



# SITE IMPACT REPORT

## City Year Detroit



# CITY YEAR'S RESPONSE TO COVID-19

Even during this unprecedented time of disruption in the schooling of our children due to COVID-19, we know students continue to dream big and strive for academic success. Now, more than ever, they need people who believe in their future—because students living in systemically under-resourced communities face even greater challenges as they return to school.



## IMPACT ON STUDENTS

- Expected learning loss of up to a year or more.
- The pandemic has exposed and exacerbated deep-rooted inequities.
- Increased variability in student academic levels.
- Trauma and toxic stress are tied to long-term negative education, economic and health outcomes.



## NEEDED RESPONSE

### Holistic Learning

- Attention to holistic social, emotional and academic skills
- Ability to differentiate learning

### Attention to Student Well-Being

- Emphasis on relationships
- Mental health and trauma-informed services

### Necessary Staffing and Resourcing

- Flexible adult capacity
- Research-based supports



## IMPACT ON SCHOOLS

- School and district costs will increase.
- Districts are facing large budget cuts.
- 1 in 5 teachers are unlikely to return to the classrooms.

## OUR APPROACH TO SERVICE DURING COVID-19

In partnership with districts and schools, we have enabled AmeriCorps members to provide social, emotional and academic support to students remotely, while schools are closed. AmeriCorps members assist teachers and schools by supporting meaningful activities that keep students and the school community connected, promote learning, enrich the experience, and bring joy to the space. Our work will be more important than ever in helping students reconnect with their school community, re-engage in their learning and recover from learning loss.



## WHAT WE DO

At City Year, we believe that developing the skills and mindsets of all children and young adults contributes to strong, vibrant communities.

City Year helps students and schools succeed. Diverse teams of City Year AmeriCorps members provide holistic support to students, classrooms and the whole school, helping to ensure that students in systemically under-resourced schools are prepared to thrive and contribute to their communities.

Due to systemic inequities that impact students of color and students growing up in low-income households, too many students across the country do not have access to the learning environments and resources they need to thrive. This lack of access to learning opportunities can lead to inequitable educational, health and economic outcomes.

City Year AmeriCorps members partner with schools to serve full time as student success coaches, helping students cultivate social, emotional and academic skills that are

important in school and in life. AmeriCorps members tutor students one-on-one or in small groups, help students stay focused in class, organize school-wide events, and run afterschool programs. Through their work, City Year AmeriCorps members not only make a difference in the lives of students, but also acquire valuable skills that prepare them to become civically engaged leaders.

City Year is contributing to a vision of what public schools can and should be for all children: places of learning, exploration and risk-taking, where every student feels safe and connected to the school community; where data informs practices that promote student growth and achievement; and where all students have access to positive, caring relationships and personalized learning environments that encourage them to persevere through challenges, build on their strengths and thrive.

### HOW CITY YEAR WORKS IN SCHOOLS

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



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



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



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



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



Small group social-emotional skill building sessions



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





## OUR SERVICE IN DETROIT

In 2020-2021 (FY21), 116 City Year AmeriCorps members are serving in 11 schools in Detroit, reaching more than 7,000 elementary, middle, and high school students during the school year.

### 2020-2021 CITY YEAR DETROIT AMERICORPS MEMBERS

- Competitive selection: nearly 4 applicants per slot
- 18-25 years old
- 47% from Metro Detroit
- 60% people of color
- University of Michigan is the #1 source of AmeriCorps members
- Full-time service from July to June
- Benefits include: living stipend of \$15,000/year; education award of \$6,095; medical insurance

### SCHOOL PARTNERS

Bethune Elementary-Middle School  
Brenda Scott Academy  
Burns Elementary-Middle School  
Central High School  
Clark Preparatory Academy  
Cody High School  
Durfee Elementary-Middle School  
Gompers Elementary-Middle School  
Mason Academy  
Noble Elementary-Middle School  
Osborn High School

