our communities, helping to solve problems at the grass roots level...helping people that would otherwise be forgotten; going to places where the private economy would not otherwise send them; and we also need to open the doors of college to everyone. So I had this general idea, and then when I went to City Year in Boston, the lights came on and I said this is what I want to do.”

— PRESIDENT WILLIAM JEFFERSON CLINTON

City Year continues to be an “idea factory” for other policy ideas around national service and works to shine a light on the unique role that full-time AmeriCorps members can and are playing in school improvement efforts nationwide.
In addition to City Year’s 28 locations in the United States, there are two international affiliates. Relationships with our international affiliates are managed out of the Public Affairs department in the Chief Strategy Officer’s office.

**CITY YEAR SOUTH AFRICA: JOHANNESBURG**

In 2001, City Year was invited to join President Clinton and Nelson Mandela at the Civil Society Conference in Johannesburg, South Africa to speak to the powerful role of young people engaged in full-time service. With the encouragement of President Mandela and other South African leaders, City Year South Africa was founded in 2005.

City Year South Africa Service Leaders spend 10 months serving in primary and secondary schools as tutors, mentors and role models to children in communities across Johannesburg. Throughout their year of service, they support classrooms and lead afterschool programs, focusing on homework support and skill-building in literacy, numeracy, and life orientation. Additionally, Service Leaders participate in a multi-phased training program throughout the year called “Serve2Work,” which culminates in a job shadowing experience designed to enhance employability. Since its founding, City Year South Africa has graduated more than 1,700 young leaders, more than 80 percent of whom have been placed in viable exit opportunities, including further education and training, jobs and internships.

**CITY YEAR UK: LONDON, BIRMINGHAM/WEST MIDLANDS & GREATER MANCHESTER**

City Year was launched in the United Kingdom in London in 2010 and eventually expanded to also serve Birmingham and the West Midlands in 2013, and Greater Manchester in 2015. Since then, nearly 800 young people have served more than 1.2 million hours in 54 schools across the UK.

City Year UK focuses on making a difference to students’ academic attainment and the personal development of its volunteers. In 2016-17, with support from volunteer mentors, 50 percent of focus list students showed improved attendance, 33 percent showed improved behavior, and nearly 65 percent progressed in English and 70 percent in Math. In addition, a snapshot of City Year UK’s alumni from its first five years found more than 80 percent said their City Year experience had enabled them to develop skills that they could translate to any job.

City Year UK is also a leader in the country’s growing service year movement, including through its participation in Generation Change (an independent partnership of the UK’s leading youth social action organizations), which is committed to growing the impact and status of high-quality youth social action initiatives.
## CHAPTER 2

### CITY YEAR’S CULTURE OF IDEALISM

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I find it very powerful to open City Year meetings with a PITW or a few lines from a Founding Story.
WHAT DEFINES IDEALISM

All human progress has depended on four things: a vision for a better world, the idea that change is possible, the will to act and the skills to succeed—critical elements of idealism. At City Year, we recognize that our unique, intentional culture of idealism powers our impact in schools and provides an immersive context for developing leaders.

We begin by rejecting the notion that idealism is just a positive mindset or attitude (although both are helpful and important) or simply being naïve. Instead, at City Year we view idealism as skills—imagining, recruiting, transforming and inspiring—that can be mastered and put into practice. The world is more prone to be infected by the threats to idealism, identified by Robert Kennedy as futility, expediency, timidity and comfort, than by idealism itself, often making it hard for idealism to take root and thrive. While each of us has an idealistic spirit within, the world around us isn’t always as inviting as it could and should be for the spirit of idealism to emerge and flourish. For this reason, City Year began very early in its history to develop a “culture of idealism.” The culture of idealism is perhaps the most critical element in City Year’s success, and embracing it—even enhancing it—is essential to each individual’s success at City Year.

City Year’s unique culture is grounded in a powerful set of values illuminated by our Founding Stories. Famed professor of world mythology Joseph Campbell said that all of us can take the path of “the hero’s journey,” but to do so we must embrace a set of shared values—“public dreams”—and experience those public dreams through rituals that give them meaning.

At City Year, we have adapted Joseph Campbell’s paradigm for our Idealist’s Journey, and there are clear manifestations of Joseph Campbell’s paradigm in our culture of idealism, including the uniform we wear, the way we welcome students to school with a high-energy morning greeting and the “ripples” with which we start our meetings. Other aspects of the organization’s culture are less visible but are critically important—how we treat and interact with one another, how we seize opportunities that emerge, how we are flexible and responsive, how we refuse to fail, how we plan and manage our business, how we take on what seem to be impossible tasks and how we seek to serve.

Our rituals and tools contribute to what City Year has been able to accomplish and make possible, even as our ambitious goals often challenge and stretch us as AmeriCorps members, staff and supporters. City Year’s culture is the air we breathe—it is the set of values, structures and practices that create an environment in which idealism can be successfully practiced.

IDEALISM: IMAGINE. RECRUIT. TRANSFORM. INSPIRE.

At City Year, the skills of idealism are to imagine, recruit, transform and inspire. City Year, like many nonprofit organizations and worthwhile endeavors, is the product of this idealism. Mastering these skills should be a specific goal for every member of the City Year community, both during their City Year experience and as a lifelong practice.

IMAGINE

All idealism begins with a deep dive into realism—seeing the world and its problems as they really are—and only then imagining a profound change for the better. The ability to re-imagine the world—be it hatred into love or a disengaged student to a thriving learner and leader—is a skill, and there are techniques that can make us stronger, faster and more vivid in our powers of civic imagination.
RECRUIT
The next step is to recruit people and resources with a vision. Powerful recruitment requires a set of skills that involve excellent written and oral presentation, logistical capabilities, passion and an understanding of human motivations. Always remember: your commitment brings about the commitment of others.

TRANSFORM
This is the step where an existing reality is replaced—through planning and hard work—by the imagined reality, such as turning an empty school library into one filled with books, or teaching a child to read. For example, the World Health Organization eradicated smallpox disease—a scourge that killed millions of people worldwide over 3,000 years, including during the 20th century—in a 10-year mass vaccination effort. Since 1977, not one person has died of smallpox.

INSPIRE
Exposure to—or better yet, participation in—positive transformation is deeply inspiring. This inspiration generates more idealism which encourages and fuels the imagination and the will to act, bringing more people and institutions into the practice of idealism. It is critical to take the time to inspire others about idealistic transformations because the failure to do so is to withhold another person’s inspiration. Skills associated with inspiration include public speaking, written communications, graphic arts and marketing, as well as poetry, music and theater arts.
CIVIC POWER: SPIRIT. DISCIPLINE. PURPOSE. PRIDE.

At City Year, we define power to be the civic power that is attainable by anyone. You do not have to be in an authority position in order to inspire others to action—to have civic power. One can perform powerfully in a variety of ways, but you must possess four qualities in order to be effective: Spirit, Discipline, Purpose and Pride.

SPIRIT
Be ready and willing to challenge cynicism, have a “positive can-do attitude,” and display courage, strength and energy at all times.

DISCIPLINE
Focus on the task at hand, be organized and knowledgeable about what needs to happen, and always keep the big picture in mind.

PURPOSE
Reflect on why are you doing what you are doing. Remember what your goal and ideal end-product is. Understand how will it help advance your students, your school, your team, the organization or the national service movement.

PRIDE
While you are working on a task, an event or your service year, everything should be approached with pride in your appearance, presentation and the excellence of your final product. The students, schools and communities we serve deserve nothing less. You should be able to look back upon it with satisfaction, gratification and delight.

BIG CITIZENSHIP
Each City Year AmeriCorps and staff member must be a “Big Citizen” dedicated to strengthening our democracy every day, recognizing this extends beyond direct service and includes an array of ways to build a civic mindset. A strong democracy requires active citizens who have the civic values, skills and inspiration to serve as leaders for the common good. As U.S. President Harry Truman said upon leaving the White House, “I’m not leaving the highest office in the land. I am assuming the highest office, that of citizen.” The more that civic values, skills and action are distributed throughout a society and adopted by the citizens at large, the more dynamic, robust and responsive a democracy will be.

CIVIC COMMITMENT
At City Year, there are three parts to building civic commitment, to being committed to building democracy and being committed to being part of something larger than oneself:

- **Civic Ideas:** City Year is rooted in very big ideas: Democracy, Patriotism, Citizenship and National Service. Take the time to learn about these ideas to understand them fully.
- **Civic Values:** City Year is a community of civic values, which are brought to life by our 22 Founding Stories. We emphasize ten civic values within our organizational values. Be ready, willing and able to put these values into action.
- **Civic Power:** There are many forms of power—economic, political and the use or threat of violence. City Year is not about those forms of power. We harness “Civic Power,” which no one can give or take away, and everyone can develop by demonstrating spirit, discipline, purpose, pride and powerful courtesy.
CIVIC DANGERS

Civic commitment and idealism must be protected, especially from four dangers that can obstruct and diminish idealism, as identified by Robert Kennedy: Futility, Expediency, Timidity and Comfort. It was during his powerful Day of Affirmation Address in 1966 in South Africa, at the height of the oppressive Apartheid regime, that Kennedy said what the world needed most was “the qualities of youth—not a time of life but a state of mind, a temper of the will, a quality of the imagination.” He then identified “four dangers”—four mindsets that can undermine one’s idealism. We must struggle to ensure that these dangers never take hold within ourselves or the organization, and if they do, we must work to overcome.

- **Futility:** The first danger is giving into futility, the belief there is nothing that one person can do, as Robert Kennedy said, “against the enormous array of the world’s ills.” History, argued Kennedy, teaches otherwise. Individuals and teams have made great change in the world and we must aspire to be among them.

- **Expediency:** The second danger is that of expediency, the notion that “hopes and beliefs must bend before immediate necessities. Expediency destroys idealism by undermining the principles that support it. Idealism, high aspirations and deep convictions,” said Kennedy, “are not incompatible with the most practical and efficient of programs.” We must always hold onto our principles as we seek to be effective in the world.

- **Timidity:** Timidity is the third danger—the lack of courage “to brave the disapproval of their fellows, the censure of their colleagues, the wrath of their society. Moral courage is a rarer commodity than bravery in battle or great intelligence.” If we lose our courage, we lose our voice. If we lose our voice, we lose our will to act. If we lose our will to act, we lose our ability and desire to even think idealistically. Courage is an essential element to what Robert Kennedy called “bringing about a new order of things.” Practice speaking up and standing up for what you believe.

- **Comfort:** Perhaps most interestingly, the final danger is comfort, the “temptation to follow the easy and familiar paths of personal ambition and financial success so grandly spread before those who have the privilege of education.” To maintain our idealism, we cannot be too comfortable with our own lives and work. We must seek to get out of our comfort zone and into our challenge zone.

CIVIC CAPABILITIES

The stronger your civic capabilities—the skills you have to make change in the world—the more change you will be able to affect, the more lives you can improve and the more you can operationalize your civic commitment. Often, great leaders are viewed as people who possess mysterious and special gifts or as people we can never become. This is simply not true. Here are the four parts of civic capabilities:

- **Civic Idealism:** As stated earlier in the handbook, idealism is a skill that everyone can master: imagining a more ideal outcome; recruiting people and resources to your cause; transforming what is to what could be through planning, execution and hard work; and inspiring yourself, your team and your society to generate more positive change. Imagine, recruit, transform and inspire.
• **Civic Leadership:** While each of us may start off with a bias toward a certain leadership style, a strong leader should learn to exemplify all points on the LEADERSHIP COMPASS™: East (Vision), West (Analysis), South (Empathy) and North (Action). This training tool is explained in more detail on page 20.

• **Civic Tools:** A Big Citizen masters a number of civic tools, allowing him or her to create social change by effectively communicating ideas to large groups of people and mobilizing those people to join and support their cause. Some of these tools include mastering computer applications (from spreadsheets to databases), oral and written communication and presentation skills, team leadership, organizational skills.

• **Civic Literacy:** Civic literacy embodies the knowledge and skills needed to participate effectively in the community, public, political and business sectors. To build your civic literacy about current events, study history or political science; learn to navigate your governmental (neighborhood, city, regional, state, federal and international) and civic sectors; listen and engage with people who have different perspectives and beliefs; and advocate for what you believe. We cannot make lasting change if we do not know how our civic institutions function, interact and affect the lives of others.

**POWER COURTESY**

In the dictionary, courtesy is defined as "polite behavior, or a polite gesture or remark." At City Year we expand upon this and turn it into a powerful tool for engagement and change. Daily interactions, no matter how small, have a huge impact and can influence the way we look at the world. City Year AmeriCorps members and staff can exhibit power courtesy in a number of ways, such as:

• Holding doors open for others
• Saying “Please” and “Thank You”
• Looking someone in the eye when you shake their hand
• Standing up on public transportation in order to let someone else have a seat
• Greeting people in the hallways and on streets
• Introducing yourself
• Standing to speak to a group
• Being aware and engaged with your surroundings at all times

By making a concerted effort to be courteous in a powerful way, you can transform people’s perceptions. People will take you more seriously, will be impressed by you and, most importantly, will be ready to be led by you. At the same time, you also learn and engage with the world around you.
LEADERSHIP COMPASS

City Year seeks to develop leaders for the common good by providing tools for City Year AmeriCorps members, staff and the public at large to improve and grow in civic leadership abilities.

The LEADERSHIP COMPASS™ is a City Year training tool used to highlight the different leadership styles that a person may exhibit and to help participants realize their strongest and weakest leadership styles. These determinations serve two purposes: (1) to help people understand how to work with others who may have different leadership strengths and challenges and more importantly, (2) to help participants fully develop all four leadership styles in order to be a truly effective leader with well-rounded leadership dexterity. Master each point of the LEADERSHIP COMPASS™.

There are no “right” or “wrong” styles on the LEADERSHIP COMPASS™. Each leadership style has its own merits and challenges. Just because you excel in one style doesn’t mean you should think of it as a label. We all demonstrate each of the leadership styles at different times. Leadership styles are like shoes—you should try them on and walk around in them to see how different styles fit. It is important to be aware of and to understand the directions where we are naturally strong as well as the areas for improvement. As members of City Year, and aspiring leaders, we can all develop ourselves in each direction of the Leadership Compass.
NORTH: ACTION

Approaches to Work/Work Style
- Likes to be in control of professional relationship
- Quick to act, expresses sense of urgency for others to act now
- Enjoys challenges of difficult situations and people
- Thinks in terms of the bottom line
- Perseveres, not stopped by hearing “No,” probes and presses to get at hidden resistances
- Likes variety, novelty, new projects
- Comfortable being in front
- Values action-oriented words, phrases: “Do it now!” “I’ll do it!” “What’s the bottom line?”

Overuse: Style Taken to Excess
- Easily overlooks process and comprehensive strategic planning when driven by need to act and decide
- Can get defensive quickly, argue, try to “out-expert” you
- Pushes for decisions before it’s time, avoids discussion
- Can be autocratic, has difficulty being a team member
- Sees things in terms of black and white, little tolerance for ambiguity
- Not heedful of other’s feelings, may be perceived as cold
- Finds it hard to delegate, “If you want something done right, do it yourself!”

EAST: VISION

Approaches to Work/Work Style
- Visionary who sees the big picture
- Generative and creative thinker, able to think outside the box
- Very idea oriented, focuses on future thought
- Makes decisions by standing in the future
- Insight into mission and purpose
- Looks for overarching themes, ideas
- Adept at solving problems
- Likes to experiment, explore
- Appreciates a lot of information
- Value Words: “option,” “possibility,” “imagine”

Overuse: Style Taken to Excess
- Can put too much emphasis on vision at the expense of action
- Can lose focus on tasks
- Not time-bound, may lose track of time
- Tends to be highly enthusiastic early on, then burn out over the long haul
- Will not work on projects that do not have a comprehensive vision
- Easily frustrated and overwhelmed when outcomes are not in line with the vision

SOUTH: EMPATHY

Approaches to Work/Work Style
- Understands how people need to receive information in order to act on it
- Integrates others’ input in determining direction of what’s happening
- Uses professional relationships to accomplish tasks, interaction is primary
- Supportive to colleagues and peers
- Willingness to trust others’ statements at face value
- Receptive to others’ ideas, team player, noncompetitive
- Able to focus on present moment
- Value Words: “right” and “fair”

Overuse: Style Taken to Excess
- Can lose focus on goals when they believe relationships, needs of people are being compromised
- Has trouble saying “no” to requests
- Internalizes difficulty and assumes blame
- Difficulty dealing with anger, being manipulated by it
- Can overcompromise to avoid conflict
- Immersed in NOW, loses track of time, may not see long-range view
- Become mired in process at expense of accomplishing goals

WEST: ANALYSIS

Approaches to Work/Work Style
- Understands what information is needed to assist in decision making
- Seen as practical and thorough in task situations
- Helpful to others by providing planning and resources, comes through for the team
- Uses data analysis and logic to make decisions
- Weighs all sides of an issue, balanced
- Introspective, self-analytical
- Thoroughly examines people’s needs in situations
- Maximizes existing resources
- Skilled at finding fatal flaws in an idea or project
- Value Word: “objective”

Overuse: Style Taken to Excess
- Can be bogged down by information, analysis process at expense of moving forward
- Can become stubborn and entrenched in position
- Can be indecisive, collect unnecessary data, mired in details, “analysis paralysis”
- May appear cold and withdrawn with respect to others’ working styles
- Tendency toward watchfulness, observation—Can remain withdrawn, distanced
- Resists emotional pleas and change
THE CITY YEAR LOGO

THE NAME
represents the idea that a year of service should be part of every young person’s life experience.

THE LETTERING STYLE
is a reference to the Civilian Conservation Corps of the 1930’s, a historic predecessor of the modern national service movement.

THE SUNBURST
symbolizes the release of energy, idealism and human potential, with young people as the catalyst.

THE CIRCLES
symbolize community and equality, as well as the “strong circle” structure teams use for communication. The openings in the outer circle symbolize an inclusive and welcoming community.

THE INNER RED CIRCLE
symbolizes energy, idealism and a warming force.

THE COMPASS POINTS
showing the four cardinal directions—North, East, South and West—reflect the Native American belief that the meeting point of the four directions is a gathering place.

THE FOUR SEGMENTS
represent the four seasons.

THE GROUPINGS OF SEVEN TRIANGLES
in each segment represent the days of the week and the Native American belief that with every major decision, we should consider the impact on the next seven generations.

THE TWELVE YELLOW TRIANGLES
represent the months of the year.

THE RICH, BOLD COLORS
represent the energy and vibrancy of our community’s collective idealism, especially the idealism of young people.
INCLUSIVITY

Bringing together people from different racial, socio-economic, educational, religious, sexual orientation, gender identity and geographic backgrounds is one part of being an inclusive organization. Diversity alone, however, is not enough. Rather, City Year focuses on inclusivity. To be inclusive at City Year is to create the most unified, purposeful force for good from the most diverse membership possible.

Inclusivity means working to create a culture that makes all feel welcome, valued, powerful and engaged—capable of contributing to a team and a cause that is larger than ourselves. Making inclusivity work is part of the hard work of social change, but the civic payoff is priceless, both in terms of real change made in the world and in the civic understanding forged through the bonds of common purpose. We value the strength of our diversity and our inclusivity as an organization, and it strengthens our ability to relate to students. Further, students who see City Year AmeriCorps members working successfully as members of diverse teams learn valuable lessons themselves. Seek out, invent and teach ways to make City Year more inclusive and make inclusivity work.

POWER TOOLS

City Year’s civic “power tools” are techniques for mobilization, communication, inspiration and critical thinking, as well as for reflection, team building and “breaking the ice” for small, medium and large groups. These techniques also help to build leadership skills, instill confidence and empower staff and City Year AmeriCorps members.

To be effective, a civic power tool must be an “inclusive, accountable structure” and have a name easy for all to remember.

- Being inclusive means that a power tool is easily accessible for a diverse group of people of all ages and backgrounds. There should be nothing elitist or technical about a power tool.
- Being accountable means that the power tool technique holds an entire group accountable to a desired outcome, thereby distributing accountability across an entire group, rather than to just one leader.
- Being a structure means that the power tool has a clear set of steps to it, such that success can be achieved by following these steps. A power tool should never just be a mere hope, command or exhortation, such as “Hey everyone, be quiet!” When naming a power tool, try to think of a name which describes the tool or its purpose and is fun and easy to remember.

City Year’s tool box of civic power tools has been developing since the organization’s inception, from the creativity of staff and City Year AmeriCorps members and collected from other sources. New power tools should be developed all the time. As a member of the City Year community, you are encouraged to design and popularize inclusive, accountable structures for mobilization, communication, inspiration and critical thinking. Below are a few of our many power tools:

ADVANCE LOGISTICS—“AD-LO”

What Is It? Over the years, City Year has created an efficient, productive way to plan events, known as “Advance Logistics,” or more commonly “Ad-Lo.” The basic goal of Ad-Lo is to make sure every conceivable logistics issue is covered before an event begins.

How Do You Use It? Ad-Lo accounts for questions such as: Where is the food coming from and when will it be delivered? Where will cars be parked and is there a fee? What is
the program order and has a script been written? Who will greet and brief any external speakers? What if it rains? Where will the media sit?

One of City Year’s best Ad-Lo tools is the “Q2Q.” Similar to cue-to-cues in theatre productions, a Q2Q is a minute-by-minute breakdown of a specific City Year event, from preparation to clean-up. Each task on the Q2Q has a specific point person who oversees that activity. The Q2Q not only centralizes all event information in one easy-to-access document, but also allows someone who may not have been intricately involved in all aspects of planning to understand all of the moving parts at an event.

BRAINSTORM

What Is It? A tool for quickly stimulating the creative ideas of a group on a particular topic. It is an easy, fun and inclusive way for all members of a group or team to participate in a planning process. It requires minimal facilitation and can rapidly produce a useful catalogue of ideas for further refinement, development and discussion.

How Do You Use It? To begin, briefly introduce a topic and then tell the group that they are going to have a brainstorm. Use a whiteboard or easel and a large marker to capture every idea so everyone can read every idea generated. Tape filled sheets to the wall. Enlist helpers if necessary. Before beginning, always review and explain the “rules of brainstorming” (see below), then grab your writing utensil and start writing any idea that is introduced. Record every idea verbatim, avoiding interpretation, editing and rewording. After the list is finalized, work with the group to find themes and to determine which ideas should be discussed further.

The Rules of Brainstorming:
- Every idea gets written down, just as it was said, with no discussion, commentary or censorship—no put downs.
- Repeats are OK. Repeats are OK.
- The goal is quantity, not quality.

COMMUNITY MEETING

What Is It? Community Meetings bring together City Year AmeriCorps members, staff and champions for community building, sharing information, reflecting, celebrating and learning new skills. Sites typically have Community Meetings twice a month. The meetings are centered on specific themes and always begin with Ripples, Sharing the Joy and a warm-up. Following these standard elements, meetings consist of a variety of segments, such as a Founding Story, an AmeriCorps or staff member personal story (Life’s Work) and a service impact story (Starfish Story.) An AmeriCorps or staff member introduces each meeting segment, shares something about himself or herself and then opens the discussion to the entire community. Each Community Meeting closes with a reinforcement of the overall theme and connections made to hands-on service experiences.

How Do You Use It? The meetings are designed to allow participants to reflect on their accomplishments, hear what others are doing, inspire each other despite challenges and to foster and strengthen our community. It also provides an opportunity to slow down for a moment, reflect on our work and restore our energy.

DAILY (WEEKLY, MONTHLY) BRIEFING

What Is It? Often referred to as the DB, the Daily Briefing serves as a tool to communicate any relevant, pertinent and timely information to the entire site—it is our newspaper—keeping us, literally, on the same page. It is both an internal and external tool. It is a tool to
announce events, share ideas, communicate site activities and introduce visitors. It also serves as an engagement tool because external people can obtain a copy and learn more about service, culture and events.

**How Do You Use It?** During your morning Unity Rally, parts of the Daily Briefing will be shared with the group. The Daily Briefing can be implemented successfully by having a member of the Unity Rally team lead City Year AmeriCorps members, staff and visitors in different sections of the Daily Briefing, enforcing programmatic elements of the DB while remaining uniform and powerful.

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**DEBRIEF**

**What Is It?** Debriefs allow groups to reflect, after an activity or event, on what went well, what could have gone better and how to improve the next time around. Debriefs are a good way for team members to give each other constructive feedback on a regular basis. It is a proven way to build a strong team and consistently improve our program models.

**How Do You Use It?** After a major task, activity or event, gather the group together and select an appropriate debrief activity. The most popular debrief is called “Pluses and Deltas.” Have a flip chart, write two columns on the paper—one for pluses (good things), symbolized with a “+,” and one for “deltas” (things that should be changed), symbolized with a “∆”—write down all ideas so there is a record that the team can revisit.

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**FRONT MOST, CENTER MOST**

**What Is It?** A tool for ensuring that an audience fills a hall from front and center. Instead of sitting in the back of a room or on the sides, we demonstrate courtesy, engagement and attentiveness by sitting as close to the front of the room as possible.

**How Do You Use It?** The “front most, center most” power tool works as follows: The audience should enter through a center aisle and start filling in the front row. As each row is filled, audience members sit in the next “front most” and “center most” seat. In general, even if other members of the community do not practice this power tool, members of the City Year community should always take the front most, center most seat.

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**HANDS UP**

**What Is It?** A tool for quieting a large, loud group, in order to begin a meeting or event, by raising one’s hand, signaling all group members to respond with their hands raised and voices silent. With this simple “hands up” gesture, one person can powerfully—and quietly—signal that a presenter or program is about to begin. The Hands Up power tool allows for a facilitator to quickly get the group’s attention.

**How Do You Use It?** Hands Up can be used at any time in any group setting, large or small, including throughout a session, helping the facilitator to keep the meeting or event on time. The beauty of this tool is that it can be used even if there is not a microphone or loudspeaker. If you have effectively introduced the tool, once the group sees the Hands Up, silence should soon follow. Facilitators should not try to supplement the power tool with verbal communication of “hands up,” because over a period of time it lessens the effectiveness of the tool.

**Tip:** A fun way to introduce the power tool is to explain the power tool and ask that everyone try it out by talking amongst themselves loudly. After a few seconds, put your hand up and watch as people enjoy seeing the effectiveness of the attention focusing device. Be sure to be respectful to your audience and do not use this tool in a demeaning or condescending way. **Remember:** be slow to raise your hand but quick to end your conversation.
LEAVE IT BETTER THAN WE FOUND IT or CAMPFIRE
What Is It? A tool for ensuring that a team or group takes responsibility for cleaning up and straightening a room or facility that it has just used. An essential quality of leadership is to take responsibility for your actions and leaving a space worse off than we found it is insensitive to the next user of the space, the people who would have to clear it and the people who allowed us to use the space.

How Do You Use It? Teams and groups can quickly make a clean room messy, or worse. Before leaving a space, a captain should volunteer or be named. Everything should be thrown away, put back in its place or returned to the owner. Even if we did not create the mess or use anything in the room, we should take responsibility for leaving it better than we found it. The captain will give the “all clear” once the space is better than we found it.

NOSTUESO
What Is It? Pronounced “No-stew-ess-oh,” it’s an acronym for a group discussion facilitation technique: “No One Speaks Twice Until Everyone Speaks Once.” To value inclusive input from a diverse team, we must ensure that one or a few people do not dominate a discussion and that the ideas, questions and concerns of all people are heard. When used as a ground rule for group interaction, NOSTUESO is a powerful tool for communication in team and group settings.

How Do You Use It? This technique is particularly effective when the group is discussing a “hot” topic—one that many people are passionate about. When employing NOSTUESO, be careful that it does not stifle conversation (certainly not its purpose). Not everyone in the room needs to speak, but everyone should have the opportunity to do so. After everyone has had the chance to speak, feel free to open the discussion back up so that people can talk for a second time. NOSTUESO should be used like a light switch, toggled on and off by a team leader as necessary and appropriate.

POWER GREETING
What Is It? A tool used at all major events for setting the tone, making participants feel welcome and ushering them quickly to their seats.

How Do You Use It? There may be as few as two or three power greeters, or as many as hundreds, with the entire organization turning out to welcome people to a very special occasion. Creativity is encouraged in power greeting, as is unity and a purposeful message. To be effective, power greeting must be enthusiastic and sincere. Modifications can be and should be made for more serious occasions that require a more solemn tone and spirit.

PHYSICAL TRAINING—“PT”
What Is It? A tool for uniting as a City Year community, getting our minds and bodies ready for a great day of service and for engaging the community, PT consists of traditional exercises like jumping jacks and push ups, but can also include City Year exercises like Front Side, Back Side, Front and City Year Slap Happies.

How Do You Use It? PT is performed at City Year events—from annual dinners to service projects—and often used as a power tool to exhibit City Year’s spirit, discipline, purpose and pride. It is most commonly part of Unity Rally.

...At Schools: An energetic morning greeting by a team at the school at which they serve is a great way to fire up the team and rally the students. City Year AmeriCorps members and students can get the day off to a good, high-energy start with group PT.
...At Events: PT should be demonstrated first to audiences by a diverse group of City Year AmeriCorps members, the PT Crew. After the demonstration, audiences should often be asked to stand up and participate in the exercise with the PT Crew. Front Side, Back Side, Front is a crowd favorite.

...At Unity Rally: PT is performed at Unity Rally. The PT Crew should select five or six exercises to get the corps ready to serve. City Year AmeriCorps members should be trained and certified in PT during BTA.

RIPPLES AND JOY
What Is It? A “ripple” is the telling of a brief, inspiring anecdote about an act of idealism, courage and belief (from the Ripples Founding Story) and a “joy” is the sharing of joyful news or information. Sharing of ripples and joys puts us in an inspired, positive frame of mind before tackling difficult work, helps us makes a direct connection between our work and positive outcomes and reminds us that small acts of idealism can have a powerful cumulative effect.

How Do You Use It? The very first agenda item of every meeting or gathering should always be “ripples and joy”—even when other matters seem so very pressing. The leader of the meeting should ask all present to share any “ripples”—acts of courage and belief—or share joyous news, explaining the terms if necessary. If you have a ripple or joy and do not share it, then you are holding on to someone else’s inspiration and perhaps preventing other people from being fueled by your ripple to do more good work. In this way, sharing ripples and joy is a force multiplier.

SILENT APPLAUSE
What Is It? A time-saving tool, borrowed from American Sign Language, that allows a speaker to continue their presentation while the audience applauds in silent.

How Do You Use It? The American Sign Language (ASL) sign for applause is putting both hands in the air by your ears and fluttering them. This power tool can also be used to express appreciation and joy in response to a speaker’s point.

SKIT
What Is It? A tool for communicating an idea, theme or key message through a short sketch that involves creativity, critical thinking and teamwork.

How Do You Use It? Skits can be used in a variety of ways—as a warm up, a team building activity, an inclusivity activity—to put emphasis on a specific topic. The very process of having to create a skit forces a group to think clearly about the information being presented and how to effectively present that information to a specific audience. The best skits are informative and creative.

SPIRIT BREAK
What Is It? A “Spirit Break” is a simple power tool that connects people, for a brief moment, through a symbolic physical gesture and a focused thought. At the end of any City Year meeting, check-in, or event, a word or phrase is chosen, generally related to the topic, bringing the team together for a moment of energy and unity. Borrowed from the world of team sports, the spirit break puts an inspirational and meaningful closure on a meeting, gathering or event and gives everyone an inspirational charge. If there have been difficult things discussed, or tension in the meeting, the spirit break also clears the air and reunifies the group.
How Do You Use It? Just as all City Year meetings and gatherings should begin with “ripples,” so should they always end with a “spirit break” marking the official close of the meeting. Everyone puts their hand into the center, hand upon hand, arms like spokes on a wheel. The leader asks the group to suggest an inspirational word or phrase that sums up the meeting.

Tip: To ensure the spirit break is powerful, the leader should first demonstrate the counting and the rhythm of the word or phrase broken into clear syllables. Then, at the leader’s mark, everyone counts to three and says the word or phrase very loudly while raising their hands to the sky. If the spirit break comes out garbled or disjointed, it should be repeated. Remember: Whenever there are too many people for everyone to gather in a circle, a person can simply put their hand on a shoulder of another person to participate.

STAND AND DECLARE
What Is It? A tool for effective and courteous public speaking, “Stand and Declare” refers to the practice of standing up and introducing oneself before one speaks to a group. Standing to speak and introducing yourself is highly respectful to your audience and the person or people you are addressing, as it ensures that eye contact is made, that the audience, speaker or panelist knows who is speaking and that we project our voice for all to hear. Stand and Declare also demonstrates pride and confidence. Knowing that you will stand before you speak also has the tendency to ensure that we are thoughtful before we speak, as we are literally “standing by our words.” Stand and Declare is also an effective way for everyone in a community and for external guests to learn everyone’s name, which helps make a community more trusting and unified.

How Do You Use It? The idea is simple: when you are in a medium to large group and want to share a comment or ask a question, you should always stand, declare your name, position and organization, make your comment or question and then sit down. Always “stand and declare,” and gently remind seated speakers to please “stand and declare” as well.

STRONG CIRCLE
What Is It? A tool for mobilizing small and medium size groups, a “Strong Circle” is formed when participants are standing shoulder to shoulder in a tight, perfectly formed circle, with “no one inside the circle and no one outside the circle.” The Strong Circle provides a virtual “room” from which information can be shared. Because everyone is fully included in the circle, each person should be able to easily make eye contact and interact with everyone else in the circle, providing an equal forum for people to participate fully and to take in and share information attentively.

How Do You Use It? At City Year, we use Strong Circles in many different settings. It is effective for any time that a team needs to check-in. If the team is a new one, the Strong Circle creates an immediate sense of belonging for everyone in the group and allows team members to see each other and introduce themselves in a comfortable, easy setting. For a check-in, the Strong Circle is ideal because you can go around the circle and each person can update the group on what they have accomplished, what still needs to be done and any questions he or she may have.

During a Strong Circle, team members should leave backpacks, bags, food, drinks and any other distractions outside of the circle. Each member should have a writing utensil and something to write on in case any notes need to be taken. A team that easily executes a strong circle demonstrates its discipline, competence and unity.
UNITY RALLY

What Is It? City Year AmeriCorps members and staff members gather together for Unity Rallies to provide a powerful start to the day. A Unity Rally includes a “readiness check” to ensure everyone is prepared both mentally and physically for the day ahead and it includes PT and a Daily Briefing.

How Do You Use It? Unity Rallies (which take place most Fridays throughout the network and on other days on a site-by-site basis) help City Year prepare for a powerful day of service. Also, to help demonstrate that young people are not only proud, positive and powerful but also ready to serve and lead, Unity Rallies are held at highly visible public locations, schools and landmarks, including Copley Square in Boston, the Alamo in San Antonio, Freedom Plaza in Washington, D.C., City Hall Plaza in Philadelphia and Federal Plaza in Chicago.

WARM-UPS AND ICE BREAKERS

What Is It and How Do You Use It? A tool to begin meetings or activities to help participants focus on the topic at hand or simply put them at ease (“breaking the ice”) prior to delving into the issues, warm-ups can take literally thousands of forms, from everyone going around the room and telling the group what their favorite musical group is to people sharing why they came to City Year. Often you can select a warm-up that relates in some way to the meeting topic. For example, if your meeting is about planning service, ask people to share their favorite service experience.

Learn lots of warm-ups! Listed below are some favorites, including an array of warm-ups for learning names. Also, ask City Year veterans, research cyconnect resources and check out team activities binders. You will never lead a bland meeting if you have a steady flow of warm-ups ready.

- **Battle Scar Galactica:** Each person in the group needs to tell a story about him/herself through a scar—explain the story behind one scar on their body. This can get very personal and/or very gross. If you’re working with a large group, break them into smaller groups and have each smaller group report back with the best story.

- **Captain’s Coming:** This is a group game with a facilitator calling out commands for the group. Anyone who is not in one of these groups when called is then out. The commands are:
  - Row Boat: Four people sitting in line and rowing
  - Life Boat: Three people in circle together
  - Ballroom Dancing: Two people dance
  - Lookout: One person kneeling on floor; one person with foot on kneeler looking out
  - Captain’s Coming: Stand at attention motionless (While people are standing at attention, people in the group who are now out can try to make them laugh—if they do laugh they are out.)

- **Human Knot:** The team forms a circle and everyone reaches into the middle with their right hand. Each person should grab someone else’s hand. Next the team sticks out their left hand and holds someone else’s hand. No one should be holding the same person’s hands. Now you have a human knot. What does the team do to solve the problem? Solutions are a circle and a figure eight.

- **Life Maps:** For this one, you need pieces of paper and markers/crayons, etc. Spend about 15–30 minutes letting participants draw their life maps. This is basically whatever they want it to be, kind of like a visual Life’s Work, usually describing how they got to be where they are and who they are. Then go around and let people share
them. This is a longer activity, but it can be really powerful if participants are focused and interested in learning about each other.

- **Magic Wand:** You have just found a magic wand that allows you to change three work-related activities. You can change anything you want. How would you change yourself, your job, your boss, coworkers, an important project, etc.? Have them discuss why it is important to make the change. Another variation is to have them discuss what they would change if they became the boss for a month. This activity helps them to learn about others’ desires and frustrations.

- **Snap Debate:** The “snap debate” is a quick and easy way to generate arguments on both sides of an issue in a way that is not only non-emotional but also fun and informative. To begin, simply divide the group in half and ask them to stand and face each other. Announce a statement, such as “The country should have a large national service program” and assign one group the “pro” (for) position and one group the “con” (against) position. Then alternately point to members of each side, asking them to make a fast, brief statement in favor of their position. At some point, tell the two sides to switch the pro and con positions. Afterwards, process the snap debate by asking for observations, what information or ideas people may have learned and what arguments they thought were most effective.

  » A variation on the snap debate is “switch swatch” in which two volunteers sit facing each other in front of the group. They are given a subject to debate and each assigned a position by the facilitator. They are told that they should argue their position loudly at the other person and not listen to the other person as he or she does the same, and that when the facilitator says “switch” the participants should suddenly switch arguments and loudly espouse the opposite view. This exercise always elicits laughter. It should be processed with questions to the audience about what they observed and the importance of listening to others, even those with whom we disagree.

- **Stand Up/Sit Down:** Write a series of questions or statements that relate to the topic being discussed or taught in the event or activity. Questions/statements can be serious and/or humorous when appropriate. A facilitator will read these questions/statements and the participants should stand up (or raise hands if standing is not possible) if the statement applies to them. Once everyone has the opportunity to see who is in the room, the facilitator should ask the participants to be seated. Limit conversation and encourage participants to look around the room while each statement is being read.

- **Two Truths and a Lie:** Each person thinks of two statements that are true about themselves and one lie. One person at a time says three statements and everyone else tries to guess which one is the lie. (Hint: it’s more interesting if you try to think of amazing things that happened to you rather than something mundane such as, “I don’t like Brussels sprouts.”)

- **Zen Counting:** Get everyone into a circle. The goal for the group is to count to 10 (or higher if you are up to the challenge). The rules are that you cannot say two consecutive numbers and you cannot talk at all except to say numbers. The trick is that whenever more than one person says a number at the same time, you must all start over. This game requires a lot of patience and persistence to get it right. If the group does really well, try it with eyes closed, or increase the number you need to reach.

- **Zoom:** Sit in a circle. The leader says “zoom” to the person to their right, who has to pass it on. Time how long it takes to get the zoom around the circle, then see if the group can do it twice as fast. Then, pass a “zap” the other way and do the same. As
they get better, try passing the zoom one-way and the zap the other at the same time. This is a nice, easy one to start with and gets people feeling comfortable. Groups get a sense of accomplishment out of doing something a lot faster a second and third time around.

- **Virtual Pictionary:** Many team builders and ice breakers can be easily adapted to the virtual space, but here's one that specifically takes advantage of the whiteboard or draw functions in remote meeting software, like WebEx. The team facilitator brainstorms a variety of words, and then privately chats one to the artist. The artist’s team then has one minute to guess correctly, either aloud or in chat. If the artist’s team does not get the answer the opposing team has 30 seconds to discuss and try and “steal” the point. Be sure to test out the virtual interface before starting your virtual game, as technology may vary.

**NAME GAMES**

- **Adjective Name Game:** While sitting in a circle, the leader explains that each person in the group should think of an adjective that describes an aspect of their personality. The adjective must begin with the same letter as their first initial. Go around until everyone has said their name.

- **Ball Toss:** Everyone stands in a circle and begins by saying their name. Then, people in the group throw a ball around, but before they can throw the ball they need to say the name of the person they will throw it to. The person who receives the ball must thank the person who throws it to them by name. In the first round, the same person should not get the ball twice. A person can ask someone their name again if they forget it. Eventually, you can throw in two or three or more balls (or other objects). At the end, see if anyone can name everyone’s name. You can also have each person say their name as fast as they can and see how quickly you can go around the circle with each person saying their name.

- **Group Name Juggle:** Stand in a circle facing inward. Facilitator starts by saying their own name and then tossing the ball to someone. That person says their name then passes the ball (remembering whom they threw the ball to). Each person only gets the ball once. Pass the ball around the entire circle until everyone gets it.

- **Movement Name Game:** Group stands in a circle. The first person says their name and puts a movement with it. The next person says the first person’s name and replays their movement and then adds their own. The third person repeats the names and movements of the first two, then adds their own. Continue around the circle until everyone has gone.

- **Name Game #304:** Say your own name, the name of the person to your left and the name of the person to your right. Go round the circle. Say the above to a rhythm set up by clicking fingers. Shout somebody’s name and go and take their place in the circle—as you cross the circle they have to shout somebody’s name so that they have a place to go to. In a big circle you can have more than one person crossing the circle at one time. This gets nice and chaotic.

City Year AmeriCorps members and staff are encouraged to developed new or modified civic power tools at any point they desire.
CHAPTER 2: CITY YEAR’S CULTURE OF IDEALISM

CITY YEAR’S FOUNDING STORIES

At the center of City Year’s idealistic culture is a growing collection of stories and quotations from many cultures that we call “Founding Stories” because they are woven into the fabric of City Year’s culture and are a foundation for our work.

The Founding Stories illuminate our organizational values that guide us, set us on course and remind us of the most fundamental motivations for our work. Each of the founding stories has been a gift to the organization, arriving unexpectedly and instantly recognized as being at home in the organization. Please share these stories often, apply them to your work each day and use them with respect.

In 2006, two additions were made to City Year’s founding stories in honor of Eli Segal (1943–2006), who was a visionary leader dedicated to family, country and public service. He was the founding CEO of the Corporation for National and Community Service, the Chair of the City Year, Inc. Board of Trustees from 2003 to 2006 and a tremendous champion for the growth of citizen service in the United States and around the world. One story, The Bridge Builder, resonates deeply with Eli’s generosity of spirit and great humanity. The other, The Lighthouse, is one that Eli told often and captures his great humility.

In 2014, to honor our 25th Anniversary, a 25th story was added, The Lever.

Be the Change
The Beloved Community
The Bridge Builder
Cathedral Building
Everybody Can Be Great
It Takes a Village
It’s In Your Hands
The Lever
The Lighthouse
The Long Walk
Love and Joy
Moccasins
Never Doubt
Night into Day
The Rabbi’s Gift
Ripples
Sand into Diamonds
Seven Generations
The Shoulders of Giants
The Starfish Story
Stone Soup
The Traveler
Ubuntu
Up the River
Water
BE THE CHANGE

You must be the change you wish to see in the world.
– MAHATMA GANDHI

Mahatma Gandhi led the Indian nationalist movement, which overthrew British colonial rule through non-violence, leading to the creation of a sovereign Indian nation in 1947. As a change agent, he lived his life based on the principles of courage, non-violence and truth. Much of his power drew from his commitment to embodying these principles in his own life.

Gandhi believed that there were three routes to social change: the ballot (the process of voting and elections), the jail (by which he meant civil disobedience—being willing to give up your personal freedom to protest an unjust law or society) and the spinning wheel (which represented self-sustainability, non-participation in economic oppression and simplicity).

He embodied his commitment to these pathways of change by living a simple life, renouncing personal belongings. Gandhi spun the thread to make his own clothing, thus making the symbol of the spinning wheel a reality in his own life. Additionally, he led thousands of people in non-violent civil disobedience, or ‘Satyagraha,’ for which he was arrested many times throughout his life.

Perhaps the most famous example of ‘Satyagraha’—and being the change he wished to see in the world—was the Salt March of 1930, a march to protest the British salt tax that had legalized starvation-level taxation for many Indians. The attention of the world was galvanized as Gandhi and his fellow marchers, which began as a group of 79 and grew to thousands, marched 240 miles to the coast. Scooping up handfuls of mud and salt, Gandhi announced to the crowd: “With this salt I am shaking the foundations of an empire.”

Gandhi’s life is a powerful example of what can be accomplished through living the change you wish to see in the world.

THE BELOVED COMMUNITY

Only through nonviolence can this goal be attained, for the aftermath of nonviolence is reconciliation and the creation of the beloved community.
– DR. MARTIN LUTHER KING, JR., 1958

I do not think of political power as an end. Neither do I think of economic power as an end. They are ingredients in the objective that we seek in life. And I think that end or that objective is a truly brotherly society, the creation of the beloved community.
– DR. MARTIN LUTHER KING, JR., JULY 13, 1966

The end is reconciliation; the end is redemption; the end is the creation of the beloved community.
– DR. MARTIN LUTHER KING, JR., DECEMBER 3, 1956
Desegregation is only a partial, though necessary, step toward the ultimate goal which we seek to realize. Desegregation will break down legal barriers and bring men together physically. But something must happen so as to touch the hearts and souls of men that they will come together, not because the law says it, but because it is natural and right. In other words, our ultimate goal is integration which is genuine intergroup and interpersonal living.

