

A young man with short dark hair, wearing a red City Year jacket with a black collar and an American flag patch, is smiling and looking down at papers on a desk. He is holding a pen. Next to him, a student in a white school uniform and a dark blue cap is also looking at the papers. The background is a bright, slightly out-of-focus classroom setting.

IN SCHOOL AND ON TRACK: City Year's Strategy for Long-Term Impact in America's Highest-Need Schools



PHASE II





An Important Note to Potential Philanthropic Investors

This document represents City Year's plans for future growth and impact. The growth and impact goals described in this document are not guaranteed, as these targets may be adjusted over time and actual growth and impact results may vary depending on levels of investment and other factors, both organizational and external.

City Year believes
all students can succeed.



CITY YEAR'S STRATEGY FOR LONG-TERM IMPACT IN AMERICA'S HIGHEST-NEED SCHOOLS

INTRODUCTION

Three decades of work in youth development and education, as well as breakthroughs in research and science, have confirmed what City Year and its partners have long known: all children have the potential to become productive, empathetic and engaged adults with the skills and mindsets required to pursue rewarding careers and contribute to their communities.

The path to success starts in school. Yet millions of children in the United States live in neighborhoods of concentrated poverty where adverse life events, such as family economic hardship, poor housing conditions and exposure to high crime rates, can interfere with their readiness to learn and place them at increased risk for negative long-term outcomes.

Advances in learning sciences and a growing evidence base have shed light on how students learn and how best to support vulnerable children, including children who grow up in low-income families, students with learning differences and English language learners. These students disproportionately attend struggling schools and experience starkly lower high school graduation rates than the general population. High-need schools require additional capacity to provide all students with the support they need and prepare the next generation of engaged citizens, employees, entrepreneurs and leaders. That's where City Year comes in.

City Year helps to bridge the gap between the personalized supports that students need to thrive and what most high-need public schools are designed and resourced to provide.

Fueled by national service, City Year deploys diverse teams of AmeriCorps members to serve full-time alongside teachers in public schools. These Student Success Coaches, who are City Year AmeriCorps members, develop positive relationships with students that strengthen academic and social-emotional skills that drive success in school, work and life. City Year commits to serve in the highest-need elementary to high school "feeder patterns" in each of our cities, ensuring that students grow up with City Year in their school, year after year, and receive support through key transitions in their educational experience.

City Year seeks to transform how schools operate to meet the holistic needs of all students.

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, exploration and risk-taking, where every student feels safe and connected to his or her 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.

Together with our school, research, nonprofit and philanthropic partners, City Year is working toward realizing this vision of educational excellence for students, particularly those who live in our nation's largest urban centers and attend high-need schools. With the support of our partners, City Year in 2012 developed an ambitious Long-Term Impact (LTI) strategy to achieve this goal and we made significant progress during Phase I. We are committed to building on our successes to date, and to making even greater strides during Phase II.



Providing students with positive developmental relationships is critical to their educational and life success

THE CHALLENGE

To succeed in school and career, all students must cultivate key skills and mindsets that help them to learn, achieve at high levels, recover from setbacks and work effectively in teams. Yet students who live in areas of concentrated poverty are twice as likely to face traumatic experiences that interfere with their readiness to learn and their ability to acquire these critical skills and mindsets.

Students growing up in poverty graduate from high school at rates nearly 14 percentage points lower than their middle- and upper-income peers.¹ This gap is even wider for students growing up in concentrated poverty, defined as areas where 40 percent or more of residents live below the federal poverty threshold. Students growing up in

concentrated poverty graduate at rates 22 percentage points lower than students who are not low-income.^{2,3} In addition, students with disabilities and English-language learners face a double burden — they have among the highest rates of chronic absenteeism, school suspension and grade retention. These gaps are due in part to a lack of access to high-quality educational opportunities and supports that are designed to meet their individualized needs.

Children benefit from consistent, sustained support throughout their K-12 education, particularly during key transition years from elementary to middle school and middle to high school, when students are at increased risk for falling off track.