### OUR REACH IN DETROIT



116 AMERICORPS MEMBERS



11 SCHOOLS



7,000 STUDENTS



195,000+ HOURS OF SERVICE ANNUALLY

▷ Know an outstanding 18-25 year old?  
Contact Dylan Polcyn at 248-953-9833 or [dpolcyn@cityyear.org](mailto:dpolcyn@cityyear.org)



# OUR IMPACT IN DETROIT

## STORIES FROM LAST YEAR'S SERVICE



At the beginning of the school year, Michael\* was a very quiet, timid student. It was quite difficult to get him engaged during our tutoring sessions. He didn't participate very often and didn't ask too many questions during our sessions. Around late December when I began a new curriculum Michael blossomed. He now asks as many questions as he can and participates when asked. He's also just as engaged in class. He's in control of his learning and its equally exciting for me to teach him as it is for him to learn.

- KATT MITCHELL, AMERICORPS MEMBER AT DURFEE ELEMENTARY-MIDDLE SCHOOL

My student was experiencing a lot of personal hardships that caused her to be angry and upset all the time. Although I was unsuccessful in lifting her spirit most of the days, I never stopped showing I was concerned and here to talk. One day she came in class really upset and as I asked her what was wrong she broke down in tears.



Older girls in the school threatened to fight her and she was scared. I spent the rest of my morning informing the proper personnel about the situation and the rest of my day checking up on her. Later that afternoon she asked if I would walk her to her bus. She was feeling much better about the situation knowing she had me on her side. I was honored that she trusted me with her tears, her safety, and her feelings.

- JAJAH NICHOLS-TRENCH, AMERICORPS MEMBER AT MASON ACADEMY

\*Student's name has been changed to protect their identity

## ACCELERATING ACADEMIC PROGRESS AND SOCIAL-EMOTIONAL LEARNING

### 641 STUDENTS

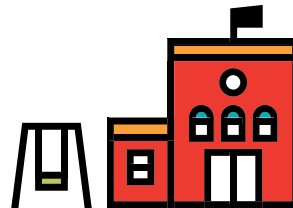
received more than 367,000 minutes of support in English Language Arts.<sup>1</sup>

### 566 STUDENTS

received more than 366,500 minutes of support in math.<sup>2</sup>

### 344 STUDENTS

received more than 19,500 minutes of social-emotional development support.<sup>3</sup>



## SNAPSHOT OF SUCCESS

### 75% of students

that City Year Detroit AmeriCorps members tutor and support in English Language Arts **improved on their iReady Assessment** from start-of-year to mid-year.<sup>4</sup>

### 78% of students

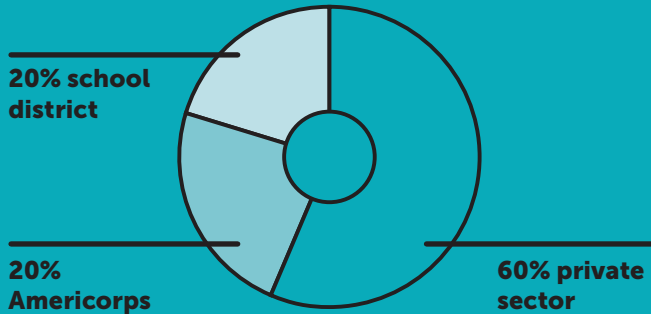
that City Year Detroit AmeriCorps members tutor and support in mathematics **improved on their iReady Assessment** from start-of-year to mid-year.<sup>5</sup>

1. ELA intervention time logged with students (tracked in internal database "cyschoolhouse") n=641; Enrollment of non-unique students, students may receive services in multiple areas; 2. Math intervention time logged with students (tracked in internal database "cyschoolhouse") n=566; 3. Social emotional intervention time logged with students (tracked in internal database "cyschoolhouse") n=344; 4. 2019-2020 Fall to Winter iReady English Language Arts Assessment, n=483; 5. 2019-2020 Fall to Winter iReady Math Assessment, n=419.

# OUR RETURN ON INVESTMENT

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.