Among Dr. Martin Luther King, Jr.’s most compelling visions is that of a Beloved Community—a community in which people of different backgrounds recognize that we are all interconnected and that our individual well-being is inextricably linked to the well-being of others. Dr. King knew that the goal of social change is not tolerance alone, or even the recognition or enforcement of human or civil rights, or an improved economic condition. These are necessary but not sufficient steps in the path to human progress. We cannot rest until we have bridged the divides of prejudice and mistrust that lie within the human head and heart. Invariably, these final, resilient divisions are social and personal. Dr. King reminds us that reconciliation is a both a process and a final destination. The road to the Beloved Community is the difficult road of reconciliation among people who have been in conflict and negotiation. The Beloved Community is reconciliation achieved—a profound human connectedness, a transcendent harmony and love among all people.

THE BRIDGE BUILDER

An old man, going a lone highway; Came at the evening, cold and gray; To chasm, vast and deep and wide; Through which was flowing a sullen tide. The old man crossed in the twilight dim; The sullen stream had no fears for him; But he turned when safe on the other side; And built a bridge to span the tide. “Old man,” said a fellow pilgrim near; “You are wasting strength with building here; Your journey will end with the ending day; You never again must pass this way; You have crossed the chasm, deep and wide—Why build you the bridge at the eventide?” The builder lifted his old gray head: “Good friend, in the path I have come,” he said; “There followeth after me today; A youth whose feet must pass this way. This chasm that has been naught to me; To that fair-haired youth may a pit-fall be; He, too, must cross in the twilight dim; Good friend, I am building the bridge for him.”

– WILL ALLEN DROMGOOLE

Bridge building is a powerful metaphor, and tool, for social change. Seeing and making connections—whether among people or ideas—is a hallmark of bridge builders, whose lives are rooted in values and who dedicate their time and energy to causes larger than themselves.

For perhaps every societal breakthrough, there was someone who came before, who mentored others, or offered the world a new idea.

Bridge builders bring out the best in others by connecting resources and talents to great and worthy causes, especially anticipating the needs of future generations. Bridge builders use the wisdom and experience they have gleaned for the benefit of others, even those whom they may never meet.

Seek to encourage, to connect, to strategize and to share a vision with those who will come after.
CATHEDRAL BUILDING

There once was a traveler who journeyed all over the globe in search of wisdom and enlightenment. In the midst of one village, he came upon a great deal of noise, dust and commotion. He approached the nearest laborer and asked, “Excuse me, I’m not from this village. May I ask what’s going on here?” The laborer replied curtly, “Can’t you see? I’m busting rocks.”

The traveler approached a second laborer doing the same thing and asked the same question. The second laborer replied, “Can’t you see? I’m earning a living to support my family.”

The traveler then approached a third laborer who was also breaking up rocks and posed the question a third time. With a broad smile and a gleam in his eye, the third laborer replied with great pride: “Can’t you see? We’re building a cathedral.”

– AUTHOR UNKNOWN: ADAPTED FROM THE CATHEDRAL WITHIN BY BILL SHORE

It often took several generations and thousands of laborers to build a single cathedral. Many would work their entire lives knowing that they would never see the cathedral’s completion. We may have the opportunity in our lives to contribute to the creation of something great, something larger than ourselves. Our specific role may at times seem minor relative to the larger effort, but each role, each activity, contributes in some way toward the larger goal. To be effective in social change, to maintain one’s focus and motivation, it is important to retain perspective by inspiring ourselves and others with the ideas that fuel our civic imagination and remind us of the “cathedral” we are building together.

EVERYBODY CAN BE GREAT

Everybody can be great, because everybody can serve. You don’t have to have a college degree to serve. You don’t have to make your subject and your verb agree to serve. You don’t have to know about Plato and Aristotle to serve. You don’t have to know Einstein’s theory of relativity to serve. You don’t have to know the second theory of thermodynamics in physics to serve. You only need a heart full of grace, a soul generated by love.

– DR. MARTIN LUTHER KING, JR., “THE DRUM MAJOR INSTINCT” DELIVERED AT EBENEZER BAPTIST CHURCH, ATLANTA, GEORGIA, FEBRUARY 4, 1968

Dr. Martin Luther King, Jr.’s idea of greatness is neither elitist nor exclusive. Yet, at the same time, everyone is not automatically great. Rather, each person has the potential to achieve greatness because every person has something to offer and to contribute through service. Greatness is available to all through unselfish action fueled by unselfish motivation. Dr. King sees the inherent dignity that every human being can achieve through service, a common meeting ground that requires no worldly credentials to enter. Service is a great equalizer that eliminates social division. If we truly believe that everyone can be great, then we must always remember to put this ideal into practice by assuming, finding and appealing to the greatness in everyone. Everyone has something to offer, something to contribute, even if at first they do not know it, or we cannot see it.
It takes a whole village to raise a child.  
– IGBO (NIGERIA) PROVERB

It takes a whole village to raise a child because a child is an active social being who interacts with people who are not their parents. With each interaction, it is imperative that the child receive the same messages as to what is right and wrong, what is valued and what is to be rejected, and what is safe. It is the shared values of the village, the shared commitment to each child as a loved individual and future citizen of the village, and the shared sense of collective responsibility that underscore the truth of why it takes a whole village to raise a child. If the village does not support the proper raising of a child, then a parent has a difficult road indeed, and the child is at risk. It also takes a whole village to raise a child because a village is comprised of a diverse array of people of all ages and experiences, each of whom has something to teach a child. Similarly, “it takes a village” to achieve any large civic goal. It takes a shared vision, a set of shared values and a shared sense of collective responsibility for the common good.

There once lived a wise, elderly woman. She had lived in the same house her entire life. Everyday when she woke, she would say “Good morning” to her beautiful parakeet, Agape. The woman would put Agape in the window so she could enjoy the sun and the fresh air, and the elderly woman would then go about her daily chores. All of the people who lived in the neighborhood knew about the elderly woman and her bird, Agape. One day, two young men decided that they were going to break into the elderly woman’s house while she was away and steal her bird. They decided that when she returned they would approach her and say, “Old woman, we have your bird. Is it dead or alive?” If the old woman replied “dead,” the young men decided that they would open their hands and let Agape fly away. If the old woman replied “alive,” they would crush Agape dead and drop her at the feet of the elderly woman.

Just as they had planned, the two boys waited for the elderly woman to leave her house to do her daily chores. When the elderly woman left, they broke into the house and stole Agape. When she returned, she found that her house had been broken into and Agape’s empty cage was on the floor.

Just as they had planned, the two boys approached the elderly woman and said, “Old woman, we have your bird. Is it dead or alive?” The wise, elderly woman paused a moment and looked at the ground. Then, with caring in her eyes, she looked at the boys and slowly answered, “I don’t know...it’s in your hands.”

– POPULARIZED BY TONI MORRISON, WHO USED IT IN HER ACCEPTANCE SPEECH FOR THE NOBEL PRIZE IN LITERATURE—OFTEN QUOTED AS AN INDIGENOUS TALE
Agape is a Greek word for selfless, spiritual love for humanity. We hold in our hands not only the consequences of our own decisions, but also the effect we can have on the actions of others—and even on the state of the world as we find it.

When we make good choices and take responsibility for the poor choices we have made—and regain power over our own actions—we ennoble ourselves by directly enhancing humanity.

When we offer others the opportunity to take responsibility for their actions and to make good choices, we offer pathways to empowerment and dignity. Similarly, when we realize that the problems of our day, perhaps through no direct fault of our own, are in our hands, we realize that knowledge of pain, suffering or injustice equals responsibility to act.

**THE LEVER**

Give me a place to stand and a lever long enough and I will move the world.

– ARCHIMEDES

Archimedes was an ancient Greek mathematician, physicist, engineer, inventor and astronomer. Hailed as one of the greatest mathematicians of all time, he is known for being far ahead of his time in his theories and inventions especially relating to geometry and physics. This quote derives from those studies; the theory that given a place to stand and a lever long enough you can move anything, even the entire world. While based in mathematics and physics, it is the philosophy behind these words that has kept them so relevant throughout history—the idea that the right place and the right tool used together can indeed change the world.

President John F. Kennedy was particularly fond of this quote and referenced it often in his quest for world peace:

“These proposals offer no quick and easy solution to the problems of peace. But they are essential tools. ‘Give me a fulcrum,’ Archimedes is reported to have said, ‘and a place to stand—and I will move the world.’ The tools I have suggested can be our fulcrum—it is here we take our stand—let us move the world down the road to peace.”

We hope that City Year can be one of those places to stand and that our lever is our service, the service we provide to students in schools across the country so that all young people can have a chance to succeed and help move the world forward to a better future.

**THE LIGHTHOUSE**

On a dark, foggy night, a ship came upon the light of another vessel. The captain radioed his counterpart: “Please divert your course 15 degrees to the North to avoid a collision.” Through the crackly radio came the reply: “Recommend you divert YOUR course 15 degrees to the South to avoid a collision.”

The captain stood his ground. He radioed: “This is the captain of a U.S. Navy ship. I say again, divert YOUR course.” And again came the reply: “No, I say again, you divert YOUR course.”
Outraged, the captain spoke loudly into the radio: “THIS IS THE AIRCRAFT CARRIER USS ABRAHAM LINCOLN, THE SECOND LARGEST SHIP IN THE UNITED STATES’ ATLANTIC FLEET. WE ARE ACCOMPANIED BY THREE DESTROYERS, THREE CRUISERS AND NUMEROUS SUPPORT VESSELS. I DEMAND THAT YOU CHANGE YOUR COURSE 15 DEGREES NORTH. THAT’S ONE-FIVE DEGREES NORTH.”

And came the reply: “This is a lighthouse. Your call.”
AUTHOR UNKNOWN. ADAPTED FROM STORY TOLD OFTEN BY ELI J. SEGAL

In a world constantly in need of improvement and change, humility is a critical and powerful virtue. As idealists and change makers, we are eager to see transformation and excited by the opportunity to make a difference, yet we may find our humility diminished by a competing value, to make change happen now. We feel our good ideas gaining momentum, our passion for change is fueled by the injustice and inequality all around, our drive and commitment grows stronger, and soon, perhaps without self-knowledge or intention, our humility wanes.

As humility is lost, so is our effectiveness. Vanity and self-importance cloud our judgment and rightly put off those who otherwise may want to follow, or better yet, lead, in the area of our deepest concern. Humility is not only a force multiplier, but an idealist’s paradox: to care so deeply about a cause larger than self, one needs, as has been often noted, to lose oneself. To be effective in social change, we must practice selflessness, to seek not so much to be "right" as to be effective, and to develop humility not only as an admired character trait, but as a skill.

Can we see ourselves as others may see us, hear ourselves as others may hear us, and view our actions as others may perceive them? Can we have strong values and beliefs, but always stand ready to learn, realize or even assume that we may not be right after all? By asking others, “What do you think?” and making no assumptions as to who may have an inspired, breakthrough contribution, we can effectively lead positive change, and avert disaster along the way.

THE LONG WALK

During my lifetime, I have dedicated myself to this struggle of the African people. I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if need be, it is an ideal for which I am prepared to die.

– NELSON MANDELA, APRIL 20, 1964, RIVONIA TRIAL

I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can only rest for a moment, for with freedom comes responsibilities, and I dare not linger, for my long walk is not ended.

Nelson Mandela sacrificed 27 years in jail for his country, a country founded upon his dedication and leadership. He is the very embodiment of what it means to commit oneself to a larger movement, and to make great personal sacrifices for that commitment. Indeed, he was willing to make the ultimate sacrifice for his ideal of a non-racial democracy, and he spoke forthrightly about his convictions at the Rivonia trial, where he was sentenced to life in prison for his role in upholding the rights of all South Africans.

His metaphor, that his personal path and that of his country is a “Long Walk,” underscores an important point: while there are often successes to look back upon with pride, and rest is important and understandable, ultimate success is often further away than one thinks. Great leaders never stop feeling a deep sense of responsibility, not only for achieving success but also for making that success work in the long run. For Nelson Mandela, the goals of “freedom” for himself and for his country have been achieved. But the “long walk” continues because freedom brought with it the “responsibilities” of democracy and self-government for a new nation, as well as the difficult task of reconciliation.

LOVE AND JOY

Love cannot remain by itself—it has no meaning. Love has to be put into action, and that action is service.

I slept and I dreamed that life is all joy. I woke and I saw that life is all service. I served and I saw that service is joy.

– MOTHER TERESA, ADAPTED FROM RABINDRANATH TAGORE

For more than 45 years, Mother Teresa comforted the poor, the dying and the unwanted around the world. Over the years, Mother Teresa’s Missionaries of Charity grew from 12 to thousands, serving the “poorest of the poor” in 450 centers worldwide. She rescued homeless and dying people from the gutters and garbage dumps in Calcutta. Her work spread from Calcutta to New York to Albania, and she was one of the pioneers of establishing homes for people with AIDS.

Through her work, Mother Teresa was a living example of her belief that love is embodied, or given true form, through service. At its most powerful, service is an expression of selfless love, care, empathy and concern for others. Although Mother Teresa encountered pain, sickness and extreme poverty on a daily basis, she also taught that the path of service is the path of joy. Joy emerges from new experiences and new relationships that are built through service, from acknowledging the human dignity in all people, from feeling personally useful in the world and from engaging in service as an act of love.

MOCCASINS

Oh Great Spirit, grant that I may never criticize my brother or my sister until I have walked the trail of life in their moccasins.

– ADAPTED FROM THE CHEROKEE PRAYER

Empathy, understanding and an aggressively non-judgmental world outlook are essential attributes to leading social change. The metaphor of walking in the moccasins of another person before offering criticism is a remarkably useful
leadership tool, as well as a moral imperative. As Robert F. Kennedy noted, “The task of leadership, the first task of concerned people, is not to condemn or castigate or deplore; it is to search out the reason for disillusionment and alienation, the rationale of protest and dissent—perhaps, indeed, to learn from it.”

Service is a common ground on which all people can come together to begin the work of building a more just society—work that depends on striving to truly understand one another. Service also is a powerful pathway for having our “moccasins” prayer answered: through the common ground of service, we can all walk in each other’s moccasins, and once exposed to the experiences of others, we are more likely to understand perspectives and points of view that are different, foreign or even hostile to our own. It is essential that we learn to “moccasin” the world we encounter, to seek a broad inclusiveness in all endeavors and to nurture a deep empathy within ourselves. Doing so generates wisdom, reconciliation and social trust—vital elements for achieving human progress and lasting, positive social change.

**NEVER DOUBT**

Never doubt that a small group of thoughtful committed citizens can change the world. Indeed, it is the only thing that ever has.

— MARGARET MEAD

Each component of Margaret Mead’s compelling formula for changing the world is an essential element. Her command to “never doubt” tells skeptics that they are wrong—you really can change the world—and also underscores the transformative power that belief plays for those who have successfully sought to change the world. History, indeed, has demonstrated that small teams of thoughtful committed people have achieved extraordinary things. The Civil Rights Movement began as a series of small groups carrying out small actions, such as sitting down at a segregated lunch counter. India’s historic independence from Great Britain began as a series of small strategic actions from a dedicated few. Habitat for Humanity began with a few people building houses for the poor in a small town in Georgia and has since built more than 175,000 houses in countries around the world.

A “small group” underscores the remarkable power of teamwork to transform, to inspire and to succeed. Teams can accomplish amazing and seemingly impossible things because they have the ability to generate new energies. Just as the whole is greater than the sum of its parts because the whole includes the connections between each part, high achieving teams generate more energy, will, passion and ideas than the sum of what their individual members alone could muster.

To be successful, a team must also be “thoughtful,” constantly generating strategies, tactics and analyses for success. But the critical component for success is “commitment.” Those who succeed in world-changing activities have an unwavering, passionate, almost irrational commitment to their cause. Any of us can choose to use this formula, to find a cause we are passionately committed to, to recruit a team as passionate as ourselves, to generate ideas and strategies, and to stay the course, to be committed, fundamentally committed, until success is achieved.
It was dusk on the bank of a river that curved from the sea to the mountain. There, perched in the deep bend of a branch of an oak tree, sat a rabbi, and at his feet were students from nations near and far. As the evening slowly reached up from the horizon and spread across the vast expanse of the sky, the rabbi and his students spoke of the great issues of the day. As they did each night, they spoke of issues of the heart, of humanity, and of hope.

The rabbi peered into the distance and turned to his students to ask, "Tell me—if you can—how we will know when the night is over and the day has begun?"

The students sat back for a minute and gazed at the horizon and witnessed as the deep blue of evening began to blend with the golden canvas of sunset. And they knew that the rabbi spoke neither of timetables nor of the earth's rotation on its axis. No, the rabbi spoke of larger things.

After regarding the question for a while, one of the students raised his hand and said, "Rabbi, we will know that the night is over and the day has begun when we can see the difference between a goat and a lamb."

The rabbi paused and said, "No, that is a good answer, but I don't think that is it." Soon, another student offered her hand and said, "Rabbi, I think the night is over and the day has begun when we can see the difference between a fig tree and an olive tree."

The rabbi shook his head and said, "No, you have made a thoughtful effort, but that is not it either." The students seemed confused and were discouraged. Quietly, they gazed upwards where scattered stars and a full moon replaced the sun and brightened the deep dark of the endless sky.

After a moment, a soft voice could be heard from the bank closest to the river. It came from one of the rabbi's most reluctant students. Shy and somewhat hesitant, she began:

"Rabbi, I think we will know that the night is over and the day has begun when we can see a rich man and a poor man and hear them say, 'He is my brother.'"

The student continued, her voice growing stronger.

"When we see a black woman and a white woman and hear them say, 'She is my sister.' It will be then when we know that the night is over and the day has begun."

The rabbi nodded his head, pleased with the wisdom of his student and said, "That is right."

– MASECHET BERACHOT OF THE BABYLONIAN TALMUD

Within the long history of the human spirit and condition, there is an ancient competition between the dark night of prejudice, racism and bias, and the daylight of community, inclusiveness, brotherhood and sisterhood. It is a struggle that we must ensure is won finally and fully by the light of day. We must be deliberate and assertive in forming bonds of friendship, partnership and common purpose among people who, on the surface, seem different than ourselves. We must take personal, professional and social risks to do so. We must be the willful force that turns night into day.
Once a great order, a decaying monastery had only five monks left. The order was dying. In the surrounding deep woods, there was a little hut that a Rabbi from a nearby town used from time to time. The monks always knew the Rabbi was home when they saw the smoke from his fire rise above the tree tops. As the Abbot agonized over the imminent death of his order, it occurred to him to ask the Rabbi if he could offer any advice that might save the monastery.

The Rabbi welcomed the Abbot at his hut. When the Abbot explained the reason for his visit, the Rabbi could only commiserate with him. “I know how it is,” he exclaimed. “The spirit has gone out of the people. It is the same in my town. Almost no one comes to the synagogue anymore.” So the Abbot and the Rabbi sat together discussing the Bible and their faiths. The time came when the Abbot had to leave. “It has been a wonderful visit,” said the Abbot, “but I have failed in my purpose. Is there nothing you can tell me to help save my dying order?” “The only thing I can tell you,” said the Rabbi, “is that the Messiah is among you.”

When the Abbot returned to the monastery, his fellow monks gathered around him and asked, “What did the Rabbi say?” “He couldn’t help,” the Abbot answered. “The only thing he did say as I was leaving was that the Messiah is among us. Though I do not know what these words mean.”

In the months that followed, the monks pondered this and wondered whether there was any possible significance to the Rabbi’s words: The Messiah is among us? Could he possibly have meant that the Messiah is one of us monks here at the monastery? If that’s the case, which one of us is the Messiah? Do you suppose he meant the Abbot? Yes, if he meant anyone, he probably meant Father Abbot. Certainly he could not have meant Brother Elred! Elred gets crotchety at times. But come to think of it, even so, Elred is virtually always right. Maybe the rabbi did mean Brother Elred. Of course the Rabbi didn’t mean me. He couldn’t possibly have meant me. I’m just an ordinary person. Yet supposing he did? Suppose I am the Messiah?

As they contemplated in this manner, the monks began to treat each other with extraordinary respect on the off chance that one among them might be the Messiah and in turn, each monk began to treat himself with extraordinary respect.

It so happened that people still occasionally came to visit the beautiful forest and monastery. Without even being conscious of it, visitors began to sense a powerful spiritual aura. They were sensing the extraordinary respect that now filled the monastery. Hardly knowing why, people began to come to the monastery frequently to picnic, to play and to pray. They began to bring their friends, and their friends brought their friends. Then it happened that some of the younger men who came to visit the monastery started to talk more and more with the older monks. After a while, one asked if he could join them. Then, another and another asked if they too could join the abbot and older monks. Within a few years, the monastery once again became a thriving order, a vibrant center of light and spirituality in the realm.

– AUTHOR UNKNOWN; ADAPTED FROM THE DIFFERENT DRUM: COMMUNITY MAKING AND PEACE BY DR. M. Scott Peck

By assuming the specialness of every person, we build a culture of respect that generates energy, creativity and magnetism—something that people can sense and feel, and to which they are drawn. Highly respectful cultures treat every person with courtesy and interest, and convey the understanding that every member of the community is valued.
By treating every person with the utmost respect, we develop a culture in which everyone wants to give their best to others, and expects to receive the best from others in return. It is the type of culture everyone deserves, and it is up to us to make it happen. In our daily lives, we can create a culture of respect with every personal interaction we have, whether it is with a store clerk, a dignitary or a colleague.

**RIPPLES**

Few will have the greatness to bend history; but each of us can work to change a small portion of the events, and in the total of all these acts will be written the history of this generation... It is from numberless diverse acts of courage... [and] ...belief that human history is shaped. Each time a person stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current that can sweep down the mightiest walls of oppression and resistance.

— ROBERT F. KENNEDY, DAY OF AFFIRMATION ADDRESS UNIVERSITY OF CAPE TOWN, CAPE TOWN, SOUTH AFRICA, JUNE 6, 1966

In 1966, Robert F. Kennedy was invited by the National Union of South African Students (NUSAS), an anti-apartheid organization, to speak at the annual Day of Affirmation. During Robert Kennedy’s four-day tour, he spoke to numerous groups—energizing and inspiring people of all races with his words of conviction and belief. Copies of his speeches were passed hand-to-hand in the townships. People lined the streets to see him and shake his hand. The English language papers covered his every move. Robert Kennedy’s words proved to be prophetic, and the ripples he and countless others created did in fact form a mighty current of change. White minority rule in South Africa finally ended in 1994, with the election of the former political prisoner, Nelson Mandela, as the first President of a new, democratic and non-racial South Africa.

The idea that many distinct acts of courage and belief create ripples that turn into currents of justice is a powerful concept, for it tells us that our idealistic actions are not isolated, and that a cumulative effect of the work of many committed people and institutions can have a dramatic impact. Similarly, sharing stories of acts of courage and belief—“ripples”—is a powerful way to inspire ourselves and others in the midst of difficult work, and to help generate more acts of courage and belief.

**SAND INTO DIAMONDS**

Once upon a time, there lived a brave young pilot. This pilot flew all over the world to interesting lands, meeting interesting people. One night, as the pilot was flying high above the Sahara Desert, the engine of her plane suddenly stalled. Amazingly, she was able to eject from the plane and parachute to the ground.

As the pilot awoke the next day, she tried to remember what had happened the night before. As she regained her bearings, it dawned on her that she had no idea where she was, no idea where the
closest village or human habitation was located. She could be hundreds of miles from the nearest desert village or just around the nearest hill. She fought off the despair and gloom and tried to summon her usual resolve and courage. She knew one thing for certain: she had to get going in some direction, any direction. If she just stayed, she would surely die.

And so she started. Mile after mile. The brilliant desert sun was glaring down on her and reflecting off the searing sand. And she continued on.

Eventually, the sun went down and she continued to walk through the night. She went as far as she could before resting. Soon, she woke to the morning sun once again. Her throat was parched. Her skin was dry and burnt. But she continued on. No food or drink. No water in sight. By noon she could continue no longer and collapsed. But no sooner had she fallen to the ground than a vision appeared before her.

At first she thought she was just delirious. But the image was so clear, so vivid, so real. And as it became clearer she realized it was a genie. And the genie spoke: “I will only say this once. Do not despair. Do not give up hope. Just listen and do as I say and you will survive. In the end, you will be both happy and sad. But first, reach down and pick up some sand. Heed my words and continue on.”

The genie disappeared as quickly as it had appeared. It must have been a mirage, thought the pilot. But it seemed so real. So vivid. And although the genie had spoken only briefly, the pilot remembered every word. It brought her a new sense of energy and hope.

She reached down and picked up a handful of sand and continued on. Mile after mile. The hot desert sun was ablaze in the sky. The heavy dry wind ripped over the land. She continued on. And when she once again reached the point where she could go no more, at the top of a dune, she fell and tumbled down the other side.

Lo and behold, she stumbled upon a village in an oasis. Upon seeing the condition of this unusual stranger emerging out of the desert, the natives came out to help her. They gave her water and rest and food. She had made it. She had survived.

Now that she was replenished, her thoughts drifted back to the mysterious vision from the night before. Was it real? She reached into her pocket to pull out the sand. To her great surprise the sand had turned to diamonds. As she thought back to the words of the genie, a smile crossed her face. “In the end you will be both happy and sad.”

Yes, she was happy. She had survived. And she had a handful of diamonds. Yet she was sad, because she had not picked up more sand.

— AUTHOR UNKNOWN, ADAPTED FROM “THE PARABLE OF THE PEBBLES”

Diamonds are made of pure carbon, an element that is fundamental to all life. Carbon is a common substance, yet diamonds are rare, precious, indestructible—the hardest substance on earth. This story of sand turning into diamonds exemplifies the way in which ordinary, everyday experiences become, over time, the source of our knowledge and strength.

The idealistic path is fraught with setbacks and frustrations. But every experience along the way, every struggle, even every mundane moment, provides us with a treasure trove of wisdom, ideas and experience to draw upon further down the road. Invariably, there is little opportunity for perspective at the time of each experience, and little to which we can compare. For this reason, it is best to take in as much as possible from each experience and opportunity, to fill up your pockets with the “sand” of idealism, and to keep moving forward. Time and perspective will turn those experiences into a valued asset as you take on the difficult paths ahead.
In every deliberation, we must consider the impact of our decisions on the next seven generations.

– IROquois PROVERB

The Iroquois nation, a confederation of Native American peoples, wrote in their constitution more than 500 years ago that leaders must “Look and listen for the welfare of the whole people and have always in view not only the present but also the coming generations” and that “the thickness of their skin shall be seven spans” to protect against “anger, offensive actions and criticism” from affecting their making the best decisions.

These commitments of stewardship for future generations and moral toughness are a profound formula for ensuring intergenerational responsibility by considering the well-being of those who do not yet have a voice, but who may nonetheless be affected by our decisions today. As one commentator has observed, “The point [of considering seven generations] is to remove individual self-interests from public decision-making. Seven generations is about the longest period of time that we can grasp subjectively. Some of us had great grandparents when we were born. We have known our grandparents, our parents and ourselves. We may also know our children, our grandchildren and possibly our great grandchildren. These seven generations are a yard stick of human experience.”

If I have seen further than others, it is by standing on the shoulders of giants.

– ISAAC NEWTON

Isaac Newton is one of the great figures in the history of human thought. He was responsible for, among other things, formulating a theory of physics that his contemporaries considered to have all but solved the problems of describing the movements of physical objects, from planets to apples. It would have been all too easy for Newton to have taken all the credit for his discoveries. However, he was well aware of how much he built on the foundations laid by previous generations of scholars and the efforts of those around him, including his colleagues at his university and in the Royal Society.

Recognition of the debt our achievements owe to the work of others reminds us all, whether we are the ones offering thanks or being thanked, how important all the elements of service are, not just the ones that grab headlines. We can’t all be the great figures whose names will live in history, but Newton reminds us that all the behind-the-scenes work done by dedicated individuals away from the limelight can add up to a giant, on whose shoulders the famous few stand to push their heads into view.

Newton was also aware of how much more remained to be done. Perhaps he considered himself one of the quiet contributors to a later giant when he said, “To myself I am only a child, playing on the beach, while vast oceans of truth lie undiscovered before me.”
A young girl was walking along a beach upon which thousands of starfish had been washed up during a terrible storm. When she came to each starfish, she would pick it up and throw it back into the ocean. People watched her with amusement.

She had been doing this for some time when a man approached her and said, “Little girl, why are you doing this? Look at this beach! You can’t save all these starfish. You can’t begin to make a difference!”

The girl seemed crushed, suddenly deflated. But after a few moments, she bent down, picked up another starfish and hurled it as far as she could into the ocean. Then she looked up at the man and replied, “Well, I made a difference to that one!”

The old man looked at the girl inquisitively and thought about what she had done and said. Inspired, he joined the little girl in throwing starfish back into the sea. Soon others joined, and all the starfish were saved.

– ADAPTED FROM THE STAR THROWER BY LOREN C. EISELEY

One warm summer night, while everyone slept, a great storm thundered over a seaside village. The next day, a little girl awoke to bright sunshine. Her face beamed with a smile of great joy. She couldn’t wait to get to the beach.

Soon she was walking along her favorite shoreline. She liked the feel of the sun on her face and the warm sand beneath her bare feet. She walked until she came across a starfish wriggling in the dry sand. Washed ashore by the storm, it was stuck. Soon it would die.

The little girl looked up at the hot sun, then down at the struggling starfish, and then out to the blue sea. “How dare you leave him behind!” she scolded the retreating tide. If only there were a grown-up around, she thought. A grown-up would know what to do.

“I guess the only one who can save you is me,” she said to the starfish.

She had never picked up a living starfish before, and she wasn’t terribly sure how to do it. Using two fingers, she gently pinched one of its five points and held the starfish up to her face. “I’m going to send you home,” she said. The starfish wiggled its points in and out, as if in happy reply.

Slowly she brought her arm back across her body. Then she swung it forward quickly, letting the starfish go with a wide, open hand. Spinning gently, the starfish sailed through the air and landed in the water with a soft “plop.” The little girl smiled and continued walking down the beach.

But after just a few steps, she found another starfish wriggling in the sand.

No sooner had she tossed this one back to the sea than she came across another starfish. And then another one. And then another one. And then another one still. She tossed each one back to the sea. She reached the top of a high sand dune and came to a sudden stop. What she saw below startled and amazed her. Stretching out in front of her were hundreds upon hundreds, thousands upon thousands of starfish washed up on the beach. They were all dying in the hot sun.
She looked up and down the beach and wished that now, more than ever, there were a grown up around. A grown up would surely know what to do.

Suddenly, she exploded into action. One by one, she began to toss starfish furiously back to the sea. She was so busy tossing starfish that she never noticed that a villager had stopped to watch her. Soon he was joined by another person. And then another one. And then another one still. Soon a whole crowd had gathered to watch the little girl toss starfish back into the sea.

Some people in the crowd began to point and giggle. Soon they were all pointing at the little girl and laughing. “That little girl’s crazy,” said one. “I know,” said another. “Doesn’t she know that every summer thousands of starfish get washed up on the beach and die? It’s just the way things are.” “There are so many starfish. She couldn’t possibly make a difference,” said a third.

The crowd of people grew larger and larger, until nearly the whole village had gathered to watch the little girl and laugh at her folly.

The little girl was still too busy tossing starfish to notice them.

Finally, an older man, considered wise by all the town, decided he had seen enough. He walked over to the little girl. She had just tossed back another starfish and was smiling with great joy. She was reaching down for another starfish when the older man’s shadow fell over her.

“Little girl,” he said. “There are hundreds of thousands of starfish washed up on the beach, you can’t possibly hope to make a difference. Why don’t you give up and go play on the beach with the other children?”

The little girl’s smile vanished. She gazed up at the old man, and then saw the crowd of people for the first time. She suddenly realized that they had all been laughing at her. Now they had fallen silent, awaiting her answer to the older man’s question.

She was hot. She was tired and close to tears. She began to think that maybe he was right—maybe they were all right. She had been tossing back starfish for what seemed like hours. And a carpet of starfish still covered the beach. How could she have possibly thought she could make a difference? Her arms fell limp at her sides, and she dropped the starfish she was holding in her hand back to the hot sand. She began to walk away.

“That’s right. Go on and play. You cannot possibly hope to make a difference,” the older man said to the retreating girl. The crowd smiled and nodded their heads. Then suddenly the little girl stopped and turned around. She walked back to the starfish she had dropped. Reaching down, she picked it up and—swinging her arm as hard as she possibly could—she let the starfish go with a wide, open hand.

The crowd of people watched as the starfish soared and spun gently through the air, and then fell far into the sea with a soft “plop.” The little girl turned back to the older man, and with a smile of great joy, said: “I made a difference to that one!”

And then, from the back of the silent crowd of people, a little boy came forward. He walked over to the little girl, picked up a starfish and sent it soaring gently back to the sea. As it, too, landed with a soft “plop,” the little boy said, “And I made a difference to that one!”

The crowd of people watched as the starfish soared and spun gently through the air, and then fell far into the sea with a soft “plop.” The little girl turned back to the older man, and with a smile of great joy, said: “I made a difference to that one!”

And then, from the back of the silent crowd of people, a little boy came forward. He walked over to the little girl, picked up a starfish and sent it soaring gently back to the sea. As it, too, landed with a soft “plop,” the little boy said, “And I made a difference to that one!”

The little boy’s mother and father then joined their son. “I made a difference to that one!” said the mother, smiling. “And I made a difference to that one!” said the father, laughing. One by one, every member of the crowd joined in tossing starfish back to the sea, calling “I made a difference to that one” each time. Finally, even the older man reached down, picked up a
starfish and tossed it gently to the sea. As he heard it land with a soft “plop,” he looked over at
the little girl and, catching her eye, said in a voice that everyone could hear, “And even I made a
difference to that one!”

Soon, more people who had been walking along the beach stopped to join in. And more
people. And more people still. Soon hundreds—perhaps thousands—of people of all ages,
 sizes and colors were tossing starfish back to the sea and calling out:

“I made a difference to that one!” “I made a difference to that one!” “I made a difference to that
one!” As the little girl gazed upon the beach, she saw nothing but people tossing starfish for as
far as her eyes could see. Soon the voices began to quiet down, and the little girl wondered if
people were getting too tired to continue. But what she saw startled and amazed her.

All the starfish were gone. They had all been tossed back to the sea! “Look,” said the little girl.
“We made a difference to all of them!”

Many years later, another little girl was walking down that same beach. She reached the top of
a sand dune and came to a sudden stop. What she saw below startled and amazed her. For as
far as her eyes could see, there were people tossing starfish back to the sea.

Curious, she approached an older man. “Could you tell me please, sir, why you are all tossing
starfish back into the sea?” Many summers ago, the older man had once been that little boy
who had been the very first person in the crowd to step forward to help the little girl save
the starfish.

“Little girl,” he replied. “Don’t you know that each year, when a summer storm washes
thousands of starfish onto the beach, the entire town comes out to toss them all back to the
sea?” “Do you think that I could make a difference, too?” “Of course you can,” he said. “Come
join us!”
– MICHAEL BROWN © 2004 ADAPTED FROM THE STARthrowER BY LORENCE ISELEY

Perseverance against great odds and against the criticism of others is the very hallmark
of value-based idealism, as is refusing to accept failure. The understanding that we hold
in our hands the power to change a life, a mind or a circumstance today—right now—is
a powerful insight and motivator. At the same time, idealistic acts, even highly symbolic
ones, have the power to inspire others to act, and sometimes in numbers significant
enough to make a major or even complete impact on the problem at hand. Perhaps most
inspiring of all is to witness the idealistic power of children and young people in action.
The idealism of youth is a powerful force for leading change in the world. Often it is our
youth who put into action values that we have instilled in them—but have failed to act on
ourselves. The world, therefore, depends on the idealism of youth to lead the way.

STONE SOUP

There once was a traveler who came to a small village, tired and weary from his long journey. The
traveler did not have anything to eat and hoped that a friendly villager would be able to feed him. He
came to the first house and knocked on the door. He asked the woman who answered if she could
spare just a small bit of food as he had traveled a long journey and was very hungry. The woman
replied, “I’m sorry I have nothing to give you. I can barely feed my own family.”
So the traveler went to another door and asked again. The answer was the same: “I have nothing to give you.” He went from door to door and each time was turned away.

Undaunted, the traveler went to the village square, took a small tin cooking pot from his bag, filled it with water, started a fire and dropped a stone in the pot. As he boiled the water, a passing villager stopped and asked him what he was doing. The traveler replied, “I’m making stone soup. Would you like to join me?” The villager said yes, and he asked if carrots were good in stone soup. “Sure,” said the traveler. The villager went home and returned with carrots from his garden to add to the boiling water.

Soon, another curious villager came by and was invited to join them. She went home and returned with some potatoes. A young boy passed by and soon joined the group, bringing his mother and dinner plates from their home.

In time, a crowd gathered with everyone offering their own favorite ingredient: mushrooms, onions, salt, black pepper, acorn, squash. Everyone wanted to be part of the creation.

Finally, the traveler removed the stone and declared, “The stone soup is ready!” And the whole community joined in a feast where there was none before.

– ADAPTED FROM A SWEDISH FOLKTALE AND FROM MARCIA BROWN’S RETELLING OF THE FABLE IN HER BOOK STONE SOUP

The Stone Soup folktale celebrates, and provides a powerful technique, for engaging and organizing resources for the common good. The pot is a wonderful metaphor for the untapped resources of community wealth that can be organized for the common good. The Stone Soup tale provides a tested recipe for leading social change by creating a public square to meet social needs: identify a need (hunger), and provide a structured way for people to participate in meeting that need (filling the pot), an initial resource (the water), a sense of excitement (the stone), and then add your own leadership. Stone Soup reminds us that when we know others are participating in a public endeavor, and when we ourselves are included in both the process and the outcome, we are more likely to act on our idealism, generosity, sense of adventure and the universal desire for a sense of community and connectedness. Stone Soup also celebrates the power of human resilience and ingenuity—the ability to change one’s circumstances, even upon the heels of rejection, by bringing out the best instincts of people, rather than appealing to, or condemning them for, their worst.

THE TRAVELER

There was once an elderly and wise gentleman who lived in a village. He would often spend his days sitting in the shade of a big tree in the center of the village, reading books and talking to passersby. One day, a traveler came upon his village and stopped and said, “Old man, I have been traveling across the countryside, and I have seen many things and met many people. Can you tell me what kind of people I will find in your village?”

The elderly gentleman looked up at him and replied, “Certainly I can, but first tell me what kind of people you have found on your travels.”

The traveler scowled and said, “Old man, I have met people who cheat, steal and aren’t kind to strangers, and people who don’t look out for one another.”
The elderly gentleman looked up and with a faint look of sadness in his eyes, said, "Oh my friend, those are the people you will find in my village." The traveler kicked the dirt under his feet, scoffed and marched off towards the village.

By and by, as the elderly gentleman continued to enjoy his day, another traveler came walking through the village. Once again, the traveler stopped and asked, "Please kind sir, I have been traveling across the countryside, and I have seen many things and met many people. Can you tell me what kind of people I will find in your village?" The elderly gentleman said, "Certainly I can, but first tell me what kind of people you have found in your travels."

The traveler replied, "I have found people who are kind and welcoming of strangers, people who care for one another and people who love. These are the people I have met in my travels."

The elderly gentleman looked up and, with the faintest smile in his eyes, said, "My friend, those are the people you will find in my village."

– WEST AFRICAN FOLKTALE

Social change is an adventure, a journey, and we meet many people along the way. We are all Travelers. Attitude colors every experience—it is the lens through which we see the world. If we expect the best from people, we will tend to find the best in people. Similarly, we must not allow negative experiences to taint future expectations, especially in relation to people we have never met. A positive attitude toward the next adventure in social change and toward the people we encounter along the way is essential to success.

UBUNTU

Umuntu ngumuntu ngabantu. I am a person through other people. My humanity is tied to yours.

– ZULU PROVERB

"Ubuntu" (oo-buun-tu) is a shortened version of a Zulu proverb, "Umuntu ngumuntu ngabantu," which means: "I am a person through other people. My humanity is tied to yours." The spiritual foundation of South African society, Ubuntu involves a belief in a universal bond of sharing and respect that connects all of humanity. Ubuntu is a concept formally recognized by the 1996 South African Governmental White Paper on Welfare as, "The principle of caring for each other's well-being...and a spirit of mutual support...Each individual's humanity is ideally expressed through their relationship with others and theirs in turn through recognition of the individual's humanity. Ubuntu means that people are people through other people. It also acknowledges both the rights and the responsibilities of every citizen in promoting individual and societal well-being."

Ubuntu also conveys the idea that a person cannot be complete if others do not enjoy full humanity. The spirit of Ubuntu resonates so strongly that if one group within society is denied its humanity, then no individual in that society can fully realize their own humanity. The urgency to change this injustice becomes paramount.

We can put the spirit of Ubuntu—respect, human dignity, compassion and community—to work in our daily lives through our interactions with others, from greeting others as we pass them in hallways or on the street, to ensuring that all segments of society are included in social welfare policies so that each person has the means to lead a life of dignity. Ubuntu has the power to help us build an inclusive, respectful and vibrant community, nation and world.
There once were two villages built on the banks of a wide river. Over the years, the villages grew in size and became known as Upriver village and Downriver village.

One day, the people of Downriver village saw a man from Upriver village drifting down the river, calling out for help. Quickly, two of them jumped in and saved him. The next day, three more people from Upriver came floating by, and the Downriverites again dove in and saved the three floundering people. These incidents began to occur every day.

Finally, enterprising members of Downriver village organized a rescue service. The rescued Upriverites were always happy to pay the Downriverites for their efforts. Soon, the rescue service became a thriving industry in the village.

One afternoon, a young boy whose family was new in Downriver asked a question no one in town had wanted to raise: “How come people from Upriver are always falling in the river and almost drowning?” he asked one of the Upriverites, who had just been saved by the Downriver people.

“Our town is built along a cliff,” the Upriverite answered. “And whenever it rains, lots of people slip into the river. Only a few children and none of the adults in town know how to swim, but we are grateful for the way people in this village save us.”

The boy went to a town leader. “Why don’t we help the people of Upriver build a fence along their cliff so they don’t fall in?” he asked.

The leader told the boy to be quiet and not to worry. “We know how to rescue people, but we aren’t expert fence-builders. What happens if we don’t do a good job building the fence and someone falls through it? We would be responsible. This system works, everyone is happy with it and no one is drowning. It is better to leave well enough alone.”

So the boy went to a worker at the Downriver Village Rescue Service. “Why don’t we teach the people in the village of Upriver how to swim?” he asked.

The worker shook his head. “That’s not our job. Our job is to rescue people from the water. Our people are trained to rescue people, not teach people how to swim. What if we don’t teach them properly—someone might drown and there will be no one to rescue them.”

The boy felt a bit discouraged. He thought his plans had been good, but there were no adults who would listen to his ideas. He sat down on the riverbank and put his head in his hand, staring into the current. Then a voice asked, “Why do you look so sad?”

A girl from Upriver village stood nearby. The boy explained that he was sad because people kept falling in the river, but no one in his town would do anything to solve the problem. The girl listened carefully, and then said, “Well, I’m a good swimmer and I’ve seen you swimming in the river. Why don’t we start some swimming lessons, ourselves?” At this, the boy grew excited. He ran around Downriver village, collecting all his friends, and the girl went to Upriver village and brought together her friends. They began to teach their friends how to swim.

Soon, the children of Upriver and Downriver were excitedly telling their parents about the swimming lessons they had started. More and more children joined in each day, and one day,
some adults came by and they joined in the lessons as well. Soon, many of the people falling into the river could swim to safety, but the boy and girl felt that as long as people were falling into the river, there was more work to be done.

So the children went up the river and asked their friends and families to come and help build a fence along the edge of the cliff. They built a strong fence that stood as a barrier between the village and the river.

From that day forward, very few people fell in the river, and those who did almost all knew how to swim.

– AUTHOR UNKNOWN, ADAPTED FROM A RETELLING BY ERIE CHAPMAN

Direct response to crisis and need is an essential task and an urgent human responsibility, as it changes and even saves lives. But “down river” interventions require a significant commitment of resources, often create new problems to solve, and do not reach, much less cure, root causes of problems and conditions. It is important, therefore, to go “up the river”—to think critically and systemically about the problems we encounter, and to focus on prevention and root causes, even as we meet the challenges of the day.

We must be prepared to face challenges to new ideas and creative problem-solving, as existing systems are resistant to change. People are often so embedded in the current systems in which they work that it is difficult for them to accept creative thinking or a systemic approach, particularly when it comes from young people. Nevertheless, critical thinking is essential to the work of social change. Systemic solutions may be difficult to identify and harder still to implement—and it may take time to see the results we seek—but they are the only way to enact true and lasting change.

WATER

The supreme good is like water, which nourishes all things without trying to. It is content with the low places that people disdain. Thus it is like the Tao. In dwelling, live close to the ground. In thinking, keep to the simple. In conflict, be fair and generous. In governing, don’t try to control. In work, do what you enjoy. In family life, be completely present. When you are content to be simply yourself and don’t compare or compete, everybody will respect you.

– FROM THE TAO TE CHING BY LAO TZU, AS TRANSLATED BY STEPHEN MITCHELL

Water is a powerful metaphor for social change, seeking the lowest level and therefore touching and connecting all things, flowing around what it cannot move, making good things grow, acting as a solvent on things that are stuck and putting out fire—such as the anger that can too easily consume change agents and the causes they are passionate about. Water is also the ideal metaphor for an idea coined by Robert Greenleaf, the “servant leader,” who leads through service, example and assistance rather than through power and authority.

Lao Tzu, a Chinese philosopher (circa 600 B.C.) has provided us with a metaphor—and a blueprint to improve the world and live as a servant leader: Simplicity. Fairness. Generosity. Flexibility. Presence. And above all: Equanimity—an unshakeable sense of security in one’s self. When we have mastered these skills, breaking down social barriers, building community and effecting meaningful change will follow.
PUTTING IDEALISM TO WORK

PITW is a collection of ideas written and edited by City Year CEO and Co-Founder Michael Brown, but contributed to by many people. It contains 184 pieces of collective City Year wisdom that guide our service and serve as a reference for ways to implement our mission in our daily work.