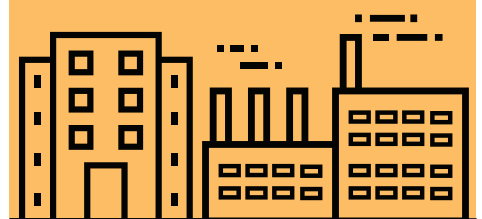
The number of people living in concentrated poverty in the United States has **significantly increased** since 2000 and disproportionately affects students, particularly black and Hispanic children.⁴



Students from low-income households are now **the majority** in America's public schools.⁵



By 2025, 65% of all U.S. jobs will require post-secondary education and training.⁶ At current rates, **the U.S. will be short millions of skilled workers** to fill these jobs.



Research confirms the need to transform our current education model from a content-knowledge delivery system into a 21st century model that uses a whole child, asset-based approach, informed by research, which considers the developmental stage of each student and leverages it as a strength. This holistic approach, which addresses social-emotional growth as well as academic achievement, will help to prepare our youth to enter the workforce as competent, productive and engaged citizens.

Foundational to achieving this type of learning environment for all students is ensuring that students believe that the adults in their schools have time to care for them, have high expectations for their success and can meet their academic and social-emotional needs. We know that students feel more engaged, are better able to achieve academically and are significantly less inclined to drop out when they are connected to at least one caring adult at school,⁷ and when they have access to additional supports, including relationships with adults — teachers or mentors — who are connected to their educational experience.⁸ A growing body of research shows that providing students with positive developmental relationships and experiences are critical to their academic and long-term success.⁹

To implement an asset-based developmental approach, we must first help schools to bridge the gap — an implementation gap — between the research-based, personalized supports and relationships that students need to flourish and what their schools have traditionally been designed and resourced to provide.¹⁰ In the vast majority of schools located in high-need communities, teachers are expected to establish caring connections with students, deliver individualized instruction, meet increasingly high academic standards, and contribute to a positive school culture. Teachers and administrators in these schools often lack the bandwidth and resources to provide this level of support and individualization. **While schools now have many evidence-based interventions from which to choose, identifying the most appropriate strategies, implementing them with fidelity, and sustaining them over the long-term continues to be a major challenge due to insufficient resources and capacity.**

Without taking deliberate steps to address both the social-emotional and academic needs of students, particularly those attending our nation's highest-need K-12 schools, it will not be possible to make significant gains in national graduation rates, workforce readiness and other positive long-term outcomes.



Positive Developmental Relationships

According to the Search Institute, a developmental relationship is 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 him or her develop a thriving mindset. **A thriving mindset is the orientation not just to get by in life, but to flourish.**¹¹ Developmental relationships represent a critical component of an effective learning environment that fosters intrinsic motivation.

The cultivation of developmental relationships between City Year AmeriCorps members and the students they serve, particularly during the critical adolescent transition years in middle and high school, is central to our approach. Corps members encourage students to take risks that are necessary for advancing learning and skill development (e.g., answering a question in class) and then apply what they learn to their lives outside of school, and vice versa — building bridges from curricula to meaning and relevancy.

Search Institute Framework

Express Care	Expand Possibilities
Challenge Growth	Share Power
Provide Support	





CITY YEAR'S THEORY OF CHANGE

The challenge City Year seeks to address

Despite the often heroic efforts of teachers and administrators, many schools serve large numbers of students who are growing up in concentrated poverty and are facing higher incidences of adverse childhood events that interfere with their readiness to learn. These schools require additional capacity to provide students with the skills needed to become engaged citizens and productive members of the labor force.

Proven practices that require additional capacity include: providing every student with a caring relationship; individualizing instruction; integrating in-school and after-school academic and enrichment activities; and creating a positive school culture and opportunities for community building.

The need

More than 10 million children live in neighborhoods of concentrated poverty¹² where they are more than two times more likely to face traumatic experiences.¹³ Students in these circumstances graduate high school at dramatically lower rates than their middle- and upper-income peers due in part to a lack of access to high-quality educational opportunities and supports designed to meet the intensity of their needs.