## OPERATING BUDGET: \$5.8 MILLION



## A SMART INVESTMENT



**4:1 return** on every dollar invested in AmeriCorps<sup>1</sup>



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<sup>2</sup>



### Charity Navigator Highest Ranking

Since 2003, City Year has earned Charity Navigator's highest rating, certifying our commitment to accountability, transparency and responsible fiscal management. Only 1 percent of rated organizations have received this distinction for more than 16 consecutive years.

“ All young people should get the advising, tutoring, and coaching they need to get on the college pathway that's right for them. And because of COVID-19, this work is especially urgent for the next few classes of graduating seniors. As the country focuses on the needs of these young people, supporting College Advising Corps, City Year, and Saga would be a great start.

- BILL GATES

## OUR PARTNERS



<sup>1</sup> The Economic Value of National Service. (2013.) Columbia University. Retrieved from: [http://voicesforservice.org/wp-content/uploads/2016/03/Sep19\\_Econ\\_Value\\_National\\_Service-2.pdf](http://voicesforservice.org/wp-content/uploads/2016/03/Sep19_Econ_Value_National_Service-2.pdf); <sup>2</sup> In 2017, Deloitte Consulting LLP was engaged to aggregate and synthesize various industry and internal analyses to help City Year estimate and articulate ROI; City Year costs as compared to benchmark analysis of costs to provide similar services provided by a combination of individual providers



## OUR LOCAL LEADERSHIP

### Board Members

**MARK ZAUSMER, BOARD CHAIR**

Shareholder  
Zausmer, P.C.

**SIRENE ABOU-CHAKRA**

Chief Development Officer  
City of Detroit

**MICHAEL ACHESON**

President  
Interlaken Capital LLC

**TONYA ADAIR**

Chief Impact Officer  
United Way for Southeastern Michigan

**JULIA COONEY**

Healthcare Consultant

**KRISTY FERCHO**

Executive Vice President, Head of  
Home Lending  
Wells Fargo

**AMANDA FISHER**

Realtor  
Max Brook Realtors  
Vice Chair  
Max M. & Marjorie S. Fisher  
Foundation

**EMILY FORD**

Founding Board Member  
Neighborhood Villages

**RYAN FRIEDRICHS**

Vice President  
Related Companies

**JENNIFER GRANGER**

Philanthropist

**PANCHO D. HALL**

CEO & Chairman  
P&THE Holdings, LLC

**PARVATHY HARIHARAN**

Vice President, Sales & Marketing  
Comcast

**RUDY HOBBS**

Deputy County Executive  
Oakland County

**TRACY JOSHUA**

Vice President, Indirect Procurement  
Kellogg Company

**KATIE KATZ**

Executive Director  
J.P. Morgan Private Bank

**DANA LOCNISKAR**

Managing Director, Private Wealth  
Advisor  
Merrill Private Wealth Management

**JOSEPH MULLANY**

President  
Vassar Brothers Medical Center

**CAREY OVEN**

National Managing Partner  
Deloitte & Touche LLP

**MATT RIZIK**

Chief Tax Guy  
Rock Ventures LLC

**KAREN SOSNICK SCHOENBERG**

Principal  
REDICO LLC

**ARN TELLEM**

Vice Chairman  
Detroit Pistons

**FREDERIEK TONEY**

President, Global Ford Customer  
Service Division, Vice President,  
Corporate Officer  
Ford Motor Company

**ELIE TORGOW**

Chief Executive Officer  
Sterling Group

**JOHN WALLER**

Managing Director, Principal  
Gensler

**GAIL WARDEN, FOUNDING BOARD  
CHAIR**

President Emeritus  
Henry Ford Health System

**ROD WOOD**

President  
Detroit Lions

### Site Leadership

**ANDREW STEIN**, Executive Director, 313-554-5110, [astein@cityyear.org](mailto:astein@cityyear.org)

**ASHLEY ASHKENAZI**, Development Director, 313-749-8280, [aashkenazi@cityyear.org](mailto:aashkenazi@cityyear.org)

**JESSICA STOWERS**, Managing Director - Impact, 313-682-2441, [jstowers@cityyear.org](mailto:jstowers@cityyear.org)