City Year AmeriCorps and staff members often receive a PITW in their Daily Briefing, meeting agenda or on the cyconnect homepage. Watch for them and seek them out. In 1993, the “bing!” gesture—a hand to the side of one’s head that then opens up—was invented by City Year Columbus Senior AmeriCorps member Brendan Hughes because every time he heard a PITW, he felt that a light bulb switched on in his head with the sound “Bing!”

The PITWs are broken up into categories:

57  Tips And Techniques For Getting Things Done
65  Lead On!
74  From Your Comfort Zone To...
76  Teamwork
TIPS AND TECHNIQUES FOR GETTING THINGS DONE

1. **Challenge Cynicism—Wherever You Find It.** The first step towards PUTTING IDEALISM TO WORK™ is to reject cynicism and embrace idealism. All successful human endeavors—from breakthrough inventions like the telephone to great social leaps forward like the Civil Rights Movement—begin with the assumption that change is possible. Nothing is more destructive today than the growth of cynicism, a pervasive negativity—a habitual scoffing—that ridicules positive initiative, questions everyone’s motives and assumes the worst in people and institutions. Cynicism is the enemy of positive change because it discourages creative thinking—and destroys both the belief that change is possible and the will to act. Like a corrosive cancer of the human spirit, cynicism has become so pervasive that recognizing and standing up to cynicism—especially in everyday conversation and thinking—is now a major act of courage and belief. Learn to recognize cynicism, in all its forms. Challenge cynicism everywhere, especially within City Year itself.

2. **“Every Battle Is Won or Lost Before It Is Fought.”** This 2,500-year-old insight from the Chinese strategist Sun Tzu (pronounced "Sun Soo") is the most important rule of implementation for idealism. All of City Year needs to be built on it. It means that setting clear and correct goals, and preparing an effective plan to meet those goals, are the critical elements to success. Almost any glitch or failure can be traced directly to poor planning or preparation. Another way of saying this rule: "For better or worse, you always get the result you planned (or failed to plan) for." There are three steps to winning battles before they are fought. First, visualize a final result—a great service project, an outstanding event, a successful fundraising activity; second, think backwards step by step from that imagined great result, until you understand all the steps and every single detail it will take to succeed—including contingencies for what could go wrong—like "what do we do if it rains?"; and third, only then begin to implement each step forward.

3. **Always Begin Each New Task With the Same Question: “What Are Our Goals?”** Someone once said, "If we are not careful, we will end up in the direction we are heading." That’s an amusing way to remind ourselves that the first step of any successful project is to set clear and focused goals. Once you are certain of the goals, design everything around achieving those goals, and don’t forget to constantly refer back to the goals as you implement. (Find simple ways to keep reminding yourself and your team of the goals along the way—as someone else once pointed out, the "most common human error is to forget what one is doing.")

4. **Develop a “Core Theory” for What You Are Doing, and Narrate It Through Every Aspect of Your Task.** A “core theory” is a BIG IDEA—like a bright star to a sailor—that helps you navigate and make decisions to achieve a large goal. At City Year, the biggest “core theory” is that social progress can be achieved through intensive civic engagement that unites people and institutions for a common purpose. A good core theory can help make decisions and solve problems. For example, when City Year needed to find a way to raise money from the general public, the solution developed was the Serve-a-thon. The Serve-a-thon not only raises funds, but promotes the broad core theory of City Year by systematically engaging thousands of people in service, idealistic activities, resource engagement, inspirational communication, leadership development and building a more beloved community. Similarly, whenever you are seeking to achieve something at City Year, ask yourself, "what is the core theory here?" And then build everything around the core theory.
5. "Multiply" the Power of Everything! The dictionary defines “multiply” as increasing in number, spreading in effect or using in several ways. "Multiplying" is a powerful tool for social change. Almost everything we do at City Year can and should be multiplied so that its effect produces more inspiration, more service, more idealism, more civic engagement and more resources for the common good. The key to multiplying everything is to always ensure that you are doing many things at once. For example, the morning calisthenics of the corps—"PT"—is a powerful multiplier: the corps energizes and gains focus for the day ahead, while building a sense of community, while inspiring passersby, while sending a daily message that young people are a powerful, positive community resource. We must never seek to be the entire flame—just the biggest spark we can be. How can we do this?

Never serve alone—if your task is to build a garden, recruit a neighborhood’s children, parents and civic and business leaders to join us! Service is power and inspiration and commitment—constantly give it away! Invite local businesses to contribute and participate in your carnival; give an article written on your service project to your sponsor; hand the Daily Briefing and the AmeriCorps member application to visitors to increase their knowledge and understanding of City Year’s work; ask one of the children you are working with to speak at your team’s presentation—it will not only provide that child with a powerful leadership development opportunity but it will also make for a more creative and effective presentation. Most of all, when planning anything at City Year, always stop and say: “How can this be multiplied so that we are engaging more people and resources to make the largest possible positive impact?”

6. “Advance” Everything. To “advance” something is to prepare every aspect of an event or activity in advance, including physically going to the site where the event or activity will take place. Excellent “advance work” is the absolute hallmark of the best political campaigns, entertainment and corporate events. City Year’s techniques for “advance” are a set of critical leadership skills which everyone—corps and staff—should master. Since “every battle is won or lost before it’s fought,” without excellent advance, there is a good chance we have already lost.

7. “Delight” People—Exceed Expectations! In the business world the old standard was customer “satisfaction.” But in today’s demanding world who wants to be just “satisfied”? No one! Today, people need to be “delighted”—just look at what happened to the American car industry in the ’70’s when Japanese cars were delighting Americans and American cars were not.

It is important to realize that the “delight” standard not just be applied to the private sector and consumer goods anymore, but to every aspect of modern society, including government and nonprofits, like City Year. In other words, if national service as a whole and City Year in particular does not delight the American public, neither will survive—nor should they! At the same time, we must also realize that when the service of young people delights American communities, it changes the way people view young people—and that gives young people real power. How do you know when you have delighted someone? When you have exceeded their expectations. Who do we seek to delight? Everyone—children and teachers in schools, workers and clients in all the nonprofits where we work, people on the street, policy makers and funders. In everything we do, plan and implement, make sure that it passes the “delight” test—exceeding everyone's expectations!
8. **“City Year-ize” Everything.** At its best, City Year should be like a “crystal.” As a crystal grows, each new part contains the same simple patterns, and the same elements of design and structure. Over time, the crystal becomes strong and complex by repeating its simple formula. If you snap off a part of the crystal you can always tell where it came from—and most importantly, that part contains the patterns and ideas so that it can continue growing on its own, in a new environment. Similarly, each part of City Year should be built from the same values, techniques and structures. In other words, every aspect of our work should be “City Year-ized”—the learning, ideals and techniques of the organization should be present in everything we do. Constantly step back and re-examine your part of the organization, asking: “How would anyone know that this is a City Year activity, event, document or meeting?” Learn the City Year crystal and help it grow!

9. **Create Your Own Environment for Success.** Don’t let the unknown standards of others limit the possibility for your success. For example, if your whole presentation away from headquarters depends on having a projector and you are told they are “99 percent sure” they are going to have one for you, bring a projector anyway (and an extension cord and speakers).

10. **Success Means Being Deliberate, Programmatic and Accountable.** This is the best recipe for success when implementing anything at City Year. Only by being deliberate, programmatic and accountable can City Year, or any organization or person, achieve anything important. To be “deliberate” means to do things with a purpose and on purpose. To be “programmatic” means to have an effective and creative, step-by-step plan for achieving a specific result. To be “accountable” means to establish a set of timely and effective consequences to ensure that those results are really achieved. Almost any success or failure at City Year can be traced directly to how deliberate, programmatic or accountable we were. In general, however, the most common failures are usually ones involving a lack of accountability.

11. **Nail the Details! Every Single One.** Excellence is all in the details. Everything counts, all the time! Ray Kroc, who built McDonald’s, said that the key to success was “you have to see the beauty in the hamburger bun.” In other words, you have to love getting that bun perfect. Our “hamburger buns” are: PT, the uniform, the Daily Briefing, our recruitment collateral—and a thousand other things. See the beauty in your hamburger buns! Each Daily Briefing, each painted mural, each child taught, tells the world about our values, standards and beliefs. City Year is being built by almost painful attention to detail. Hold yourself, your peers and the people you are leading to the highest possible attention to detail.

12. **Pay Very Close Attention to City Year’s “Look and Feel.”** “Look and feel” includes many things—and it is essential to City Year’s mission and our ability to succeed. For example, City Year events are always “interactive” with guests asked to do “PT” or participate in a warm up. This is because it’s the best way to get across the importance we place on “involvement.” Another important example is the City Year logo, which is infused with many levels of meaning and lets people know that City Year is a very deliberate organization. In general, the “look and feel” of service activities, the headquarters, the staff and corps, events, etc. make a major statement about—and constantly reinforce—our values, mission and commitments. Apple Computer founder Steve Jobs said: “I have found that the best companies pay attention to aesthetics. Beyond the functional benefits, the aesthetics communicate something about how they think of themselves, their
sense of discipline, how they run their company.” Whenever you are planning a City Year activity conduct a “look and feel” audit of your plans. If it’s not there, go back and put it in.

13. Every Important Task Gets a Team! While everyone has specific responsibilities, all major organizational tasks should be built around well-functioning teams. Teamwork makes for a better design process, a more enjoyable working environment and a better final result. If you find yourself (or see another) working on an important organizational task largely alone, putting in extremely long hours, trying to implement a million details and beginning to feel a bit like a martyr, then something isn’t working right and you should speak up! Get a team around that big task!

14. Get Group Input—But Put One Person In Charge. For anything to get done, there must be one person who is both accountable and responsible. However, everything can be improved when there is group input.

15. Resources Go Where They Are Needed. As priorities shift, it is important to remember that resources must also be shifted to meet important organization goals. At any given time your role may be to ask for or receive resources—always remember that the needs of the organization as a whole come first.

16. Before a Decision, Maximum Input. After a Decision, Maximum Unity. This is the only way to get things done.

17. Don’t Tinker—Seek Powerful Solutions. When something is not working, be careful not to censor your own thinking by assuming that certain solutions are not possible—or are too “radical.” Ask yourself, “If I could do exactly what I thought was needed here, what would I do?” More than 90 percent of the time the “powerful” solution can in fact be implemented.

18. Think “Outside the Box.” This is the very heart of idealism! As George Bernard Shaw said, “Some people see things as they are and say why. I dream things that never were and say why not?” Develop an almost child-like habit of challenging the conventional wisdom of what’s possible.

There is a famous story told by business consultant Michael Gerber of a grueling three day road race in which everyone participating would run for 18 hours and sleep for six hours. One year a new runner showed up, he was not dressed in special running clothes like everyone else and nobody knew him. When the race began he used a funny, slow run almost a shuffle—that made many people snicker. To everyone’s surprise, he went on to win the race—cutting the record winning time almost in half! It turns out his shuffle conserved energy. But most of all, he never stopped to rest at all. When he was asked why he didn’t sleep every 18 hours like all the other runners, he said “no one told me I was supposed to, so I didn’t.” Now everyone uses his shuffle and runs straight through. He revolutionized the race.

Just like that runner, when planning and implementing City Year programming, service or events, constantly force yourself and others to question your assumptions, dream the possibilities and think “outside the box.” Sometimes an entirely new way of thinking about something can open up remarkable new opportunities. If someone says, “that can’t be done,” ask “why?” If they say, “we tried it and it failed in the past,” ask “why?” If they say … ask “why?” (Just make sure to keep smiling when you ask.) Best of all, bring into the planning process
people with fresh perspectives—people who have almost no experience with what you are doing. Never having run the race, they won’t be stuck in the same box as everyone else.

19. “Pilot” a New Idea First. A “pilot” is an experiment—a test. Before attempting to implement a new idea or system on a large scale (such as across an entire corps—or across the country), pilot that idea first. Conduct a “low-cost” (in terms of money, time, people or other resources) experiment with the idea. (City Year, for example, began with a nine week pilot summer, rather than a full-year program.) Try it with one team, one division, one event, one site, etc. See if it really works, or learn how to make it work right. If it really is an improvement, teach the whole City Year organization.

20. Found It Right! “We had a fundamental belief,” says Apple Computer founder Steve Jobs, “that doing it right the first time was going to be easier than having to go back and fix it. And I cannot say strongly enough that the repercussions of that attitude are staggering. They’re just staggering.” Whenever you are founding something new at City Year, think it through, take the time—and do it right the first time. Remember that the tiniest of seeds can grow into a great tree with many limbs—but those limbs have to be present in the initial seed. You cannot attach a limb onto a fully grown tree. For example, when City Year began it was vital that the first 50 corps members represented a true cross-section of young adults and that each of just five teams had a private sector sponsor. Today, the corps unites more than 3,000 young adults across all lines of geography, income, race, ethnicity and education.

21. Don’t Separate the Process From the Result. For example, if you are designing a workshop on how to empower AmeriCorps members, AmeriCorps members need to be involved in the design and implementation of it.

22. Implement Fewer Things Better! With the best of intentions, we can have a tendency at City Year to try to do too many things at once. It is always better to do a few things excellently than to do many things merely “ok”—or poorly. When making plans and decisions always take one last look at the result to see if we are trying to do too much (which is usually the case!) and then have the courage to cut.

23. Think Big—But Implement Extremely Well Day to Day. City Year’s mission is extremely large (change the world!) and extremely small (today’s service project). Only if we do the small mission well will the big mission follow.

24. Seek Truly Effective Communication. Truly effective communication means (1) developing simple, clear messages and (2) using diverse, appropriate and often creative methods of communicating those messages so that real communication actually occurs. Sometimes it means holding a special briefing in advance, or developing a skit, or writing a document, or having a testimonial or pairing people up for a discussion—sometimes it means all of these and more. Also, be very aware of language used, including body language—the words we choose and our body language are powerful aspects of communication. Be extremely sensitive to both.

25. Take Dramatic Action! Get Skit-Ish! The most effective form of communication at City Year is the skit. Skits are the best method of communicating in a diverse environment. The very process of having to create a skit forces a group to think clearly about the information being presented and how to effectively present that information to a specific audience. The best skits are informative, creative and a little bit silly. Perform skits internally and externally.
26. If It Is Not in the Daily Briefing, It Doesn’t Exist. The Daily (or weekly, monthly) Briefing is our strongest communication tool. It literally can keep us all on the same page. It should inform, inspire and engage—both internally and externally. Read it, contribute to it, share it.

27. Set Ambitious But Achievable and Realistic Goals—and Meet or Exceed Every Single One. It is absolutely vital to meet or exceed every major organizational goal we set. When the organization meets its goals it builds the confidence of others to invest in the next set of more ambitious goals. In other words, each set of goals is a step. On the other hand, a person or an organization is always harmed the most by not meeting self-defined, publicly stated goals. Because we must meet or exceed every goal, we must be very careful about the goals we set.

28. Build Every Relationship With “CIA”—Communication, Involvement and Appreciation. Connecting people and institutions for positive action through community service is City Year’s primary method of social change. Think of the City Year organization like a needle, and the corps and staff as the thread, weaving together people and entire sectors of society (nonprofits, businesses, policy makers, government). We can only be effective by strengthening existing relationships and building new ones. Accordingly, we must all become experts building, maintaining and intensifying relationships. “CIA” is a short-hand reminder of the three critical aspects of relationship building: (1) Communication, (2) Involvement and (3) Appreciation. Communicate constantly—both the positive and challenging information. Involvement is at the very heart of what City Year is about—when you involve people, they become committed. Finally, appreciate people and institutions: a thank you letter, a phone call, a note from the whole team, a plaque or a small gift like a City Year mug are all real ways of showing appreciation. For every City Year relationship you manage, do a “CIA” check periodically.

29. One Person Manages Each Relationship. While many people will play a key role in building a City Year relationship, every important relationship at City Year should have one person managing that relationship and accountable for its health and growth.

30. Everything Takes Longer Than You Think—Plan for It. There is a significant gap between having an idea and implementing that idea: it takes longer to get the meeting set, to have that first draft, to put up the dry wall, to get the right input and to have people call you back. Make sure the schedule you set is workable.

31. Use the Honda Recipe for Excellence. Each year, we are told, Honda Corporation buys one of every car made in the world, rides them, takes them apart and then designs the best elements of what it learned into its own cars. Use this same technique for building your part of City Year. Remember that someone may already be working on—or have already solved!—the same problem you are working on. Seek her or him out.

32. Inject Creativity Into Everything. A little creativity goes a long, long… loooong way. After you have planned something, step back and do a quick “creativity check” by asking, “Where are the real creative parts to this?” If you can’t find the creativity, go back and inject some.

33. Everything Feels Like a Failure in the Middle—Keep Going! This insight came to us from Harvard Business School Professor and City Year Trustee, Rosabeth Moss Kanter. In every planning process there is first a burst of creativity and
excitement—and then suddenly it seems as if everything is falling apart. Guess what? You’ve reached the “middle.” Keep working and it will all come together.

34. **Always Look Beyond the Obvious Next Step.** Learn to predict and anticipate potential negative consequences—and then take steps to avoid them.

35. **Manage by Information.** Rosabeth Moss Kanter, Harvard Business School Professor and City Year Trustee, shared the insight that a very empowering way to manage big tasks is “by information.” That is, publicly distribute progress reports for specific goals, such as how many students have 100 percent attendance, or how we are doing hitting our City Year AmeriCorps member applicant goals. A healthy competition is just one benefit of “managing by information.” The sharing of information also shows how the organization is doing as a whole, and shows where either investments need to be made or where special expertise is being developed. Almost any activity that includes numbers or lists can be “managed by information.”

36. **Learn How to Get Diverse Input for Designs and Decisions.** Sometimes this just means walking around asking people—“What do you think of such and such?” and sometimes it means putting together a focus group (or more permanent group) of people with diverse experiences, perspectives, ideas and backgrounds to get input more systematically. In planning anything, think about inclusivity in terms of input into design, implementation and communication. Perform an “inclusivity audit” in your head at each step of the way.

37. **Deploy for Inclusivity.** As you put together groups and deploy, think about ensuring inclusivity at each step of the way. For example, City Year strives to place diverse teams in schools to share various perspectives and experiences with students.

38. **Always Debrief—Look for the “Unexpected” Success or Failure.** After every major team task, assemble the team and “debrief”—analyze what went right, what could have been done better and why. Figure out how City Year as an organization can learn the lessons your team learned. Then you can put the lessons learned in writing. Organizational expert Peter Drucker points out that we can always learn the most when we get results which differ from what we expected to get. Be especially on the look out—and learn the most from—the “unexpected success” or the “unexpected failure.”

39. **Establish a “Certainty of Process” for New Projects.** Rosabeth Moss Kanter, Harvard Business School Professor and City Year Trustee, instructs that it is important to establish a “certainty of process” for getting a major task done. In others words, at the very beginning, establish (and make sure all participants are aware of) a process that the project will go through to get completed: the project’s timeline, what everyone’s role is, who needs to see what by when, when meetings will happen, what decisions will be made by whom and when, who will lead the process as a whole, etc. Once this is done it should decrease the anxiety over the “how” of a project. If you are leading a new project it is best to come to the first meeting with a draft plan for establishing a “certainty of process.”

40. **No One Tends to Appreciate Anything They Get for Free.** This is just a fact of life. When designing and implementing, seek to ensure that everyone “earns” whatever they are given, even if they earn it in creative ways.
41. Give the Innovative Project Its Own Space. Organizational expert Peter Drucker says that if you want someone to develop something fundamentally new, you must first remove him or her from what he or she is doing now. Otherwise, the day-to-day pressures of the existing job will always crowd out the new responsibility; the demands of the “now” always eat “what could be,” and nothing fundamentally new gets developed.

42. Find a Sponsor for Everything! Finding a sponsor for each initiative at City Year not only maximizes City Year’s limited resources, but it also ensures long-term sustainability for national service and multiplies the power of our work. Seek a sponsor for what you are working on—service projects, afterschool programming, school-wide events, etc.—and engage that sponsor in our work. By building a direct link between a private sector sponsor and the service work, we share idealism, engage more people in service and build a stronger democracy. Before spending any funds, operate by the NIKADS principle (from City Year Columbia)—Need it? In kind? At a discount? Shop around.

43. Make the Complex Simple. Simplifying things is hard work—but it’s essential. Apple Computer Founder Steve Jobs reminds us that “simplicity is the ultimate sophistication.” At first, the solutions to most problems seem very simple. But the more we understand the problem, the more complicated everything becomes and soon we are coming up with “all these convoluted solutions.” “That’s sort of the middle,” Jobs observes, “and that’s where most people stop. But the really great person will keep on going and find the key, the underlying principle of the problem—and come up with an elegant, really beautiful solution that’s simple and works.” Whenever you are implementing or programming anything at City Year go back over the final result. If it’s too “convoluted” keep working until you make a breakthrough to real simplicity.

44. Remember, Everyone Always Needs to Be Prepped. Whenever you are asking anyone—AmeriCorps members, staff members, service partners, parents, corporate sponsors, anyone at all—to participate in a workshop, roundtable, fundraising event or other City Year activity, always remember that everyone needs to be “prepped.” That is, everyone needs to be told the exact nature and goals of the event or activity, who will be attending and why, what role they are expected to play and what major points need to be covered. Prepping speakers is an important leadership skill. If it is a major event or activity, rehearse everything! Actual testimonies need to be heard, focused and improved. One final tip: If people are asked “at the last minute” to speak, it is always tempting for them to say “well, I was just asked at the last minute so…” when they stand up to speak so as to gain the support of the audience. Ask them in advance not to; the effect is always the opposite: the audience will immediately lose confidence in both the speaker and the organization.

45. Train Your Replacement Seamlessly—and Document Everything! If you move into another job or role at City Year, or are preparing to leave the organization, the work you have done should continue at the same level of excellence so that the transition of your responsibilities to another person is “seamless” to the organization. Training and documentation are the keys to a successful transition. Make sure that your experience, methods and lessons learned are shared with the organization in writing so the knowledge is accessible and not carried in your head. In other words, everything you created should not fall apart the moment you are not there to do it.
46. Be a Clock Builder, Not Just a Time-Teller. John Smale, former CEO of Procter and Gamble said of his company, “Our commitment must be to continue the vitality of this company—it’s growth in physical terms and also its growth as an institution—so that this company, this institution will last through another 150 years. Indeed, so it will last through the ages.”

In everything we do, we need to think of the seven generations ahead of us and ensure that we are making it possible for them to participate in an even better “City Year.” Jim Collins and Jerry Porras of Stanford Graduate School of Business, describe this strategic way of thinking and operating as “clock-building” or building systems and structures around the work we do so that it will be “built to last.” If we always rely on one person to “tell time” (that is, to perform a specific function) then without that person we are lost. However, if that time-teller builds a “clock” around their specific function, many people can tell time from it. Time telling often gets great praise within any organization—simply because of the terrific heroics of time-telling individuals. We must all learn to be clock-builders, not time-tellers, and to reserve our highest praise for the best clock-builders.

47. “Center It!” Bill Shore, Founder of Share Our Strength, a national hunger relief organization, shared with us the story of Alex Liebowitz’s dad, who always yells out “center it” to the kids at the youth hockey game. He tells them to “center” the hockey puck because if everyone tries to protect the net, no one will ever score. And if everyone races to the puck, no one will ever be in a position to score. But if we “center” the puck, someone else can score—and we all win. At City Year this means that there are many times when we have taken a project, idea or situation as far as we can and we need to “center” it for the organization. Sometimes that means taking it to a supervisor, or reaching out more broadly.

48. Work Calmly, But With a Sense Of Urgency. You Can Change a Mind, an Organization or a Life—Today, Right Now. It is amazing how much one can accomplish in a day with a calm sense of urgency—and how little one can accomplish in a month without it.

49. Don’t Forget to Have Fun! A little bit of fun builds community and makes the group more productive over the long run. When your plans are almost done, go back over them and do a “fun” check—especially for retreats and long meetings. If there is no fun time there, go back and put some in.

LEAD ON!

50. We Must Never Lose the Human Aspect of What We Are Doing. It is always important to keep this in mind as we get busy with all the “important” things we have to do.

51. Operate With Purpose and Pride. We are all working towards a mission of building a stronger community and country through national service. We should always seek to operate with a powerful sense of purpose and pride. Purpose and pride are a major source of positive power—as they deeply inspire and lead others, even the casual observer. Operating with purpose and pride means that whenever we are in uniform, whether walking down the street, riding the bus, serving in a school or attending a meeting, we should be purposeful and take great pride in our work. Specifically, it means operating with a positive attitude and powerful appearance, body language and courtesy. The positive inspirational effects of operating with purpose and
pride are often stunning! On the other hand, failure to operate with purpose and pride casts a shadow over the good works of the entire organization and tends to reinforce cynicism.

52. **Lead with Ideas.** The first role of a leader is to lead with ideas, rather than “rules” or “expectations.” Allow people to get as excited as you are about those ideas. When people understand the “why” they will tend to quickly make the “how” happen.

53. **Set Very High Expectations for Yourself and Others—Especially People You Are Leading.** Perhaps the greatest mistake any leader or supervisor can make is to set low standards and expectations for others. People will often respond to exactly the expectation that is being set. Your main function as a supervisor is to develop others so that they can do your job. If you make excuses for others, if you expect less from others than you expect from yourself, if you do not hold people accountable, if your first goal is not to challenge the people you are leading—but to be “liked” by them, then people you are leading will invariably learn to resent you because they know that you do not fundamentally respect them enough to challenge them and hold them accountable.

54. **Build the Site. Build the Organization. Build National Service.** These are the three goals we constantly strive to reach in all that we do at City Year.

55. **Put the Needs of the Organization as a Whole Above the Needs of Your Corner of the Organization.** The needs of City Year as a whole always take precedence over the needs of a single team, department or individual (unless that individual is in crisis).

56. **No One You Are Leading Should Be Upset with Anyone Leading You, or with the Organization.** When you are leading others it is your responsibility to be accountable to the organization for the people you are leading. You are responsible for their understanding, attitude and behavior. They should not be confused, upset or misinformed—especially with someone who is leading you. If they are, you are probably blaming others (either overtly or subtly) and not accepting full responsibility and accountability for your role.

57. **“It’s Not My Fault—But It Is.”** We must all try to feel real “trusteeship” for the organization, accepting responsibility for fixing problems, rather than “blaming” others for these problems. This means there are often many times when we could truly go the extra mile, foresee negative consequences and take corrective action in advance, rather than thinking that it’s “just not my fault.”

58. **When Leading, Set the Vision, Delegate the Tasks and Then Hold People Accountable—Really Accountable.** Nothing is more important than accountability. When we fail to hold people accountable we not only let down the organization (and everyone who serves in it and supports it), but also the person who we fail to hold accountable.

59. **Always Keep Your Troops Informed.** This is a real gem from the military. Share information constantly—both the good news and the bad news. Share it as soon as you have it—especially with anyone you supervise. Sharing information decreases anxiety and increases the willingness of others to follow you. Holding on to information tends to infantilize the people you are leading. The best commercial airline pilots communicate constantly with the passengers.
60. **Seek Clarity in Thinking—and Have the Courage to Go Where that Clarity Leads.** The work we do is often difficult. Solutions to problems are not always easily apparent. Over time, however, hard work and hard thinking usually lead to “clarity”—sometimes not until you are lying in bed late at night! “I have clarity on this” is among the sweetest sounds at City Year. When you get clarity, follow it, even if it challenges original assumptions or ideas.

61. **To Solve a Problem or Get a Major Task Done, “Release Energy.”** Organizational expert Peter Drucker reminds us that just like in nature “energy” within an organization cannot be “created”—it can only be “released.” There are almost always enormous resources of untapped energy available at City Year, and the best way to solve a problem or get a major project accomplished is to release energy around that problem or project. Sometimes that means just letting people know about the problem or project—and letting those with the energy come forward. Other times it means creating a special team. For example, in the first year of City Year Providence the organization simply did not have all of the staff resources it needed to conduct the Serve-a-thon or graduation. Instead the call went out to the corps, and the energy released was extraordinary—AmeriCorps members were pivotal to making both events outstanding. Because City Year seeks to be a “catalyst” or spark for broad civic engagement and idealistic action, City Year AmeriCorps members and staff must become experts at techniques for releasing idealistic energies.

62. **Admit Mistakes Freely.** Doing so makes it easier to fix things, and encourages others to admit mistakes—and soon we all realize that it is all right to make mistakes, just so long as we learn from them.

63. **Refuse to Fail. (aka “City Year Refuses to Fail.”)** This may sound a bit arrogant, but it is just a way of describing an attitude at City Year towards extreme adversity or difficulty in achieving a desired goal. To achieve important organizational goals, City Year will re-imagine plans, re-arrange priorities, re-allocate resources, or just plain work harder and smarter. Remember: because we refuse to fail, we must be careful that the goals we set are important enough to do what it takes to achieve them.

64. **When Leading, Be Comfortable Being Misunderstood.** Abraham Lincoln said this. Of course, we must always try hard to be understood. But the very nature of leadership is to be “out in front”—often ahead of other people’s thinking. And if you want to lead you have to be comfortable with the fact that sometimes being out in front means that you will be misunderstood. (Some leaders are misunderstood for years, even for their entire life.) This is especially true if you seek to lead with ideas, which take time to be worked with, thought about, experienced and take hold. As a philosopher once said, “All great ideas come into the world in the same way: first they are ridiculed as absurd. Then they are violently opposed. Finally, they are accepted as completely normal.”

65. **Sometimes We All Need to Allow Ourselves to Be Led Through the Darkness.** Part of being a strong leader is also learning to be a strong follower.

66. **Do Three “Squishy” Things a Day.** You know you are truly leading when you do at least three things a day that make you a little bit uncomfortable.

67. **Rotate Leadership.** Give opportunities for people you are leading to lead the group. It’s the best way to train new leaders.
68. **Find Everyone’s Strengths and Work with Them.** Assume that everyone has a unique strength, something special to offer, and set about discovering it and releasing it. You will always find it! Wayne Meisel, founder of COOL, observes that everyone and everything is a resource, and we need to be “artists” of combining those resources to achieve new, magical and positive results.

69. **Systematically Inspire!** A major responsibility of leaders is to inspire, which means literally to “breathe life into.” We should seek ways to “systematically” inspire others, both individually and organizationally. If you inspire one other person to take a positive action, you have doubled your own impact. If that person inspires another person, you have tripled your impact—all while you are off inspiring a third person! Inspiration is at the heart of our work, for if we light the idealism of others we can achieve things we could never achieve alone. We must always assume that everyone carries a spark of idealism. As American philosopher William James, calling for national service at the turn of the century, said: “It is only the question of blowing on the spark until the whole population gets incandescent.”

70. **Seek to Be Effective, Not Just “Right.”** Often this means truly “walking in other people’s moccasins.” Of course, it is perfectly acceptable—even essential for those who seek to lead—to challenge the thinking of others. But as Robert Kennedy said, “The task of leadership, the first task of concerned people, is not to condemn or castigate or deplore; it is to search out the reason for disillusionment and alienation, the rationale of protest and dissent—perhaps, indeed, to learn from it.”

71. **Share Your Thinking Process with Others.** If people know how you got to a conclusion, they will have more confidence in following you there.

72. **The Highest Form of Leadership at City Year Is that of the “Servant Leader.”** This means working with and supporting other people—doing and modeling, rather than pointing and ordering.

73. **Maintain a “Creative Distance” Between Yourself and the People You Are Leading.** If you become too close to people you are leading you tend to lose your effectiveness.

74. **Train Someone Else—Especially a City Year AmeriCorps Member—to Do It.** Always ask: “Is what I’m doing a task that someone I am leading could perform with the proper training and guidance?” If so, stop doing it, and start training and guiding.

75. **Learn to Recognize and Resolve “False Choices.”** One of the hallmarks of good leaders is that they easily recognize and resolve “false choices.” A choice is a “false” one if, in fact, we do not have to choose at all, or if there is a totally different way of looking at the situation. For example, it is a false choice that City Year must choose “between” the development of our corps as leaders and active citizens and serving our students in schools. The best possible leadership development experience for a City Year AmeriCorps member is to be of essential service to students, schools and communities. Another false choice is that we must choose between our local and national missions. In fact, because it has expanded nationally, City Year is a much stronger organization within each local community in which we operate. Specifically, growth has meant that City Year is better able to attract the resources, build the organizational systems (like City Year’s Summer Academy), attract more talent, and provide remarkable development opportunities for our corps and staff.
76. “Gut Check” Major Decisions. Never compromise the integrity of the organization. When making major decisions, learn to trust your best instincts, and the best instincts of others. If something doesn’t feel quite right, perhaps it’s not. Always put the integrity of the organization first—ahead of what might be easiest at the moment. If you are unsure, seek out more information and opinions.

77. Implement Decisions Seamlessly. Always “own” the decisions you are implementing or the news you are communicating. For example, if during the input stage you strongly disagreed with the final decision, no one should be able to detect that from how you implemented or communicated the final decision to others. In particular, never lead people by appealing to “personal” loyalty—especially appeals “against” the organization, such as: “City Year really screwed up, but just do this for me.” Invariably, leading others through appeals to personal loyalty ends up harming not only the organization but also oneself, because it isolates you from the support of the organization the next time around.

78. Your Commitment Brings about the Commitment of Others. When it’s a good cause, and you have committed yourself entirely, people will come out of the woodwork to help you. The poet W.H. Murry wrote: “Until one is committed, there is hesitancy—the chance to draw back—always ineffectiveness. Concerning all acts of initiative and creation, there is one elementary truth, the ignorance of which kills countless ideas and splendid plans. The moment one definitely commits oneself, then providence moves too. All sorts of things occur to help one that would never otherwise have occurred. A whole stream of events issues from the decision—raising in one’s favor all manner of unforeseen incidents and meetings and material assistance which no [one] could have dreamed would have come their way.”

79. It’s Never What We Say, It’s Always What We Do. This is how leaders are judged.

80. Don’t Confuse “Empowerment” with “Anarchy.” Structure is the heart of real empowerment. Provide people you are leading with the structure and skills they need to meet their potential. As Rosabeth Moss Kanter, Harvard Business School Professor and City Year Trustee, puts it: “Structure is liberating.”

81. Seek to Be a Coach Rather than a Parent. It’s often more effective.

82. Develop the Judgment to Know When to Set Aside Usual Policies for a Higher Goal. Sometimes it’s important to set aside business as usual.

83. Give Immediate Feedback (Whenever Possible). Timely, balanced feedback (both positive and negative) is critical for growth.

84. Find and Use “Teachable Moments.” Constantly share what you’re learning with those who you are leading.

85. Celebrate Achievement. No matter how small. Whenever possible, name the names of the people who have achieved.

86. View Every Crisis, Need or Challenge as an Opportunity to Move Forward or Get Someone Involved. The Chinese word for “crisis” combines danger and opportunity. At points of crisis there is often a unique opportunity to make positive breakthroughs. Look for them and pursue them.

87. Develop a Bias for Action. Indecisiveness can be the greatest problem of all. It is almost always better to make a decision, and then learn from it, than to hold everything up. The poet Goethe wrote: “Whatever you can do—or dream you can—begin it. Boldness has genius, power and magic in it. Begin it now.”
88. **"Power Tools" are City Year’s “Interface” for Idealism—the Basic Building Blocks of City Year.** For idealism to thrive, it must be supported by an entirely new kind of organizational culture—one that is as accessible and as inclusive as possible. “Power-Tools” are named structures that make idealistic activity and teamwork easier and more productive, for example, NOSTUESO, a facilitation technique, “No one speaks twice until everyone speaks once.” If you want to communicate an important idea, it is often best to create a structure that embodies that idea. Then name it, and train specifically on the structure or technique, including the reasons behind the structure. The City Year name for this technique is “NiPiTiSi” (Nee-pee-tee-see): “Name it, perfect it, train it, and spread it.” Create new power tools all the time!

89. **Take Reasonable Risks That Seem to Be in Line with City Year Ways of PUTTING IDEALISM TO WORK™.**

**DIGGING DEEPER**

90. **Constantly Put Yourself in Other People’s Shoes—“Moccasins” Everything.** The essence of City Year is found in the Native American prayer, “Great Spirit, grant that I will not criticize my brother or sister until I have walked a mile in their moccasins.” What would the world be like if everyone truly walked in each other’s moccasins? It would be a truly “aware” world of justice and peace. The practice of identifying with someone else is a powerful tool for social change—and it is a key element of good leadership. When planning anything, first conduct a “moccasins” exercise—challenge yourself to be in tune with the unique people and environment you are working in.

91. **City Year is Dedicated to Helping Build the “Beloved Community” Dr. Martin Luther King, Jr. Spoke of.** Building the beloved community is a journey that never really ends.

92. **Seek to Be as Inclusive as Possible.** Inclusivity is the real test—and ultimate goal—of building the “beloved community.” Inclusivity means taking diversity one step further by learning to tap everyone’s strengths to achieve goals that are larger than ourselves. A purposeful and inclusive community is more than the sum of its parts. The strong circle—with “no one in and no one out”—and the City Year uniform, which everyone shares in common, are tools of inclusivity.

93. **Celebrate All Holidays.** By embracing and celebrating the holidays of all cultures, we share in the joy of each other’s cultures and enrich our community.

94. **Everything at City Year Begins with the Question: What is Citizenship?** Citizenship is City Year’s “core value,” and the proposition that voluntary national service reinvigorates citizenship is City Year’s “core theory.”

95. **City Year is Dedicated to Developing the Concept of Public Service Entrepreneurship.** We are all engaged in “entrepreneurship”—the art of putting existing resources to better, more productive uses. The main resource City Year puts to higher utility is youth.

96. **Civic Engagement, Not Traditional Politics, Is City Year’s Vehicle for Change.** The distinction between traditional politics and civic engagement is a critical one to City Year. City Year is both non-partisan and pre-political. We neither march nor petition. City Year is an intensive, civic experience, an immersion in service and leadership for corps, staff and others. Community service is a unique and special meeting place for diverse people and institutions to come together.
to find common ground and purpose. Community service is not presented as a “replacement” for politics. Rather, community service is a new meeting ground that can help improve politics by building a more engaged, knowledgeable, interconnected, and idealistic citizenry and society. Mahatma Gandhi said that there were three keys to building a democracy—“the ballot,” “the jail” (by which he meant civil disobedience), and “the spade” (by which he meant the willingness of citizens to do the daily service work that it takes to create a democratic society). Without the spade the ballot becomes meaningless and the jail (being willing to give up your own personal liberty for something you believe in strongly) becomes impossible. City Year is about giving young adults the chance to experience and develop the spade work necessary for a democratic society. It is not about the ballot or the jail.

97. **There Should Be No City Year “Client.”** City Year seeks to be a catalyst—a mechanism to engage an ever widening circle of people and institutions in positive change through idealistic action. While we may never totally reach this ideal, City Year does not seek to make a “client” of anyone. As Jane Addams, founder of the settlement house movement, writes: “You cannot go into a man’s house with a stern resolution to be a friend to him. The delicate flower of friendship does not grow that way. But you can become identified with the interests of the neighborhood of which he is part. You find yourself working shoulder to shoulder with the man who lives next door—friendship springs most naturally in comradeship and identity of interests.” At the center of all the idealistic change at City Year are the City Year AmeriCorps members, who are the “rocket fuel” for the whole enterprise.

98. **All People—Especially Young People—Need the Same Eleven Things.** Meaning, adventure, community, power, respect, structure, challenge, opportunity, safety, love and joy.

99. **Young People Are the Resource, Not the Client.** This is the whole reason the youth service experience is so powerful. City Year is not a youth program. It is a social change organization—seeking to shift attitudes, values and resources towards the common good—with youth as its greatest resource. In everything we do, we need to think about how we can release the power of young people.

100. **City Year Is an Act of Will.** City Year does not have a solitary institutional base. City Year is essentially a collective act of will of many people and institutions. As a full-time member of the City Year community, your actions of will make a huge difference.

101. **The Ideal Service Metaphor is to Act like “Water.”** What kind of institution does City Year seek to be? In building your part of City Year, remember that the Tao Te Ching, a two thousand year old Chinese text credited to Lao-Tzu, tells us that the highest form of leadership is like “water”—it seeks the lowest level so that it touches and connects all things; it moves around great barriers that it cannot go through; it acts as a solvent on things that are stuck; and it makes good things grow.

102. **Try to Put into Practice the Iroquois Principle that, “With Each Decision, Consider its Effect on the Next Seven Generations.”** What would the world be like if this were practiced universally? Perhaps a world without poverty, pollution or war.

103. **Send Out “Tiny Ripples of Hope.”** Robert Kennedy, speaking in South Africa in 1965, said: “Each time a person stands up for an ideal or acts to improve the lot of others, he or she sends out a tiny ripple of hope, and crossing each other through
many centers of energy and daring Those ripples create a mighty current that can strike down even the strongest walls of oppression and resistance."

Almost every good thing that ever happened at City Year stemmed from an act of courage and belief by an individual or group of people. Small, heroic acts, like the daily dedication of corps and staff, help build City Year. In the process, these “acts” ripple out to inspire others to act on their beliefs, which in turn inspire others.

104. City Year is Built by Witnesses and Champions. A witness is someone who has seen or been affected by the work we do, such as an AmeriCorps member’s mother or father, a service partner, or even someone riding public transportation or strolling by PT. A champion is someone who acts on City Year’s behalf and places their personal resources and credibility behind moving the organization forward. Many City Year champions have taken major personal and professional risks that have significantly moved the organization forward. Staff and corps must be both witnesses and champions, and help develop other witnesses and champions.

105. Courtesy is a Powerful Skill for Social Change. In a time where violence is pervasive and civility sometimes uncommon, being courteous, kind and polite are powerful tools to affect and change the immediate environment around us. A simple, “hello,” “please,” and “thank you,” can have huge effects. Looking behind to hold the door for the person after you will surprise people in a positive way.Courtesy has the power to build a sense of community and interconnectedness, and in a world of low expectations a little bit of courtesy goes a long way. Powerful courtesy inspires and leads others, and serves as a platform for larger ideas of idealism. Let’s make Power Courtesy a signature of City Year and national service!

106. The Corps and Staff Together Make Up a Single City Year Workforce for Idealism. We are all in service—both corps and staff.

107. We Are All Fundraisers and Recruiters. Every single City Year AmeriCorps member and staff member must take responsibility for raising the funds and recruiting the corps to support our work. We are all able to serve full-time today because others have made it possible. We should see fundraising and recruitment as a major part of our mission, and as an “opportunity” to get others involved and shift resources positively.

108. We Are All Communicators—and Communication Is a Huge Part of Service. We communicate strong messages everyday whether we know it or not—through our pride in our uniform, our courtesy on the transportation system, the way we interact with people on the street and in our excellent service.

Sometimes we may feel that the truly “selfless” thing to do is to quietly go about our work, rather than inspire visitors, community members and members of the general public. In fact, quietly going about our work can be the most “selfish” thing we could do. By not inspiring others we are holding onto a gift we have for others, and—most importantly—we are failing to ensure that next year more work can get done and more people can dedicate themselves to idealism full-time.

Think about how many silly or violent or valueless messages are sent across the mass media everyday! As leaders—corps and staff—we should be competing strenuously to get our messages of idealism, service and belief in the power of young people across in all that we do through TV, radio, print and word of mouth. Everyone you are leading should develop a sophisticated understanding of the positive role that mass communications can play in moving our society forward.
109. **Take What’s Best—and Leave the Rest.** Draw on the virtues of every institution—business, government, the campaign, the not-for-profit, the university, the military and the family. Each of these institutions has real virtues for us to embrace (such as the esprit de corps of the military, the accountability of the private sector, and the sense of urgency of the campaign), as well as pitfalls we may seek to avoid. The key is always to keep thinking critically—take what’s best, leave the rest.

110. **Appeal to the Best in People and Institutions.** Challenge everyone to put their best to good use. Never be hesitant to ask someone to contribute or get involved.

111. **City Year Is a Values-Based Organization—and that’s “Good.”** For many years, leaders and institutions in our society became increasingly shy about talking about “values”—often for a very good concern: “In such a diverse world, how,” many have asked, “can society choose to elevate any particular values?” On its surface at least, the choosing of values might seem to be oppressive, or at least insensitive. Increasingly, however, our society is reaching a new consensus, based on two insights:

First, committed people of all backgrounds are realizing that it is impossible to live and work without values—in fact, without widely-held shared values, our society will come apart. In particular, if we do not deliberately provide our young people with powerful, positive values, they will often receive powerful negative values by default.

Second, there really are many widely-held shared values at City Year. Many of the greatest values at work at City Year are stories and ideals of great wisdom that often express in powerful ways widely held, shared values that speak powerfully across many cultures and communities. For example, the founding ideal of City Year is captured best by the Native American prayer: “Great Spirit! Grant that I will not criticize my brother or sister until I have walked a mile in their moccasins.” This ideal is expressed many ways in many cultures. For example, “Love your neighbor as yourself ” (Christianity) and “Hurt not others in ways that yourself would find hurtful” (Buddhism). This is a very powerful human value that says all true moral action begins with a profound “awareness” of others. What would the world be like if no one judged anyone until they truly experienced the other’s circumstance? It would be a world free of war, want and hate. The key to real social change is to “operationalize” such powerful values.

At the same time, there is an increasing concern among committed people that cultures not be “used” for profit or fad. City Year seeks neither. It is with deep respect that City Year seeks to operationalize great wisdom from many cultures that can speak to the very best of what it means to be human, a condition common to all cultures. The alternative course—to ignore great wisdom, and to fail to share them systematically—seems unacceptable. Now, perhaps more than ever before, our society needs positive, practical action guided by time-tested wisdom of the common good.