Our belief

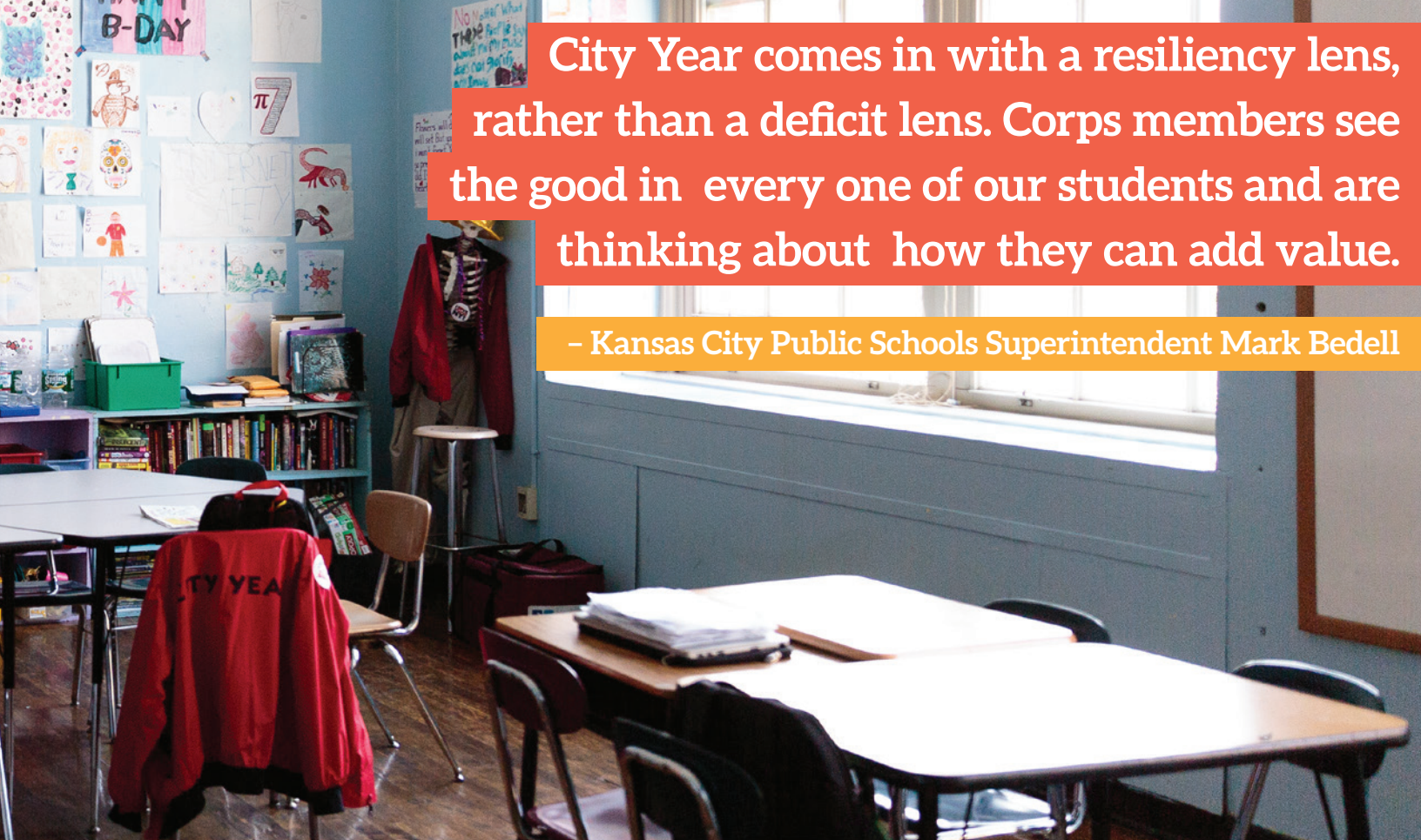
All children deserve a high-quality education to become prosperous and productive adults who are equipped with the skills and knowledge required for success in college, career and life.