112. **“City Year Is Not What You Think It Is.”** This is not meant to sound arrogant; it is just that on first contact City Year often isn’t what people think it is. This is probably because it is trying to do many different things at once, and it is struggling to do things in new ways. The main thing to keep in mind is that we all can keep “discovering” what City Year is about, and we should never be too surprised to learn something fundamentally new about the work we are all doing.
113. City Year Takes a Holistic Approach to Change. As the African Proverb says, “It takes a whole village to raise a child.”

FROM YOUR COMFORT ZONE TO...

114. Seek to Move Out Of Your “Comfort Zone” and Into Your “Challenge Zone.”
City Year is often a place where you get a chance to “slay your dragon”—and grow. In other words, you get many opportunities to do difficult, personally challenging things. For those that are shy and tend to always follow, the dragon to slay might be to speak publicly and lead. For those who tend to lead, the dragon to slay may be to learn to follow others and work effectively in a group. Eleanor Roosevelt said that “you must do what you are most afraid to do.”

115. Try to Be Both a Student and a Teacher in a School for Idealism.
Moment to moment we must easily slip from being a student to a teacher to a student again. As a student, study people who are good at something and learn from them. Learn the most from your own experience, from those with similar experiences, and from those learning the fastest. Remember, AmeriCorps members and staff always have a great deal they can learn from each other. As a teacher, constantly share your insights, ideas and experience, especially with people you are leading.

116. Think Differently with City Year.
City Year is often a “counter-intuitive” institution. In other words, at times, City Year can feel like a clock that turns the “wrong” way. New staff and AmeriCorps members may feel like Alice in Wonderland, having traveled through the looking glass, where white is black and black is white. On any given day, City Year tends to challenge many traditional assumptions about many things, such as the roles of young people and the private sector in social change—even traditional assumptions about how to make diversity work. Push yourself to think differently with the organization.

117. Behind Almost Every Success is Good Judgment.
Good judgment is essential to our work. The good news is that judgment can be developed and improved. There are, it seems, three elements of good judgment: First, common sense. We must always try to evaluate what we are doing from a simple, common sense perspective. Sometimes the most thought out plans simply do not pass the common sense test! Second, experience. As we all learn—sometimes very painfully—experience is an extraordinary teacher. Finally, the third element of good judgment—and perhaps the most important—is one’s own personal security. In other words, the more we can keep our own “ego” out of our decisions, the better our decisions tend to be.

118. Learn When to Ask for Help, Advice and Resources.
This is the hallmark of those who have succeeded most independently in the organization.

119. Seek Opportunities to “Get a Win.”
City Year can be a complicated working environment. It can take time to learn how to accomplish tasks and organizational change. Seek opportunities to get an organizational “win”—a successfully completed task that adds value organizationally. Getting that first “win” will boost your own confidence, and the confidence others have in your work.

120. Show a Little “G” and “I.”
Gumption and Initiative.

121. Use Every Experience as a Learning Experience.
Both positive and negative experiences.

122. Seek to Be Both an Outstanding Leader and an Outstanding Follower.
City Year needs both. Learn to move easily between leadership and followership modes.
123. **Struggle to Maintain an Open Heart and an Open Mind.** Perhaps nothing is more important for growth and success. Gandhi said, “you must be the change you wish to see in the world.”

124. **Everyone Needs to Do Things That Are Not in the Job Description.** For example: moving things upstairs, answering phones, moving things back downstairs, helping out on an organization-wide event, putting out a mailing, or inspiring a visitor.

125. **Seek to Transcend Both Guilt and Anger.** The most effective agents of social change (both people and institutions) have first transcended (risen above) guilt or anger as a major influence on how they process information or make decisions. Decisions based on guilt tend to be paternalistic—that is, they tend to be highly protective of people and make assumptions and decisions for people, rather than challenging people with information, goals and accountable systems; decisions based on anger tend to place a higher priority on making a point or “getting a reaction” than finding a truly effective outcome. The hallmark of the best leaders at City Year has been that they consistently transcend both guilt and anger.

126. **First Absorb, and then Contribute to, the Organizational Wisdom.** City Year seeks to be a continuous learning organization. The many people who have served in City Year, both staff and AmeriCorps members, have developed a real organizational wisdom that needs to be respected and appreciated. First seek to understand and absorb the organizational wisdom, and then do everything you can to contribute to it.

127. **Embrace Change!** City Year is always changing, like sand beneath our feet. That’s good. Learn to love change. Change is what keeps the organization moving forward. The ancient Greek idea of ‘throsos’ is at work at City Year: a boat is at sea, and to survive the journey without docking the boat, the crew must fix and replace every board, one piece at a time, while at sea; by the time the boat returns to the harbor, it is a completely different boat; but of course, it is the same boat. Every year there is new change to be embraced—growth of the corps, new locations and new ideas!

128. **Take Enormous Pride In the City Year Uniform.** Is your uniform clean? Your name tag straight, in the right place and easy to read? How we wear the uniform speaks the loudest about how we feel about our work, our values, ourselves and commitments.

129. **Commit Totally to Building City Year While You Are Here.** You can make a major difference that has long-term results.

130. **Take Responsibility for Three Things.** The three things are: (1) doing your own job excellently; (2) helping others with similar jobs do theirs excellently; and (3) helping City Year meet its organizational goals.

131. **If You Are Struggling with an Aspect of City Year, Suspend Judgment and Seek Out More Information about It.** As an AmeriCorps member or staff member you may not always agree with the way the organization thinks—especially in the beginning of your City Year experience. Over the years, however, many AmeriCorps and staff members have said that many aspects of City Year cannot be truly understood—and therefore adequately judged—until they are experienced personally and then thought about over time. On the other hand, there are always aspects of organizational thinking that need changing. The difficult part
is figuring out which is which. If you find yourself confused or angry about organizational thinking, it is vital to first suspend judgment, and then get more information, rather than immediately reacting negatively. To care deeply, and yet have the discipline to suspend judgment, is one of the strongest and most important qualities of leadership.

132. **Tack Your Sail Into the City Year Wind.** City Year’s rapid development is like a wind that provides all of us with tremendous opportunities for personal and professional growth. Fill your sail with that wind and grow. Fight the wind and tire. Be unaware of the wind and stagnate.

**TEAMWORK**

133. **Share “Ripples” Constantly—They Increase the Joy.** If someone is having a bad day, a “ripple” can bring that person up and give perspective. You may be holding onto someone else’s inspiration! If you have a great ripple, share it!

134. **A Positive, “Can-Do” Attitude Is the First Qualification for Being a Part of City Year.** This must be true for both AmeriCorps members and staff. Inspiring others and maintaining an environment in which idealism can flourish depends on all of us maintaining positive attitudes. This does not mean always being “rah rah.” But it does mean that we must all remain positive, constructive and inspired, even when being critical.

135. **Few Things Are as Important as Being on Time and in a Good Mood.** Think of how much time, energy and resources get wasted otherwise.

136. **When Criticizing Individuals or the Organization, Always Speak Personally and Specifically.** In other words, speak for yourself, not others or a group. Use “I” statements and give specifics, rather than general, vague criticism.

137. **Good Ideas Tend to Be Resilient and Will Eventually Be Implemented.** Try not to become frustrated if your ideas are not implemented right away. The organization simply cannot absorb or implement every good idea immediately. But definitely talk up your ideas and insights—at some key moment you or someone else may be in a position to implement it.

138. **City Year Thrives on Trust and Joy.** Trust and joy are like City Year’s air and water. If we don’t give our trust, we will exhaust ourselves second-guessing everyone and everything, to the detriment of our own work. If we don’t take joy in our work, we will burn out and harm other people’s joy. On the other hand, if we take joy in our own work, suspend judgment, assume we do not always have all the information, and trust in the positive motivation of others, we will be rewarded by the trust of others.

139. **Avoid the “It-Doesn’t-Apply-To-Me” Mode.** We all have times when we believe that a certain rule or expectation—attending a staff meeting or briefing, filling out a form, being on time, shaving in the morning (for men), wearing the uniform or a name tag—“just doesn’t apply to me today.” Often our intentions are well-meaning—we are trying to get something important done. But this attitude can tear at the City Year community and undermine the overall effectiveness of the organization. Catch yourself when this starts to happen, and gently point out when others fall into this mode.

140. **Take Personal Responsibility for Your Own Well-Being.** Often the first thing we lose at City Year is sleep, followed closely by our perspective. It’s very important for all of us to get healthy doses of both, and ensure there is balance in our life and
work. Prepare yourself mentally, physically and emotionally for the times of the year that are harder than others.

141. **Don’t Let Anyone Else’s Negativity Bring You Down.** Rise above cynicism and negativity.

142. **Our Work at City Year is Made Possible Entirely Through Goodwill.** It gives us all a huge responsibility.

143. **Never Ridicule Anyone Else’s Idealism.** There are really very few “nevers” at City Year, but this is one. The most destructive thing any AmeriCorps member or staff member can ever do at City Year is to pour cold water on someone else’s idealism, passion and enthusiasm. As an organization we cannot tolerate it and stay true to our ideals.

144. **Grow Ideas.** Learn to listen to others and “grow” each others’ ideas. It is a powerful process!

145. **Learn to Appreciate Receiving Feedback as a Means for Personal and Professional Growth.** Receiving critical feedback can be a powerful gift.

146. **Whenever the Organization Is Implementing Anything New, or Something Affects the Entire Organization, City Year’s Leadership Will Lead Forcefully.** With almost everything else, decisions at City Year are extremely decentralized.

147. **Turn Your Insights Into Action, Not Anger.** In general, try to practice the “Noah Principle” of criticism: don’t just predict the flood, build an ark. Realizing something is amiss is only the first step. Offer timely alternatives.

148. **There is Always Room for Specific, Professional Criticism, But Not Constant In-House Criticism.** Regular complaining about the organization, even over little things, can be like a constant drip of water that slowly cracks our foundation. Constant negativity is ineffective, unprofessional and unfair to the rest of the committed people on the team and in the organization. Most of all, it harms the joy of working here.

149. **Be Careful to Avoid Becoming Isolated Within the Organization.** Everyone needs to be part of a team. Speak up if you are feeling isolated.

150. **Loyalty Is Essential—Both Inside and Out.** Almost anything in City Year can be taken out of context. Be loyal to each other. This work is difficult and everyone is trying.

151. **Always Give Others the Benefit of the Doubt.** That way, you will always get the benefit of the doubt, too.

152. **Avoid Using Information as a Weapon.** City Year is a large organization, and we all gain access to different pieces of information. Any sensitive information that is important for a specific person or the organization as a whole to know should be shared professionally and sensitively. We need to be careful not to use the disclosure of certain information as a means of making a point, or to gain an advantage or hurt someone in a moment of anger.

153. **Honesty Will Set Us Free.** Without being destructive, we must always struggle to be very honest with ourselves and others.

154. **When City Year Speaks, It Should Speak with One Voice.** That way we will be most able to be heard and understood.
155. **“Back-Channeling” Tears at the Cohesion of the Organization.** Back-channeling is when an individual tells someone that he or she is upset with someone else, rather than taking the issue directly to the person involved. Telling someone about a problem who cannot do anything about that problem only increases everyone’s sense of frustration. Often, by the time a situation is resolved, the back-channeling has spread, and the actual information becomes distorted, deepening many more people’s sense of frustration. If someone complains to you about someone else, suggest that they take their concern directly to the person involved. If a person does take a concern directly to another person, and is not satisfied with the response, the next step is to take that concern to that person’s supervisor. It is never “back-channeling” to take a concern to someone’s supervisor (or higher).

156. **Take Care That Personal Agendas Do Not Impede Your Ability to Learn, Grow and Contribute.** We all have special concerns, insights and sensitivities that we carry with us seven days a week, 24 hours a day. These concerns, insights and sensitivities are very important. However, we all must be very careful not to let them harden into an overriding personal agenda that prevents us from having the flexibility to learn and grow, receive new information, examine new ways of thinking—or most importantly—get our work done and meet our commitments.

157. **Resist Gossip and Rumors.** Gossip kills community and tears at the trust we all need to have in each other. A good rule is simply not to initiate, listen to or pass on gossip or rumors. The ability to resist gossip is a major test of personal and institutional character. Let’s make City Year into a place of “social integrity”—where people never say anything behind some one’s back that they would not say directly to their face.

158. **It’s a Privilege for All of Us to Serve at City Year.** It is a remarkable thing that we get to do this work full-time. We have to remember that this is fundamentally a fragile organization, and that other people’s contributions make our work possible, and many other people who want to serve here as AmeriCorps members and staff are not able to. At City Year Boston’s 1994 graduation Marian Wright Edelman, founder of the Children’s Defense Fund, reminded us all that we need to “take the initiative and create our opportunities and never forget that there is no free lunch. Don’t ever feel entitled to anything you haven’t sweat and struggled for.”

159. **This Is Hard.** Be strong.

160. **Seek to Have a Hard Head and a Soft Heart.** Having a hard head means being mentally tough, courageous, disciplined and perseverant in the face of obstacles. All great endeavors and all social change require people with hard heads. As Robert F. Kennedy said to a group of young South Africans, “The world demands the qualities of youth—not a time of life, but a state of mind, a temper of the will, quality of the imagination, the predominance of courage over timidity, and the appetite for adventure over the love of ease.”

At the same time, a hard head is best accompanied by a soft heart, by compassion, empathy and understanding. A soft heart means being emotionally available and supportive to those in need. All social change also depends on people with soft hearts. Both qualities require the other. A hard head without a soft heart can lead to cruelty or a survival of the fittest mentality. A soft heart without a heard head can be overindulgent, condescending and even patronizing.
161. **Systematically Provide Perspective for Yourself and Others.** The first thing we all tend to lose at City Year is sleep. The second thing is perspective. Together that’s a dangerous combination. Immersion in the daily roller coaster of the excitement and frustrations of idealistic activity leads all too easily to losing our ability to see real and powerful progress day to day, month to month and year to year. We then tend to see only the faults and failures; and this habitual fault-finding can spiral into cynicism and paralysis. To sustain ourselves in idealism, it is important to systematically regain our perspective by any number of creative means including regularly brainstorming a list of accomplishments over the past month, semester or year; or asking someone positively affected by our work to speak to us. Good leaders constantly provide perspective to their followers.

162. **Get Your “Daily Starfish.”** Like the little girl on the beach, seek to make a difference in a specific and measurable way each day—and circle up at day’s end to share and document your “Daily Starfish.”

163. **Frame Everything As You Go.** Today’s photo, article or award is tomorrow’s inspirational treasure. Systematically framing the organization’s history builds both pride and perspective—two important ingredients to continued achievement and success. Colorful and meaningful displays provide real inspiration to visitors and new recruits. A good habit to get into is to frame everything right away—the very next day. Even a short delay can mean a permanent delay.

164. **Capture the Impact of Transformation By Showing the “B” and the “A.”** A major part of City Year’s mission is to inspire others to civic action. And nothing inspires and motivates people more than seeing a “before” and “after” comparison! We all work much harder once we have become convinced that change is possible. The two keys to getting a good “B” and “A” are to plan in advance and be creative. If it is a physical project, take pictures before you start and as you go—especially from the exact same vantage point. If it is a human transformation you seek, find creative ways to document the “before.” Share your “B” and “A” transformations with the widest possible audience. Remember: by constantly seeking to show a “before” and “after” we will develop the discipline and focus to ensure that our daily work is truly transformational.

165. **“Join Us!”** This should be our constant battle cry. Remember that a large part of our mission is to multiply the power of our work, and inspire others to civic action. Remember that Dr. Martin Luther King said that “Everyone can be great, because everyone can serve.” Whatever you are doing at City Year, ask people outside the organization to join you. Give them the opportunity to feel the greatness.

166. **Always Thank People—Right Away!** Always thank people for their contributions to your project, service activity or event. Remember: Expressions of thanks are like pancakes, they need to be served right away. The quicker the thanks, the stronger the delight of the receiver. It is surprising how powerful this simple rule is. Immediate expressions of thanks—a letter, card, phone call or gift—magnify good will. (You will also find that the sooner the thanks, the shorter and more sincere your letter tends to be—as you are still flush with the warmth and impact of another’s generosity; if you feel the need to write a long letter of thanks, you have probably waited too long!) Failure to thank right away can lead so easily to failure to thank at all—which destroys goodwill dramatically.

167. **If There Is No Goal, There Can Be No Success.** It is almost shocking how powerful this simple rule of thumb is. For every activity, set a clear, written, and
measurable (or at least observable) goal, and constantly measure your progress against that goal. Without a clear, written goal, your project is adrift—and as someone once said: "if we are not careful we will end up where we are heading."

168. **If You Want to Communicate Powerfully, Tell a Story.** A major part of our mission is to inspire others to civic action. All great leaders communicated their ideas best by telling a story—think how many fables and fairytales you can remember.

Just think of the difference between hearing a 30-minute speech on the subject of how we can all make a difference versus hearing a simple story of a little girl on a beach who said "I made a difference to that one!" when she was challenged as to why she was attempting to save dying starfish on the beach when she could not possibly save them all. The best stories are personal, full of vivid details and answer the question: "This is how I know that I am making a difference."

169. **Always Be Prepared to Answer One Question: Why Do You Think You Are Making a Difference?** You never know when you’ll be asked how you know you’re making a difference. If you can’t readily provide an answer, then cynicism may get the best of the person asking and they may assume the worst. They may assume that you can’t provide an answer because you actually aren’t making a difference. Instead, if you were prepared, you could totally delight and inspire the person and give them faith that change is possible and that committed people are out there making a difference.

170. **If at All Possible, Say “Yes” the First Time.** Saying “yes” is a powerful way to empower someone. A very good rule of leadership is to try to say “yes” the very first time that someone you are leading makes a request to try something new or different. Even if the request goes against your own experience and judgment, you should still consider saying “yes” (so long as you do not feel a great harm might occur). That very first request is so key—if you say “no” the lesson your follower may well learn is not to offer any ideas at all. It is important to allow people to make mistakes and learn from them—and, of course, that “terrible” idea may well turn out to have been a stroke of genius after all.

171. **Encourage Your Leaders.** We live in an age in which leadership is constantly knocked down, criticized, deconstructed, and mistrusted. It’s no wonder that many people are reluctant to take on leadership, particularly in the political arena. If we want to have great leadership, we need to learn to embrace great leadership, an increasingly rare occurrence these days. This requires the willingness to trust, to follow, and to believe in our leaders, and when necessary, to support them even as their shortcomings and faults become apparent. This doesn’t mean that we don’t challenge and provide feedback to our leaders, but we do it from a place of respect and support.

172. **Read at Least One Newspaper a Day.** Newspapers are the daily diary of our civic life. In order to be an active and concerned citizen, you should keep yourself informed of events happening in your local community, your state, nation, world, and sometimes even outer space. By staying on top of different developments, you’ll be better equipped and informed to help contribute to solving social problems and addressing community needs.

173. **“I’m Ready, Choose Me.”** All social change depends on individuals who declare themselves to be ready, who step forward and take initiative, who volunteer to
take on the tasks at hand. Don’t let hesitation, inertia, or fear, hold you back from stepping forward boldly. As Ralph Waldo Emerson said, “I shall pass through this life but once. Any good therefore than I can do or any kindness that I can show, let me do it now. Let me not defer nor neglect it, for I may not pass this way again.”

174. Seek Balance in Life. Living a life of commitment and service can be very hard. Quite literally, we take on the problems of the world. In order to be effective and to set a good example to others, we should seek to maintain balance in our lives. This doesn’t mean we don’t or can’t often work long hours or weekends, especially during heavy seasons in the campaign of idealism. But it does mean that you should not neglect your friends, family, relationships, health, or other personal areas of life. We should all also take time to relax, rejuvenate, and recapture our perspective and energy.

175. Don’t Make ’Em Guess. Always seek to communicate with clarity and completeness. Don’t make people guess or assume what you want or what you’re trying to say. They may guess wrong.

176. Front Most, Center Most. When people come into a room (set up theater style or some variation of that) we should immediately look for the seat that is closest to the front and the middle of the room. It exemplifies a willingness to be engaged fully and shows a great deal of respect and appreciation for whomever and whatever is about to be presented.

177. Laugh at Least Once a Day. Everyday. Our work at City Year is nothing if not fun. National Service, as a movement, looks to tap into the energy and idealism of our nation’s young people. Laughter is full of energy and idealism. Employ laughter as you would a tool—and watch what it can do!

178. "Please" and "Thank You"—Three Words That Can Take You Anywhere. Simple courtesy in our daily lives can help to build community and a more civil and respectful society. At City Year, we talk about Power Courtesy. Consider it the new "PC." Our country has been struggling to identify the "Politically Correct" things to do. How about the "Power Courtesy" things to do? The voluntary and inherent respect carried through power courtesy far exceeds the often apologetic and seemingly required acknowledgments of politically correct gestures. At City Year, we deal with all types of people—of all levels of age, professional status, economic levels and ethnic backgrounds. And all of them respond favorably to courtesy. (In fact, it should be noted that you more often get what you want when you’re polite. “Please” and “thank you” will pay off!) So please remember: your manners affect the manners of others. Thank you.

179. Become Your Message. The Indian human rights leader Mahatma Gandhi once said, “My life is my message.” Those are five powerful words. Think about that—to become what you believe in. To become what is sought. If you cherish peace, be a peaceful person. If you honor justice, treat others fairly. If you think "PUTTING IDEALISM TO WORK™" is a great slogan, become idealism—become an idealistic person. Remember "PUTTING IDEALISM TO WORK™" #79. “It’s never what we say, it’s always what we do.” They say actions speak louder than words.

180. Remember That Anyone Can Discover Ways of PUTTING IDEALISM TO WORK™. And if you do, write it up and send it in so it can show up in the next edition.
181. **Make It Better.** “In the business world, ‘good enough’ rarely is,” stated CEO and President Jeffrey Swartz in the Timberland Company’s 2005 Corporate Social Responsibility Report. Both a promise and a challenge, Timberland’s slogan, “Make it Better” reflects upon past progress and commits to even greater excellence in the important work ahead. The same holds true for our work at City Year. Each year our workforce is renewed as a new class of City Year AmeriCorps members pledges to “make it better” in schools and neighborhoods. Organizational tools and institutional knowledge must therefore be passed on from year to year, so that our work can have a greater impact, reach more children, and transform more communities. For example, documenting your team’s service in a legacy binder or updating your folder on the network ensures that next year’s team can keep up good practices or eliminate bad ones instead of reinventing the wheel. With each act, word, leadership opportunity and community engagement—pause and reflect “what can I contribute to ensure greater excellence and impact?”

182. **Don’t Be Afraid to Evolve Your Thinking.** British economist John Maynard Keynes put it best, when a colleague criticized him for holding different views on economic policy before and after the Great Depression, “When the facts change I change my mind. What do you do?”

183. **Make Your Move.** To be effective, to get the results you desire, you need to plan. You need to think through your goals and strategies, consider all the ramifications, and get sound advice. But ultimately, to be effective, you need to act, or as Nancy Routh, a beloved City Year executive for twenty years would say, “You need to make your move.” Don’t get stuck in analysis. To be effective in social change, as in any worthy endeavor, you need to learn when it’s time to just go ahead and “make your move.”

184. **There’s More than One Way of Being an Idealist.** If you feel like you’re playing “the bad cop” or saying “no” more than your peers, remember you are still an idealist. Sometimes accommodating certain requests at that moment will, in the long run, do more harm than good. Saying no for the greater good can sometimes promote Ubuntu at its highest form. Staying accountable to long term goals even when it’s not popular or convenient, and an idealistic stance. Our colleague Beth Ryder Kenna’s legacy reminds us that being an idealist does not always mean saying “yes.” Sometimes, a well-reasoned “no” challenges us to remember what’s important and not just what’s popular, and the ability to say “no” demonstrates the character and determination needed to make sustainable change happen.
CHAPTER 3

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**OUR VISION FOR STUDENTS & SCHOOLS**

Every day, City Year is contributing to a clearer and bolder vision of what public schools can and should be for all children: places of learning and joy, exploration and risk-taking, where every student feels safe and connected to the school community; where data is used continuously to help promote student growth and achievement; and where all students have access both to positive developmental relationships with adults and other students as well as personalized learning environments that encourage them to persevere through challenges and build on their strengths.

**CITY YEAR’S THEORY OF CHANGE**

**THE CHALLENGE**

All students have the capacity to be learners and leaders, to master academic content and develop critical social-emotional skills and mindsets needed to succeed in our increasingly complex world. Yet, there are a growing number of students living in areas of concentrated poverty who experience prolonged adversity that can interfere with their ability to come to school every day ready to learn. Research shows that providing students with positive, developmental relationships, individualized academic supports, and opportunities to develop social-emotional skills can reduce the adverse effects of poverty and toxic stress on students’ readiness to learn, and can keep students on track to graduation and adult success. However, in high-need urban schools, the number of students who are affected by poverty is reaching levels that impact the whole class, resulting in chronic absenteeism, school suspension, low achievement and high dropout rates. These whole-class effects place an unmanageable burden on even the most effective teachers who must establish caring relationships, deliver instruction and create learning environments that meet the unique academic and developmental needs of each of their students.

We now know more than ever before about how students learn and how best to support students who experience adverse childhood events, including poverty. However, there is a gap—a resource and relationship gap—between what most high-need schools are resourced and designed to deliver, and the research-based, personalized supports that children require to flourish as students, professionals and citizens.

**OUR WORK**

Informed by three decades of youth development experience, City Year’s integrated Whole School Whole Child approach is designed to provide students with academic and social-emotional development support. City Year partners with high-need elementary, middle and high schools, providing full-time Student Success Coaches who are AmeriCorps members trained to help students acquire critical strengths, skills and mindsets and to help strengthen school culture and climate. City Year aims to reduce “early warning indicators” (EWIs) that research has found to predict the likelihood that a student will drop out of school, dramatically improving their lifetime trajectory.

City Year’s diverse teams of AmeriCorps members serve in schools full-time as near-peer mentors, tutors and role models—mature enough to offer guidance and young enough to relate to students’ perspectives. AmeriCorps members connect to students’ experiences, nurture their sense of belonging, encourage them to persist through adversity, set ambitious goals and ask for help when they need it. City Year AmeriCorps members become key members of a network of caring adults in schools who are dedicated to accelerating students’ social-emotional and academic growth, ensuring they have the opportunity to succeed and feel optimistic about their future.
WHOLE SCHOOL WHOLE CHILD APPROACH

By providing additional support in schools where the intensity of student need often exceeds the capacity of resources in the building, City Year AmeriCorps members help to bridge a critical gap. In partnership with teachers and principals, City Year provides a holistic set of research-based student, classroom and school-wide academic and social-emotional supports that are shown to contribute to student success.

City Year’s integrated approach is designed to support children’s academic and social-emotional development from before the first bell rings in the morning until the last child is picked up from afterschool programs. City Year helps students to acquire critical strengths, skills and learning mindsets and contribute to a positive school culture, climate and community.

City Year takes a data-driven approach to supporting students and schools. Studies have shown that a student with just one of the research-based early warning indicators as early as the sixth grade—low attendance, poor behavior and course failure in math and English—has less than a 25 percent chance of graduating high school with their peers. When students reach 10th grade on track and on time, however, exhibiting no early warning indicators, they are three times more likely to graduate.

Guided by this data, City Year and our school partners identify which students are most at risk and regularly monitor student performance to customize the types and intensity of support they provide. By reaching students early and providing consistent supports from elementary to high school, City Year works to ensure that students in high-need urban schools have the skills and mindsets to succeed in school and beyond.

THE POWER OF RELATIONSHIPS

Central to making progress in schools in high-need communities is the ability to convey to students that the adults in schools care for them, have high expectations for their success, and can meet their academic and social-emotional needs. Developmental relationships represent a critical component of an effective learning environment that fosters agency, identity formation, a sense of belonging and competence in students.

Developmental relationships are defined by The Search Institute as “a close connection between a young person and an adult, or between a young person and a peer, that powerfully and positively shapes the young person’s identity and helps the young person develop a thriving mindset. A thriving mindset ... is the orientation not just to get by in life, but to flourish—not just to survive, but to thrive.”

ACADEMIC SUPPORT

City Year works with schools to implement effective research-based interventions in ELA/literacy and mathematics. In addition to whole class supports, AmeriCorps members provide one-on-one or small group tutoring typically occurs in the following settings: during the instructional block; during specials periods; or during extended learning or afterschool time. To measure their impact with the students, City Year AmeriCorps members use customized data tools such as cyschoolhouse to track intervention time and student progress.
**ELA and Literacy:** If the school has not already identified research-based interventions, City Year will work with school partners to determine tutoring guidelines fitting the school’s focus that stem from internal City Year trainings on fluency, vocabulary and reading comprehension. For resources on effective tutoring and ideas for lesson plans, bulletin boards and more on literacy, visit cyconnect.

**Mathematics:** City Year works with schools to implement effective research-based interventions for tutoring in math. Tutoring focuses on grade-level relevant, research-based skill practice and concept development. Intervention activities develop procedural mastery and conceptual understanding of focused skills and concepts. For resources on effective tutoring and ideas for lesson plans, bulletin boards and more on math, visit cyconnect.

**SOCIAL-EMOTIONAL DEVELOPMENT & BEHAVIORAL SUPPORT**

At City Year, an asset-based youth development approach focused on the cultivation of social-emotional skills informs all of our interactions with students, day after day. Social-emotional skill coaching is a targeted intervention that supports positive student behavior and interactions and helps students develop various skills linked to college and career readiness. Specific interventions include 50 Acts of Leadership (50 Acts of Greatness for third to fifth grade) provides sites and our school partners with a City Year-designed behavior and social-emotional skill coaching program that is one element of a team’s overall in-school service. The program was developed to include key social-emotional learning (SEL) concepts and opportunities for students to positively benefit the people around them. An alternative of complementary instructional approach to 50 Acts is Check In, Check Out (CICO). CICO is a research-based strategy that customizes SEL skill development through goal-setting, problem solving and reflecting. For SEL resources and more on behavioral support, visit cyconnect.

**AFTERSCHOOL PROGRAMMING**

City Year’s afterschool programming offers opportunities to develop skills in academics, leadership and community building through working together on in-school content; challenging enrichment curricula, such as robotics; or creating and executing a locally determined service learning project. These engaging enrichment experiences help students build confidence and skills, especially those students who struggle academically or may not always feel connected to school or community. Curriculum, community building, service learning and personal reflection activities are selected to build skills from elementary to high school, so that there is a developmentally informed continuity of experience for City Year students as well as thoughtfully scaffolded content in academics and social-emotional development. For more resources on afterschool programming, including ideas for activities and lesson plans, visit cyconnect.

**WHOLE SCHOOL CLIMATE INITIATIVES**

City Year supports school partners in the creation of a safe and nurturing school environment that provides opportunities for students to develop social and emotional skills, make meaning of their experiences, and create a connection to civic engagement and community caring. Some examples of whole school climate activities include: assemblies, service projects, student councils, peer mediation and student of the month bulletin boards. For more resources on whole school climate initiatives and events like family math and literacy nights, visit cyconnect.
ATTENDANCE
City Year’s attendance initiative fosters regular school attendance while accelerating the development of capable, committed learners who are school-connected and community-minded. Teams provide recognition programs and morning greeting for the entire school body, as well as targeted interventions of weekly check-ins, goal setting, progress monitoring with Check In and Check Out (CICO) and phone calls home for an identified focus list group of students for each City Year AmeriCorps member. For more resources on attendance initiatives across various grade levels, visit cyconnect.

YOUTH DEVELOPMENT AT CITY YEAR
A core City Year value is our belief in the power of young people, and this positive stance has not wavered. Whether it is near-peer City Year AmeriCorps members leading students by example or helping students develop their sense of identity, agency and academic competency, our asset-based youth development lens has been foundational to City Year’s Idealist’s Journey and approach to social change. Research and three decades of experience have shown that considering each person’s developmental stage and positioning it as a strength leads to personal growth, authentic relationships and a positive community-minded learning environment.

To that end, we are using a multi-pronged approach of providing skills, strategies and tools to increase our ability to apply a youth development lens across all the settings of a school context. Settings include hallways to the cafeteria to the classroom, and multiple purposes that range from relationship-building to tutoring to community creation. In addition to a growth mindset and City Year power tools and culture that AmeriCorps members have successfully applied in schools for years, we have started integrating the Clover model. This is a theoretical framework for understanding youth development that has applicability to both working with students and working with teams of City Year AmeriCorps members.

The Clover model offers City Year AmeriCorps members a mental model and a common language to talk with their school-based teams and others about student development, strengths and needs. The framework empowers City Year AmeriCorps members to more successfully implement a range of youth development practices and strategies during academic and non-academic interventions and support while also enhancing their own service experience and strengthening City Year team dynamics and cohesion.

The broad applicability of the Clover model and the positive mindset it engenders will be critical to helping us reach our Long-Term Impact goals.

The Clover model highlights four essential elements, or leaves, that people of all ages need in order to thrive, learn, make meaning and grow personally and in community: Active Engagement; Assertiveness; Belonging; and Reflection. It offers a lens through which we can better understand our students, our colleagues and ourselves.

Developed by Gil Noam at The PEAR (Partnerships in Education and Resilience) Institute and informed by research, the Clover model offers City Year AmeriCorps members a mental model and a common language to talk with their school-based teams and others about student development, strengths and needs. The framework empowers City Year AmeriCorps members to more successfully implement a range of youth development practices and strategies during academic and non-academic interventions and support while also enhancing their own service experience and strengthening City Year team dynamics and cohesion.

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The Clover model highlights four essential elements, or leaves, that people of all ages need in order to thrive, learn, make meaning and grow personally and in community: Active Engagement; Assertiveness; Belonging; and Reflection. It offers a lens through which we can better understand our students, our colleagues and ourselves.
Although there are key times during childhood and young adulthood for specialization across these four leaves, a person’s development is dynamic over a lifespan. The Clover model recognizes that we are all a work in progress, thus providing a perspective on both youth development and how the tasks associated with activating each leaf develop, grow and change over time.

City Year AmeriCorps members apply this lens to student interactions, learning environment creation, instructional practices and individual and group engagement. Simply, the Clover model offers City Year AmeriCorps members an alternative way of framing and addressing student needs. For instance, instead of City Year AmeriCorps member Dan labeling fourth grader Alice as “fidgety and unable to control her body,” he might think of Alice as “having a strong need for active engagement” and know that their lesson should begin with a game or a walk and talk.

The Clover model benefits not just the students we serve, but also City Year AmeriCorps members who will be and feel more successful with students and who will move closer to the organizational aspiration of our City Year AmeriCorps members becoming trained youth development practitioners. The Clover model enables City Year AmeriCorps members to successfully reflect on their personal strengths, areas of growth and impact on students and enhances their ability to work effectively in teams. These skills and insights will improve the overall City Year AmeriCorps member experience by increasing confidence, effectiveness and role satisfaction. For more information, please visit cyconnect.

STUDENT PROGRESS MONITORING

City Year has developed a standardized Student Progress Monitoring (SPM) process with implementation across the entire network in the area of social-emotional development and behavior. Our goal is to have all teams running standardized Tier 2 student progress monitoring processes across mathematics, English Language Arts and attendance as well as using common data review practices and reporting analytics at the student, AmeriCorps member, team, district and site management levels by FY20.

In 2017–2018, we adopted a visualization tool for creating progress reports that advanced the organization’s analytics capabilities, provided direct access to more real-time data, and allowed AmeriCorps members to securely see data for the students they work with to inform their tutoring and coaching. This business intelligence (BI) tool draws from cyschoolhouse data marts into an interactive, graphical representation allowing Impact Analytics staff to identify trends and draw conclusions about impact numbers that might not be visible in a table format. AmeriCorps members, Impact Managers and site leadership now have access to real-time social-emotional development aggregate and individual student reports to inform both ongoing student support planning and team management decision making. City Year provides self-service learning resources and ongoing technical assistance to sites as they familiarize themselves with the new reports and incorporate standard student data reviews in their partner schools. City Year has robust student data privacy policies. Please see page 148 to review the policies in full.
SPREADING EFFECTIVE PRACTICES

For the past decade, City Year has collaborated with Everyone Graduates Center (EGC) and Talent Development Secondary at Johns Hopkins University to identify, develop, refine and disseminate asset-based approaches that are grounded in research and proven to support student and school success in high-poverty neighborhoods. This collaboration is based on a rigorous use of data; the creation of sustainable partnerships; implementing structures and strategies to address immediate student need while building educator capacity; and a commitment to support the highest-need students and schools.

DIPLOMAS NOW

Diplomas Now is an innovative collaboration, founded in 2008, by City Year in partnership with Johns Hopkins University’s Talent Development Secondary and Communities In Schools. Diplomas Now partnered with a subset of City Year’s middle and high schools to employ a data-driven, tiered intervention approach that combined whole school improvement strategies with an early warning system to identify students who were off track in the early warning indicators (EWI’s) of attendance, behavior or course performance and provided the human capital needed to effectively respond.

THE STUDY

In 2010, Diplomas Now won a $30 million federal Investing in Innovation (i3) grant from the U.S. Department of Education to conduct a research study, using a randomized control trial design across 11 school districts, to understand the impact of the collaboration on secondary schools. The PepsiCo Foundation provided $11 million to support the research and collaboration. The study involved 40,000 students in 62 schools—32 of which had Diplomas Now and 30 of which implemented other reforms to create one of the largest and longest randomized control trials ever conducted of a U.S. secondary whole school improvement model. The schools in the study had significant need: more than 90 percent of students received free or reduced price lunch, more than 30 percent of students were older than they should be for their grade and approximately 60 percent of students were not proficient in math and English. The study includes four reports that explore both student outcomes and implementation results to provide ongoing lessons for Diplomas Now partners and the broader field.

2016 FINDINGS

The third report, released in June 2016, included outcomes for sixth- and ninth-graders after one year of intervention. The results, achieved thanks to dedicated partner districts and schools, show:

- Diplomas Now had a positive, statistically significant increase in the percentage of sixth- and ninth-graders with no early-warning indicators in attendance, behavior and course performance. This is the key metric Diplomas Now was designed to improve; fewer than one in 10 education studies report similarly positive, significant results.
- Research shows that keeping students from having early warning indicators can boost the odds of graduation from approximately 25 percent to 75 percent.
- In middle schools, Diplomas Now had its strongest impact—reducing chronic absenteeism and the percentage of students with early-warning indicators.
In addition, the study also found that schools partnering with Diplomas Now improved their services, practices and climate:

- Diplomas Now schools, compared to schools without Diplomas Now, implemented more evidence-based instructional and school-based practices, such as: increased use of data to drive instruction, greater teacher collaboration, and improved coordinated academic and non-academic services for students.
- Students at Diplomas Now schools were more likely to report a positive relationship with an adult at school who was not a teacher and reported participating in more academically focused afterschool activities than their peers in non-Diplomas Now schools.
- Diplomas Now had a positive and statistically significant impact on teachers’ perceptions of school climate during the second year of implementation.

**WHAT’S NEXT?**

The fourth and final report is scheduled for release in 2019. The practices developed through the Diplomas Now collaboration informed City Year’s approach to the creation of the School Design Division.

**SCHOOL DESIGN DIVISION (SDD) & COMPASS ACADEMY**

In 2014 City Year and Johns Hopkins University established the School Design Division (SDD). The SDD builds on the success and research behind City Year’s Whole School Whole Child model and Diplomas Now and addresses the need for accelerated design and practice shifts in the schools that serve high levels of students living in concentrated, inter-generational poverty. The SDD is an initiative, housed at City Year, that is dedicated to designing, piloting and partnering to implement new evidence-based, school-wide practices rooted in recent advances in the learning sciences and youth development, that fully leverage the unique human capital contributions of City Year AmeriCorps members to aid student success.

Central to this work was the founding and ongoing development of Compass Academy, a six to 12 grade public charter school in Denver, Colorado that serves as the SDD’s design partner school. Compass Academy supports students in developing integrated academic and social-emotional Learner and Leader competencies that provide pathways from poverty to postsecondary success. Leveraging advances in learning sciences and youth development practices, Compass Academy enables students to realize their unique talents, while mastering academic skills and social-emotional competencies; creates a personalized learning environment that fosters deeper learning; focuses on bi-literacy teaching and learning; and prepares students for postsecondary education, workforce training and civic participation.

Compass’ design leverages City Year AmeriCorps members to enable high-need students to make a successful transition from early adolescence to postsecondary success. The school provides an opportunity to research and implement approaches to better support all students—especially students who have been systematically underserved, including students from culturally and linguistically diverse backgrounds, students with learning differences and students faced with the challenges associated with concentrated poverty.
Some of the practices being developed, tested and refined through the SDD include:

• **Early Warning Response Systems (EWRS):** An enhanced early warning indicator system that combines social-emotional and early warning indicators measures with student and group-level analysis to provide multi-tiered system of supports and monitor interventions prompted by the data.

• **Learner and Leader Competency Approach:** An integrated academic and social-emotional competency model and approach, including a badging system, detailed curriculum and a technology system that enables students to drive their own development.

• **Systems and Supports that Value All Learners:** Leveraging the science of learning and development to create environments and implement strategies that serve all learners, including complex learners and culturally and linguistically diverse students.

• **Personalized, Rigorous Learning Environments:** Structures and systems for students to monitor their own progress in real time and drive their development, choosing to opt in to different experiences based on their needs and interests.

• **City Year Teacher Pathway:** A teacher residency program to address the issue of teacher turnover in high-need schools and experiment with new ways of integrating City Year AmeriCorps members into schools.

**MEASURING CITY YEAR’S IMPACT**

City Year is committed to measuring and monitoring our impact. Analytics help us measure our performance against our goals, identify best practices and areas of challenge to inform our decision-making and foster an organizational culture of continuous learning. Our analytics practices evolve with the development of our Whole School Whole Child services and our strategies to increase student academic achievement and engagement.

In partnership with schools and districts across the country as well as external evaluators, we measure City Year’s impact on the students we serve and on the development of our AmeriCorps members. City Year also conducts research and evaluation to help us understand our evidence of impact and engage in continuous learning and improvement. We seek to understand our outcomes on a wide-ranging spectrum, including impact on AmeriCorps members, alumni, schools and students across a holistic set of indicators at the individual and aggregate level.

City Year takes a multi-method approach to measuring and monitoring our impact. We collect quantitative and qualitative data using a variety of methods, including:

- Surveying City Year AmeriCorps members, teachers, principals, school liaisons and students
- Tracking our activities and interventions with students
- Conducting focused observations of student behaviors, City Year AmeriCorps members practices, and classroom instruction and support
- Monitoring and measuring school-based academic, social-emotional learning and student engagement data
- Engaging external evaluators to help us measure and understand our impact, identify best practices and inform our organizational strategy and approach.
As part of City Year’s student progress monitoring practices, City Year works in partnership with school staff to regularly monitor students’ status with early warning indicators—attendance, behavior and course performance (also called the ABC’s)—which research shows can identify students at risk of dropping out as early as sixth grade. This continuous process of data-informed intervention allows City Year to customize the types and intensity of supports City Year AmeriCorps members provide to meet students’ specific needs, academically, socially and emotionally. We deliver the right supports to the right students at the right time.

City Year uses data to:

- **Monitor student progress:** With consistent access to data throughout the school year, City Year is able to make real-time course corrections and programmatic adjustments as needed to ensure students receive the best supports, tailored to their individual needs. City Year is then able to connect directly with teachers to monitor and adjust in- and out-of-class interventions based on student performance. Student progress monitoring adds value to schools and to City Year by providing a more precise roadmap for instruction, leading to increased student academic progress, contributing to City Year AmeriCorps member efficacy and sense of personal agency and building a stronger partnership with school administrators and teachers.

- **Measure impact:** In partnership with the school districts we serve, we measure the impact of our work on students and school climate. We also explore the development of our City Year AmeriCorps members during their City Year.

- **Evaluate pilot programs:** Data from design pilots is collected and used to test the impact of new program elements.

- **Support process improvements:** City Year’s national Impact Analytics Department fosters a Community of Practice of site-based Analytics Points. Successful innovations from sites are shared across the network so that all sites can benefit from each other’s learning.

- **Support management decisions:** City Year’s management reports support daily decisions so that managers know where to focus their attention and resources.

- **Support organizational strategy:** Data improves the quality of our service, informing the work of several departments, including recruitment, staffing, training and program design.

- **Understand contribution to school-wide improvement:** City Year administers teacher and principal surveys that measure the extent to which City Year is positively impacting the learning environment; enabling differentiated instruction; and effectively supporting students, teachers and school leaders.
ENSURING MORE STUDENTS ARE ON TRACK TO GRADUATION

Students who reach 10th grade on time and on track in their attendance, behavior and course performance are three times more likely to graduate from high school. City Year helped drive a:

**57% REDUCTION**
in the number of students off track in English Language Arts.

**47% REDUCTION**
in the number of students off track in mathematics.

Research shows that even academically prepared students are at risk of falling off track. A study found that absent intervention, one-third of students who were proficient in both math and ELA in fifth grade were off track by the end of sixth grade. City Year supported students’ persistence, ensuring that:

**82% OF STUDENTS**
stayed on track in English Language Arts with a C or higher.

**82% OF STUDENTS**
stayed on track in mathematics with a C or higher.

ENHANCING WHOLE SCHOOL LEARNING CONDITIONS

Research shows that students stay in school, are more engaged and report that they perform better academically when they feel connected to at least one adult who is part of their educational experience. of partner teachers agree that City Year AmeriCorps members helped to foster a positive learning environment for their students.

of partner principals agree that City Year AmeriCorps members helped to improve students’ active engagement in learning.

IMPROVING ATTENDANCE

Nationwide, more than seven million students are chronically absent, defined as missing at least 10 percent of school per year, or the equivalent of a month of school.

Students coached by City Year improved their attendance by at least 2 percentage points, which translates to an additional 3.5 days in school, or more than 5,000 collective additional days of instruction.

STRENGTHENING SOCIAL-EMOTIONAL DEVELOPMENT

City Year helped 69 percent of students identified as needing support to move on track in their social-emotional skills. Skills measured include self-awareness, self-management and relationship development, which research shows contributes to college and career readiness.
SUPPORTING SCHOOL-WIDE GAINS

According to research in 2015 by Policy Studies Associates on 600 schools in 22 school districts, schools partnering with City Year—as compared with 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

These schools gained the equivalent of approximately one month additional English and math learning, compared with similar schools that did not partner with City Year.

REDUCING EARLY-WARNING INDICATORS

A major national randomized control trial found that schools that partner with Diplomas Now—a collaboration founded by City Year, Communities In School and Talent Development Secondary—reduced the number of students at risk of dropping out according to the research-based early warning indicators: low attendance, poor performance and course failure in ELA or math.

The study also found statistically significant impact on reducing chronic absenteeism in middle schools, defined as missing more than 10 percent of school days in a single academic year.

A comparative research report in 2017 showed that students attending schools served by City Year in Chicago attended school 5.6 more days per year than their peers in public schools without City Year.

EXPANDING STUDENT ACCESS TO MENTORS AND EXTENDED LEARNING OPPORTUNITIES

Students at schools with City Year and its Diplomas Now partners were more likely to report a positive relationship with an adult at school who was not a teacher and reported participating in more academically focused afterschool activities than did their peers in schools without Diplomas Now.

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2 2016-2017, ELA recovery, Gr.6–9, n=1,681
3 2016–2017, math recovery, Gr.6–9, n=1,893
6 According to research in 2015 by Policy Studies Associates on 600 schools in 22 school districts, schools partnering with City Year—as compared with similar schools without City Year, the percentage of students who were on track and above the “stability” threshold (passing all classes; good attendance and zero suspensions), was 64.7 percent, indicating that one-third of students fell off-track.
7 2016-2017, ELA, Gr. 6–9, n=4,488
8 2016-2017, math, Gr. 6–9, n=5,302
10 Spring 2017 principal survey, n=1,302
12 2016–2017, attendance, Gr. 3–9, n=2,626
15 Implementation and Impact of City Year within the Chicago Context. (2017). Chapin Hall at the University of Chicago.
The studies and reports summarized highlighted below include those produced by independent research organizations and researchers and can be characterized as:

- Relatively recent, covering studies on City Year’s Whole School Whole Child (WSWC) services completed during the last four years, as well as an ongoing national randomized control trial and foundational studies on City Year’s alumni conducted a decade ago.
- Featuring purposeful study designs that include quantitative and qualitative data.
- Including conclusions based on pre-defined research questions and analyses.
- Collectively offering a wide range of overall impact and implementation of City Year’s holistic services.

**MDRC (2014–2019), NATIONAL**

**Focus:** Diplomas Now (DN) collaboration with City Year, Johns Hopkins and Communities In Schools; Early Warning Indicators (EWI)

**Purpose:** Addressing the influence of DN on students on-track performance; understanding the fidelity of DN implementation

**Key Findings:**
- Schools with City Year and its Diplomas Now partners achieved a positive, statistically significant impact on the percentage of sixth and ninth graders exhibiting no early warning indicators as compared to similar schools without Diplomas Now.
- The study also found statistically significant impact on reducing chronic absenteeism—defined as missing more than 10 percent of school days in a single academic year—in middle schools.
- "Students at Diplomas Now schools reported participating in more academically focused afterschool activities, and more reported having a positive relationship with an adult at school who is not a teacher, than their peers in the comparison schools."
- Other contrasts include differentiated use of evidence-based practices in schools implementing the model. For teachers, increased frequency of: using data to drive instruction and target struggling students, teacher collaboration, support from instructional coaches. For students, increased frequency of: coordinated academic and non-academic services, Math/English academic help and in-class behavioral support.

**DELOITTE (2018), NATIONAL**

**Focus:** City Year’s WSWC model

**Purpose:** Understanding the extent to which City Year can grow in size and impact without compromising results

**Key Findings:**
- City Year’s approach is a breakthrough innovation that “breaks the tradeoffs among dimensions of performance [consistency, customization, continuity and cost] in ways that allow City Year to be highly effective in a wide range of settings.”

**CHAPIN HALL AT THE UNIVERSITY OF CHICAGO, CHICAGO (2017)**

**Focus:** Early Warning Indicators (EWI’s), impact of relationships (social-emotional learning) on reducing EWI’s, Whole School Whole Child (WSWC) services
**Purpose:** Exploring how relationships formed between City Year AmeriCorps members and students facilitate the reduction of EWI’s and the successful delivery of WSWC services to support students; measuring how much EWI’s are reduced or eliminated in schools served by City Year Chicago

**Key Findings:**
- Participation in City Year Chicago significantly contributes to student outcomes.
- High school students receiving targeted City Year supports* attended more than one additional week of school than their peers (on average 5.6 more days of school) and increased on average half of a grade in math (C to C+).

*Refers to City Year focus list students receiving Tier II interventions.

**POLICY STUDIES ASSOCIATES (2015), NATIONAL**

**Focus:** Whole School Whole Child (WSWC) model

**Purpose:** Analyzing the impacts of City Year’s WSWC model on partner schools’ performance based on data from 600 schools in 22 school districts

**Key Findings:**
- Schools that partner with City Year were two times more likely to improve proficiency rates in English Language Arts and up to three times more likely to improve proficiency rates in math than schools that did not partner with City Year.
- Schools that partnered with City Year gained the equivalent of approximately one month of additional math and English Language Arts learning compared with non-City Year schools

**POLICY STUDIES ASSOCIATES, LOS ANGELES (2014)**

**Focus:** Afterschool programming, social-emotional learning (SEL)

**Purpose:** Investigating the academic and social-emotional outcomes associated with students’ participation in City Year Los Angeles’ afterschool programming

**Key Findings:**
- Middle school students who received interventions from City Year Los Angeles both in-school and afterschool were, on average, 1.8 times more likely to maintain an A or B or to improve their math grade.
- Students in City Year afterschool programs* were approximately two to three times more likely to increase their ELA grades and also scored significantly higher on the end of year Skills Report Card as compared to students not in our afterschool programs.

*Students who attended afterschool programming for more than 80 hours (2013–14 school year)

**POLICY STUDIES ASSOCIATES, NATIONAL (2007)**

**Focus:** City Year AmeriCorps members, alumni

**Purpose:** Understanding the City Year experience and its impact on putting alumni on the path to lifelong civic engagement

**Key Findings:**
- 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.
- City Year alumni are 45 percent more likely to be civicly engaged or belong to a community organization.
OTHER RESEARCH AND DATA
In addition to the previously listed studies, there have been several other external evaluations of City Year’s school and student outcomes over the years, including by:

- Abt Associates
- American Institutes for Research
- Brett Consulting Group
- Institute for Volunteering Research
- ICF International
- Research for Action
- RMC Corporation
- RTI International
- School District of Philadelphia

EDUCATION POLICY
City Year has a history of informing the development of federal policies, programs and initiatives to ensure that high-need schools have the capacity and the resources to implement comprehensive sustainable school improvement strategies. City Year has released white papers, organized congressional briefings, participated in visits to Capitol Hill, hosted members of Congress, officials from the U.S. Department of Education, State Education Chiefs, and local officials on school visits, and collaborated with the Council of Chief State School Officers, Education Commission of the States, the Alliance for Excellent Education, the National Commission on Social Emotional and Academic Development, the Grad Nation, Results for America and America Forward coalitions.

In 2013, City Year was named an inaugural grantee of the School Turnaround AmeriCorps program, a joint initiative of the U.S. Department of Education and the Corporation for National and Community Service. City Year was integral in developing this initiative, which places teams of highly-trained AmeriCorps members in some of the nation’s lowest-performing schools to accelerate school turnaround strategies. City Year was also a founding partner in the Obama Administration’s My Brother’s Keeper Success Mentors Initiative to combat chronic absenteeism and helped to lead the effort in New York City that inspired that national initiative. As a lead partner on the Mentoring Mindsets Initiative, City Year collaborated with the U.S. Department of Education, MENTOR and Stanford University to design, pilot and evaluate an evidence-based toolkit intended to help mentors support student acquisition of a growth mindset.

With the passage and implementation of the Every Student Succeeds Act (ESSA), City Year continues to engage with and inform the thinking of the U.S. Department of Education, State Education Agencies, school districts and educators to promote the role of national service members in delivering critical supplemental capacity to struggling schools working to improve outcomes for students. In addition to working with federal and local partners, City Year developed tools and resources to cultivate and deepen the policy expertise of our team of how our work aligns with ESSA. As an organization that has always focused on accelerating students’ academic, social-emotional and behavioral growth by supporting the implementation of Positive Behavioral Interventions and Supports and Multi-Tiered systems of Support in its partner schools, City Year is well positioned to help our school and district partners implement these important strategies and continue to support schools in making meaningful improvements. City Year is also developing a policy platform that will guide the work we do in education policy for years to come.
CHAPTER 4

THE AMERICORPS MEMBER EXPERIENCE & LIFE AFTER CITY YEAR

SECTION 1: THE AMERICORPS EXPERIENCE

LEARNING & DEVELOPMENT

Do: Service
Know: Learning & Development
Be: Reflection
Culture & Values

YOUR TEAM & YOUR SITE: EXPANDED SERVICE RESPONSIBILITIES

Recruitment
Team Sponsor Liaison/Red Jacket Society Ambassador
Trainings/Workshops & Event Planning
Writing Opportunities: Blogs, Newsletters, Daily Briefings & More
Physical Service
Whole School Whole Child Coordinator Roles
Dean’s Council
Site Corps Council
Returning AmeriCorps Member Leadership Opportunities
Civic Engagement Corps Council
Staff Career Opportunities at City Year
Care Force Reserves & Civic Engagement Service Reserves

BOOKS OF INFLUENCE

SECTION 2: LIFE AFTER CITY YEAR SERVICE

AmeriCorps Member Career Development
Alumni Engagement
Alumni Resources & Partnerships
City Year Alumni Pledge
LEARNING & DEVELOPMENT

Since our founding, we have believed that national service in general—and City Year in particular—is an experience with an ability to achieve a dual benefit: through City Year, we can deliver results to schools and communities in need, while simultaneously transforming the lives of the young people delivering that service. We believe that service and leadership are the twin strands that comprise the DNA of this organization, and we strive to unleash the full power of a year of service through taking an integrated approach to both of these dimensions of our work.

City Year recognizes that there is a direct connection between our efforts to help you learn and grow as a leader and your own ability to provide high-impact, transformational service to students. For this reason, we have developed a comprehensive and sophisticated approach to leadership development designed to ensure your success at City Year, and in whatever field you choose to go into after your year of service. This leadership development model, borrowed from the U.S. Army’s Be-Know-Do leadership model, is called The Flame of Idealism, and it includes these four integrated elements.

SECTION 1: THE AMERICORPS EXPERIENCE

**CIVIC ACTION**
Whole School Whole Child engagement

**CIVIC CAPACITY**
Competency-Based Learning
Training/Coaching
Self-Directed Learning
Performance Management

**CIVIC IDENTITY**
The Idealist’s Journey

**IDEALISM & BIG CITIZENSHIP**
Uniforms, PITWs, Founding Stories, Team-based and more!
DO: SERVICE
The outermost level of the Flame represents the experience of delivering full-time service in high-need schools. Through delivering this service, spoken about earlier in this chapter, you have the opportunity to improve educational outcomes for students.

KNOW: LEARNING & DEVELOPMENT
City Year recognizes that what you DO in your service is influenced by this more internal level of development, what you KNOW. We have a comprehensive approach to learning and development designed to provide you with the knowledge and skills that you need to succeed at City Year and in any career that you choose to pursue after graduation. This dimension of our leadership development experience is focused on developing your civic capacity related to six Civic Leadership Competencies.

The Six Civic Leadership Competencies
These competencies inform all of the elements of our training, coaching and performance management efforts.

- Team Collaboration & Leadership
- Communication
- Problem Solving & Decision Making
- Successful Relationship Development
- Civic Knowledge & Industry Insight
- Executes to Results

Learning and Development Days (LDDs)
For at least one entire day each month, you’ll have a Learning and Development Day that is focused on providing you with ongoing training and development. You’ll encounter training focused on City Year’s history and culture, the national service movement, the importance of improving the nation's urban graduation rate as well as how to be an effective tutor, mentor and role model. While every LDD is different, you can expect experiences like literacy and math tutoring trainings, behavior management, project-planning and attendance-initiative trainings; presentations from guest speakers; and professional development trainings such as resume writing or public speaking classes, all intended to help you prepare for life after City Year.

Mid-Year Summit (MYS)
Halfway through the year, each City Year site dedicates several days to what we call Mid-Year Summit. This is an opportunity to briefly step away from your school and classroom to develop advanced skills related to our civic competencies, reflect on what you’ve learned, set goals for the second half of the year and reconnect with the City Year community.

Coaching and Performance Management
Your relationship with your supervisor is a critical element of your leadership development experience. Over the course of the year, your supervisor will coach you to develop your strengths, stay in your challenge zone, learn from your experiences and deliver excellent service. One tool that they will use is our Performance Management Process. This process is designed to clearly present our expectations of you as a City Year AmeriCorps member and assess your development. Your supervisor will meet with you three times during the year for an extended period of time in order to assess your development based on those expectations and support your growth in those specific areas.
BE: REFLECTION
City Year recognizes that everything you DO, and all that you KNOW, is influenced by who you are (BE). We seek to develop you at this innermost level of the flame through a reflection curriculum called The IDEALIST’S JOURNEY™ (also known as the “IJ”). For more information about the “IJ” refer to your IDEALIST’S JOURNEY™ Companion.

CULTURE & VALUES
All of these things rest on the culture and values that are outlined in Chapter 2: City Year’s Culture of Idealism. City Year has developed a unique culture, which is grounded in our 10 core values. Our culture has been intentionally designed to sustain idealism, build community and ensure excellence in service delivery. Immersion in City Year’s culture of idealism is another powerful element of development as a leader. In addition to our culture, our core values represent the deepest beliefs and highest aspirations of our organization.

YOUR TEAM & YOUR SITE: EXPANDED SERVICE RESPONSIBILITIES
In addition to your role in schools, as a City Year AmeriCorps member you will have additional responsibilities to your team and your site. Below you will find an overview of some of the opportunities you’ll have to expand your service.

RECRUITMENT
The impact that you have on a daily basis inspires others to “join us.” City Year AmeriCorps members can work with the Recruitment and Admissions Department to share their stories and encourage their like-minded and talented peers to apply to City Year and #makebetterhappen™. Through planning Open Houses, creating and implementing various initiatives, City Year AmeriCorps members can inspire young people to serve with City Year. It is also an excellent opportunity for those who enjoy or who want to gain experience with public speaking and relationship management.

TEAM SPONSOR LIAISON/RED JACKET SOCIETY AMBASSADOR
Helping to manage the relationship between a team and its sponsor is a critical element in our efforts to engage others in the work of social change. The team sponsor liaison/Red Jacket Society Ambassador can deepen the partnership with their sponsor and foster a greater commitment to the community by planning service days and inviting sponsors to attend activities at their school.

TRAININGS/WORKSHOPS & EVENT PLANNING
As a City Year AmeriCorps member you bring your own unique skills and experiences to your daily service and City Year. Throughout the year, there may be various opportunities for leading, planning or presenting on a variety of topics, or supporting trainings throughout the year. Additionally your input is invaluable when planning different site events like service days, graduation and more.

WRITING OPPORTUNITIES: BLOGS, NEWSLETTERS, DAILY BRIEFINGS & MORE
Whether you’re interested in blogging or want to live tweet your service experiences, there are many opportunities, both formally and informally, to write about your service experience. Tweets featuring #makebetterhappen™ may be featured on our website, blog or in our e-news communications. Connect with your site’s social media and/
or MarComm point to learn more about writing regularly for your local blog or, if you have an idea for a national blog post, feel free to submit a MarComm Portal request with your suggestion.

**PHYSICAL SERVICE**
While your service is concentrated in schools, there are times throughout the service year when you will have the opportunity to contribute to making the environments in which our students learn better through physical service. This physical service can include anything from creating inspiring murals, to building outdoor classrooms, tending to gardens and stocking the media center with needed resources. Students need to feel a connection to each other, to their school and to their community. When a school looks great, it gives students a sense of pride and demonstrates to them that the community is invested in them and their educational success. As a City Year AmeriCorps member, you can take a primary role on these service days by serving as a project leader, directing community members in their service.

**WHOLE SCHOOL WHOLE CHILD COORDINATOR ROLES**
Whole School Whole Child team coordinator roles are aligned with City Year’s indicator areas and functional departments. Participation in these positions allows you to lead your team in executing against school and site goals. These roles can include but are not limited to the following:

- ELA/Literacy Coordinator
- Math Coordinator
- Afterschool Coordinator
- Social-Emotional Learning Coordinator (Behavior Coordinator)
- Evaluation Coordinator
- Development/Outreach Coordinator

**DEAN’S COUNCIL**
The Dean’s Council is made up of a minimum of two Senior AmeriCorps members who represent their sites on monthly calls, partner with site staff lead Site Corps Council members and help to bring the corps voice from their site to the entire network.

**SITE CORPS COUNCIL**
Site Corps Councils are representative bodies at each site that work with site leadership and Dean’s Council members to centralize and share their team’s perspective.

**RETURNING AMERICORPS MEMBER LEADERSHIP OPPORTUNITIES**
City Year AmeriCorps members interested in expanding their service for another year can consider applying for a Team Leader, Service Leader or Second-Year City Year AmeriCorps member. City Year AmeriCorps members should talk to their Impact Manager for more details.

**Second Year City Year AmeriCorps Member**
First-Year City Year AmeriCorps members interested in further developing their service with students can apply to be a Second-Year City Year AmeriCorps member. Second-Year City Year AmeriCorps members return for another year of service, deepen their skills and leverage their experience in working with students to help further the efforts of keeping students in school and on track.
Senior City Year AmeriCorps Member
First-Year City Year AmeriCorps members interested in taking on broader leadership responsibilities within the school and their site can apply to be a Team Leader, Service Leader or Civic Engagement City Year AmeriCorps member. Based on their excellence as City Year AmeriCorps members coupled with their City Year of experience and other relevant skills and experiences, they are viewed as role models in leading City Year AmeriCorps members in service and special initiatives.

Civic Engagement City Year AmeriCorps Member
First-Year City Year AmeriCorps members interested in taking on civic leadership responsibilities can apply to be Civic Engagement City Year AmeriCorps members. These returning City Year AmeriCorps members plan, coordinate and lead service events that engage community and corporate volunteers, youth and fellow AmeriCorps volunteers to participate in transformational service with City Year.

Civic Engagement Corps Council
Each City Year site with a Civic Engagement Team will nominate two Civic Engagement representatives per site to participate in the Civic Engagement Corps Council. Civic Engagement Corps Council members act as a liaison to represent their site to the rest of the Civic Engagement network, and are expected to attend monthly calls and report back to their team.

Staff Career Opportunities at City Year
The organization offers many opportunities for professional and career advancement, and successful alumni often return to City Year as staff members. At City Year, many of our staff members across the network are proud AmeriCorps alumni. As we continue to grow, we encourage our City Year AmeriCorps members to think about a career with City Year. Visit cityyear.org/about-us/careers for more information on staff positions.

Care Force Reserves & Civic Engagement Service Reserves
Care Force Reserves have the ability to travel with Care Force serving as both members of the prep team and acting as a Project Coordinator to lead corporate volunteers in large scale service events throughout the country. Reserves act as City Year Ambassadors in the communities in which they travel representing both their site and the organization as a whole. Care Force Reserves opportunities are available to both City Year staff and AmeriCorps members who have gained site approval for their participation and who have demonstrated their ability to lead through City Year culture and embody the ideals and values of City Year.

AmeriCorps members serving in City Year sites with Civic Engagement teams may have the opportunity to become a Civic Engagement Service Reserve. Service Reserves serve as Project Coordinators for local service events, often leading fellow AmeriCorps members as well as external volunteers in transformational service.
BOOKS OF INFLUENCE

During City Year’s development, specific books have made significant impact on the organization. From the culture that surrounds us to the business practices that drive us, many of the core practices and values of City Year originate from or are inspired by concepts, philosophies and strategies introduced within these wonderful books. We encourage the City Year community to take the time to read and learn from these.

- New Jim Crow by Michelle Alexander
- A Prayer for the City by Buzz Bissinger
- Class Warfare: Inside the Fight to Fix America’s Schools by Stephen Brill
- The Power of Myth by Joseph Campbell with Bill Moyers
- The Alchemist by Paulo Coelho
- Built to Last by Jim Collins and Jerry I. Porras
- Good to Great by Jim Collins
- Good to Great and the Social Sectors by Jim Collins
- Evicted: Poverty and Profit in the American City by Matthew Desmond
- Mindset: The New Psychology of Success by Carol Dweck
- The Disability Rights Movement: From Charity to Confrontation by Doris Fleischer and Frieda Zames
- Confidence by Rosabeth Moss Kanter
- Big Citizenship by Alan Khazei
- Teach Like a Champion by Doug Lemov
- Long Walk to Freedom by Nelson Mandela
- Our Kids: The American Dream in Crisis by Robert Putnam
- Strengths-Based Leadership by Tom Rath and Barry Conchie
- Just Mercy: A Story of Justice and Redemption by Bryan Stevenson
- Why Are All the Black Kids Sitting Together in the Cafeteria? & Can We Talk About Race? And Other Conversations About Race by Beverly Daniel Tatum
- Helping Children Succeed: What Works and Why by Paul Tough
- Tao Te Ching by Lao Tzu, as translated by Stephen Mitchell
- The Art of War by Sun Tzu, as translated by James Clavell

**Essays**

- “The Moral Equivalent of War” by William James
- “Day of Affirmation” by Robert F. Kennedy
- “White Privilege, Unpacking the Invisible Knapsack” by Peggy MacIntosh
SECTION 2: LIFE AFTER CITY YEAR SERVICE

AMERICORPS MEMBER CAREER DEVELOPMENT
Career development is an integral component of the AmeriCorps member experience. City Year’s role is to guide and empower AmeriCorps members to plan and pursue a purposeful career through providing opportunities to learn from different perspectives, building crucial professional skills and access to meaningful relationships, resources and partnerships.

ALUMNI ENGAGEMENT
City Year graduates are part of a nationwide network of 30,000 alumni. City Year alumni are Leaders for Life, working as educators, business leaders, nonprofit managers, public servants and in an array of other professions.

Vision for the City Year Alumni Association
The City Year Alumni Association aims to connect and mobilize our alumni as a community of idealists, civic leaders and builders of City Year and the national service movement. Our vision is that alumni take up the challenge to become Leaders for Life to address the needs of their communities and to continue to change the world long after they have taken off their City Year jacket.

Get Involved
All alumni are encouraged to connect with their Alumni Advisory Board after their City Year service. Chairs lead their local Board to plan activities that mobilize alumni as volunteers, donors and ambassadors of City Year. Information on engagement opportunities is available on the alumni website.

Segal AmeriCorps Education Award
Graduates who qualify* for the Segal AmeriCorps Education Award, valued at amount of $5,920 ($2,960.00 for mid-years) for 2017–2018, can apply the award toward a college degree, graduate school or existing or future qualified student loans. Dozens of colleges and universities across the country augment the education award in some way, including matching the scholarship, waived registration fees, course credits or other forms of financial aid. Learn more about accessing and maximizing your award by visiting the Online Career Center on alumni.cityyear.org.
National Comcast NBCUniversal Leadership Awards

The National Comcast NBCUniversal Leadership Awards recognize outstanding City Year alumni who have continued their dedication to community service, maintain a commitment to excellence, create sustainable solutions for social change and exemplify the core values of City Year. Since 1995, City Year is proud to have presented more than 100 awards to City Year alumni for their significant impact on social issues and strengthening communities.

ALUMNI RESOURCES & PARTNERSHIPS

Alumni Website: alumni.cityyear.org

The City Year Alumni Website (www.alumni.cityyear.org) is a tool designed to connect AmeriCorps members and alumni to each other, City Year and the Alumni Association. Through the website, you can access the Career Center—a hub for AmeriCorps members and alumni to access resources and benefits to support career and leadership development such as:

University Partnerships

More than 110 colleges, universities and graduate schools offer exclusive scholarships to qualified City Year AmeriCorps members, alumni and staff. These schools—referred to as University Partners—value the City Year experience and commit to offering tuition scholarships up to 100 percent along with application fee waivers and other benefits.

Career Partnerships

More than 40 organizations offer preferential recruitment and hiring or career development resources for City Year AmeriCorps members and alumni. These organizations—called Career Partners—include many teacher residency/preparation programs, service organizations and education-focused nonprofits who value the City Year experience and offer preferential hiring to City Year Americorps and alums.

Employers of National Service

Launched by the Corporation for National and Community Service in 2014, nearly 400 companies, nonprofits, institutions of higher education, schools, state and local governments have signed up to gain access to qualified AmeriCorps Alums.

CITY YEAR ALUMNI PLEDGE

At the Alumni Conference in 2006, the City Year Alumni Association introduced the Alumni Pledge:

I PLEDGE...

TO PUT MY IDEALISM TO WORK
TO TAKE ACTION
TO SEEK COMMON GROUND
TO GENERATE POSITIVE CHANGE IN MY COMMUNITY, NATION AND WORLD
TO DO MY BEST TO MAKE A DIFFERENCE IN THE LIVES OF OTHERS
AND TO CARRY THE LESSONS AND VALUES OF MY YEAR OF SERVICE WITH ME ALWAYS.

I AM A CITY YEAR ALUM. I AM A LEADER FOR LIFE.
CHAPTER 5

REPRESENTING CITY YEAR

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BRAND GUIDE

CITY YEAR’S BRAND
The City Year brand is not only about visuals. It is inextricably linked with everything we do and create. It is our logo, an AmeriCorps member in uniform being waved to by a bus full of students, a 300-person event, the greeting a guest receives as part of a Visitor’s Program tour or a poster on a college campus. It is a promise that is fulfilled; an expectation that is met.

A powerful and consistent brand affects every facet of our work: it helps recruit the corps, form school partnerships, bring in sponsors, provide professional opportunities for alumni and staff, and foster connections between AmeriCorps members, students and communities.

A clear, unified visual identity—logos, typography, colors and imagery—makes communications more memorable, elicits an emotional response and fosters a connection with our community. Combining a consistent visual identity with strategic messaging gives us a powerful tool to communicate City Year’s values, service, impact and culture. This is why we work extremely hard to establish and maintain the City Year brand.

OUR VISUAL IDENTITY & DESIGN AESTHETIC
We want all of our visual communications—print, email, online—to “say” the same thing: City Year is committed to helping all children succeed by harnessing the power of young people—both AmeriCorps members and the students themselves. City Year is positive, authentic and passionate.

To achieve that goal, our designs incorporate:

- Vibrant, youthful colors that reflect the energy of the corps and our students
- Bright, people-focused photography that highlights moments and relationships in service
- Friendly, contemporary typefaces that convey our messages clearly and with just the right amount of personality
- Iconography that maintains a youthful look and simplifies concepts
- Educational elements that always keep our in-school service front and center

USING THE LOGO
The logo is City Year’s footprint of idealism—anything it is on represents the City Year brand and the organization. The logo is a powerful symbol representing City Year and is a key component of our visual identity. From San José/Silicon Valley to Providence to South Africa and beyond, the logo unites our community.

Consistency of color, shape and dimension is essential. We more often use the patch version of the logo in place of the flat illustrated logo. The patch is connected to our iconic jacket, has more of an emotional connection to our work and adds texture to the page. The two versions of the logo can be used interchangeably, but thought should be put into which option better complements the design.
BRAND COLORS
City Year’s color palette is designed to reflect the vibrant, youthful, idealistic energy of the corps. While red and yellow will always be the official colors, the palette has been expanded to create more harmonious balance in our designs and to better reflect our educational workspace.

RED
- **CMYK**: 0, 91, 87, 0
- **RGB**: 239, 62, 51
- **PMS**: 032C
- **HEX**: #ef3633
- **Paint**: Benjamin Moore Fiery Opal (677)

PALE RED
- **CMYK**: 0, 77, 74, 0
- **RGB**: 241, 96, 74
- **PMS**: 7416C
- **HEX**: #f1604a
- **Paint**: Sherwin Williams Daring (6879)

YELLOW
- **CMYK**: 0, 15, 94, 0
- **RGB**: 255, 213, 32
- **PMS**: 116C
- **HEX**: #ffda10
- **Paint**: Benjamin Moore Yellowstone (202)

ORANGE
- **CMYK**: 0, 36, 87, 0
- **RGB**: 251, 174, 59
- **PMS**: 142C
- **HEX**: #fbae3b
- **Paint**: Sherwin Williams Nasturtium (6899)

CYAN
- **CMYK**: 65, 0, 20, 0
- **RGB**: 62, 194, 207
- **PMS**: 3105C
- **HEX**: #3ac2cf
- **Paint**: Sherwin Williams Mariner (6766)

GREEN
- **CMYK**: 30, 10, 80, 0
- **RGB**: 188, 198, 92
- **PMS**: 583C
- **HEX**: #bcc65d
- **Paint**: Sherwin Williams Hep Green (6704)

BRAND TYPOGRAPHY
Just as with our logo and City Year imagery, using fonts consistently visually underscores our brand and commitment to excellence. In an effort to convey our “story” with clarity and power, we utilize two official typefaces. These have been chosen to best reflect and reinforce a variety of strategic messages—whether on an invitation or a grant proposal.

FOR GENERAL USE
- **Museo Sans 300**
- **Museo Sans 900**
- **Museo Slab 300**
- **Museo Slab 900**

FOR HEADERS, SHORT TEXT & INFOGRAPHICS
- **NOVECENTO WIDE LIGHT**
- **NOVECENTO WIDE DEMIBOLD**
- **NOVECENTO WIDE BOLD**

FOR EMAIL
- **Helvetica**
- **Helvetica Bold**
- **Arial Regular**
- **Arial Bold**

If your computer is not equipped with the official City Year fonts, please submit a MarComm Portal request.

CAPTURING & SELECTING PHOTOS
Our story is often told through our imagery: the dedication a City Year AmeriCorps member shows to a student they tutor, the joy in a child’s eyes as they achieve more than they ever dreamed of, the power of 100 diverse young idealists standing together in unity.
It is important that we use our photos to communicate who we are, what we do and the impact we have. The following guidelines can help you determine what is a good picture and how to make that picture look its best. Always remember, a photo is not just a graphical echo of your content, but is an opportunity to amplify the message in a way that words alone cannot.

1. **Branding:** Ideally, the City Year logo or name is visible in the photo somewhere (uniform, banner, sign)
2. **Diversity:** Whether in one photo or through multiple photos, it is important to capture the diversity of our corps and reflect the diversity of the communities and schools we serve in
3. **Emotion:** Images should inspire, cause reflection or action, or evoke emotion (joy, determination, pride)
4. **Energy:** No one should look uninterested or inactive (i.e. morning greeting, service in action, celebration)
5. **Powerful uniform:** Worn properly (name tag, jacket zipped ¾, ironed pants, etc.)
6. **Engaging:** Does this photo capture your attention, draw you in and tell a story that sticks with you?

**BRAND MANUAL**
The full brand manual is available on cyconnect. It provides more nuanced context and sets detailed guidelines that should be adhered to by anyone creating materials on behalf of City Year. These guidelines ensure that our brand is conveyed consistently and professionally so that our audiences and stakeholders can better understand, trust and know what to expect from City Year.

**TIPS FOR TALKING ABOUT CITY YEAR**
Once you identify yourself as a member of the City Year community, you are a representative and ambassador of both City Year and the students and schools you support, whether you are on hours, in uniform or at home on your own computer or smart phone.

**TELLING YOUR SERVICE STORY THROUGH SOCIAL MEDIA**
Social media is a powerful communications tool City Year uses to brand the organization and message our impact. We understand (and encourage) the desire of AmeriCorps members to share stories of their service with their social networks as it helps spread the word about City Year and the impact we are having in schools. We want AmeriCorps members to provide a genuine, authentic dialogue about their experiences, which can be challenging.

We encourage City Year AmeriCorps members to use the #makebetterhappen™ hashtag when posting online, and we recognize that posting your positive stories of impact can help us spread awareness of City Year as an organization. Whether it is the small moment of achievement that happens after many patient weeks with a student, an academic breakthrough or a compliment from a teacher, we want you to share these stories online. Further, we send out a weekly email highlighting some of the best posts—and often have contests to encourage these posts.

Please refer to City Year’s Social Media Policy on page 183 or cyconnect for detailed guidelines and rules on the use of social media technology on personal social channels.
SHARING CITY YEAR’S STORY
Spending a few minutes developing a short “elevator pitch” will help you respond succinctly to anyone who wants to learn more about City Year and our service in schools. How you talk about City Year should always reflect on service, the AmeriCorps program and impact.

Example
City Year is an education organization fueled by national service. We help students stay in school and on track to graduate from high school, ready for college and career success. Throughout the school day, City Year AmeriCorps members provide whole class support and personalized interventions that help students engage in school and succeed.

TOP LINE MESSAGES
City Year’s Messaging Guide on cyconnect includes key City Year messages, talking points on City Year’s evidence of impact, and helpful statistics and data.

The following excerpt of the Messaging Guide includes topline messages and the “do’s and don’ts” when talking about City Year.

- We believe every child can succeed.
- Yet students who grow up in concentrated poverty in high-need communities face obstacles that interfere with their ability to arrive at school every day ready to learn.
- The challenge we’re working to address is the gap between what students need and what many schools are designed and resourced to provide.
- City Year AmeriCorps members serve all day, every day, in high-need schools as tutors, mentors and role models.
- City Year’s work in schools is designed to meet students’ holistic set of academic and social-emotional needs. In partnership with teachers and schools, City Year AmeriCorps members tutor kids one-on-one, provide support in classrooms, build students’ social-emotional learning skills and run afterschool programs and other school-wide events to benefit the whole school.
- After their year of service, City Year’s 30,000 alumni are increasingly taking on leadership roles in schools and communities.

City Year’s model is based on research, and we are having an impact in schools and communities.

- According to a 2015 national study by Policy Study Associates, schools that partner with City Year are up to two-to-three times more likely to improve on math and English assessments compared with similar schools without City Year.
- City Year has a Long-Term Impact strategy to increase the number of students in school and on track to graduation, college and career ready.
- City Year is made possible by public and private sector support. Every dollar invested is matched 1:1 by other resources.
- City Year has a strong return on investment (ROI)—according to an analysis conducted by Deloitte Consulting, 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.
- At the core of City Year’s approach are 3,000 young leaders who dedicate a year of their lives to serve in schools.
“DO’S” & “DON’TS”

The “Do’s”
- **Speak positively about students, teachers, schools and communities.** Positioning the work our AmeriCorps members do in schools as part of the solution sets City Year apart as an organization focused on much more than just identifying the problem.
- **Highlight how student-AmeriCorps member relationships drive student and school improvement.**
- **Recognize that City Year collaborates with administrators and teachers to achieve outcomes.**
- **Lead with “education.”** City Year is an education organization. We work with students in schools.
- **Be inclusive.** Our work is part of a larger ecosystem of what’s happening in urban schools. We’re not doing it alone. Even the best teachers and principals have a hard time keeping up with all the challenges their students bring to school. City Year helps bridge the gap between what kids need and what schools are able to provide.
- **Prove it with “head and heart” using both data and storytelling.**
- **Share how City Year supports student level, classroom and school-wide results.**

The “Don’ts”
- **Imply that we are doing this work alone.** City Year can’t achieve its Long-Term Impact strategy unless we partner with organizations doing similar work, organizations that provide different services and committed teachers, students, parents and community members. Diplomas Now is an excellent example of the transformative power of collaborative partnerships.
- **Dismiss or oversimplify the challenge.** City Year can be a strong part of a solution to address what’s happening in high-need schools, but we also must understand the endemic nature of the problem we are facing and the resources needed to address it.
- **Miss the opportunity to share both local and national impact.** We are a national organization with ties to local school districts that is getting results in individual schools.
- **Speak in negative terms about teachers, schools, families or communities.**
- **Share internal metrics without translating for external audiences** (e.g. dosage vs. student outcomes).
- **Neglect to mention the impact on AmeriCorps members and broader community benefits.** City Year offers a dual benefit.

CITY YEAR’S VISITOR PROGRAM

City Year’s Visitor Program showcases the action tank of City Year and engages visitors in the ideas and programs of the organization. One of the most effective strategies for introducing people to City Year and transforming them into City Year champions—whether in a community partner, development or policy capacity—is to have them visit a school where City Year serves for a firsthand experience that inspires and deepens their understanding. It is one thing to hear or read about City Year; it is something altogether more effective to experience City Year directly.
The Visitor Program is a critical aspect of what we do—in fact, every great leap forward for the organization can be directly traced to a visit.

- President Bill Clinton found his inspiration for AmeriCorps when he came to visit City Year in 1991 as a presidential candidate.
- Senator John McCain (R-AZ) announced his bipartisan legislation to dramatically increase AmeriCorps funding when he spoke at a City Year conference in 2001.
- Visits by CEOs have resulted in new National Partners/National Strategic Partners.
- Visits by mayors, city council members, school superintendents and other municipal officials have launched new City Year sites.

While there will be variations from site to site, roundtables and testimonials will be key components of visitor programs throughout the network. Take the time to learn how to develop a great visit, and offer your time and inspiration to each City Year visitor.

Trainings, workshops and cyconnect materials help standardize and build powerful visitor programs at all sites to complement and strengthen program, policy and development goals. From the welcome signs at the door to the wrap-up at the end of the visit, staff and AmeriCorps members have resources to ensure successful visitor programs.

**ROUNDTABLES & TESTIMONIALS**

A roundtable usually consists of the guest, between five and seven AmeriCorps members, key staff and, if appropriate, external champions. The discussion begins with a short warm-up followed by introductions and AmeriCorps members talking about how they are making a difference, highlighting a particularly inspiring moment in their service year and what motivates them to serve.

Roundtables can range from the formal (such as when AmeriCorps members meet with corporate sponsors and public officials) to the informal (such as when AmeriCorps members meet with potential applicants and executive staff). Regardless of the setting, the roundtable is an important tool to share information and ideas of City Year with those around us.

City Year AmeriCorps members may also be asked to share their story through a testimonial. While these testimonials are a personal reflection, they should:

- Illustrate how the work you’re doing is making a difference
- Include anecdotal examples of the impact of your service
- Share examples of the things you are learning through your service
- Demonstrate how City Year is influencing your life and community you serve in

As you develop your content, be specific and include data to bring your story to life. And remember, the stats can be personal—from your own work with students—or collective—from the school, your site or City Year as a whole. The power and potential of City Year and national service truly becomes real for others when you tell your story of impact.
CHAPTER 6

CITY YEAR
PARTNERS

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I often get asked about our partnership with the Corporation for National and Community Service and AmeriCorps, and how that relates to City Year service, so it’s helpful to revisit that language often.
**PUBLIC SECTOR PARTNERS**

**CORPORATION FOR NATIONAL & COMMUNITY SERVICE**

The Corporation for National and Community Service (CNCS) is the independent federal agency that administers service and volunteering initiatives, including AmeriCorps. This diagram illustrates how the Corporation for National and Community Service, AmeriCorps and City Year are connected.

**AMERICORPS**

AmeriCorps is a federal program designed to meet pressing community needs in education, the environment, disaster relief and more, by engaging American citizens in intensive, results-driven service. Each year, AmeriCorps places approximately 80,000 AmeriCorps members in service with nonprofit organizations in more than 21,000 locations across the United States. Through participation in AmeriCorps, City Year’s full-time AmeriCorps members earn a living allowance of at least $14,000, as well as health care benefits. Thanks in part to this federal support, City Year AmeriCorps members can serve as full-time partners in some of our nation’s highest-need schools. Those who complete a year of service receive a $5,920 Segal AmeriCorps Education Award that can be used to pay for tuition or to pay off qualified student loans. AmeriCorps is operated by the Corporation for National and Community Service (CNCS), a federal agency established in 1993 by President Clinton that engages more than three million Americans in service through its core programs, including AmeriCorps. As the nation’s largest grant-maker for service and volunteering, CNCS plays a critical role in strengthening America’s nonprofit sector and addressing our nation’s challenges through service. CNCS harnesses America’s most powerful resource—the energy and talents of our citizens—to solve our nation’s most pressing problems. Research shows that every dollar invested in national service generates nearly four dollars in returns to society in terms of higher earnings, increased outputs and other community-wide benefits.
STATE SERVICE COMMISSION PARTNERS
State Service Commissions are governor-appointed commissions that work with the Corporation for National and Community Service (CNCS) to support service in each state. State Service Commissions receive funding from CNCS and distribute grants to programs like City Year to support national service initiatives designed to address state priorities. State Service Commissions annually manage more than $250 million in federal national service grants, along with more than $100 million in matching funds from local sources. Beyond grant stewardship, State Service Commissions determine social needs in their states, provide training and assistance, support national days of service and promote service and volunteering. Over 1,000 private citizens serve as commissioners who are responsible for setting state priorities and developing sustainable infrastructures for service. They act as resource catalysts and powerful advocates for service as a solution to pressing local needs.

VOICES FOR NATIONAL SERVICE
City Year has played a leadership role in Voices for National Service, a coalition of national, state and local service organizations working together to build bipartisan support for national service, develop policies to expand and strengthen service opportunities for all Americans and to ensure a robust federal investment in CNCS.

Voices for National Service was founded in 2003 in the wake of a successful campaign to save AmeriCorps from sudden and significant proposed budget cuts. The national service field organized and launched a successful "Save AmeriCorps" campaign that ultimately restored—and in fact increased—federal funding for CNCS and AmeriCorps within one year. Following the successful 2003 Save AmeriCorps campaign, the national service community established Voices for National Service, a permanent field-based coalition dedicated to protecting and growing the federal investment in national service.

City Year serves as the organizational and operational host of Voices for National Service, and the coalition’s work is guided by a Steering Committee of CEOs of service organizations and leaders of state service commissions. The work of Voices for National Service is made possible through membership dues, philanthropic grants and gifts, and annual support from members of Voices for National Service’s Business Council and Champions Circle. Voices for National Service has become the collective voice for the national service field, disseminating information to national service programs and sharing information on the impact and importance of service with our nation’s leaders. Through a united effort, this coalition has proven to be a powerful force for building bipartisan support and ensuring the future of national service as a public-private partnership. Voices for National Service has earned a reputation as a highly effective coalition that excels at engaging champions on Capitol Hill and across the country. One congressional staffer has said of Voices for National Service, "I give them enormous credit, for elevating the issue and mobilizing around the issue... They [are] incredibly effective."

For more information about the coalition, visit voicesforservice.org.

PUBLIC EDUCATION PARTNERS
Strong school and district partnerships are critical for City Year to help students and schools succeed. City Year partners with public education entities including the federal government (through the U.S. Department of Education), State Education Agencies
SEAs), school districts and individual schools to increase graduation rates and ensure all students build the skills and mindsets required to succeed in the 21st century economy and society. Through these partnerships, City Year plays an integral role in supporting districts and schools by adding capacity and providing individual, small group, classroom and school-wide integrated, personalized academic and social-emotional supports for students. In order to realize strong outcomes with the schools and students it serves, City Year strives for collaborative, transformational district and school partnerships. Our strongest partnerships are those in which:

- City Year is positioned to effectively implement Whole School Whole Child and/or Diplomas Now (DN);
- Partner teachers, administrators, City Year AmeriCorps members and City Year staff use data to continuously improve performance;
- There is clear and recognized goal and strategy alignment between partner schools’ improvement plans, the school district’s strategic priorities, the state’s implementation plan for the Every Student Succeeds Act (ESSA) and City Year’s model;
- Partnerships engage in automated data sharing for all students;
- City Year and partners collaborate closely on deployment strategies and conditions for success;
- City Year is funded through sustainable funding streams that align with our model’s value;
- District and school partners recognize the importance of supporting integrated social-emotional and academic development and have policies, strategies and practices aligned with this recognition.

The federal and state focus on school improvement has drawn attention to the critical role strategically integrated external partners—with demonstrated evidence of effectiveness and a strong return on investment—play in school improvement efforts.
PHILANTHROPIC PARTNERS

Support from corporations, individuals and foundations has always been and will continue to be integral to City Year’s success.

CORPORATE PARTNERS

National Partners
National corporate partners are the companies—and the people—increasing the service and scope of City Year as its closest strategic and premiere partners. In addition to their time, expertise, ideas and civic passion, national partners invest significant financial resources to support our mission.

To learn more about national corporate partnerships please visit cityyear.org.

TEAM SPONSOR PROGRAM

The Team Sponsor Program offers a unique opportunity for partners to engage with City Year AmeriCorps members and schools. A team of eight to 15 AmeriCorps members are sponsored by a company who supports their service in high-need schools and helps City Year achieve tangible results for students. Over 100 companies and foundations support City Year teams in their communities nationwide. Throughout the service year, Team Sponsors join their team(s) of diverse AmeriCorps members, who proudly wear their sponsor’s logo on their uniform, to participate in high-impact service projects, transform schools and contribute to the individual leadership and professional development of the team(s) they sponsor.

CARE FORCE

Care Force™, a division of City Year, engages corporations and their employees in high-impact fee-for-service volunteer events all around the world. Since our launch in 2001, we have led over 90,000 volunteers, managed more than 600 events, and worked in over 130 communities, in 10 countries and on three continents. The revenue and partnerships generated by Care Force™ goes directly towards supporting City Year’s work to keep students in school and on track to graduate. Care Force™ and our site based civic engagement teams help accelerate the work of City Year’s Whole School Whole Child model by improving the physical environment of schools and community centers.

Each year, Care Force recruits graduating first-year City Year AmeriCorps Members to serve on Team Care Force (TCF). TCF is a team of eight Senior AmeriCorps Members that travel the country to help plan, prepare for and lead our community service events. Any interested graduating AmeriCorps members are encouraged to apply during the normal Senior AmeriCorps application process.