Our approach

Informed by research and three decades of youth development experience, City Year's integrated 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 AmeriCorps members—Student Success Coaches—who help students acquire critical strengths, skills and mindsets and contribute to a positive school culture. City Year aims to reduce early warning indicators in students that research has found to predict the likelihood that a student will drop out of school, dramatically improving their lifetime trajectory.

Our intended impact

City Year seeks to strengthen the urban high school graduation pipeline by supporting students to come to school every day ready to learn, and preparing them to graduate with the social-emotional and academic skills needed for college, career and civic success. By 2023, City Year seeks to significantly increase the number of students who reach the 10th grade on track to 80 percent within 50 to 70 high-need elementary to middle to high school feeder patterns in cities that account for two-thirds of the nation's urban dropouts.



City Year comes in with a resiliency lens, rather than a deficit lens. Corps members see the good in every one of our students and are thinking about how they can add value.

– Kansas City Public Schools Superintendent Mark Bedell

Specific actions City Year is taking to address the challenge

School-level

- Building developmental relationships with students and providing research-based supports that enable students to strengthen their self-identity, agency and academic and social-emotional skills necessary to achieve life success;
- Building a positive school culture where every student feels safe and connected to school and conducting school-wide community building activities that include families;
- Providing afterschool programming that aligns with student learning during the school day and empowers students to make positive change in their communities;
- Supporting teachers and principals in implementing high-quality instructional strategies, evidence-based improvement efforts, and creating positive conditions for learning;
- Monitoring student progress to ensure each student gets the right data-driven, research-based supports at the right time to be on track to graduate.

System-level

- Influencing policy makers, including school system leaders, to resource and organize learning environments through the use of full-time national service members to effectively serve students growing up in poverty and experiencing adverse childhood experiences.
- Evaluating practices and partnering with school system leaders to disseminate those that are proven to effectively move off-track students back on track to high school graduation.
- Supporting City Year's growing alumni base, who have the training and experience to become leaders in all areas of the education sector.
- Mobilizing cross-sector leaders to take collective action to support the role of full-time national service members who can help schools to achieve educational excellence for all students.
- Expanding our services to reach full scale by increasing diverse and sustainable financial and human capital resources, as well as developing a more sophisticated understanding of how our approach aligns with state, district and school priorities.



CITY YEAR'S UNIQUE ROLE AND RESEARCH-BASED APPROACH

Well-designed, evidence-based social-emotional development programs and strategies have confirmed that a deliberate focus on these skills can accelerate student performance and enhance overall school climate.

Through its Whole School Whole Child services, City Year delivers innovative programs to hundreds of our nation's highest-need schools through a unique blend of integrated academic and social-emotional services and research-based strategies that are designed to:

1. Decrease early warning signs that place students at heightened risk for dropping out of school.
2. Increase the skills and mindsets students need to succeed in college and career.

In addition, City Year, along with Talent Development Secondary at Johns Hopkins University and Communities In Schools, is a founding partner of the Diplomas Now multi-year school improvement model, which received a competitive i3 innovation grant from the U.S. Department of Education. Diplomas Now is the subject of one of the largest randomized control trials of U.S. secondary schools.

Early findings have shown a "positive, statistically significant" impact on reducing "early warning indicators" (EWI's) that place students at increased risk for dropping out. These findings are contributing to a growing evidence base of what interventions work best to keep students in school and on track to high school graduation and long-term positive outcomes.¹⁴

WHOLE SCHOOL WHOLE CHILD APPROACH

City Year helps to close gaps in high-need schools by providing students with personalized supports and additional developmental relationships while also providing schools with the additional capacity to implement research-based reforms.