To provide Civic Engagement and community service event support to the entire network, Care Force also operates City Year’s Civic Engagement Center of Expertise (CECoE). The CECoE provides tools, trainings and live support to all City Year sites in developing, leading, marketing and selling community service events.
INDIVIDUAL GIVING
City Year values and welcomes personal contributions at all levels. Individual gifts, combined with foundation and corporate support, serve as the backbone of private philanthropy and are essential to City Year’s ability to prepare the leaders of tomorrow. More than 75 percent of private philanthropy today across the United States comes from individual contributions.

RED JACKET SOCIETY
City Year’s Red Jacket Society is a community of philanthropic individuals and families who believe in the power of the City Year jacket. Red Jacket Society members believe that the City Year jacket is more than a uniform: it’s a little bit of magic. It brings hope and inspiration, caring and support. The jacket means help is on the way.

Red Jacket Society membership benefits include:
- A City Year jacket as a member of the Red Jacket Society for three consecutive years
- Special invitations to local and national events and conferences
- Personalized updates from a City Year AmeriCorps member
- Recognition in national and local City Year materials
- Red Jacket Society quarterly communications
- Exclusive opportunities to visit schools and see City Year AmeriCorps members in action
- Volunteer opportunities for members and their families
- Opportunities to engage with a specific City Year Team. Platinum Supporter Patch on team members’ jackets (Platinum Only)

Annual Membership Levels of the Red Jacket Society
$100,000 and above – Platinum
$50,000 – Gold
$25,000 – Silver
$10,000 – Bronze

FOUNDATIONS
City Year attracts significant support each year from local, regional and national foundations. Typically, private foundations are set up by an individual, a family or a group of individuals for the purpose of providing resources to address local or national needs. In addition, many City Year locations are in cities with community foundations, which are public charities that raise funds from multiple donors within a community, and then use those funds to provide grants specifically targeted toward needs within that local community or region.

Foundations vary in size and area of interest and while no two operate the same, most foundations generally require requests for funding in the form of a written grant proposal. Funding opportunities to help scale City Year’s impact include general operating grants, direct program support for Whole School Whole Child and capacity building investments that improve the organization’s infrastructure in areas such as recruitment, information technology, evaluation or development.

Multiple skills are involved with securing grants from foundations. Similar to working with corporations and individuals, building strong relationships with foundation program officers and trustees is critical to success, and is often achieved by hosting
foundation representatives at City Year events or conducting a site visit at a school. Development staff that manage foundation relationships must be able to write grant applications that are clear, substantive and compelling, as well as provide progress reports that communicate the impact of the foundation’s investment. This requires development staff to work in partnership with program staff so that everyone is well-informed about City Year’s work in schools, our results and the impact we are having on students.

**CITY YEAR’S RETURN ON INVESTMENT**

In 2017, Deloitte Consulting LLP aggregated and synthesized various industry and internal analyses to help City Year estimate and articulate its public sector return on investment.

**Findings from Deloitte’s analysis 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.
- Students in schools with City Year gained **one month of additional learning**, compared to similar schools without City Year.¹

**Long-term benefits of investing in City Year include:**

- **A strong and diverse teacher pipeline** of talented, trained educators and youth development practitioners committed to student success, with 300+ City Year alumni each year deciding to become teachers after their year of service.²
- **$7 million in increased government revenue and cost savings** from new high school graduates in each class served by City Year.³

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¹ Policy Studies Associates. (2015). Analysis of the Impacts of City Year’s Whole School Whole Child Model on Partner Schools’ Performance. Retrieved from: https://www.cityyear.org/sites/default/files/PSAstudy2015.pdf ² Assumes 110 City Year AmeriCorps members per site/city served; average of 11 corps from each city entering teaching each year/³ City Year analysis of improvement in graduation rates is based on the number of students that will be on track to graduate in the schools where we serve. Increases in government revenue and cost savings based on an estimate of $292,000 benefit to society per graduate from: The consequences of dropping out of high school. (2009). Center for Labor Studies, Northeastern University. Retrieved from: https://repository.library.northeastern.edu/downloads/neu:376324?datastream_id=content
CHAPTER 7
ORGANIZATIONAL POLICIES, STANDARDS & RESOURCES

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A COMMITMENT TO A CAUSE GREATER THAN SELF

City Year’s highest value is “service to a cause greater than self.” One of the most important ways we publicly share our commitment to this value is through the City Year AmeriCorps member uniform.

While the City Year AmeriCorps member uniform has evolved over the years—most recently with City Year’s 30th anniversary Student Success Coach uniform, launched in 2018—it has always represented idealistic teams of diverse young Americans who have dedicated a year of their life to serve where they are most needed.

The City Year uniform represents a big idea—that from year to year, school to school, city to city and generation to generation, there is an unbroken chain of idealism expressed by the young people of City Year through service to students, schools, communities and country.

In your red and yellow jackets, you are the stewards of this big idea, and highly visible representatives of our mission, work and organizational values. Your uniform serves as a public display of your personal commitment to service—and the collective commitment of the entire City Year corps—and brings about the commitment of others.

When one commits to a cause “greater than self,” there are some elements of personal sacrifice and individual expression that one accepts—and ideally embraces—for the greater good. The City Year uniform is no exception. The standards associated with how the uniform is worn are in place to foster a spirit of unity and common purpose, build trust with the students we serve, promote young people as professional service providers in education and promote your safety and comfort. The standards are also an important part of expressing our commitment to the students we serve, who deserve our fullest commitment to their success.
THE ICONIC CITY YEAR JACKET

The iconic City Year jacket is the signature piece of the City Year uniform and a fundamental symbol of our service and values. Thirty thousand young people have worn the City Year jacket. For the students and schools we serve, it signifies hope and inspiration, caring and support.

You will receive your City Year jacket at a special Dedication Ceremony during Basic Training Academy, when you will have an opportunity to dedicate your jacket to someone or something important to you. There is a special pouch inside of the jacket where you can place your dedication, keeping it close to your heart during service.

City Year AmeriCorps members in our California sites—Los Angeles, Sacramento, and San José/Silicon Valley—wear yellow City Year jackets due to pre-existing gang associations with the color red in these communities, while AmeriCorps members from other sites wear red.

We hope that you will wear the City Year jacket every day and with great pride. While it is not required that you wear it at all times, there are times when it will be required.
Your Student Success Coach Uniform
The centerpiece of your uniform complement is the City Year AmeriCorps Student Success Coach uniform, which you wear while serving in schools. This uniform identifies you in school as a trusted partner and a full-time tutor, mentor and role model to the students we serve.

Your Training Uniform
The City Year AmeriCorps member training uniform is a simple and comfortable uniform designed to promote unity of purpose during training sessions that you will receive throughout your year of service. Please note: there may be some occasions when you will be asked to train in your Student Success Coach uniform.

Your Physical Service Uniform
You will be engaged periodically in physical service projects that transform public spaces used by our students, schools and communities, including painting school and community meeting rooms, refurbishing school libraries and renovating playgrounds.

ELEMENTS COMMON TO ALL THREE UNIFORMS
There are a number of uniform pieces that are meant to be worn or used with all three uniforms, including your City Year jacket, City Year AmeriCorps name tag, City Year layers (including cardigan, vest and full zip), shoes, belt, all-weather shell, backpack and winter accessories.

PITW #128
TAKE ENORMOUS PRIDE IN THE CITY YEAR UNIFORM.
Is your uniform clean? Your name tag straight, in the right place and easy to read? How we wear the uniform speaks the loudest about how we feel about our work, our values, ourselves and commitments.
THE STUDENT SUCCESS COACH UNIFORM

REQUIRED TO BE WORN DURING IN-SCHOOL SERVICE

**City Year Polo or Oxford:** Tucked is the preference, but if you go untucked, it must look neat and should not show out of the bottom of the City Year jacket when worn.

**Black Pants or Black Skirt:**
- **Pants:** Pants should ideally fall straight, just above the sole of the shoe. No jeans, leggings, yoga pants or sweatpants.
- **Skirt:** Knee length or longer. Black or neutral tights or leggings may be worn with skirts.

**City Year AmeriCorps Name Tag:** Clean, visible and straight. Positioned on the opposite side of the City Year logo.

**Belt:** Plain, black, with a simple buckle. Must be worn if pants or skirt has visible belt loops.

**Shoes:** Professional and safe. Black, closed toe. Your shoes should not limit your service with students. We prefer all black footwear, but if there are accents, please have them be neutral colors. No brightly colored options.

**City Year Backpack**

ADDITIONAL ITEMS THAT CAN BE WORN DURING IN-SCHOOL SERVICE

**City Year Jacket**

**Socks:** Express yourself! Please keep any graphics appropriate for schools and in line with AmeriCorps and City Year policies.

**City Year Layers:** The black cardigan (button down or full zip up), red or yellow vest, red or yellow full zip or (for returning AmeriCorps members) black full zip.

**City Year Beanie and Other Winter Accessories:** May be worn outside only. Winter accessories should be plain black; neutral colors and minimal patterns also allowed.

**Stick to what’s listed above.** No additional items.
TRAINING UNIFORM

REQUIRED TO BE WORN DURING TRAININGS

Important note: There may be some occasions when you will be asked to train in your Student Success Coach uniform.

City Year T-Shirt: Founding Story Shirt or City Year Skyline Shirt. Tucked is the preference, but if you go untucked, it must look neat. It should not show out of the bottom of the City Year jacket.

Black Pants or Black Skirt:
Pants: Pants should ideally fall straight, just above the sole of the shoe. No jeans, leggings, yoga pants or sweatpants.
Skirt: Knee length or longer. Black or neutral tights or leggings may be worn with skirts.

City Year AmeriCorps Name Tag: Clean, visible and straight. Positioned on the opposite side of the City Year logo.

Belt: Plain, black, with a simple buckle. Must be worn if pants or skirt has visible belt loops.

Shoes: Professional and safe. Black, closed toe. Your shoes should not limit your service with students. We prefer all black footwear, but if there are accents, please have them be neutral colors. No brightly colored options.

City Year Backpack

ADDITIONAL ITEMS THAT CAN BE WORN DURING TRAINING

City Year Jacket

Socks: Express yourself! Please keep any graphics appropriate for schools and in line with AmeriCorps and City Year policies.

City Year Layers: The black cardigan (button down or full zip up), red or yellow vest, red or yellow full zip or (for returning AmeriCorps members) black full zip.

City Year All-Weather Shell

City Year Beanie and Other Winter Accessories: May be worn outside only. Winter accessories should be plain black; neutral colors and minimal patterns also allowed.

Stick to what’s listed above. No additional items.
PHYSICAL SERVICE UNIFORM

REQUIRED TO BE WORN DURING PHYSICAL SERVICE

City Year T-Shirt: Founding Story Shirt or City Year Skyline Shirt. Tucked is the preference, but if you go untucked, it must look neat. It should not show out of the bottom of the City Year jacket when worn.

City Year AmeriCorps Name Tag: Clean, visible and straight. Positioned on the opposite side of the City Year logo.

Khaki Pants

Belt: Plain, black, with a simple buckle.

Socks: Express yourself! Please keep any graphics appropriate for schools and in line with AmeriCorps and City Year policies.

Shoes: If you are participating in service that could result in stains, please do not wear your in-school shoes. Comfortable sneakers or shoes you are willing to get dirty may be worn.

City Year Backpack

ADDITIONAL ITEMS THAT CAN BE WORN DURING PHYSICAL SERVICE

City Year Jacket

City Year Layers: The black cardigan (button down or full zip up), red or yellow vest, red or yellow full zip or (for returning AmeriCorps members) black full zip.

City Year All-Weather Shell

City Year Beanie and Other Winter Accessories: May be worn outside only. Winter accessories should be plain black; neutral colors and minimal patterns also allowed.

Stick to what’s listed above. No additional items.

Please note: These additional uniform parts are also worn as part of your Student Success Coach and training uniforms. Please do your best to ensure that these items remain clean and stain-free during your physical service.
YOUR APPEARANCE WHILE IN UNIFORM

The City Year AmeriCorps Member uniform is a public symbol of your commitment to the students and communities we serve, and an inspiration to all. City Year appearance standards are intended to foster a spirit of unity, support the professionalism of the corps and ensure your safety. As in any workplace, you are expected to present a professional appearance while in uniform, making sure all uniform parts are clean, wrinkle-free and in good condition.

City Year welcomes and respects the practice of wearing articles of clothing or accessories that express one’s religious faith. Any variation to the uniform necessary for medical reasons should be discussed with your impact manager or impact director.

HAIR
It should be neat and clean.

JEWELRY AND ACCESSORIES
In order to present a uniform look and increase safety, the following is our approach to jewelry and accessories while in uniform:

• Necklaces should be worn under your shirt.
• Small studs or small hoop earrings are preferred. Ear disks should be solid.
• One simple nose stud is permitted. Jewelry for all other facial, lip, mouth, tongue and septum piercings must be removed while in uniform. Clear spacers or retainers can be used.

CITY YEAR BACKPACK
Your City Year backpack is an important part of your uniform—a tool you will need with you every day. Feel free to use tags or ribbons to identify your bag. Buttons or pins that advocate a political, religious or personal issue are not allowed. However, buttons or pins that are issued by City Year or your school or are directly connected to City Year’s or your school’s culture are welcome and encouraged.
YOUR CONDUCT WHILE AT CITY YEAR & IN UNIFORM

RULES AND EXPECTATIONS FOR ALL CITY YEAR AMERICORPS MEMBERS
As members the City Year community, as members of our school communities, as role models to students and as ambassadors of City Year, you are required to conduct yourselves professionally and demonstrate City Year values and Power Courtesy (see page 19) at all times.

“DOS” & “DON’TS” IN THE CITY YEAR AMERICORPS MEMBER UNIFORM

The “Dos”

Each City Year AmeriCorps member is expected to demonstrate the following qualities throughout their City Year experience:

• Build authentic, empathetic relationships with your teammates, students and school and site staff
• Embrace a growth mindset for your students and yourself—commit to continuous learning and self-improvement
• Be flexible and resilient—persevere through challenges
• Suspend judgment—serve with an open heart and open mind
• Connect and communicate in a meaningful and consistent manner
• Demonstrate strong personal organization skills
• Participate fully in all aspects of the City Year experience; plan and prepare for your work
• Make the time to reflect and to think critically about the challenges facing your students and schools
• Take responsibility and hold yourself accountable to high standards
• Be on time and dependable—practice effective time management and punctuality
• Have a positive, constructive “can do” attitude—including professional body language
• Show respect and courtesy for all

The “Don’ts”

While in uniform or on City Year time, City Year AmeriCorps members must represent our organization professionally in public settings and adhere to AmeriCorps guidelines. While in uniform, you may not:

• Purchase, chew, smoke or vape tobacco
• Purchase, possess or deal weapons
• Undertake political activity
• Swear or use offensive, rude or crude language, gestures or actions
• Purchase, possess or consume alcohol, marijuana (even if legal) or any illegal substance
• Engage in public displays of affection of a sexual nature

Please note that the above list does not represent the AmeriCorps Prohibited Activities policy in full. For a comprehensive list of prohibited activities, please refer to page 158 in this handbook, along with City Year’s Nonpartisanship and Political Participation policies found on page 182.

Headphones: The use of headphones is not allowed on your school campus (except in your City Year specific planning space), during training sessions, team meetings or collaboration times. If your site serves as transit ambassadors you may be asked to refrain from wearing headphones during your commute. For your safety and as a courtesy to others, we ask that when you do wear headphones the sound does not disturb those around you and you remain alert and available to be of service to others.

Jaywalking: For your safety, and so as not to impede traffic while traveling in groups, please no jaywalking.

Gum: Please no gum chewing while serving in our schools or while interacting with others when serving as an ambassador of City Year.
YOUR UNIFORM PIECES

WHAT YOU WILL RECEIVE AND WHAT YOU WILL NEED TO BUY

Most elements of the City Year AmeriCorps member uniform program will be provided to you free of charge. Some elements you will need to purchase yourselves.

City Year will provide every AmeriCorps member with the following items, free of charge:

- 1 Red or yellow City Year jacket
- 1 Red or yellow all-weather shell
- 2 Gray oxford shirts
- 4 Gray polo shirts
- 1 Red or yellow full zip (black for returning AmeriCorps members)
- 1 Red or yellow vest
- 1 Black cardigan (choice of button up or zippered)
- 4 City Year founding stories t-shirts
- 1 City skyline t-shirt
- 1 Pair of khaki pants
- 1 City Year backpack
- 1 City Year AmeriCorps name tag
- 1 Black winter hat

Please note, if you alter, lose or damage a required uniform part you may be issued a new part at your expense. Please take care of your uniform.

HOW TO PURCHASE ADDITIONAL UNIFORM PARTS:

The number of uniform pieces provided by City Year is intended allow for a full week of service without laundry, meaning that you are able to save laundry for weekends.

If you would like to replace or purchase more uniform parts, they can be purchased through the Aramark uniform portal, which can be accessed via cyconnect. Please note, non-California sites may not wear yellow pieces. Uniform parts should only be purchased for yourself—they may not be gifted to family and friends.
City Year AmeriCorps members will need to purchase the following items:

- **Black pants and/or black skirts**
  - **Pants:** Pants should ideally fall straight, just above the sole of the shoe. No jeans, leggings, yoga pants or sweatpants.
  - **Skirts:** Knee length or longer.
- **Black belt:** A plain black belt with a simple buckle.
- **Black closed toe shoes:** We prefer all back footwear, but if there are accents, please have them be neutral colors. No brightly colored options.
- **Socks:** Express yourself! Please keep any graphics appropriate for schools and in line with AmeriCorps and City Year policies.
- **Tights or leggings:** Black or neutral tights or leggings may be worn with skirts.
- **Winter accessories:** Preferably plain black; neutral colors and minimal patterns also allowed.
City Year provides a unique opportunity for AmeriCorps members to work closely with students in many environments. In the classroom, City Year AmeriCorps members can form a communication bridge between teachers and children. Strong bonds develop between City Year AmeriCorps members and their students as the year progresses. These relationships are often what an AmeriCorps member values most when they reflect on their service experience. We expect City Year AmeriCorps members to nurture these relationships, to be motivated by the joy of interacting with students and to embrace their diverse personalities, backgrounds, behaviors and learning styles. City Year AmeriCorps members not only serve as tutors and mentors to their students but also as important role models. Their presence creates a lasting impression on their students, thus City Year AmeriCorps members must respect the exceptional quality of the relationship. City Year AmeriCorps members act as role models and positive supports to students by following the proper classroom protocol, utilizing age-appropriate activities that reflect both the age, learning style and experience of their students, using appropriate language and behavior consistently in the presence of students and exhibiting appropriate classroom management skills.

During the Basic Training Period and throughout the year, City Year AmeriCorps members will receive training to ensure delivery of high quality service to students. City Year AmeriCorps members will learn theory and develop practical skills including: understanding the American education system and the impact of the federal education law; literacy and math tutoring; lesson planning; understanding the social, emotional and intellectual development of students; developing age appropriate activities, afterschool programming and evaluation; youth leadership, and more as required by a site specific service focus. In some cases, City Year AmeriCorps members deliver specific content curricula (environmental, physical service project planning, etc.) in classrooms. All City Year AmeriCorps members are expected to have knowledge of the City Year partnership agreement that exists with the school(s) in which they serve and understand how their service supports the goals of that agreement.

Ensuring the safety of the students in our care is always foremost in the minds of City Year staff and AmeriCorps members. Our community partners have entrusted their students to our care. City Year AmeriCorps members work with, care for and lead students in classrooms and afterschool programs and during vacation camps, special events and service projects. There is no responsibility that we take more seriously than the safety of our City Year AmeriCorps members and the students with whom they work. During the Basic Training Period, City Year AmeriCorps members will receive training on applying the guidelines, some of which are superceded by specific classroom safety rules. City Year AmeriCorps members should consult with their Impact Managers and teachers for clarification.
City Year strongly encourages dialogue about student safety between City Year AmeriCorps members and staff. City Year AmeriCorps members are encouraged to come forward and ask questions to better understand the impact of their own behavior and the behavior of others. Not understanding if a behavior is appropriate or inappropriate is not a defense when a student safety policy is violated.

THE CITY YEAR AMERICORPS MEMBER STUDENT SAFETY CODE OF CONDUCT

1. PURPOSE
City Year’s work is made possible through the trust and goodwill of the students and collaborators who are our partners. Our schools trust us to interact with students in a professional, safe and positive manner. We have an ethical and legal obligation to ensure the safety of the students we serve. One of the ways City Year is committed to ensuring the safety and well-being of students is by educating our City Year AmeriCorps members to interact with students in an appropriate and professional manner and not in any way jeopardize the safety of the students they serve.

NOTE: This policy is an internal City Year policy and your school district may have its own policy or additional procedures that you need to follow including any prohibited activities and restrictions not listed here.

2. APPLICATION
This policy is applicable to all current City Year AmeriCorps members.

3. OVERVIEW
There is no responsibility that we take more seriously than the safety of our City Year AmeriCorps members and the students with whom they work. The restrictions and guidelines listed in the code of conduct below detail the expected professional relationship between City Year AmeriCorps members and the students we serve. This policy is meant to complement City Year’s Mandated Reporting Policy & Procedures and City Year’s Electronic Usage Guidelines found on page 150.

4. AMERICORPS MEMBER SAFETY GUIDELINES
AmeriCorps members are required to follow the guidelines below. These guidelines protect the interest and safety of the students we serve, as well as the staff and City Year AmeriCorps members who work with those students.

- A child must never be left unsupervised at a City Year program or event
- No AmeriCorps member will be alone with a child if he/she cannot be observed by others
- AmeriCorps members may not be alone with children they know from a City Year school or program outside of City Year
- AmeriCorps members will respect a student’s right not be touched in ways that are inappropriate and that make him or her feel uncomfortable
- Students are not to be touched on areas of their bodies that would be covered by a bathing suit
- Profanity, inappropriate jokes, sharing intimate details of one’s personal life and any kind of harassment in the presence of children or parents/guardians is prohibited
- Students are not to be transported in personal vehicles
• Under no circumstance should students be released to anyone other than the authorized parent, guardian or other adult authorized by the parent or guardian in writing. If there is any doubt regarding the identity of the person picking up the child, ID will be required.
• Any type of abuse or other behavior that could compromise the health and well-being of a student, including those listed in this section, will not be tolerated and subject to immediate dismissal. If warranted, the abuse will be reported to the appropriate authorities, including but not limited to Child Protective Services.

5. STUDENT SAFETY PROHIBITED ACTIVITIES & NON-FRATERNIZATION

Prohibited Activities
The following is a non-exhaustive list of AmeriCorps member prohibited activities. These restrictions apply in and out of service; during and outside of school hours; and/or at all City Year programming and events including but not limited to afterschool, camps, service days and field trips.

AmeriCorps members may not, with respect to students:
• Forcibly restrain a student
• Inflict any type of physical discipline in any manner upon the body
• Humiliate, verbally abuse, ridicule, threaten, bully or shame
• Engage in inappropriate and/or sexual touching
• Engage in sexual communication (either verbal, written or electronic)
• Deny food or drink, rest or bathroom facilities as punishment
• Administer or provide any medication

Other activities not listed here that clearly endanger the safety and well-being of students are also prohibited.

Non-Fraternization
AmeriCorps members must set appropriate boundaries with students and conduct themselves in a manner that will maintain professional relationships with students at all times.

AmeriCorps members are prohibited from engaging in any of the following types of conduct, regardless of whether the conduct occurs on or off school property or whether the conduct occurs during or outside of service hours. This conduct is prohibited whether initiated by an AmeriCorps member or a student and regardless of whether or not the relationship is consensual. The following list of prohibited conduct does not, and is not intended to, constitute the entire list of conduct for which discipline may be imposed and legal action taken:

• Initiating, pursuing, engaging or reciprocating any romantic or sexual relationships with students
• Initiating, pursuing, encouraging, participating or reciprocating in inappropriate emotionally or socially intimate relationships with students in which the relationship is outside the bounds of the reasonable, professional AmeriCorps member-student relationship
• Initiating, encouraging, reciprocating and/or continuing communications with students outside the school day, for reasons unrelated to any appropriate City Year programmatic purposes, including oral or written communication; telephone calls; electronic communication such as texting, instant messaging, email, chat rooms, Facebook, or other social networking sites; webcams; or photographs
6. SOCIAL MEDIA & STUDENT SAFETY

It is the responsibility of City Year staff and AmeriCorps members to protect the safety of the students we serve, online or through any other channel. Ensuring the safety of the students we serve is at the forefront of any effort to support City Year’s mission through social media channels. The restrictions and guidelines listed below detail the professional and appropriate use of social media at City Year for City Year AmeriCorps members and staff working with students.

Restrictions

Because of the nature of our work and the role of AmeriCorps and staff members, City Year AmeriCorps members and staff are not permitted to engage with students on social media. These restrictions apply in and out of service as well as during and outside of school hours. These restrictions include (but are not limited to) the following activities:

- Friending, direct/private messaging and/or following students on any social media platform (Facebook, Twitter, Instagram, Snapchat, etc.)
- Using geo-tagging social media technology at the schools City Year serves (Facebook places, Instagram, Snapchat, etc.)
- Collecting, storing and sharing photos, videos, audio clips or personal identifiers of students on personal social networks or on personal devices (smartphones, tablets, etc.)
- Making inappropriate or unprofessional comments about students, teachers and administrators, communities we serve and/or parents online or on other social media channels
- Releasing any personally identifiable information of students on personal private channels. Personally Identifiable Information includes:
  » Student’s first or last name
  » Photo, video or audio clip of the student
  » Name of the student’s parent or their family members
  » Address of the student or student’s family
  » A personal identifier, such as a social security or student ID number, biometric record (i.e., fingerprints, voiceprints, handwriting) or in-school identifier
  » List of personal or physical characteristics that would make the student’s identity easily discernable, such as giving the teacher’s name and the sex of the student, nation or region where the student’s family immigrated, describing the student’s backpack and/or another identifiable characteristics
- Sharing and/or releasing any student data including test scores, attendance, behavioral issues, afterschool program data, etc. (Please note that City Year is considered a “FERPA eligible” organization. City Year is privy to certain student-level data that is FERPA protected. The release and/or the mishandling of that data and/or certain student identifying information of a student by a City Year AmeriCorps member could result in legal action. For more information on FERPA, please refer to City Year’s Student Data Security Policy on page 148.)
Life After City Year

City Year strongly encourages City Year AmeriCorps members and staff to adhere to Code of Conduct after leaving City Year. It is in the best interest of the students we serve and our alumni to maintain a professional and appropriate relationship after the formal contract ends. At the completion of service, alumni should not friend, direct/private message, and/or follow students on any social media platform (Facebook, Twitter, Instagram, Snapchat, etc.).

7. DIRECT COMMUNICATION

City Year’s AmeriCorps members, as near-peer mentors, have a unique opportunity to influence and support a student’s educational achievement and engagement. City Year recognizes the importance, in certain cases, that direct communication can play in achieving its impact goals. Due to the closeness of age between City Year AmeriCorps members and the students they serve, it is important to be specific about how and when direct communication can occur. The guidelines below explicitly lay out how and when City Year AmeriCorps members can communicate directly with a student. These guidelines are focused on electronic communication as it is the primary form of direct communication between City Year AmeriCorps members and students. These guidelines also enforce a limited need for direct communication of any kind between City Year AmeriCorps members and students outside of the classroom. Instructions are also provided regarding contacting parents/guardians should the need arise during the course of service.

Definition

Direct communication occurs any time a City Year AmeriCorps member contacts a student or parents/guardians directly—verbally, in written form and/or electronically. Direct electronic communications include, but are not limited to, communications via telephone, email, social media, instant messaging and text messages. This policy applies to direct communications to students at any time. It is not limited to direct communications sent during the service day.

DIRECT COMMUNICATION WITH STUDENTS

Direct communications from City Year AmeriCorps members to students should be for the sole purpose of supporting the student’s educational achievement and student engagement. Any direct communication with students must be on a City Year device and/or official school device with permission of the school.

City Year AmeriCorps members may communicate directly to students in the ninth grade or higher via written form, phone (mobile and/or home), text or email if explicitly allowed by the school and detailed in the Service Partner Agreement. Please note that your school district may not allow City Year AmeriCorps members to directly contact students regardless of age. A more restrictive school policy overrides any City Year policy and/or guideline. City Year AmeriCorps members can only use mobile numbers and emails provided by the school and/or parent/guardians. City Year AmeriCorps members are never to ask or collect mobile numbers or emails from any student regardless of age.

In cases of direct communication with a student, whenever possible and practical the parent/guardian should also be notified. For example, if a City Year AmeriCorps member texts a ninth grade student about being absent, the City Year AmeriCorps member should also notify that student’s parent/guardian that the student was absent.

City Year AmeriCorps members must communicate directly with parents/guardians of students in the eighth grade or below. City Year AmeriCorps members are not allowed to directly communicate via written form, phone (mobile and/or home), text or email with
students in the eighth grade or below. If for programmatic reasons (attendance/tardiness calls), a City Year AmeriCorps member inadvertently directly contacts a student in the eighth grade or below (for example the student picks up their mother’s mobile phone), the City Year AmeriCorps member should notify their Impact Manager of the conversation and immediately document the communication.

Generally, direct communications with students are specifically restricted to the communications listed below (City Year AmeriCorps members should note that not all sites and teams perform all of these communications):

**DIRECT PHONE AND ELECTRONIC COMMUNICATION WITH STUDENTS**

NOTE: All references of students in this section refer to students in the ninth grade or higher. All references to students in this section also assumes that direct communication between City Year AmeriCorps members and students in the ninth grade or higher is allowed by the school. City Year AmeriCorps members are prohibited from communicating directly via phone (home or mobile), text, email, social media, instant messaging and text messaging with students in the eighth grade or below; those communications should be directed to their parent or guardian.

**Attendance Calls**
- City Year AmeriCorps members may place calls to phones of all absent students (ninth grade and above) within assigned homerooms/advisories. This communication can be with students (ninth grade and above) via phone (home or mobile), text or email.
- City Year AmeriCorps members may place calls to the phones of absent students (ninth grade and above) on a Focus List within assigned homerooms/advisories. This communication can happen with students (ninth grade and above) via phone (home or mobile), text or email.

**Event Mobilization**
- City Year AmeriCorps members may communicate with students (ninth grade and above) before the event as part of outreach to build awareness.
- City Year AmeriCorps members may communicate with students (ninth grade and above) during the event to see if they still plan to attend.
- City Year AmeriCorps members may communicate with students (ninth grade and above) after the event to thank them for participating and/or to share information regarding upcoming events and activities.

**Afterschool/Extended Learning Communication**
- City Year AmeriCorps members may communicate with students (ninth grade and above) who are tardy to or absent from afterschool program/extended learning time to confirm that they are not attending or provide reminders/updates, as appropriate, depending on the program’s focus and expectations.

**School Vacation/Out-of-School Camps/Student Retreats Communication**
- City Year AmeriCorps members may communicate with students (ninth grade and above) to thank them for their participation in the camp. City Year AmeriCorps members may communicate with students (ninth grade and above) before the camp or retreat to finalize student participation documents and waivers; to inform/remind them of upcoming events or schedule changes; to provide updates.
- City Year AmeriCorps members may communicate with students (ninth grade and above) who are tardy or absent during the camp or retreat to confirm that they are not attending or provide reminders/updates.
DIRECT ELECTRONIC COMMUNICATION WITH PARENTS/GUARDIANS (K–12)

Direct communications from City Year AmeriCorps members to parents/guardians (K–12) should be for the sole purpose of supporting the student’s educational achievement and student engagement. Any direct communication with a parent/guardian (K–12) must be on a City Year device and/or official school device with permission of the school.

Generally, direct communications with parents/guardians (K–12) are specifically restricted to the communications listed below (City Year AmeriCorps members should note that not all sites and teams perform all of these communications):

Positive Calls Home
- City Year AmeriCorps members may place positive calls to the parents/guardians of students (K–12) on Focus Lists to increase positive discourse regarding student successes and achievements. This communication can be with parents/guardians via phone (home or mobile) or text.
- City Year AmeriCorps members may communicate with parents/guardians regularly to share positive messages about their students (K–12). This communication can be with parents/guardians via phone (home or mobile) or text.

Attendance Calls
- City Year AmeriCorps members may place calls to the homes of all absent students (K–12) within assigned homerooms/advisories. This communication can be with parents/guardians via phone (home or mobile), text or email.
- City Year AmeriCorps members may place calls to the homes of absent students (K–12) on a Focus List within assigned homerooms/advisories. This communication can happen with parent/guardians via phone (home or mobile), text or email.

Events Mobilization
- City Year AmeriCorps members may communicate with parents/guardians of students (K–12) before the event as part of outreach to build awareness.
- City Year AmeriCorps members may communicate with parents/guardians of students (K–12) during the event to see if they still plan to attend.
- City Year AmeriCorps members may communicate with parents/guardians of students (K–12) after the event to thank them for participating and/or to share information regarding upcoming events and activities.

Afterschool/Extended Learning Communication
- City Year AmeriCorps members may communicate with the parents/guardians of students (K–12), who are tardy to or absent from afterschool program/extended learning time to confirm that they are not attending or provide reminders/updates, as appropriate, depending on the program’s focus and expectations.
- City Year AmeriCorps members may communicate with parents/guardians of students (K–12) to finalize student participation documents and waivers; to inform/remind them of upcoming events or schedule changes; to provide updates.

School Vacation/Out-of-School Camps/Student Retreats Communication
- City Year AmeriCorps members may communicate with the parents/guardians of students (K–12) before the camp or retreat to finalize student participation documents and waivers; to inform/remind them of upcoming events or schedule changes; to provide updates.
- City Year AmeriCorps members may communicate with the parents/guardians of students (K–12), who are tardy or absent during the camp or retreat to confirm that they are not attending or provide reminders/updates.
• City Year AmeriCorps members may communicate with parents/guardians of students (K–12) to thank them for their participation in the camp or retreat.

Other Direct Communication
Direct communications with students and parents/guardians should be limited to the communications listed above. If a need arises for another kind of direct communication with a student or parent/guardian, a City Year AmeriCorps member must obtain approval from school leadership and/or their Impact Manager. Direct communications which are not listed above should be part of a purposeful communication strategy for all students, and should not be sent exclusively to one student or subset of students.

If a City Year AmeriCorps member receives a direct communication from a student or parent/guardian that is not related to the communications listed above, the City Year AmeriCorps member should notify their Impact Manager before responding. If a response is deemed appropriate by the Impact Manager, the City Year AmeriCorps member should cc the Impact Manager on any response to the student or parent/guardian.

Under all circumstances, communications to students and parents/guardians which are personal in nature and/or unrelated to the student’s academic work or success are prohibited.

8. VIOLATIONS
All City Year AmeriCorps members are required to strictly adhere to the requirements of this policy. Any violation of this Code of Conduct may result in discipline, up to and including dismissal from City Year and possible legal action. If AmeriCorps members have any questions regarding appropriate relationships with students, they should contact their Impact Manager.

For more information or questions on this policy, please submit a Service Desk Case under Working and Serving at City Year, subcategory Workforce Policies & Practices.

STUDENT CONFIDENTIALITY & DATA SECURITY
Our school partners, families and other community members have entrusted their children to our care. As such, it is our top priority as staff and City Year AmeriCorps members to ensure the safety and well-being of the youth we serve. Our work with youth requires us to handle student information on a regular basis. For example, we often collect and use student academic scores to help us to improve our services and measure our impact. In our work in schools, we handle private student information that must be treated with respect and protected. For further context or to read the complete student confidentiality and security policy, please connect with your direct supervisor.

FERPA POLICIES
The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. As an organization that works with students in schools, City Year has a legal obligation to comply. Per the U.S. Department of Education: “Parents and students put their trust in the stewards of education data to ensure students’ personal information is properly safeguarded and is used only for legitimate purposes and only when absolutely necessary.” Release of certain personally identifiable information (PII) about students by City Year AmeriCorps members, even if inadvertent, could result in City Year losing access to valuable student data for an extended period of
time. In fact, it could even end City Year’s relationship with a school or an entire school district. City Year AmeriCorps members and staff are never in the position to make the determination whether student information is for “legitimate purposes” or is “absolutely necessary.” These are determinations made by City Year leadership.

Personally Identifiable Information includes, but is not limited to:

- The student’s name
- The name of the student’s parent or other family members
- The address of the student or student’s family
- A photo, video or audio clip of the student
- Social security number or student number or biometric record
- A list of personal characteristics that would make the student’s identity easily discernible
- Any student-level data including test scores, attendance, behavioral issues, afterschool program activity, etc.
- Hints or clues, anything at all, that would make the student’s identity easily discernible
- Student’s date of birth, place of birth and mother’s maiden name
- Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty

City Year staff and AmeriCorps members are required to follow and uphold City Year’s Student Data Security Policy. This policy ensures that City Year is FERPA compliant and that we are protecting the students we serve. The following information is a high-level view of the Student Data Security Policy. For the full policy, visit cyconnect or consult with your Impact Director.

Note: This policy is an internal City Year Policy. Your school district may have its own policy or additional procedures that you need to follow.

1. **Computer Security:**
   - Always use your own assigned CY username and password. Never share usernames or passwords.
   - When entering student information into a computer, make sure the computer is shut down/locked when away so that no one else may view the information.

2. **Storage and Transfer of Information:**
   - Hard copies of student information may be stored in approved, locked locations only, as designated by City Year staff.
   - When transporting student information, make sure it is immediately placed in secure storage before and after transit. Do not leave information behind in cars, on tables, etc.
   - Student information may be transmitted electronically only through City Year staff-approved, secure methods (e.g., team folders on cyconnect) and never by email.
3. Limit Knowledge of Students to People on a “Need to Know” Basis for Work Purposes Only:
» Student information (i.e. names or other identifying information) should not be talked about in public discussions. This information may only be discussed in a secure location for expressed work purposes, such as for supporting student performance.
» Information such as names, race, ethnicity, gender and age are all considered to be “identifying information” and should be treated with extreme confidentiality.
» Student information may be shared only with the adult, legal guardians of that student, appropriate school staff and City Year staff.

4. Disclosure of Student Record Information in the Event of an Emergency
» Any time an emergency creates an immediate danger to the health or safety of a student or other individuals, consent is not required to disclose Confidential Student Information to persons in a position to deal with the emergency, as long as: the emergency has been verified by a teacher or other school official, and knowledge of the Confidential Student Information is necessary. Disclosure should be limited to only that Confidential Student Information that is necessary under the circumstances.

City Year strongly encourages dialogue between City Year AmeriCorps members and staff. City Year AmeriCorps members are encouraged to come forward and ask questions to better understand a policy and/or the impact of their own behavior and/or the behavior of others. Not understanding if a behavior is appropriate or inappropriate is not a defense when a policy is violated.

MANDATED REPORTING
Due to City Year’s student-focused mission, City Year expects all staff and City Year AmeriCorps members, regardless of the state in which they are currently serving or working, to immediately report incidents of suspected child abuse or neglect. It shall be a violation of this policy, regardless of state law and/or school district policy, for any City Year AmeriCorps members or staff to fail to immediately report to their direct supervisor instances of child neglect or emotional, physical or sexual abuse when they know or have reason to believe a child is being neglected or emotionally, physically or sexually abused.

When reporting abuse, City Year AmeriCorps members and staff must remember that a report is not an accusation, but a request to appropriate agencies to investigate whether neglect or abuse has taken place. To read the full Mandated Reporting Policy and Procedures, visit cyconnect. For specific local regulations for your state and school, please see your Impact Director.

REPORTING PROCEDURES
Each state has specific laws and procedures for reporting child abuse. All states require either an oral and/or written report be made to the Division of Family & Youth Services. Generally, reports include:

- The child’s name, age and address
- Parent’s name and address
- Nature and extent of injury or condition observed
- Prior injuries and dates observed
- Reporter’s name and location (not always required, but valuable to Division of Family & Youth Services)
Even if all of the information above is not available, if a staff or an AmeriCorps member has reasonable cause to believe (either through physical observation and/or verbal disclosure) that a child is being abused or neglected, and it is required by state law that they be a mandated reporter, they must file a mandated report with the appropriate local agencies in partnership with City Year and the school district.

City Year AmeriCorps members may not file a mandated report alone. Prior to making a mandated report, staff and City Year AmeriCorps members must immediately report the incident to their direct supervisor and school district partner. Staff and City Year AmeriCorps members will then cooperate and assist City Year and the school in filing a mandated report with the appropriate agency. An internal incident report will also be filed with headquarters in addition to any and all mandated reports that are filed locally. City Year’s internal incident report form can be found on cyconnect.

**SITE REPORTING PROCEDURES**

The specific reporting procedures at each site will vary based on the specific laws and policies of that site’s state and school district. Staff and City Year AmeriCorps members will receive mandatory training at the start of each school year at their site on the specific procedures required locally. Executive Directors are responsible for ensuring these trainings occur and that the site is in compliance with all state and local laws. A local mandated reporting procedure must include the following City Year requirements:

- The staff or AmeriCorps member observing the suspected abuse or neglect must immediately contact their direct supervisor.
- City Year staff and AmeriCorps members will notify the school and/or service partner of any suspected abuse or neglect observed by or disclosed to an AmeriCorps or staff member. City Year staff and AmeriCorps members will follow the procedures required by state law and their school and/or service partner when making a mandated report.
- AmeriCorps members must be supervised by a City Year staff member when filing a mandated report.
- Site reporting procedures must be compliant with state law.
- Site reporting procedures must be compliant with local school district policy.
- All mandated reports must be made in a timely manner and in the timeframe required by state law.
- A City Year Internal Incident Form must also be filed when a City Year staff or AmeriCorps member files a mandated report with the Division of Families and Youth Services.

Additional materials and recommended timelines for developing a local mandated reporting procedure are available on cyconnect. For specific questions, please contact the VP of Employee Relations.

**APPROPRIATE RESPONSE TO REVELATIONS AND SUSPICIONS OF ABUSE**

According to professionals who work with abused children, your immediate response to revelations of abuse and suspicions of abuse play an important role in how well the child rebounds from the emotional and/or physical wounds. In addition, what you say—or don’t say—and your body language may determine whether the child will continue to discuss the situation with you and whether a strong case can be built against the person responsible for the abuse.
1. **Don’t try to conduct an investigation yourself.** Let the professionals at the local Division of Family & Youth Services agency ask questions regarding what happened, when and with whom. Defense attorneys often attempt to discredit information provided by the child if the child has been asked “leading” questions about the abuse.

2. **Be open and understanding.** Try to stay calm. If you react strongly, the child may stop talking, take back information or internalize this as another reason to feel bad about him or herself. Reassure the child that they did the right thing by telling someone.

3. **Let the child talk as much as he or she wishes.** Often, they have been carrying this secret for a long time and need to “let it out” to lessen their burden. Find a quiet place to talk. Encourage the child to express their feelings, but don’t interrogate them. Let them know you are not a trained counselor or professional in these matters, but that you will listen to them.

4. **If the child tells you of sexual abuse immediately after it occurred, DO NOT bathe the child, or wash or change their clothes.** You may destroy valuable evidence.

5. **Understand that the child is probably having mixed feelings.** Frequently, the perpetrator of sexual abuse is someone close to the child. Although the child may have strong negative feelings about the person’s abusive behavior, he or she also may love them for other behaviors.

6. **Believe the child.** Children rarely make up stories about sexual abuse. Also, they may keep the abuse secret for a long time because they have been threatened by the perpetrator or repeatedly told the abuse is their own fault. Reassure the child that they are not to blame for what happened.

7. **Explain what you will do next to help them.** Remind the child that as stated at the beginning of the program, according to our policies, suspected abuse is sufficient reason to make a report. Briefly communicate the steps as outlined in your site’s mandated reporting procedure.

8. **Employee Assistance Program.** After any relevant situation has been experienced by a staff or AmeriCorps member, that person might be well served by debriefing the situation with a counselor at the Employee Assistance Program (866-866-7281).


The Childhelp USA® National Child Abuse Hotline is dedicated to the prevention of child abuse. The hotline is staffed 24 hours daily with professional crisis counselors who utilize a database of 55,000 emergency, social service and support resources.
TEAM-BASED SERVICE
A year of service is challenging, but also rewarding and fulfilling. While there is no typical City Year AmeriCorps member profile, all City Year AmeriCorps members must have the ability to work on a team, be a leader, develop leadership skills and be ready to commit 10 to 12 months to full-time service.

Teamwork is at the heart of City Year’s approach to service and social change. City Year AmeriCorps members are assigned to teams comprised of eight to 15 people at the beginning of the year and serve with that team for the duration of the program year. Teams will consist of a highly diverse group of young people from different racial, ethnic, educational and socio-economic backgrounds determined to make a difference. Interacting with and working alongside individuals with different perspectives and life experiences breaks down social barriers and helps us to see what we have in common. Witnessing diverse teams of people working together successfully can be an invaluable learning experience not only for our City Year AmeriCorps members, but also for the children served and the communities in which we serve.

SERVICE PERFORMANCE
City Year AmeriCorps members’ service goes beyond their regular team assignments in schools (one-on-one classroom tutoring, afterschool programs and more) to include many other activities such as civic engagement of community leaders, service partners, team sponsors and current and potential City Year champions. Meeting with visitors, recruiting volunteers and identifying resources are all aspects of a City Year AmeriCorps member’s service. Learning to leverage various service activities to create deeper impact within the community is central to understanding the City Year service model.

Service performance includes skills development and leadership opportunities. Each City Year AmeriCorps member will be assigned to a team and learn about the team’s service focus during Basic Training Academy. Ongoing trainings provided by City Year, external facilitators and service partners will enable the team to deliver effective service throughout the year.
Assessment of each City Year AmeriCorps member’s service performance will be based on:

- Their contribution to achievement of site and team-based goals for student impact
- Progress of students assigned to him/her for interventions and support
- Civic engagement of the broader community in the site and team’s overall service work
- If called upon, to successfully:
  - Recruit volunteers
  - Identify and utilize community resources

**SERVICE GOALS**

Specific service performance goals are established in each site’s AmeriCorps grant and outlined in individual agreements with local school districts, schools and community service partners. During Basic Training Academy, City Year AmeriCorps members will learn how their service and their service partner’s priorities fit into these goals. They will be responsible for contributing to the site’s ability to meet its AmeriCorps goals and expected to complete any service documentation required (e.g. surveys, questionnaires, reports, evaluations, student performance data). Service performance related to achievement of a site’s impact goals will be assessed periodically and site staff will provide teams with status updates.

Each City Year AmeriCorps member is expected to effectively support students in making positive gains in the areas of one or more of the Early Warning Indicators. Information such as student-level data, teacher surveys and assessment from the site’s Impact leadership informs a City Year AmeriCorps member’s effectiveness in this area.

**RECRUITING VOLUNTEERS**

AmeriCorps members are expected to collaborate with their community and recruit local volunteers for various City Year events/service initiatives (e.g. MLK Day, Camp City Year/ City Year For Kids). Volunteer engagement is a key strategy for generating greater impact in schools and ensuring the community is invested in our service and our success. It is a high priority for City Year and AmeriCorps and a fundamental way for City Year AmeriCorps members to learn about the power of civic engagement and share their commitment to service with others.

**APPROPRIATE MEDIA ENGAGEMENT**

A key aspect of City Year’s mission is to engage, inspire and lead communities in service and other activities to create positive change. The media (e.g. television, radio, social media, newspapers, periodicals, blogs and online publications) is a vehicle used to communicate City Year’s message to a broad audience. City Year AmeriCorps members may have opportunities throughout the year to speak with the media about their transformative year of service. To ensure that City Year AmeriCorps members communicate a clear and consistent message that reflects City Year’s goals, all contact with any media must be coordinated through the site’s local Communications Director and/or the Communications Department at City Year Headquarters. This will ensure that City Year AmeriCorps members communicate a clear and consistent message that reflects City Year’s goals and are not misquoted or incorrectly named as a spokesperson for City Year. City Year AmeriCorps members are responsible for notifying their supervisor or the site leadership immediately if approached by any member of the media.
AmeriCorps members are not required to provide an immediate reaction or response to the media in order to meet a deadline and should not feel pressured to do so. A City Year AmeriCorps member approached by the media should obtain the reporter’s name, phone number and deadline so that the Executive Director or another staff member may respond.

All correspondence with members of the community, other organizations and/or governmental agencies must be approved by the site’s Communication staff member; this includes, but is not limited to, major outreach letters, fliers, newsletters, bulletins and blogs.

For guidelines about how to communicate City Year’s message, please contact the site’s local Communications Director and/or the Communications Department at City Year Headquarters.

IDENTIFYING AND UTILIZING COMMUNITY RESOURCES
City Year believes that learning to identify and generate resources is an important component of civic engagement, building social change organizations and developing leadership skills. Each City Year AmeriCorps member is expected to participate in the sustainability efforts of the site to the extent allowed by the Corporation for National and Community Service (CNCS).

CNCS allows City Year AmeriCorps members to raise funds* that directly support service activities to meet local, environmental, public safety, homeland security or other human needs. Fundraising activities City Year AmeriCorps members may engage in include, but are not limited to:

- Seeking donations of books from companies and individuals for a program in which volunteers tutor children to read.
- Writing a grant proposal to a foundation to secure resources to support the training of volunteers.
- Securing supplies and equipment from the community to enable volunteers to help build houses for low-income individuals.
- Securing financial resources from the community to assist a faith-based or community-based organization in launching or expanding a program that provides social services to the members of the community and is delivered, in whole or in part, through the members of that organization.
- Seeking a donation from alumni of the program for specific service projects being performed by current members.
- Supporting service partners through grant writing, individual appeal, letters, phone calls or fundraising events.
- Raising cash or in-kind resources to cover direct, non-personnel expenses of service projects such as Camp City Year, MLK Day, signature service days and legacy projects.
- Supporting or coordinating activities to engage, educate and inspire individuals or organizations about citizen service and City Year.

*City Year AmeriCorps members may not make direct solicitations or write proposals for funds to cover City Year operating expenses or endowments, living allowances or write grant applications for any type of federal funding.
TERMS OF SERVICE

In order to successfully complete a term of service as defined by City Year, consistent with the regulations of the Corporation for National and Community Service, and be eligible for a Segal AmeriCorps Education Award, AmeriCorps members must satisfy the following conditions:

- Attend service and training sessions;
- Complete a minimum of 1,700 service hours (900 hours for mid-year members);
- Serve through graduation*;
- Demonstrate improvement in competencies as documented through City Year’s Performance Management Plan;
- Satisfy all graduation requirements;
- Complete a post-service plan (LACY, City Year’s Leadership After City Year plan.)

*The Program may permit the member to depart prior to graduation to accommodate a Leadership After City Year (LACY) opportunity if ALL of the conditions listed in the AmeriCorps Service Agreement are met.

In rare instances, if an AmeriCorps member is unable to complete their term of service due to a compelling personal circumstance (CPC), the program may authorize early release of the AmeriCorps member. A compelling personal circumstance is an event beyond the AmeriCorps member’s control that makes it unreasonably difficult or impossible to continue service. An AmeriCorps member released for CPC must have completed at least 15 percent of their required service hours and submitted third-party documentation of the circumstance to be eligible for a pro-rated Segal AmeriCorps Education Award.

Site specific guidelines and/or practices will be communicated by individual sites. AmeriCorps members are responsible for understanding and attaining the complete list of site requirements.

Each AmeriCorps member along with their supervisor will be jointly responsible for ensuring that all documentation is completed thoroughly and entered into the AmeriCorps member’s file. Conditions/provisions for suspending and/or extending one’s term of service can be found in the City Year AmeriCorps Member Service Agreement.

COMPENSATION & BENEFITS

Living Allowance

City Year AmeriCorps members receive a taxable, bi-weekly living allowance driven by the cost of living in each location where City Year AmeriCorps members serve. A full year City Year AmeriCorps member serving the maximum term will receive a living allowance of at least $14,000. A mid-year City Year AmeriCorps member will receive a living allowance of at least $6,876. First-Year City Year AmeriCorps members will receive a bi-weekly living allowance ranging between $630–$674, Second-Year City Year AmeriCorps members (Service Leader and Civic Engagement Leader) will receive a bi-weekly living allowance ranging between $662–$756, and Team Leaders will receive a bi-weekly living allowance ranging between $756–$809.

Receipt of the living allowance is contingent upon submission of a timecard completed at the end of each two-week cycle that bears approval of both the City Year AmeriCorps member and supervisor. Accuracy of service hours on the timecard is critical because it is the official record of a City Year AmeriCorps member’s service and is used to:
» Track progress toward the completion of the required 1,700 hours
» Track attendance for payroll purposes
» Track the number of hours performed in each of the service categories
» Monitor usage of excused absences

**Segal AmeriCorps Education Award**

AmeriCorps members who serve through graduation, complete a minimum of 1,700 service hours (900 for mid-years) and satisfy all graduation requirements will be eligible for a Segal AmeriCorps Education Award from the Corporation for National and Community Service in an amount of $5,920 ($2,960 for mid years) issued and administered by the National Service Trust. AmeriCorps members may earn up to an aggregate value of two full Segal AmeriCorps Education Awards:

» If enrolled in a first or second term, an AmeriCorps member is eligible for a full Segal AmeriCorps Education Award.
» An AmeriCorps member who has earned less than the aggregate value of two full education awards is eligible for a discounted award. AmeriCorps members are notified of that discounted amount through an email generated by My AmeriCorps during the enrollment process.
» An AmeriCorps member who has already earned the value of two awards is not eligible for any additional post service award.
» The AmeriCorps member must have, or agree to obtain, a high school diploma or its equivalent before using the Segal AmeriCorps Education Award.
» The award is subject to taxes in the year/s in which it is used.

**Loan Forbearance**

AmeriCorps members may request forbearance on qualifying student loans during their service term. Requests are submitted through an online system, My AmeriCorps (members will register for accounts within 30 days of starting with City Year). Those who satisfactorily complete their service year may also submit requests for payment of any interest accrued on loans approved for forbearance.

**Health Care Coverage**

City Year offers all AmeriCorps members medical coverage through The City Year AmeriCorps Group Health Plan at no cost to the AmeriCorps member. The plan is updated each year to ensure full compliance with the Affordable Care Act’s minimum coverage requirements. The plan does not include dental or optical coverage. For AmeriCorps members who choose to enroll, coverage begins on their first day in the program and ends on the last day of the month in their active service. Additional information can be found on the Benefits and Payroll cyconnect page.

**Employee Assistance Program**

City Year Staff and Corps Assistance Program (commonly referred to as an employee assistance program, or EAP) provided by AllOneHealth, can be used by all AmeriCorps members and staff members. The program is a confidential intervention and referral resource for dealing with issues that include:

- Substance abuse
- Depression and mood swings
- Conflict
- Child and parenting issues
- Eating disorders
• Anger and violence management
• Stress
• Emotional worries
• Family and relationship issues
• Legal questions
• Budget and debt

To contact AllOneHealth confidentially call 1.866.866.7281

Workers’ Compensation
Workers’ compensation pays for medical charges and/or loss of living allowance if an AmeriCorps member suffers a service-related injury or illness. Injuries and service-related illness must be reported within 24 hours to City Year’s Benefits and Payroll Department (payrolldept@cityyear.org). Any service-related accident should be reported regardless of whether or not medical attention is sought. This will ensure that a case has been established in the event that complications ensue and medical treatment needs to be sought long after.

Child Care
Childcare allowances are available for AmeriCorps members who qualify. A member must be in full-time active service, need child care in order to participate, be a custodial parent or legal guardian of a child under the age of 13 who resides with them and meet income eligibility requirements. Information on how to apply can be found at the AmeriCorps Member Corner on the Government Relations cyconnect page.

Corps Holidays & Breaks
Organizational holidays and specific corps days off will be shared by your site during Basic Training Academy.

Participant Status
AmeriCorps members are defined as “participants” (not “employees”) of the City Year program. As participants, they do not qualify for unemployment benefits at the conclusion of the program year nor is a pregnant member eligible for Family and Medical Leave, which are benefits afforded to employees.

ACTIVITIES PROHIBITED BY AMERICORPS REGULATIONS

While charging time to the AmeriCorps program, accumulating service or training hours or otherwise performing activities supported by the AmeriCorps program or CNCS, staff and City Year AmeriCorps members may not engage in the following activities (see 45 CFR 2520.69):

• Attempting to influence legislation;
• Organizing or engaging in protests, petitions, boycotts or strikes;
• Assisting, promoting or deterring union organizing;
• Impairing existing contracts for services or collective bargaining agreements;
• Engaging in partisan political activities or other activities designed to influence the outcome of an election to any public office;
• Participating in, or endorsing, events or activities that are likely to include advocacy for or against political parties, political platforms, political candidates, proposed legislation or elected officials;
• Engaging in religious instruction, conducting worship services, providing instruction as part of a program that includes mandatory religious instruction
or worship, constructing or operating facilities devoted to religious instruction or worship, maintaining facilities primarily or inherently devoted to religious instruction or worship, or engaging in any form of religious proselytization;

• Providing a direct benefit to
  » A business organized for profit;
  » A labor union;
  » A partisan political organization; or
  » A nonprofit organization that fails to comply with the restrictions contained in section 501(c)(3) of the Internal Revenue Code of 1986 (except that nothing in this section shall be construed to prevent participants from engaging in advocacy activities undertaken at their own initiative);
  » An organization engaged in the religious activities described above, unless Grant funds are not used to support the religious activities (U.S. Code Title 26), or a nonprofit that engages in lobbying;

• Conducting a voter registration drive or using Grant funds to conduct a voter registration drive;

• Providing abortion services or referrals for receipt of such services.

Non-duplication and non-displacement language as listed in 45 CFR §§ 2540.100, which states:

• Non-duplication.
  » Corporation assistance may not be used to duplicate an activity that is already available in the locality of a program. And, unless the requirements of paragraph of this section are met, Corporation assistance will not be provided to a private nonprofit entity to conduct activities that are the same or substantially equivalent to activities provided by a State or local government agency in which such entity resides.

• Non-displacement.
  » An employer may not displace an employee or position, including partial displacement such as reduction in hours, wages, or employment benefits, as a result of the use by such employer of a participant in a program receiving Corporation assistance.
  » An organization may not displace a volunteer by using a participant in a program receiving Corporation assistance.
  » A service opportunity will not be created under this chapter that will infringe in any manner on the promotional opportunity of an employed individual.
  » A participant in a program receiving Corporation assistance may not perform any services or duties or engage in activities that would otherwise be performed by an employee as part of the assigned duties of such employee.
  » A participant in any program receiving assistance under this chapter may not perform any services or duties, or engage in activities, that—
    › Will supplant the hiring of employed workers or
    › Are services, duties or activities with respect to which an individual has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures.
  » A participant in any program receiving assistance under this chapter may not perform services or duties that have been performed by or were assigned to any
Presently employed worker;
Employee who recently resigned or was discharged;
Employee who is subject to a reduction in force or who has recall rights pursuant to a collective bargaining agreement or applicable personnel procedures;
Employee who is on leave (terminal, temporary, vacation, emergency or sick); or
Employee who is on strike or who is being locked out.

Restrictions on fundraising by AmeriCorps members as listed in the 45 CFR §§ 2520.40-45, which states:

§ 2520.40 AmeriCorps members may raise resources directly in support of your program’s service activities.

- Examples of fundraising activities AmeriCorps members may perform include, but are not limited to, the following:
  - Seeking donations of books from companies and individuals for a program in which volunteers teach children to read;
  - Writing a grant proposal to a foundation to secure resources to support the training of volunteers;
  - Securing supplies and equipment from the community to enable volunteers to help build houses for low-income individuals;
  - Securing financial resources from the community to assist in launching or expanding a program that provides social services to the members of the community and is delivered, in whole or in part, through the members of a community-based organization;
  - Seeking donations from alumni of the program for specific service projects being performed by current members.
- AmeriCorps members may not:
  - Raise funds for living allowances or for an organization’s general (as opposed to project) operating expenses or endowment;
  - Write a grant application to the Corporation or to any other Federal agency.
- An AmeriCorps member may spend no more than 10 percent of their originally agreed-upon term of service, as reflected in the member enrollment in the National Service Trust, performing fundraising activities, as described in § 2520.40.

In addition to adhering to the AmeriCorps Prohibited Activities, the behaviors identified below violate City Year’s professional conduct standards and/or the law. While in uniform or on City Year time, AmeriCorps members may not:

- Purchase, possess or deal weapons
- Engage in physical, verbal or emotional violence, threats, abuse and harassment
- Purchase or consume alcohol* and/or marijuana in states where it is legal
- Use or distribute illegal drugs: Illegal drug use and distribution is prohibited during the entire term of service (program year) whether on City Year time or off-hours

*There are occasions when City Year staff and service partners socialize with each other where responsible consumption of alcohol may be allowed (i.e. Annual Dinner). Under no circumstances may any AmeriCorps member drink during these occasions. Any Senior, Second- or First-Year AmeriCorps member violating this policy outlined above will be subject to dismissal. The site leadership is responsible for the proper investigation and resolution of violations.
POSITIVE WORKING RELATIONSHIPS: NON-FRATERNIZATION

This policy is designed to create and maintain positive, effective working relationships between staff and corps, and to model the qualities of responsible leadership, which are central to the mission of City Year. The policy is intended to create a climate of trust, transparency and fairness. Relationships and activities which are prohibited are so categorized because they create situations and/or perceptions of partiality and unfairness, erode purpose and disciple and place personal interests above organizational goals.

Guidelines for relationships and conduct between staff, Senior City Year AmeriCorps members, Second-Year and First-Year City Year AmeriCorps members are outlined below.

CAN I DO IT NOW?
You may participate in any “AmeriCorps Prohibited Activities” in your own time as a private citizen. So, when are you considered a private citizen?

WHEN ALL FOUR OF THESE STATEMENTS APPLY:

☐ I AM NOT ON CITY YEAR TIME OR REPRESENTING CITY YEAR.
(i.e. not planning to record these hours.)

☐ I AM NOT USING A CITY YEAR “CHANNEL.”
(e.g., your CY email, Office 365, Adobe, or acting as the admin of a site social media channel.)

☐ I AM NOT WEARING THE CITY YEAR UNIFORM.
(Nothing with City Year or AmeriCorps logos—not even the backpack.)

☐ I AM NOT USING A DEVICE OWNED BY CITY YEAR.
(On your Team Leader’s or Impact Manager’s device? Assume City Year owns it.)

CHECK ALL FOUR BOXES?
It’s your personal time as a private citizen!
FRATERNIZATION
For purposes of this policy, “fraternization” includes activities such as dating, engaging in sexual or physically intimate activities, having an exclusive, recurrent relationship and co-habitation.

Fraternization between staff members is permitted, except in cases where the staff member supervises another or is under their chain of command. Fraternization between staff and City Year AmeriCorps members is not allowed.

Senior City Year AmeriCorps members are expected to exercise strong leadership and to lead First- and Second-Year City Year AmeriCorps members by positive example. Fraternization between Senior City Year AmeriCorps members is allowed. Fraternization between Senior City Year AmeriCorps members and First- or Second-Year City Year AmeriCorps members is not allowed. Fraternization between Senior City Year AmeriCorps members and staff is not allowed.

Service partner professional relationships are critical to moving City Year’s mission forward. As such, fraternization between City Year staff, Senior City Year AmeriCorps members, First- or Second-Year City Year AmeriCorps members and service partners is not allowed. For the purposes of this policy, “service partner” is defined as any person employed by a school service site or school district.

PRE-EXISTING RELATIONSHIPS
It is the responsibility of all City Year AmeriCorps members and staff to disclose pre-existing relationships when they join City Year. Promotions or changes in an AmeriCorps member or Senior AmeriCorps member’s status during the year is not uncommon. A First- or Second-Year AmeriCorps member may be promoted to a Senior AmeriCorps member position. It is the responsibility of the parties involved to disclose pre-existing relationships that would conflict (or be perceived to conflict) with City Year’s fraternization policies.

DUTY TO REPORT
AmeriCorps members who are witness to behavior by other City Year members that is in violation of a policy are expected to report the perceived violation to the Impact Director and/or the Executive Director. These reports are made in confidence.

TECHNOLOGY
AmeriCorps members must exercise good judgment as electronic citizens to maintain and protect City Year’s public image and to use the Internet and any electronic communications (including text messaging and other messaging services) in a productive and proper manner. City Year AmeriCorps members are expected to follow the same standards and policies online as they would offline.

City Year AmeriCorps members use their technology to enhance their impact—not decrease it. Any equipment provided is intended to maximize City Year AmeriCorps member time, flexibility and productivity.

AmeriCorps members are expected to maintain professional standards when using technology issued or owned by City Year in accordance with organizational policies, legal standards, and school and community partner policies. Personal devices are to be used with respect for others, including using silent mode and refraining from text messaging in meetings. City Year AmeriCorps members are expected to put safety first and not read or send text messages while driving.
Any City Year technological equipment on loan is to be treated as if it were personally owned and returned in the same condition as received. City Year AmeriCorps members must adhere to the expectations outlined in the Social Media Policy and Nonpartisanship and Political Participation Policy.

APPROPRIATE USE OF THE INTERNET

The City Year policy governing Internet usage exists to ensure that use of the Internet by AmeriCorps members, staff and visitors is appropriate, and to notify all affected parties that use of the Internet via City Year equipment is monitored and recorded. Inappropriate activity can result in disciplinary action, including dismissal from City Year.

AmeriCorps members are responsible for ensuring that the Internet is used in an effective, ethical, lawful manner and that it is not used to share information considered proprietary, confidential, defamatory, derogatory, obscene or otherwise inappropriate.

- City Year Internet usage guidelines are in effect for all City Year AmeriCorps members, staff and visitors whenever they are using City Year-provided equipment and/or Internet access, as well as when representing City Year, including but not limited to:
  - When you are in any City Year office at any time
  - When you are connected remotely to City Year systems
  - When you are at a library, school or service partner’s facility
  - Whenever you are in uniform or on City Year time

- Every AmeriCorps member is responsible for the content of all text, audio or images that they access and that they upload to a remote site on the Internet. Accessing, downloading or transmitting of fraudulent, harassing or obscene material in any format is prohibited and subject to disciplinary action up to and including dismissal from City Year.

- Online activity conducted by City Year AmeriCorps members using access provided by City Year is monitored and recorded. Every Internet site visited by a City Year machine leaves an indelible electronic footprint of all activity including user IDs and browsing activity.

- City Year AmeriCorps members are responsible for computers and/or communication devices assigned to them and the passwords they choose, and will be held accountable for all activity conducted while using them to access any system, internal or external, to City Year. Passwords must not be shared under any circumstances. If you leave your desk, you must lock your computer or log off. As a protective tool for users, City Year computers that are inactive for more than 15 minutes will lock automatically and a notification reminding you that your Internet usage is monitored will pop-up as you log on.

- Use of online access to visit inappropriate websites—such as for the purposes of dating, gambling or viewing sexually explicit materials—can result in disciplinary action, up to and including dismissal from the corps.

It is the organization’s expectation that computers, communication devices and Internet access will make AmeriCorps members and staff more efficient, informed and communicative. These regulations are designed to promote proper usage and be explicit about the consequences of inappropriate use. When used with integrity and sound judgment, access to technology will further our individual and shared goals.
RESOURCES
Available to all City Year AmeriCorps members and staff, cyconnect is an online space for building community (300+ school team sites), a central hub for collaboration (shared and private libraries, discussion boards, calendars, etc.), and a single starting point for finding and connecting to all the resources you may need to work and serve at City Year (helpful links, PITWs, City Year values, marketing collateral, training materials, policies, procedures, forms, etc.). City Year utilizes an enterprise-wide Service Desk for submitting a request for help and assistance in any functional or service area throughout the enterprise. This is especially useful when you have a question and you do not know who to ask or where to begin to ask. This function can also be used for submitting an idea with suggestions or other feedback to the organization.

DATA COLLECTION FOR RESEARCH AND EVALUATION
Data collected on surveys administered to City Year AmeriCorps members during the course of the year for the purpose of research and evaluation will not include individual City Year AmeriCorps member names and usually will be reported in the aggregate. Information collected in surveys will be confidential, but not anonymous, and will not be used for the purpose of performing evaluations, selecting future City Year AmeriCorps members or for making staff member hiring decisions. Information collected through surveying will be utilized for shared learning, program improvement, and reporting to supporters and potential supporters of City Year.

MAINTAINING UPDATED CONTACT INFORMATION
Personal information provided by City Year AmeriCorps members during the application process, the registration process or during the corps year may be used after graduation to update contact information so that City Year can remain in touch with alumni and continue to share information about opportunities and resources that may be of interest. Alumni may request that City Year stop mailing information at any time. City Year occasionally may use external service providers to locate updated contact information. City Year and any external service providers make every effort to ensure confidentiality of personal information.
PERFORMANCE MANAGEMENT PROCESS

Through their service, City Year AmeriCorps members build on their strengths, assets and learn new skills. Clear guidance, constructive training, coaching and feedback provide City Year AmeriCorps members the greatest opportunity to succeed. Developing professional skills and habits is critical to a City Year AmeriCorps member’s success throughout, and beyond, their City Year.

City Year established a Performance Management System designed to ensure that City Year AmeriCorps members understand their responsibilities, succeed in meeting service and professional goals and maintain core values. The system also serves to hold City Year AmeriCorps members accountable to standards and expectations. Assessment and support of City Year AmeriCorps members is a continuous process and requires open, honest and consistent communication between the City Year AmeriCorps member and their supervisor.

CORPS PERFORMANCE MANAGEMENT SYSTEM

The Performance Management System is comprised of two major elements:

- AmeriCorps Member Performance Management Process
- Professional Accountability System

The City Year AmeriCorps Member Performance Management Process (PMP) has been designed to help City Year AmeriCorps members powerfully achieve service impact goals while simultaneously developing as idealistic leaders over the course of their City Year. Based on City Year’s Flame of Idealism leadership development model, the PMP includes content related to what City Year AmeriCorps members need to DO (service impact goals), what they need to KNOW (leadership competencies), and who they want to BE (reflection on your personal mission statement). The PMP keeps us all aligned with both organizational and personal missions, and ensures that we have clear knowledge and understanding of our performance against goals.

We believe that performance management is an every-day, year-long process; every activity is a chance for City Year AmeriCorps members to demonstrate skills, and every interaction with a supervisor is an opportunity for coaching, support, feedback and reflection.
A key element of performance management is the formal Performance Review sessions that happen three times over the course of the year (at start-of-year, mid-year, and end-of-year). These meetings are intended to guide and inform the year-long developmental conversation between City Year AmeriCorps members and supervisors. The Performance Review is focused on the following three processes:

- **Assessment:** An opportunity for formal assessment of progress against service goals and development of competencies.
- **Coaching:** A space for coaching that empowers City Year AmeriCorps members to achieve service impact goals and develop as leaders.
- **Reflection:** An opportunity to “get to the balcony” and reflect on your experiences in service and leadership opportunities encountered over the course of the year.

The Performance Review document includes the following three sections:

**DO:** This section focuses on service impact goals. City Year AmeriCorps members are assessed in the following ways:

- Goal Status: Is the goal off-track, sliding or on-track?
- Performance Rating: Has performance related to this goal been below standard, at standard or above standard?

**KNOW:** This section focuses on development related to our six civic leadership competencies:

- Relationship Development
- Team Collaboration & Leadership
- Communication
- Executes to Results
- Problem Solving and Decision Making
- Civic Knowledge and Fluency in Education Practice and Reform

Each of these competencies includes a clear set of learning outcomes and the following assessment scale:

1. Basic
2. Proficient
3. Advanced

**BE:** In this section, City Year AmeriCorps members will record the personal leadership mission statement they crafted as part of the IDEALIST’S JOURNEY™. City Year AmeriCorps members and supervisors will have a chance to reflect on whether the City Year AmeriCorps member is clear about their mission and whether daily actions align with that mission. Note that there is no assessment involved in this element of the performance review.

There is also an “Additional Notes” section on the Performance Review document that allows supervisors and City Year AmeriCorps members to add additional elements to the formal performance review conversation (for example, progress towards specific LACY goals or discussion of team dynamics).

Again, the three formal performance reviews are an AmeriCorps requirement but are also understood to be just one component of the larger performance management process that is ongoing throughout the year.
PROFESSIONAL ACCOUNTABILITY SYSTEM

City Year’s Professional Accountability System manages and leads City Year AmeriCorps members through Inspirational Standards. The system focuses on setting clear expectations of performance. Through staff coaching, a City Year AmeriCorps member will be expected to understand and follow all professional behaviors and professional standards set forth by City Year and our community partners.

The Professional Accountability System’s goals are to:

- Build a culture of professionalism
- Provide opportunities for coaching
- Empower City Year AmeriCorps members to hold themselves and each other accountable
- Provide a set of standards that can be enforced fairly, equally and consistently

The system documents infractions of professionalism. The structure of the system includes verbal warnings, written warnings, a Performance Improvement Plan, disciplinary suspension (one full day in the first half of the program and one in the second) and dismissal. Disciplinary suspensions should be recorded as such on the timesheet. Site staff will provide a detailed review of the system’s process at the beginning of the program year.

ATTENDANCE

City Year AmeriCorps member time-off varies by site and is driven by the school districts’ annual schedules. In general, City Year AmeriCorps members can anticipate having a Thanksgiving break, a winter break around late December to early January, and a few organizational holidays throughout the year. City Year AmeriCorps member responsibilities and work environments will shift during periods of school closure such as spring breaks or teacher prep days. The most common scenario during these times is for City Year AmeriCorps members to serve at the local City Year office, using these days as service preparation, training, professional development and team building days.

MANDATORY SERVICE DAYS

All City Year AmeriCorps members are expected to participate in mandatory days of service (some of which fall on a weekend) to meet our service goals and the needs of the community. Mandatory service dates will be communicated during Basic Training Academy when site leadership walks through the program calendar with City Year AmeriCorps members. If a mandatory day is scheduled after the calendar review, City Year AmeriCorps members will be notified a minimum of two weeks in advance.

ABSENCES

In addition to City Year’s organizational holidays, City Year AmeriCorps members may request days off during the course of the year. Absences may be used for illnesses, doctor appointments, childcare emergencies, bereavement, academic or career visits/interviews (Leadership After City Year) and/or to observe a specific ethnic, religious or cultural holiday not celebrated officially by City Year.

- First-Year City Year AmeriCorps members may request up to 12 absences; those who begin serving mid-year may request up to six absences.
- Second-Year City Year AmeriCorps members may request up to 13 absences.
• Senior City Year AmeriCorps members (Team Leader, Service Leader, Civic Engagement City Year AmeriCorps member, Cafe Force) may request up to 14 absences.
• City Year AmeriCorps members who are parents or primary legal caregivers for an adult (and submit documented proof of that status) are allowed two additional absences in each half of the program year. City Year AmeriCorps members must sign an agreement to make up missed hours for these additional days.

City Year AmeriCorps members must secure approval from their direct staff supervisor at least one week in advance of a requested absence. A request for two or more consecutive absences requires a second level of approval from the Impact Director.

Use of absences must be carefully managed by each City Year AmeriCorps member throughout the year; completing 1,700 service hours can be challenging for anyone who exhausts the days afforded them. Exceeding the allowable excused absences may result in dismissal from the program.

AmeriCorps members are required to report all absences immediately to their direct supervisors. Failure to do so may result in dismissal from City Year. In cases of consecutive absences that have not been requested, the steps in the following chart will be taken.

<table>
<thead>
<tr>
<th>IMPACT MANAGER OR DIRECTOR ACTION</th>
<th>CONSEQUENCES &amp; ACCOUNTABILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DAY 1</strong></td>
<td></td>
</tr>
<tr>
<td>Call all available contact numbers to reach the AmeriCorps member for an explanation</td>
<td>A satisfactory or unsatisfactory reason will result in a write up and absences will decrease by one</td>
</tr>
<tr>
<td><strong>DAY 2</strong></td>
<td></td>
</tr>
<tr>
<td>Call all available contact numbers (including emergency contact person) to reach the AmeriCorps member for an explanation</td>
<td>A satisfactory or unsatisfactory reason will result in a write up and absences will decrease by one</td>
</tr>
<tr>
<td><strong>DAY 3</strong></td>
<td></td>
</tr>
<tr>
<td>If IM or ID has not been in contact with AmeriCorps member (or AmeriCorps member’s family member) by end of third day, ID will send out certified letter notifying the AmeriCorps member of termination</td>
<td>The AmeriCorps member will be released from the program as of their last day actively serving</td>
</tr>
</tbody>
</table>

**EMERGENCIES AND ILLNESS**
City Year AmeriCorps members must notify their direct staff supervisor of an unexpected absence or late arrival by the beginning of the first team circle. It is important that each site and team know where City Year AmeriCorps members are at all times in case of an emergency or unexpected event. If a City Year AmeriCorps member does not call their direct staff supervisor by the first team circle, the supervisor will document a write-up on the City Year AmeriCorps member’s record. City Year AmeriCorps members must notify direct staff supervisors of their whereabouts any time they are not with their team and may not leave service unless they have received authorization from their direct staff supervisor (or designated staff member) to do so. If a personal emergency arises during the service day (e.g. a family emergency), a City Year AmeriCorps member must notify their direct staff supervisor of their need to be excused from service. A day taken for an emergency will be included in a City Year AmeriCorps member’s allowable absence total.
If a City Year AmeriCorps member fails to call by first team circle, does not show up, and cannot be reached by their supervisor, disciplinary actions will be taken.

**HOURS PROGRESS**

City Year AmeriCorps members must complete 1,700 hours (900 hours for mid-years) of service by graduation day and are responsible for ensuring adequate progress toward completion of those hours. Hours are recorded in the weekly timesheet, so it is important to be accurate when timesheets are submitted. City Year program staff will provide City Year AmeriCorps members with hours status updates based on expected totals throughout the year. City Year AmeriCorps members who fall behind schedule by more than 20 hours are required to develop a written performance improvement plan with their direct staff supervisor. Hours must be "caught up" within a reasonable amount of time and the proposed improvement plan must be approved by the Impact Director.

City Year AmeriCorps members will have access to additional "extra service hour opportunities" on an as-needed basis and as approved in advance by a direct staff supervisor. Extra hours opportunities that fall outside of City Year’s standard partnerships and activities must meet certain criteria; they must align with City Year’s service goals, be in service to a nonprofit organization and occur within the state of the City Year operating site. Extra hours should be recorded on timesheets and certified by the City Year AmeriCorps member’s direct supervisor. If the direct supervisor is not available, another designated supervisor on location must document and certify that the hours were completed on City Year’s standard Extra Hours Timesheets.

If the City Year AmeriCorps member fails to meet the hours requirements stipulated in the performance improvement plan, the Impact Director will be notified. The City Year AmeriCorps member will be subject to dismissal if the Impact Director determines that they are not demonstrating the commitment necessary to satisfy the hours requirement and/or meeting additional performance standards.

Completion of the hours requirement (1,700 for full-time City Year AmeriCorps members and 900 for those who join at mid-year) prior to graduation does not entitle a City Year AmeriCorps member to request additional absences or to leave the program early. Additionally, the last week of the program year must be spent in service and excused absences cannot be “exhausted” during the final days.

**Active Duty Deployment**

If a Reservist AmeriCorps member is deployed for a tour of active duty, the City Year AmeriCorps member’s military service obligation is considered a “compelling personal circumstance” and will be handled in one of the following two manners:

1. The City Year AmeriCorps member may suspend their term and return to complete the program or
2. The City Year AmeriCorps member will exit the program with a pro-rated Segal AmeriCorps Education Award relative to the number of hours served.

The City Year AmeriCorps member must provide written documentation of their military deployment to allow for a pro-rated award or a suspension of service to be granted.

**Military Service Obligations**

City Year AmeriCorps members who are Reservists will receive service credit for military obligations concurrent with City Year AmeriCorps member service. If a City Year AmeriCorps member is able to select when to fulfill their active duty requirement, it should be done so as not to disrupt their City Year service. The City Year AmeriCorps
member will record the same number of service hours as that of their teammates on days they are serving with the military and will continue to receive all benefits during that period.

**Jury Duty**
Serving on a jury is an important responsibility of citizenship and City Year encourages AmeriCorps members to fulfill that duty. City Year AmeriCorps members serving on Jury Duty will receive service credit for obligations concurrent with their service. City Year AmeriCorps members are expected to serve at City Year before and after time in court whenever possible.

**Voting**
Voting in elections is a civic responsibility strongly encouraged by City Year. City Year AmeriCorps members who are unable to vote before or after service hours can ask to be released during the service day without incurring any penalties. The length of the absence needed will be determined by the City Year AmeriCorps member’s supervisor.

**PROBLEM SOLVING & GRIEVANCE PROCEDURES**

**PURPOSE**
The Grievance Procedure is open to grievances from participants, labor organizations and other interested individuals concerning the AmeriCorps program.

An individual filing a grievance is referred to as a grievant. A dispute or grievance is a complaint regarding an order or action perceived to be unjust, discriminatory or oppressive. A Grievance Hearing examines whether the challenged action was unfair, incorrect or contrary to the law.

In general, these procedures are intended to apply to service-related issues, such as assignments, evaluations, suspension or dismissals for cause. Grievances must be filed within one year of the challenged action. In addition, individuals who are not selected as City Year AmeriCorps members or labor unions alleging displacement of employees or duplication of activities by AmeriCorps may utilize these procedures.

Any situation that involves allegations of fraud or criminal activity must be brought to the attention of the Corporation for National and Community Service’s Inspector General immediately. Situations involving allegations of discrimination should be directed in writing to the Corporation’s Office of Equal Opportunity.

**GRIEVANCE PROCEDURES**
The AmeriCorps member understands that he/she has a right to file a grievance to resolve disputes in accordance with the grievances procedures outlined below. A grievance that alleges fraud or criminal activity must immediately be brought to the attention of the Inspector General at the Corporation for National and Community Service.

The AmeriCorps member who wishes to dispute a matter of concern or dissatisfaction related to any program issues such as assignments, evaluations, suspension or release for cause has the following options available for settling a grievance.

» The AmeriCorps member may seek resolution through his/her immediate supervisor.

» The AmeriCorps member may pursue Alternate Dispute Resolution (ADR), an informal effort facilitated by the AmeriCorps Member Experience Department aimed at resolving the issue at hand.
ADR must be initiated within 45 calendar days of the alleged occurrence.
ADR proceedings must be confidential and the rules of evidence do not apply.
If the matter is resolved, the aggrieved party will forego filing a grievance.
The AmeriCorps member may elect to forego ADR or, if the ADR process fails, pursue a grievance hearing by submitting a written request to City Year’s Impact Director.
The hearing must convene within 30 calendar days of receiving the grievance request and will be conducted by a mediator. The mediator will issue a written decision on the matter no later than 60 days from the filing.
Except for grievances that allege fraud or criminal activity, a hearing request must be made no later than one year after the alleged occurrence.
The City Year Program or AmeriCorps member may proceed to binding arbitration if a written determination is not issued by the deadline or if either party disagrees with the written determination.
If the parties cannot agree on an arbitrator within 15 calendar days after receiving a request from one of the grievance parties, the Corporations Chief Executive Officer will appoint an arbitrator from a list of qualified arbitrators.
The arbitration proceedings must be held no later than 45 calendar days after the request and no later than 30 calendar days from when the arbitrator is appointed.
The decision must be made within 30 calendar days after proceedings begin. The cost of the arbitration must be divided evenly between the parties.
If the AmeriCorps member prevails, the total cost of the proceeding, including their attorney’s fees, will be paid by City Year.
EQUAL EMPLOYMENT / NOTICE OF NON-DISCRIMINATION

In accordance with the spirit and intent of the federal legislation governing national service, as well as the regulations, City Year AmeriCorps members are defined as “participants” not “employees.” In the interest of fair and equitable treatment, City Year models its admissions and deployment policies and practices to City Year AmeriCorps members as follows:

- Recruit, hire, train and promote persons in all capacities to ensure a diverse and inclusive climate without regard to race, gender, sex, religion, sexual orientation, gender identity expression, age, color, political affiliation, parental status, mental or physical disability, genetic disposition or carrier status, citizenship status, creed, national origin, marital status, military service or veteran status;
- Make City Year AmeriCorps members’ acceptance decisions to further the principle of equal employment opportunity;
- Ensure that leadership opportunities are provided for all City Year AmeriCorps members in accordance with the principle of equal employment opportunity by imposing only valid requirements for these opportunities.

AFFIRMATIVE ACTION

City Year does not discriminate against any group of people in its employment, hiring and admissions practices and policies. City Year is committed to taking specific affirmative action, including using transition plans, goals and timetables to ensure equal employment/participant opportunity. City Year will review, investigate and, where necessary, initiate changes in its processes about facilities and programs to ensure accessibility to the public.

CIVIL RIGHTS COMPLIANCE OFFICER

City Year Chief People Officer Mithra Irani Ramaley is the Civil Rights Compliance Officer for City Year and is responsible for ensuring that City Year’s Equal Employment Opportunity and Affirmative Action policies are followed. If staff or City Year AmeriCorps members feel as if they have been discriminated against in any employment or other People Team-related action, please contact the City Year People Team at (617) 927-2500.
Any City Year AmeriCorps member who believes that they or others have been discriminated against, or who seeks more information, may contact their state commission or:

Office of Civil Rights and Inclusiveness CNCS
1201 New York Avenue NW, Washington, DC 20525
(202) 606-7503 (p); (202) 565-2799 (TTY); eo@cns.gov

**INCLUSION OF PEOPLE WITH DISABILITIES**

AmeriCorps encourages individuals with disabilities to participate as national service providers through the AmeriCorps programs. AmeriCorps prohibits any form of discrimination against persons with disabilities in recruitment, as well as in service. Under Federal law, any program receiving Federal funds is required to comply with the requirements of Section 504 of the Rehabilitation Act.

No qualified individual with a disability shall, by reason of disability, be excluded from participation in or be denied the benefits of the program, services or activities of the program, or be subjected to discrimination by the program. Nor shall the program exclude or otherwise deny equal services, programs or activities to an individual because of the known disability of an individual with whom the individual is known to have a relationship or association. According to Section 504, the term “disability” means, with respect to an individual, a physical or mental impairment that substantially limits one or more of the individual’s major life activities, a record of having such an impairment or being regarded as having such an impairment. “Major life activities” means functions such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

A “qualified individual with a disability” is an individual with a disability who, with or without reasonable accommodations, meets the essential eligibility requirements for the receipt of the services or the participation in programs or activities provided by the program. Reasonable accommodations may include modifying rules, policies or practices; the removal of architectural, communication or transportation barriers; or the provision of auxiliary aids and services.

AmeriCorps programs must make reasonable accommodations in policies, practices or procedures when the accommodations, are necessary to allow an individual with a disability to perform the essential functions of a position, unless the program can demonstrate that making the modifications would fundamentally alter the nature of the service, program, or activity and/or impose an “undue hardship.” A reasonable accommodation may include: making facilities readily accessible to and usable by individuals with disabilities; position restructuring; part-time or modified schedules; acquisition or modification of equipment or devices; or training material or policies.

**SELF-IDENTIFICATION**

A potential City Year AmeriCorps member or a City Year AmeriCorps member with a disability is not required to disclose information about any physical or mental limitations, whether or not you believe it will interfere with the City Year AmeriCorps member’s capability to perform the essential functions of the position sought or held. If a City Year AmeriCorps member would like City Year to consider any special arrangements to accommodate a physical or mental impairment, the City Year AmeriCorps member must describe the functional limitation(s) and barriers, and cooperate with program staff to identify possible accommodations to overcome the limitation(s). Medical verification of the condition may be requested by City Year for the City Year AmeriCorps member to be protected under Section 504 of the Rehabilitation Act.
EXCLUSIONS
The following are not considered to be disabilities and therefore are excluded from protection under the ADA and Section 504: compulsive gambling, kleptomania, pyromania, drug addiction (with current use), homosexuality/bisexuality, transvestitism, transsexualism, voyeurism, sexual behavior disorders or temporary conditions (e.g. pregnancy, broken limbs, etc.).

CONFIDENTIALITY
Information provided regarding their disability by a potential City Year AmeriCorps member or a City Year AmeriCorps member shall be kept confidential; however, appropriate supervisors, managers and safety and health personnel may be informed regarding any restrictions in service duties or necessary accommodations. Government personnel may be provided information in compliance with various laws and regulations.

The City Year staff member to whom a disclosure of a disability is communicated may not share that information with anyone (other staff, City Year AmeriCorps members, service partners, etc.) except under the circumstances described above. Only the City Year AmeriCorps member or potential City Year AmeriCorps member may disclose their disability to members of the City Year staff, other City Year AmeriCorps members, or members of the service partner’s staff. Before a staff member discloses a disability to others, they must discuss this with the City Year AmeriCorps member. Whenever possible, the City Year AmeriCorps member should disclose their disability.

Although City Year AmeriCorps members are not required to do so, a City Year AmeriCorps member may disclose their disability to the members of their team, City Year staff and their service partner in order to facilitate smooth implementation of accommodation without the appearance of preferential treatment toward the City Year AmeriCorps member.

PROCESS FOR REQUESTING REASONABLE ACCOMMODATION
At any point a City Year AmeriCorps member or potential City Year AmeriCorps member may request accommodation for a disability. The request for accommodation can be made to the site’s Impact Director in writing. A request for accommodation must include documentation from the treating physician or healthcare professional stating:

- The impairment, including its nature, severity and expected duration.
- Activities the impairment limits and the extent to which they are limited.
- Documentation may not be required if the disability is visibly observable (e.g., a member using a wheelchair).

City Year will work with the City Year AmeriCorps member to come to an agreement as to what accommodation will be necessary. This process may also include site staff consulting with the treating physician or healthcare professional and/or organizations in the disability community with expertise regarding the specific type of disability. City Year will make every attempt to provide reasonable accommodations.

Factors to consider in determining an appropriate, reasonable accommodation would be:

- How will the reasonable accommodation enable the member to perform the essential functions of the position?
- Will the reasonable accommodation incur undue financial or administrative burden on the organization (unduly costly, extensive, substantial or disruptive)?
- What type of accommodation is required? What is the cost of the accommodation?
• What are the overall financial resources of the program and the effect on expenses and resources of the program?
• How will the reasonable accommodation impact the operation of the program, including the impact on the ability of other members to perform their duties and the impact on the program's ability to conduct business?
• Would providing the reasonable accommodation change the nature of City Year's program?

Upon notification of the request for a reasonable accommodation, the program shall immediately initiate the process for review of the request. The program will expedite the process in a prompt and efficient manner. If the program approves the reasonable accommodation, the accommodation should be provided within a reasonable amount of time.

If City Year denies an applicant or member a reasonable accommodation, the individual may use the grievance procedure outlined in the City Year AmeriCorps Member Service Agreement to appeal the decision and/or file a complaint with the Corporation for National and Community Service Equal Opportunity Office, within 45 days of the incident or 45 days from when the member becomes aware of the incident.

CITY YEAR, INC. POLICY AGAINST DISCRIMINATION & HARASSMENT

I. OVERVIEW
City Year, Inc. ("City Year") is committed to maintaining an environment in which all people are treated with respect and dignity. City Year believes that discrimination against or harassment of any individual hurts both the individual and the organization as a whole. Discrimination or Harassment (each as defined below) may occur when an individual is treated differently in the workplace, in any work environment, or with regards to any workplace relationship, no matter where the Discrimination or Harassment occurs, because of their membership in or identification with one or more of the categories listed below and has the purpose or effect of interfering with job performance or creating an intimidating, hostile, or offensive environment.

II. PURPOSE
The purpose of this City Year, Inc. Policy Against Discrimination and Harassment (the "Policy") is to provide guidance to the City Year Community (as defined below) and others on: a) City Year's requirement to maintain a safe and non-discriminatory work place and work environment, b) how to identify Discrimination and/or Harassment, and c) actions to be taken in the event of a claim of Discrimination and/or Harassment.