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



KEY ELEMENTS OF WHOLE SCHOOL WHOLE CHILD

Our promise to students: a multi-year continuum of support

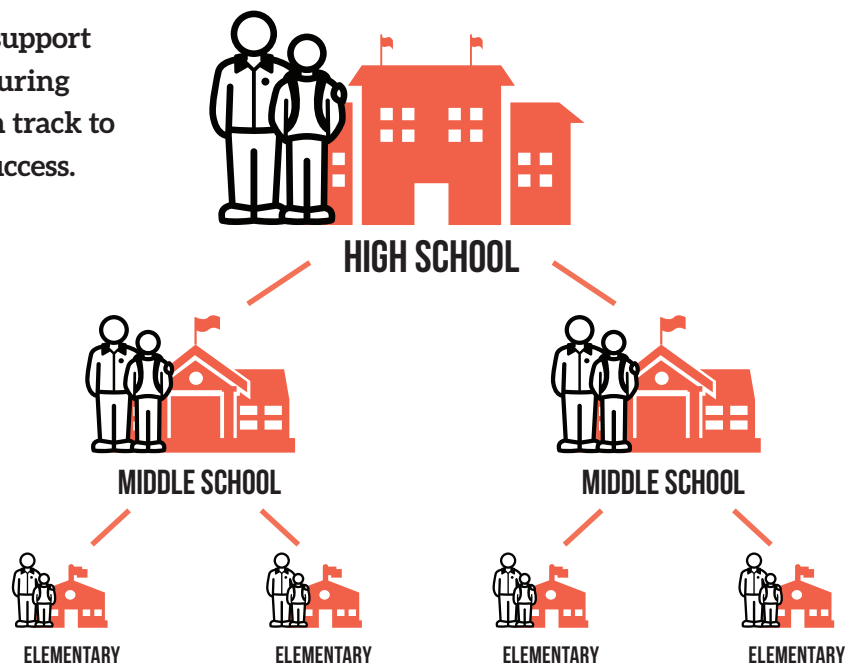
A critical component of City Year's approach is to ensure that students grow up with City Year by providing multiple years of support in the highest-need high schools along with the middle and elementary schools that feed into them.

City Year will deepen and expand our commitment to serve students for multiple years by saturating the highest-need elementary-to-high school feeder patterns and ensuring that thousands of students are connected with City Year AmeriCorps members during their educational experiences. The students we serve will benefit from positive developmental relationships and research-based whole child interventions to help them thrive in school and in life.

Absent intervention, students in high-need schools fall off-track at alarming rates, and those who begin behind fall further behind.¹⁵ By supporting students during key developmental and academic transitions, City Year helps to ensure they can catch up and keep up with their peers, and start the tenth grade on-time and on-track to high school graduation.

Research on City Year's Diplomas Now collaboration demonstrates the importance of multiple years of prevention and intervention. Without additional supports, one-third of students who were proficient in both math and English in fifth grade were off-track by the sixth grade.¹⁶

Our goal is to build a continuum of support from elementary to high school, ensuring our students reach the 10th grade on track to graduation and college and career success.



Student Success Coaches: Trained, diverse, full-time near-peer mentors, tutors and role models

City Year AmeriCorps members serving in 2017-2018, 56 percent of whom are people of color and 36 percent of whom are first generation college graduates, embody the value of service to a cause greater than self and model the effectiveness of diverse teams for students. As Student Success Coaches, their near-peer status — mature enough to offer guidance; young enough to relate to students' perspectives — and their consistent, daily interactions with students — uniquely position corps members to form positive and caring connections with students. These developmental relationships, in turn, enable the trust, support and confidence necessary for students to acquire

critical skills, engage more deeply with their learning, and understand its relevance to future pursuits. A 2015 survey of 1,200 young adults who dropped out of school found they were much more likely than high school graduates to have experienced multiple adverse childhood events; it also found that having a web of supportive relationships with caring adults can buffer the impact of adversity on students and increase graduation rates.¹⁷



Research-based early warning indicators

City Year's model is built not only on developmental relationships that AmeriCorps members build with students, but also on leading education research about factors that contribute to student success. It is the combination of supportive relationships and research-based interventions that accelerates students' academic and social-emotional development and contributes to improvements in school-wide conditions for learning.

City Year AmeriCorps members deliver holistic, evidence-based interventions at the individual student, classroom and school-wide levels to ensure that students who exhibit early warning indicators: low attendance, poor behavior or course failure in English or math, receive customized supports at the intensity required. Research shows that students without these early warning signs are up to three times more likely to graduate, which dramatically improves their lifetime trajectory.¹⁸

Next generation of highly effective urban educators and civically engaged leaders

City Year's remarkable teams of AmeriCorps members are making a powerful difference in the lives of children. After their year of service, City Year alumni are increasingly

taking on leadership roles in schools and communities. About half of City Year AmeriCorps members express an interest in teaching, and hundreds of our alumni enter traditional and alternative teacher preparation programs, including teacher residencies, each year.

In addition to education and youth development fields, City Year's 27,500+ alumni are making significant contributions as leaders who can mobilize diverse groups of Americans to tackle pressing challenges across a range of professional fields. A longitudinal study conducted by Policy Studies Associates found that City Year alumni excelled on every measure of civic engagement, had greater social capital, and were more likely to develop lasting relationships with people from different backgrounds, as compared to similar service-minded peers.¹⁹

Increasingly, City Year alumni self-select into teaching opportunities with a commitment to diversity and inclusion, a deep understanding of the everyday challenges and opportunities of high-need schools, and a steadfast belief that all children can achieve at high levels. City Year is helping to build diverse teacher pathways in urban centers by cultivating the next generation of educators and youth development practitioners, who are trained in research-based social-emotional approaches that value the holistic needs of each child and contribute to nurturing, relationship-centered school environments. Increasing the diversity of our teaching force is a national priority, as new research indicates that having even one black teacher in third, fourth or fifth grade could reduce the probability that low-income African-American boys will drop out of high school by 39 percent.²⁰

CONTINUOUS LEARNING AND INNOVATION: CITY YEAR SCHOOL DESIGN DIVISION

To accelerate City Year's learning loop, continuously innovate and share what we are learning through our network of more than 300 schools, City Year launched its School Design Division in 2014 in collaboration with Johns Hopkins University's (JHU) Center for the Social Organization of Schools.

In 2015, the School Design Division supported the launch of Compass Academy, a public charter school in Denver. Program innovations from Compass Academy and the Diplomas Now school improvement partnership influence City Year's approach and will accelerate the adoption of evidence-based practices to strengthen impact in schools across the country.

The School Design Division aims to support new advances in school organization and practice by leveraging City Year's experience and the latest education research to support student success throughout City Year, the JHU network of partner schools and beyond.





One of the best things we ever did was write City Year into our school improvement plan...Our dream has become a reality so powerful and positive that I cannot imagine leading Pleasant View without City Year.

- Gara B. Field, PhD, Principal, Pleasant View Elementary School, Providence

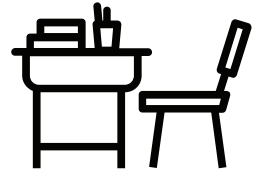


VISION FOR CITY YEAR PARTNER SCHOOLS IN 2023

Every day, City Year is contributing to a clearer and bolder vision of what public schools can and should be for all children.

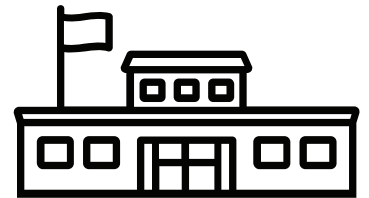
Classroom

- High-quality instructional strategies are responsive to students' unique social-emotional and academic needs; enable students to deeply engage in their own learning; and result in students understanding rigorous academic content aligned to college and career ready standards.
- Based on data, personalized Learner & Leader Plans for each student drive students' mastery of academic and social-emotional competencies and outline the strategies employed to accelerate their growth.
- Personalized learning environments enable reflection to help students: make meaning of a range of experiences, and build agency, resiliency and assertiveness to effectively engage with peers and persist through challenges.