III. WHO THIS POLICY APPLIES TO AND WHEN IT APPLIES
This Policy applies, in terms of who it seeks to protect and who is required to abide by it, to all members of the City Year Community, defined as City Year staff, AmeriCorps members, independent contractors (including third party registered agents), officers, board members, site board members, donors, vendors and volunteers, as well as any other persons who are engaged by City Year or engage with City Year in official capacities as well as through less structured relationships to the organization. City Year's Policy applies not only with regards to formal workplace settings and activities but also the harassing of City Year employees and AmeriCorps members during afterhours, casual and off-duty situations.
City Year will not tolerate Discrimination or Harassment on any basis, including race, gender, sex, religion, sexual orientation, gender identity expression, age (40 or older), color, political affiliation, pregnancy or parental status, mental or physical disability, genetic disposition or carrier status, citizenship status, creed, national origin, marital status, military service, veteran status or any other bases applicable under applicable federal and local laws and regulations (each, a “Protected Category” and collectively, “Protected Categories”). Further, City Year expressly prohibits any form of Discriminatory Harassment, including Sexual Harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking.

IV. DEFINITIONS

**Discrimination**
Discrimination occurs when an individual suffers an adverse employment or other decision based on an individual’s membership in a Protected Category (as described above).

**Harassment**
Harassment is generally defined as unwanted conduct related to a protected characteristic which has the purpose or effect of violating the dignity of an individual, or creates an intimidating, hostile, degrading, humiliating or offensive environment for the individual. For the purposes of this Policy, Harassment includes Discriminatory Harassment and Sexual Harassment (as defined below).

**Discriminatory Harassment**
Discriminatory Harassment is defined as unwanted verbal, visual or physical conduct that denigrates or shows hostility against an individual protected by this Policy, when these conditions are present:

1. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual’s service, employment or participation in any of City Year’s programs or activities or is used as the basis for decisions affecting the individual (often known as “quid pro quo” harassment); or
2. Such conduct creates a Hostile Environment (as defined below).

**Sexual Harassment**
Sexual Harassment includes any unwelcome sexual advance, request for sexual favors or other conduct or acts of a sexual nature (See “Sexual Harassment – Additional Considerations” below for examples of acts which are considered to constitute Sexual Harassment). Sexual Harassment occurs when these conditions are present:

1. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of an individual’s service, employment or participation in any of City Year’s programs or activities or is used as the basis for decisions affecting the individual (often known as “quid pro quo” harassment); or
2. Such conduct creates a Hostile Environment (as defined below).

**Hostile Environment**
A Hostile Environment exists when the conduct is sufficiently severe, persistent, or pervasive that it unreasonably interferes with, limits or deprives an individual from participating in their service, interferes with an individual’s work performance or employment or participation in any of City Year’s programs or activities. Conduct must be deemed severe, persistent or pervasive from both a subjective and an objective perspective. When evaluating whether a Hostile Environment exists, City Year will consider the totality of known circumstances, including but not limited to:
• The frequency, nature and severity of the conduct;
• Whether the conduct was physically threatening;
• The effect of the conduct on the complainant’s mental or emotional state;
• Whether the conduct was directed at more than one person;
• Whether the conduct arose in the context of other discriminatory conduct; and
• Whether the conduct unreasonably interfered with the complainant’s service, employment or participation in any of City Year’s programs or activities.

A Hostile Environment can be created by persistent or pervasive conduct or by a single or isolated incident, if sufficiently severe. The more severe the conduct, the less need there is to show a repetitive series of incidents to prove a Hostile Environment, particularly if the conduct is physical. A single incident of sexual assault, for example, may be sufficiently severe to constitute a Hostile Environment. In contrast, the perceived offensiveness of a single verbal or written expression, standing alone, is typically not sufficient to constitute a Hostile Environment.

V. SEXUAL HARASSMENT – ADDITIONAL CONSIDERATIONS

Sexual Harassment is a type of Harassment and subject to all of the requirements set forth herein, including Reporting Discrimination and Harassment, Duty to Investigate, Non-Retaliation, Action and Confidentiality (as described below).

Sexual Harassment includes but is not limited to behavior that is unwelcome or offensive, one-sided (not reciprocated) and repetitive (except in cases of sexual assault), produces an intimidating environment, or makes the individual subjected to the behavior (the “recipient”) feel powerless to stop it; whether or not Sexual Harassment exists depends on the recipient’s perception of these conditions, not the intent or perception of the offending party.

Both the recipient and the offending party can be of any gender identity expression, sex identification or sexual orientation, and the recipient and offending party can be the same gender, sex identification or sexual orientation.

This Policy applies to Sexual Harassment that is committed by any member of the City Year Community as well as non-employees and other third parties doing business with City Year. The offending party can be the recipient’s manager or supervisor, a manager or supervisor in another area, a co-worker, or someone who is not an employee of the organization, such as a school employee, donor, board member or external partner.

Acts which are considered to constitute Sexual Harassment include, but are not limited to:

• Unwanted physical contact, hazing, assault, battery or threats
• Verbal harassment, such as offensive comments, jokes, slurs, epithets or inappropriate and offensive personal references
• Demeaning, insulting, intimidating or threatening comments
• Displaying any objects, pictures, photographs or other items that are demeaning, insulting, intimidating, threatening or offensive
• Demeaning, insulting, intimidating, threatening or offensive written, recorded or electronically transmitted messages or other content
• Off-duty, unwelcome conduct of a sexual nature that creates a hostile work environment
• Any other misconduct relating to one’s legally protected characteristics that has the purpose or effect of interfering with one’s work performance or creating an intimidating, hostile or offensive work environment
VI. REPORTING DISCRIMINATION, HARASSMENT AND SEXUAL ASSAULT

Duty to Report Harassment and Discrimination

City Year managers are responsible for preventing and/or eliminating all forms of Discrimination and/or Harassment. If any member of the City Year Community has witnessed or been informed of acts of Discrimination or Harassment involving others, they must report it to the regional People Business Partner, Vice President of Employee Relations, and/or Chief People Officer. The failure to report Harassment or Discrimination by someone who has witnessed or been informed of such an offense may result in disciplinary action.

A note to victims of Harassment, Assault and Discrimination

City Year is committed to creating and maintaining a safe environment for victims of such offenses and encourages those who believe they have been harassed or discriminated against to come forward. All reports of Harassment and Discrimination will be handled with the utmost care, discretion and confidentiality throughout the investigation. For additional support, the City Year Staff and Corps Member Assistance Program provides professional, experienced and knowledgeable counselors which can be accessed on a free and confidential basis.

Reporting Incidents of Harassment and Discrimination

If an individual believes that they are the victim of Harassment or Discrimination, they should take one or more of the following steps for reporting the incident as soon as possible:

1. If they are comfortable doing so, clearly state to the offending party how they feel about the conduct, and firmly request that the conduct cease immediately. This discussion should provide the offending party the opportunity to understand the specific concerns.

2. If the individual is uncomfortable approaching the offending party, the individual should promptly bring the situation to the attention of their manager or their regional People Business Partner, the Vice President of Employee Relations and/or the Chief People Officer. Alternatively, the individual may bring the situation to another member of management, who must then inform the regional People Business Partner, Vice President of Employee Relations and/or Chief People Officer.

3. Special Information for AmeriCorps Members: In addition to the right to report any such conduct to City Year, any City Year AmeriCorps member who believes that they have been discriminated against in violation of civil rights laws, AmeriCorps regulations, or this Policy, or in retaliation for opposition to Discrimination or participation in a Discrimination complaint proceeding (for example as a complainant or witness) may raise their concerns with the Corporation for National and Community Service Office of Civil Rights and Inclusiveness (OCRI). OCRI may be reached at (202) 606-7503 (voice), (202) 606-3472 (TTY), eo@cns.gov, or through www.nationalservice.gov.

1 Discrimination claims not brought to the attention of OCRI within 45 days of their occurrence may not be accepted in a formal complaint of Discrimination. No one can be required to use a program, project or sponsor dispute resolution procedure before contacting OCRI. If another procedure is used, it does not affect the 45-day time limit.
Reporting incidents of sexual assault to law enforcement officials

If an individual has experienced sexual assault by a member of the City Year Community, the staff or City Year AmeriCorps member should report the situation immediately to law enforcement as well as to their manager or to the regional People Business Partner, Vice President of Employee Relations and/or Chief People Officer. As in the cases of Harassment and Discrimination, managers, witnesses, and those who are informed of incidents of sexual assault by a member of the City Year Community must report such incidents to the regional Business Partner, Vice President of Employee Relations, and/or Chief People Officer and the incident will be handled with the utmost care and discretion.

VII. DUTY TO INVESTIGATE AND INVESTIGATIVE PROCEDURES

City Year has a duty to investigate when it has knowledge or should have knowledge (i.e. “constructive knowledge”) of conduct involving Discrimination or Harassment. City Year may be deemed to have constructive knowledge of Discrimination or Harassment even if the person hearing the complaint is not the direct supervisor or manager.

The duty to investigate and take remedial action can extend to acts alleged to have taken place outside of the physical confines of the workplace if the Discrimination or Harassment interferes with the recipient’s ability to perform their work.

After a Discrimination or Harassment complaint has been filed, management, under the auspices of the headquarters People department, will promptly, thoroughly and impartially investigate the allegations contained in the complaint. Upon the filing of the complaint, and during the course of the investigation, the alleged offending party may be suspended with pay. Such investigation shall include, at the minimum, interviews with all persons identified as having direct and personal knowledge of the incident(s) in question and the party being accused.

A note to those accused of Discrimination or Harassment: Depending on the nature and severity of the allegation, the alleged offending party may be suspended with pay during the course of the investigation. Pending formal resolution, the organization will seek to keep both the allegations and the investigation confidential to the extent possible to conduct a full, fair and impartial investigation. The alleged offending party will be given the opportunity to tell the organization’s investigators their account of the events and actions in question. The organization will seek a prompt resolution of the allegation(s), subject to the organization’s need to conduct a full, fair and impartial investigation. During the course of the organization’s investigation, the alleged offending party is prohibited from contacting any of the accusers, witnesses or those who reported the incident, or taking actions, other than speaking to the investigators, that may be construed as seeking to influence the outcome of the investigation. If a person believes that they have been wrongly accused of Harassment or Discrimination or that they have not been provided with a fair, full and impartial investigatory process, they may contact the regional People Business Partner, Vice President of Employee Relations and/or Chief People Officer. At the resolution of the investigation, the alleged offending party will be informed of the outcome and, if appropriate, any disciplinary action to be taken.

VIII. RESOLUTION AND ORGANIZATIONAL ACTION

Upon conclusion of the investigation, if the organization has found that no Discrimination or Harassment has taken place, the People department will promptly inform both the complainant and the accused party of the result, and if the accused party had been suspended with pay, they will be immediately reinstated. If the organization has found that Discrimination and/or Harassment has taken place, the People department, working in conjunction with the relevant managers, will immediately (1) take whatever
It deems appropriate under the circumstances, up to and including discharge of the offending party and (2) report back to the person or persons who filed the complaint to inform them of the results of the investigation and any action that has been taken against the offending party.

**IX. PROHIBITION AGAINST RETALIATION**

It is unlawful for an employer or managers to take an adverse employment action against any individual because the individual has alleged or opposed Discrimination or Harassment or has assisted in a proceeding to investigate a claim of Discrimination or Harassment. Retaliation is always wrong and harmful, and may have a chilling effect on individuals speaking out against discriminatory conduct or participating in investigations of that alleged conduct. Accordingly, City Year prohibits any form of retaliation. For purposes of illustration, it might be considered retaliatory to take any of the following actions against an individual who has filed a claim or participated in an investigation:

- reprimand the individual or give a performance evaluation that is lower than it should be
- transfer the individual to a less desirable position
- engage in verbal or physical abuse
- threaten to make, or actually make, reports to authorities (such as reporting immigration status or contacting the police)
- increase scrutiny
- spread false rumors about the individual
- make the individual’s work more difficult (for example, purposefully changing an individual’s work schedule to conflict with family responsibilities)

If you believe you are the victim of retaliation in connection with a claim or investigation of Discrimination or Harassment, contact your People Business Partner, the Vice President of Employee Relations, and/or the Chief People Officer.

**X. CONFIDENTIALITY**

City Year will protect the privacy of those who come forward and the confidentiality of harassment allegations to the extent possible and permissible by law. Please note that in order to conduct a thorough investigation, City Year cannot guarantee complete confidentiality, but will restrict the sharing of sensitive information to a need to know basis.

**XI. FOR MORE INFORMATION**

If you have any questions regarding this policy or its implementation, please contact your regional People Business Partner, the Vice President of Employee Relations, and/or the Chief People Officer.

**REPORTING INCIDENTS OF MISCONDUCT & ACCIDENTS**

**POLICY AND REPORTING TO MANAGEMENT**

In order to protect the well-being of City Year AmeriCorps members, staff, the organization and the public it serves, City Year requires that all incidents or alleged incidents of misconduct or potential misconduct and all accidents be reported immediately to the manager of the City Year AmeriCorps member. The manager or Executive Director is responsible for ensuring that incidents are reported to them and
also is responsible for notifying the People Team and the Regional and Site Operations Department according to the process described below.

**INVESTIGATIVE MEASURES**
The City Year People Team will work in conjunction with the appropriate staff, corps, service partners, etc. to conduct a complete investigation, which may result in action up to and including suspension, dismissal or termination, and referral to official authorities.

**PRIVACY**
Important: City Year requires that the privacy of everyone involved in the incident be respected. All forms, inquiries, reporting and communication must be done confidentially. Some examples of accidents and misconduct or potential misconduct include, but are not limited to:

- All areas of required reporting, as listed in previous section
- Sexual harassment or assault
- Discrimination on the basis of race, gender, religious affiliation, citizenship status, sex, sexual orientation, age, ethnicity, veteran status, color, political affiliation, mental or physical challenges or disability, creed, national origin and marital status
- Inappropriate use of any City Year funds or resources
- Verbal or physical threats, abuse or assault
- Use or possession of alcohol
- Illegal activity, including use or possession of illegal substances
- Generally inappropriate conduct or behavior that, in the best judgment of the person who witnesses or hears it, constitutes misconduct
- Misconduct or suspected misconduct by anyone, including non-City Year individuals, at any of the service sites at which we serve
- Driving a rented or City Year vehicle and damaging or injuring something or someone

**TIMELINE AND SPECIFIC STEPS**
All incidents of misconduct or potential misconduct must be reported immediately according to the following process:

1. Whoever witnesses or otherwise learns of the incident notifies their manager or the manager of the person or persons involved, on the day of the incident. (If the incident occurs after business hours, the manager must be notified first thing the next morning.)

2. The manager notifies the Executive Director and/or calls to notify the People Team on the day of the incident. (If the incident occurs after business hours, the manager must be notified first thing the next morning.)

3. The manager, after notifying the People Team of the incident, ensures completion of an "incident report" form and emails or carries a copy of it to the City Year People Team within 24 hours of the incident.

**DRUG-FREE WORK PLACE**
The City Year AmeriCorps member understands that in accordance with the Drug-Free Workplace Act (41 U.S.C. § 701, et seq.) the unlawful possession, use, distribution, dispensation or manufacture of a controlled substance (e.g., illegal drugs or certain types of prescription medication) or the use of alcohol on the premises of the Program, at any service site or location at which an AmeriCorps member is performing program services,
or at any time an AmeriCorps member is representing the Program, is prohibited and may be the basis for disciplinary action, up to and including termination of service. The AmeriCorps member must notify the Impact Director immediately if convicted under any criminal drug statute. The AmeriCorps member’s participation in the Program is conditioned upon compliance with all requirements of the Drug Free Workplace Act. **Local sites and/or service partners may decide to implement a more comprehensive drug-free policy which may include mandatory drug testing.**

**NONPARTISANSHIP & POLITICAL PARTICIPATION POLICY**

City Year has formal policies regarding nonpartisanship and political participation which pertains to all those acting on behalf of City Year including City Year staff and AmeriCorps members and board members in their capacity as City Year volunteers. A summary is included below and the full policy can be found on the Workforce Policies and Procedures page on cyconnect.

City Year is a nonpartisan organization and appreciates the support it has received from representatives of all political orientations. The City Year organization does not contribute to, work for, endorse or oppose any political party or any specific elected official or candidate for public office. No partisan political activity may be undertaken by City Year AmeriCorps members or staff while on City Year time or while earning AmeriCorps service hours. The prohibited activities include but are not limited to (1) participating in partisan political rallies of any nature or social media, letter-writing or phone campaigns; (2) bearing partisan political signs or distributing partisan political fliers; and (3) registering citizens to vote.

A robust democracy requires active and engaged citizens. However, it is vital to the protection of City Year’s mission and nonprofit status that City Year representatives do not utilize City Year’s time or resources to support or oppose partisan political objectives or candidates for elected office. It is also important to avoid the appearance that the organization is supporting or opposing partisan activities or candidates for elected office. Having effective policies and procedures regarding political activities protects City Year, as well as City Year representatives as civically engaged private citizens.

As private citizens, City Year representatives may support or oppose the elected officials, political party and candidates of their personal choice, as long as (1) they do so on their own time, expense and initiative; (2) they are not wearing City Year AmeriCorps uniform or logo gear; and (3) they speak and act as a private citizen and not as a spokesperson (or as an implied or inferred spokesperson) for the City Year organization. If a City Year representative chooses to identify himself or herself as affiliated with the organization, or identified as such, on public social media channels he or she must make it clear that the opinions expressed are personal and not necessarily those of the organization. City Year representatives should be aware that even if they do not identify themselves as affiliated with City Year, the media or the public may do so.

When acting as a representative of City Year, it should be assumed that members of the public recognize you as a representative of City Year and appropriate action should be taken to ensure you are acting within the nonpartisanship and political participation policy. For more information, please review the full policy (Nonpartisanship Policy Guide) on cyconnect.
SOCIAL MEDIA POLICY & PERSONAL BRANDING GUIDE

This is the high-level view of City Year’s social media policies for staff and City Year AmeriCorps members. For the full policy and more details on personal branding, visit the Marketing and Communications site page on cyconnect. For specific restrictions and policies regarding students and social media, refer to the AmeriCorps Member Student Safety Code of Conduct and the Nonpartisanship Policy Guide.

All of your actions with others offline and online combine to form your personal brand. Your personal brand represents who you are and what you stand for to anyone who interacts with you on or offline. It is important to be purposeful with your social media use because it becomes your online portfolio and resume. Your personal brand is a factor that is always considered by potential—and even existing—employers.

Once you identify yourself as a member of the City Year community, you are a representative of the organization whether you are on hours, in uniform, or at home on your own computer, tablet or mobile device. The things that you post on social media may reflect on the organization even if you have the following required disclaimer on all your profiles:

“The opinions expressed are not representative of City Year or AmeriCorps as organizations.”

#MAKEBETTERHAPPEN

It’s the little, small, daily joys that add up to a meaningful year—both for you and for the students and community you serve. #makebetterhappen™ is a place where you can share some of those great things that are happening every day with our entire City Year community. We recognize that posting your positive stories of impact can help us spread awareness of City Year as an organization. Whether you tweet about your student’s attendance progress or Instagram an awesome math game your teammate made, your stories paint a detailed picture of what it’s really like to be a City Year AmeriCorps member.

THREE MAJOR AREAS OF CONCERNS FOR PERSONAL SOCIAL MEDIA USE

1. FERPA

As an organization that works with students in schools, City Year has a legal obligation to Family Education Right to Privacy Act (FERPA) compliance. For more information on FERPA and City Year’s full Student Data Security Policy, visit the Workforce Policies & Practices page on cyconnect.

Per the U.S. Department of Education: “Parents and students put their trust in the stewards of education data to ensure students’ personal information is properly safeguarded and is used only for legitimate purposes and only when absolutely necessary.”

City Year AmeriCorps members and staff are never in the position to make the determination whether student information is for “legitimate purposes” or is “absolutely necessary.” These are determinations made by City Year leadership.

In order to uphold FERPA regulations and provide protection of the students City Year serves, the following social media restrictions apply to personal social media (additional student safety social media restrictions are outlined in the Student Safety Code of Conduct):

• City Year AmeriCorps members and staff are prohibited from engaging with students on social media. This includes (but is not limited to) friendi
on Facebook or following or direct messaging students on Instagram, Snapchat, Twitter, etc.

- City Year AmeriCorps members and staff are prohibited from using geo-tagging social media technology at the schools City Year serves (Facebook, Snapchat, Instagram photo map, etc.)
- Collecting, storing and sharing photos/videos/audio clips or personal identifiers of students on personal social networks or on personal devices (smartphones, tablets, computers, etc.) is prohibited.

2. Professionalism

City Year AmeriCorps members and staff are prohibited from making inappropriate or unprofessional comments about students, teachers and administrators, communities we serve, and/or parents or having inappropriate relationships on social media channels.

Please note that we do not restrict anyone from saying anything negative about City Year as an organization, but you should know that these things are periodically monitored, so if it is something you don’t want a staff member to potentially see, then don’t post it. Even if you’re sharing online during your personal time, your post can still come back to and reflect upon the organization.

Policies on fraternization on social media channels:

- City Year AmeriCorps members and City Year staff may, but are not required to, interact with one another on social media channels including Facebook, Instagram, Twitter, LinkedIn, Snapchat, etc. Accepting connection requests is up to each individual's discretion
- City Year AmeriCorps members and City Year staff members may, but are not required, to be social media contacts with service partners. Accepting connection requests is up to each individual's discretion
- Engagement between City Year staff and recruitment prospects/incoming City Year AmeriCorps members on social media is at staff discretion

3. AmeriCorps and Nonpartisanship

Staff and City Year AmeriCorps members must adhere to City Year’s nonpartisanship and political participation policies on social media. City Year AmeriCorps members will be knowledgeable of and not engage in activities (either online or offline) that are prohibited by AmeriCorps and the Corporation for National and Community Service (CNCS) while on City Year time, in a City Year uniform and/or on City Year technology.

As a private citizen, you have the right to support or oppose elected officials, political parties and/or candidates of your personal choice. It is critical that anything said or done is as a private citizen and not as a spokesperson (or implied spokesperson) of City Year as an organization and is not taking place while on hours or on City Year technology. To learn more about AmeriCorps prohibited activities, or to learn more about the difference between personal time and service time, please refer to the nonpartisanship and political participation guide on cyconnect.

Some real-life examples of prohibited activities include:

- Signing a petition on change.org about a government policy on City Year hours or with a City Year email address.
- Retweeting a post about a political issue or from a political candidate on a City Year issued phone or computer.
• Posting political statements or commentary on City Year time.
• Encouraging friends and family to donate to City Year while on City Year hours or technology.
• Posting, commenting or sharing about saving funding for AmeriCorps (@voices4service, etc.) and any other attempt to influence legislation.

Please note, this is not a comprehensive list, and it is meant for illustrative purposes only.

• You may participate in any of the “AmeriCorps prohibited activities” in your time as a private citizen, so long as you are on your personal time, not wearing the City Year uniform or using City Year technology.

VIOLATIONS
All City Year staff and AmeriCorps members are required to strictly adhere to the full social media policy on page 183. Any infraction will result in disciplinary action.

Enforcement options include:

• Deleting or editing the content from your social channel
• Requiring a corrective action plan
• Disallowing member hours
• Disallowing AmeriCorps member education awards
• Dismissal from the corps or staff

Enforcement options against the organization by the Corporation for National and Community Service, surrounding AmeriCorps Policy infractions, include:

• Recovering unallowable costs
• Conditioning the grant award
• Placing a manual hold on disbursements
• Suspending the grant and/or terminating the grant

ADDITIONAL ORGANIZATIONAL POLICIES

DRIVING POLICY
City Year AmeriCorps members with a valid driver’s license may drive a car or other motor vehicle during the City Year service day. Any AmeriCorps member who drives is expected to be familiar with and adhere to the individual state’s current driving laws and automobile insurance requirements. City Year AmeriCorps members must be especially cognizant of student safety as they drive to and from the school campus.

City Year AmeriCorps members may:
• Carpool with other City Year AmeriCorps members to and from the service site
• Leave school during their lunch break
• Drive to and from service for appointments (e.g. doctor, dentist, food stamps)
• Drive between school and the City Year office for necessary meetings

City Year AmeriCorps members may not:
• Transport any student or youth in a vehicle (this applies to City Year staff members too)
• Perform City Year business using their personal vehicle
• Hold City Year liable for any accidents they are involved in while driving during the service day
• Be late to service from a lunch break
Mileage reimbursements will not be given to City Year AmeriCorps members who carpool to the school site in the mornings and from the school site in the evenings.

Parking is subject to the availability of space at your local school site and/or City Year office. City Year AmeriCorps members must follow the parking space guidelines provided by your school and City Year. City Year AmeriCorps members should not leave valuables in cars during the service day. Break-ins or damage to personal vehicles are not the responsibility of the school or City Year. If a personal vehicle is issued a parking ticket, it is the responsibility of the City Year AmeriCorps member to pay for the ticket. If a moving violation ticket is issued, it is the responsibility of the City Year AmeriCorps member to pay for the ticket.

It is the responsibility of the City Year AmeriCorps member to properly maintain a personal vehicle. If the vehicle breaks down, it is the responsibility of the City Year AmeriCorps member to find an alternate transportation/commute option to service. Availability of local transportation passes are determined by your local site policy.

Role modeling proper driving behavior is important to our students, parents, school administration and community. City Year AmeriCorps members must adhere to all rules of conduct when driving personal or City Year owned vehicles and should remember to exhibit safe driving practices (which may also be driving laws) such as wearing seatbelts, carpooling the legal number of passengers, refraining from texting while driving and following the speed limit.

**CITY YEAR VEHICLES**

Returning City Year AmeriCorps members (Senior and Second-Year) may operate a City Year owned vehicle provided they have a valid driver’s license and have completed an Affidavit supplied by the site Impact Director. Any returning City Year AmeriCorps member found to be in violation of this requirement may be subject to dismissal.

**SMOKE AND TOBACCO FREE**

City Year is proud to state that since July 1, 1997, City Year has been smoke- and tobacco-free at all times and in all places, public or private, while in uniform or while in professional dress when on City Year business. Violation of the smoke-and tobacco-free policy may result in disciplinary action, up to and including termination.

**BRINGING CHILDREN TO OVERNIGHT EVENTS**

Neither staff nor City Year AmeriCorps members may bring children to overnight events and are generally discouraged from bringing children to service/work at City Year, except in special circumstances when the event itself will be appropriate for the child, and childcare will be available. City Year AmeriCorps members must discuss these circumstances with their supervisor in advance. The reasons for this policy are as follows:

1. City Year cannot guarantee the safety and security of children during service/work events and therefore, as an organization, we cannot assume liability for children’s safety.
2. City Year AmeriCorps member’s and staff’s primary objective while at service/work is the achievement of our service and program duties. Having personal child care responsibilities conflicts with our ability to focus on and achieve our objective.
3. Overnight venues may not have child friendly accommodations.
4. The programming for overnight events (e.g., Basic Training, Mid-Year Summit) is designed for adults, not children.

LETTERS OF REFERENCE
Professional letters of reference concerning former or current City Year staff members or City Year AmeriCorps members must be reviewed and approved by the Executive Director or the People Team to comply with legal and confidentiality requirements.

INQUIRIES ABOUT CURRENT OR FORMER STAFF AND CORPS
Due to confidentiality and legal requirements, all verbal and written requests for information about current or former City Year staff or City Year AmeriCorps members must be referred to the People Team for a reply.

RELATIONSHIPS BETWEEN STAFF AND CORPS
City Year staff and/or City Year AmeriCorps members who are related or in a relationship together shall not be in direct or indirect reporting relationships with each other. This policy is designed to maintain the general collegiality and productivity of the entire workforce and to protect the work environment.

A family relationship within a managerial relationship can make others within the same managerial relationship uncomfortable and unable to speak and act freely. It may also raise the potential for conflict between the manager and reporting relationship, and increase the potential for favoritism and/or tension in the workplace.

THEFT
City Year AmeriCorps members caught stealing or suspected of taking or receiving stolen property will be suspended immediately until a proper investigation is completed. The City Year AmeriCorps member may be dismissed from the program pending the outcome of the investigation.

ARRESTS THAT OCCUR DURING THE YEAR
If a City Year AmeriCorps member is arrested during the service year, he/she is required to disclose the arrest to their Impact Director within 48 hours. Failure to do so may result in dismissal.
TECHNOLOGY AND CORE 4

The Core 4 is City Year’s primary integrated, enterprise-wide technology systems. Together they enable our workforce to share information, manage relationships, leverage resources and measure impact. Available to everyone, anywhere and anytime, the Core 4 is the digital backbone of the organization, helping staff and AmeriCorps members do what they do best, and do it even better. The Core 4 harnesses the power of technology, collaboration and continuous process improvement so that we can work towards operational excellence and strategic imperative success. For more information, tools and trainings on how to use these systems, check out cyconnect.

cyconnect: Where Our Community Connects
City Year’s Enterprise Content Management System—cyconnect—is the place-to-go for content management and collaboration. cyconnect provides access to policies and procedures, marketing materials, collaborative community and team sites, project workspaces and network-wide announcements.

cyschoolhouse: Where Impact is Measured
cyschoolhouse allows us to see, in real-time, which students are being served and how often. It also enables our ability to monitor student progress and measure the specific impact of our efforts. cyschoolhouse Corps Edition is where AmeriCorps members enter time spent with students.

cychannel: Where Relationships Grow
City Year’s Constituent Relationship Management (CRM) System—cychannel—enables City Year to strategically track and leverage the relationships that exist with our many varied constituents.

cyresource: Where Business Thrives
City Year’s Enterprise Resource Planning (ERP) System—cyresource—provides one consolidated platform for human capital management, staff hiring, returning AmeriCorps member (Senior and Second-Year) applications, payroll, benefits, financials, revenue and expense management and workflows.

Single Sign-On Portal: login.cityyear.org
City Year is invested in an Identity Management tool that provides centralized Single Sign-On (SSO) portal access to core applications based on your role at City Year.

City Year Service Desk: Where Customer Service Lives
Any City Year AmeriCorps or staff member may use the Service Desk Customer Portal to submit a question, share an idea or request a service. Your Case will be assigned to a Service Desk Agent who will respond and provide assistance to resolve your case. You can access Service Desk (617.927.2551) using the Single Sign-On (SSO) link on the cyconnect Homepage or by using the City Year Service Desk “tile” on the login.cityyear.org SSO portal.
CITY YEAR CASE STUDIES

City Year’s unique partnerships and rapid development have been the subject of four case studies at Harvard Business School:

Published By Harvard Business School
- City Year: National Expansion Strategy, December 21, 1995
- City Year Enterprise, June 7, 1996
- Timberland and Community Involvement, August 29, 1996
- City Year: The Journey, November 17, 2011

The AmeriCorps budget crisis of 2003 has been the subject of three case studies published by the John F. Kennedy School of Government. The third study includes a focus on the Save AmeriCorps Coalition and City Year’s role in it.

Published by The John F. Kennedy School of Government, Harvard University
- Case 1739: The AmeriCorps Budget Crisis of 2003: (A) Why the National Service Movement Faced Cutbacks and How it Responded
- Case 1740: The AmeriCorps Budget Crisis of 2003 (B)
- Case 1740.1: The AmeriCorps Budget Crisis of 2003: (Sequel) Why the National Service Movement Faced Cutbacks and How it Responded, March 1, 2004

EVENTS

PURPOSE OF EVENTS
At City Year, events give structure to our year, providing opportunities to inspire and educate participants. Together with corporate champions, school and district partners, students and families, and community members, we celebrate service and active citizenship and encourage entire communities to join us in service. City Year events are a great way for the organization to share its mission, message and outcomes and to provide some of the energy, idealism and impact of the City Year AmeriCorps members to external guests.

The following descriptions of major City Year events are generally listed in order of occurrence during the year.

Summer Academy
In 1994, City Year staff nearly tripled in size when the organization grew from two to six sites. To share City Year’s unique values, culture and best practices throughout the fast-growing network, Summer Academy was launched as an internal training institute.

Held annually in mid-July, Summer Academy is a powerful week of focused learning, networking, and community building for staff and Senior AmeriCorps members from City Year sites nationwide.

Basic Training Academy (BTA)
Held at the beginning of the program year, Basic Training Academy is approximately a month-long initiative to familiarize AmeriCorps members with City Year. AmeriCorps members learn about the history and culture of the organization and go through workshops covering numerous topics, including diversity and civics, to prepare them for their service year. AmeriCorps members will also gain the knowledge and skills to become literacy and math practitioners. During this time, AmeriCorps members also attend a Basic Training Retreat (BTR), where they experience an intensive period of engagement and reflection about their upcoming service year.
The City Year Jacket Ceremony
The City Year Jacket Dedication Ceremony happens during BTA, at which time the signature piece of the City Year uniform, the City Year jacket, is given to an AmeriCorps member to symbolize their readiness for the service year ahead.

Opening Day
Modeled after Major League Baseball’s first day of the season, Opening Day is an annual City Year tradition dating back to the organization’s 1988 pilot program in Boston. On Opening Day, City Year AmeriCorps members take the City Year Pledge in front of friends, family, corporate executives, service leaders and civic officials as part of rallies that help to excite and engage the community around our work in schools.

AmeriCorps Opening Day
All City Year AmeriCorps members also take the AmeriCorps pledge, as many participate in AmeriCorps Opening Day. Hosted by each state commission, the day unites AmeriCorps programs from the region and allows for networking with members from other national service programs.

Specialty Market Events
City Year hosts specialty market events which bring together specific industries and/or demographic groups to learn more about City Year’s work and also to raise funds for the organization. These events can offer attendees the opportunity to simultaneously network with their peers and hear from AmeriCorps members about their experience. Over the last five years, sites have hosted events for women, lawyers and investment community professionals which have engaged thousands of new advocates throughout the country and raised over three million dollars for City Year.

Mid-Year Summit
At the halfway point of the service year, City Year AmeriCorps members attend the Mid-Year Summit, where they receive more rigorous leadership and best practice trainings, and prepare to finish the year with continuous improvement and purpose. Mid-Year Summits may include a mid-year retreat, which focuses City Year AmeriCorps members on the challenges and opportunities of the second half of the program year.

Martin Luther King, Jr. “Day On” of Service
All U.S. City Year locations honor the life and work of Dr. Martin Luther King, Jr. by commemorating the civil rights movement and Dr. King’s dream of the “Beloved Community.” For City Year, Dr. King’s birthday is a “day ON, not a day off.” In partnership with other agencies, City Year brings together hundreds of volunteer youths, parents, community members and citizens of all ages to engage in service projects, such as working with seniors, assisting in soup kitchens, painting schools, restoring parks and running educational activities for children.

Physical Service Days
These events are unique opportunities to share the transformative experience of service, and its rewards, with others by engaging community members, corporate partner employees and volunteers to deliver transformative, inspirational and sustainable service.

Annual Dinners/Galas
Starting in 1994 in Boston as a backyard dinner party/fundraiser, every City Year site now hosts an annual dinner program. These elegant festivities not only celebrate and inspire, but also raise awareness and funds for City Year. Annual dinners vary in size depending on the site but average around 400 attendees and are most often hosted between March and May. AmeriCorps members generally play a key role in these events delivering
testimonials, mingling with and serving as hosts, and showcasing their energy and idealism to dinner guests.

Annual dinners have featured keynote remarks from NFL star Tom Brady, President Clinton, Senator Lindsey Graham, President Obama, General Colin Powell, the late Tim Russert, Maria Shriver and Russell Simmons. The celebrations are a spirited way to build a powerful community of external champions and donors in a number of ways, including sponsorship opportunities to raise funds, event committees to engage and cultivate corporate and individual donors and a replicable model that can be scaled and leveraged year after year.

**Investors Summit**

The Investors Summit, generously sponsored by Comcast NBCUniversal and CSX, convenes City Year’s leading philanthropic investors, national trustees, local board chairs and executive leaders for an engaging program focused on our shared goal of ensuring more students graduate from high school, ready for college and career success. Through discussion and dialogue, the Summit explores areas of innovation, progress and challenge in our shared work, and seeks to generate further momentum towards our Long-Term Impact strategy to address the urban graduation challenge through national service.

**AmeriCorps Member Graduation Day**

At graduation, City Year AmeriCorps members mark the completion of a successful year of service to their community, country and world, and officially become proud City Year alumni. Family members, friends, corporate sponsors, service partners and city and state officials are all invited to join the celebration. Each ceremony features a keynote speaker, diploma ceremony, gifts of appreciation and awards of distinction to City Year AmeriCorps members and champions of City Year.

### Organizational Holidays

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<thead>
<tr>
<th>Quarter</th>
<th>July</th>
<th>August</th>
<th>September</th>
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<tbody>
<tr>
<td>Q1</td>
<td><strong>Independence Day</strong>&lt;br&gt;Wednesday, July 4, 2018</td>
<td></td>
<td><strong>Labor Day</strong>&lt;br&gt;Monday, September 3, 2018</td>
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<tr>
<td>Q2</td>
<td><strong>Indigenous Peoples’ Day</strong>&lt;br&gt;As determined by City Year location</td>
<td><strong>Veterans Day</strong>&lt;br&gt;As determined by City Year location</td>
<td><strong>Corps Member Winter Break</strong>&lt;br&gt;Varies by site specific calendar</td>
</tr>
<tr>
<td>Q3</td>
<td><strong>New Year’s Day</strong>&lt;br&gt;Varies by site specific calendar</td>
<td><strong>President’s Day</strong>&lt;br&gt;Monday, February 18, 2019</td>
<td><strong>Thanksgiving Break</strong>&lt;br&gt;November 22–23, 2018</td>
</tr>
<tr>
<td>Q4</td>
<td><strong>Memorial Day</strong>&lt;br&gt;Monday, May 27, 2019</td>
<td><strong>Memorial Day</strong>&lt;br&gt;Monday, May 27, 2019</td>
<td><strong>Memorial Day</strong>&lt;br&gt;Monday, May 27, 2019</td>
</tr>
</tbody>
</table>

**Q1** | **JULY** | **AUGUST** | **SEPTEMBER** |

- **Independence Day**<br>Wednesday, July 4, 2018
- **Labor Day**<br>Monday, September 3, 2018

**Q2** | **OCTOBER** | **NOVEMBER** | **DECEMBER** |

- **Indigenous Peoples’ Day**<br>As determined by City Year location
- **Veterans Day**<br>As determined by City Year location
- **Corps Member Winter Break**<br>Varies by site specific calendar

**Q3** | **JANUARY** | **FEBRUARY** | **MARCH** |

- **New Year’s Day**<br>Varies by site specific calendar
- **President’s Day**<br>Monday, February 18, 2019
- **Thanksgiving Break**<br>November 22–23, 2018

**Q4** | **APRIL** | **MAY** | **JUNE** |

- **Memorial Day**<br>Monday, May 27, 2019
NEW SITE DEVELOPMENT GUIDEPOSTS

Bringing City Year to a New Community: The Guideposts for New Site Development

City Year has grown to 28 locations across the United States through the dedication, leadership and generosity of citizens, philanthropic institutions, corporations and government agencies who work with City Year on a new site development process that generally takes two years to complete.

City Year, Inc. operates as a single, unified nonprofit corporation. Accordingly, each new City Year site is developed in a manner which ensures that the site will be operationally sound and sustainable. City Year’s Board of Trustees is vested with the authority to launch a new City Year site.

Phase I
City Year begins the exploratory process upon reviewing and accepting the following:

Exploratory Grant
A local exploratory grant of at least $150,000 is provided to fund delegation visits and other exploratory activities.

Champion
A champion emerges who possesses the passion, skills and resources to lead a successful new site development process.

Phase 2
The City Year Board of Trustees votes to authorize the deployment of a Startup Team once the following guideposts are met:

Challenge grant
A $1 million to $2 million challenge grant to leverage four years of funding.

Multi-year funding
Pledges accounting for 100 percent of the non-federal funding is required over the program’s startup year and first year of operations (minimum 50 AmeriCorps members) and 80 percent of the non-federal funding required over the program’s second and third year of operations, including multi-year commitments for private sector team sponsorships.

Founding Committee
City Year Founding Committees promote the development of the program and build a group of multi-sector stakeholders, some of whom will transition to a Site Board upon completion of the new site development guideposts.

Written support
Twenty-five letters of support from community and corporate leaders and public officials.

School District
To maximize student and school outcomes, the local school district commits to collaborate with City Year to select, cultivate and advance school partnerships; to support the full implementation of City Year’s Whole School Whole Child model; to advance City Year’s School Operating Conditions for Success; and to make an initial, multi-year financial contribution of $15,000 per AmeriCorps member.

AmeriCorps support
The State Commission administering AmeriCorps funds in the new site community strongly endorses City Year’s launch and commits to supporting 50 City Year AmeriCorps members using all available resources.
Phase 3

The City Year Board of Trustees votes to formally authorize the launch of a City Year site, upon the following guideposts being met during the startup period:

**Operational readiness**

Key programmatic and personnel objectives are met to ensure operational readiness, including AmeriCorps recruitment, staffing, service planning, school-based pilot program, securing transportation passes from the local transit authority and identifying office space. Founding Committee works with City Year, Inc. to identify an Executive Director.

**Board**

Establish a multi-sector stakeholder Site Board with Board Chair identified.
**REVENUE**

City Year, Inc.’s FY17 annual operating revenue was approximately $155.3M. As a public-private partnership, City Year is supported by the Corporation for National and Community Service, local school districts and private philanthropy from corporations, foundations and individuals.

The range of revenue sources allows City Year to engage champions from a variety of sectors and have partners investing not only in City Year, but also in the children and communities we serve. By diversifying our funding base, we reduce our reliance on any one source of funding.

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 one percent of rated organizations have received this distinction for fourteen consecutive years or more, placing City Year among the most trustworthy nonprofits in America.
SECTION 7: LEADERSHIP TEAM

ORGANIZATIONAL LEADERSHIP TEAM

CHIEF EXECUTIVE OFFICER & CO-FOUNDER, MICHAEL BROWN

Michael Brown is CEO and Co-Founder of City Year, an education-focused nonprofit organization that mobilizes idealistic young people for a year of service in high-need schools and promotes the concept of voluntary national service as means of building a stronger democracy.

This year, more than 3,000 City Year AmeriCorps members are helping to address the nation’s high school dropout crisis and turnaround low performing schools by serving as full-time tutors, mentors and role models in high-need schools in 28 U.S. cities.

City Year served as an inspiration for AmeriCorps, the federal initiative through which more than one million Americans have served their country. City Year has 30,000 alumni who have contributed more than 42.5 million hours of service and earned access to more than $100 million in college scholarships through the AmeriCorps National Service Trust.

For his work developing City Year and advancing the national service movement, Michael has been awarded the Reebok Human Rights Award, Independent Sector’s John W. Gardner Leadership Award and has been named one of America’s Best Leaders by US News & World Report as well as an Executive of the Year and member of The Power and Influence Top 50 by The NonProfit Times.

Michael is a graduate of Harvard College and Harvard Law School, where he served as an editor of the Harvard Law Review. He currently serves on Harvard’s Board of Overseers. Prior to co-founding City Year, Michael served as a legislative assistant to then Congressman Leon Panetta and as a clerk for Federal Judge Stephen Breyer.
CITY YEAR, INC. SENIOR LEADERSHIP TEAM

Michael Brown
Chief Executive Officer & Co-Founder

Jim Balfanz
President

Shanuah Y. Beamon
Senior Vice President & General Counsel

Sandra Lopez Burke
Vice President & Executive Director of City Year Boston

AnnMaura Connolly
Executive Vice President & Chief Strategy Officer

Allison Graff-Weisner
Senior Vice President & Chief Development Officer

Jessica Greenfield
Executive Vice President & Chief Financial and Administrative Officer

Sean Holleran
Executive Vice President & Chief Operating Officer

Jason Holton
Senior Vice President of Talent Acquisition

Jeff Jablow
Senior Vice President & Chief Education Strategy Officer

Hubie Jones
Senior Advisor & Social Justice Entrepreneur-In-Residence

Kanna Kunchala
Senior Vice President, Major Gifts

Christine Morin
Senior Vice President & Chief Growth and External Affairs Officer

Mithra Irani Ramaley
Senior Vice President & Chief People Officer

Phillip M. Robinson, Jr.
Senior Vice President, Regional and Site Operations

Charlie Rose
Senior Vice President & Dean

Stephen Spaloss
Senior Vice President, Team Leadership

Stephanie Wu
Senior Vice President & Chief Impact Officer

CITY YEAR REGIONAL VICE PRESIDENTS

Jay Thompson
Northeast Region

Delores Morton
West Region

Derrick Fulton
Midwest Region

Jordan Plante
South Region

Ryann Denham
Central Region

All names as of May 4, 2018
INTERNATIONAL AFFILIATE EXECUTIVE LEADERSHIP

Jonathan Beebe  
Chair, City Year United Kingdom: Birmingham/West Midlands, Greater Manchester and London

Daylene van Buuren  
Executive Director, City Year South Africa
HEADQUARTERS VICE PRESIDENTS

Alexandra Allen
Vice President, Corps Experience and Services

Alyson Augustin
Vice President, Government Relations

Leila Bailey-Stewart
Vice President, Leadership Development

Erin Bennett
Vice President, Grants Management

Rebecca Berne
Vice President, Trustee Relations and Executive Office Operations

Dr. Sheryl Boris-Schacter
Vice President, National Program Design

Beth Bryant
Vice President, Strategy

Tina Chong
Vice President, Communications

Chris Corneille
Vice President, Strategy Management and Innovation

Andy Dean
Vice President and Creative Director

Kat Decelles
Vice President and Controller

George Deveney
Vice President, New Site Development

Duke Guthrie
Vice President, Foundations

Meredith Hansen
Vice President, Strategic Partnerships and Special Initiatives

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