School-wide

- Teachers and administrators partner with full-time national service members and school-based City Year staff to achieve educational excellence for all students.
- Developmental relationships between students, teachers and City Year AmeriCorps members help to deepen student connectedness to school, create a sense of community, and foster the acquisition of critical skills and mindsets.
- A positive school culture is established where every student feels safe and connected to school.
- School-wide enrichment activities and extended learning foster a culture of high expectations, create shared experiences, and promote trust among all members of the school community.
- A comprehensive early warning system that enables educators to consistently reviews students' social-emotional and academic data linked to a multi-tiered system of support that provides real time evidence-based interventions for students.





CITY YEAR'S LONG-TERM IMPACT STRATEGY

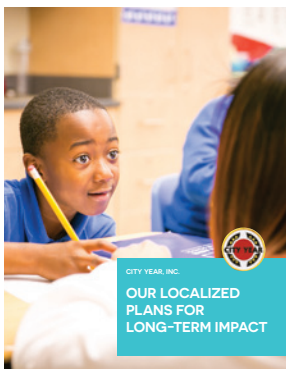
City Year's vision is to transform the climate, capacity and services of public schools to better meet the holistic needs of students and achieve better outcomes, particularly for children growing up in poverty. Our Long-Term Impact strategy, therefore, seeks to significantly increase the graduation 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.

Research indicates that students who reach the 10th grade on time and on track without any early warning indicators are three times more likely to graduate from high school.

When City Year developed its Long-Term Impact strategy in 2012, the estimated on track-rate for students across the communities we serve was 44 percent²¹; achieving City Year's LTI goal would boost the on-track rate to 80 percent.

In City Year communities, less than 25 percent of the schools generate half of the city's dropouts. This degree of concentration enables City Year to deliver its highly leveraged model and have an outsized impact.

A rigorous market analysis conducted in partnership with Deloitte revealed that the highest-impact and most leveraged expansion strategy for City Year would result in City Year serving in a total of 34 to 38 markets that account for two-thirds of the nation's urban dropouts.



CITY YEAR, INC.
OUR LOCALIZED
PLANS FOR
LONG-TERM IMPACT

Localized Plans for Long-Term Impact

In partnership with local leaders and with support from Deloitte Consulting, City Year engaged in a rigorous process to create impact-focused deployment plans (Blueprints for Local Impact). The plans use school district data to identify which high schools produce 50 percent or more of the off-track students in a community, and map the elementary and middle schools that feed into them. These plans outline the resources needed to complete feeder patterns in the communities we serve, which would provide a continuum of care to students who need it most. For information about plans for specific cities, please contact City Year Vice President, Strategy, Beth Bryant, bbryant@cityyear.org.

CITY YEAR'S LONG-TERM IMPACT GOALS



80% of students in City Year schools will reach 10th grade on time and on track to graduation



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



City Year will serve in cities that account for 2/3 of the nation's urban dropouts.

To accelerate our fulfillment of our Long-Term Impact goals, City Year is partnering with school leaders, teachers, policy makers, funders and other organizations to pursue strategies that build on our collective strengths:

SYSTEMIC CHANGE



Inform how schools are designed and resourced

ALUMNI



Build intentional pathways for teachers and leaders in the education sector

IMPACT PARTNERSHIPS

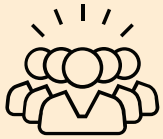


Develop partnerships to support holistic needs of students

CITY YEAR TIMELINE

1988-2004

Action Tank for National Service



2005-2011

Whole School Whole Child Model, In School & On Track Launch



LTI: PHASE I 2012-2017

Strengthened evidence base, prepared for greater impact



LTI: PHASE II 2018-2023

Launch feeder pattern approach and seven-year commitment to students



Full-scale and widespread systematic impact

LONG-TERM IMPACT STRATEGY: PHASE I HIGHLIGHTS

City Year has made significant progress on its Long-Term Impact strategy over the past five years, reflected by growing demand for City Year's services, substantial progress on our goals, and perhaps most noteworthy, our contributions to the evidence base of major school improvement efforts.

Results from organizational capacity investments in Phase I (2012-2017) of our Long-Term Impact strategy demonstrate City Year's ability to support the success of thousands of students in hundreds of schools across the country.


City Year has established its evidence of impact and return on investment:

- Demonstrated school-wide academic impact.** A national study in 2015 of 150 City Year schools and 400 comparison schools revealed that schools that partner with City Year are more likely to improve on state English and math assessments than similar schools without City Year.

According to research by Policy Studies Associates, as compared to schools that did not partner with City Year, schools partnering with City Year were:

2X MORE LIKELY TO IMPROVE ON STATE ENGLISH ASSESSMENTS

AND 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 schools that did not partner with City Year.
- Improved student social-emotional skills.** Assessment data demonstrates that AmeriCorps members have helped 68 percent of evaluated students move on-track in their social-emotional skills,²² including self-awareness, self-management, decision-making and relationship development. These foundational competencies strengthen valuable transferable skills such as teamwork, communication and problem solving that are in high demand from employers. Additionally, multiple years of survey data across all City Year schools shows that principals overwhelmingly agree that City Year AmeriCorps members serve as positive role models for students.²³
- Return on Investment: One-year impact with City Year**
 - The cost savings to one school is \$146,000 due to decreased investment in remediation and reduction in teacher turnover costs.²⁴
 - City Year is 78 percent more cost effective than similar services provided by a combination of individual service providers.²⁵
 - Schools that partner with City Year gain the equivalent of one-month additional learning time than similar schools without City Year.²⁶



“ ”

Because we saw clear and consistently positive differences in City Year schools versus their matched comparisons, by subject, by school level, and by site, we believe that these results support the conclusion that City Year is on to something with its Whole School Whole Child school improvement model.

Leslie M. Anderson, managing director of Policy Studies Associates, Inc. and co-author of *Analysis of the Impacts of City Year's Whole School Whole Child Model on Partner Schools' Performance*

- **Local evidence.** Local studies further support the positive impacts found in national evaluations. In Chicago, students receiving City Year supports had higher course grades in English and math and high school students with attendance interventions gained five additional school days compared to students who did not receive City Year's services.²⁷ In Los Angeles, students who attended City Year afterschool programs were two-to-three times more likely to increase their ELA grades than students who did not.²⁸

- **Strong and consistent support by teachers.** Based on a 2016 survey results of nearly 2,000 teachers nationwide, 89 percent agreed that City Year AmeriCorps members had improved their students' ELA performance; 91 percent agreed that corps members had improved their students' math performance; and 92 percent agreed that corps members had fostered a positive learning environment for students.²⁹ These results have been consistent over multiple years of survey data.

- **Reductions in “early warning indicators;” more developmental relationships.** New findings were released in 2016 on the impact of Diplomas Now, a multi-year, research-based school improvement collaboration founded by City Year, Talent Development Secondary at Johns Hopkins University and Communities In Schools. The

study provides the first strong evidence — through one of the largest randomized control trials of U.S. secondary schools — that it is possible to reduce “early warning indicators” that place students at heightened risk for dropping out and help them get back on track to high school graduation.

More students in City Year Diplomas Now schools report having positive relationships with non-teaching adults, who in most cases are City Year AmeriCorps members, and report being involved in more academically-focused afterschool activities than their peers at non-Diplomas Now schools.

The early impact findings also demonstrated that it is possible to reduce chronic absenteeism in our nation's highest-need middle schools.



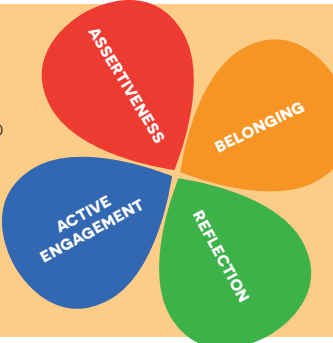
In 2017, Diplomas Now participated in a congressional briefing on evidence-based practices hosted by Results for America and shared what the partners are learning about ways to advance student achievement and positive outcomes.

During Phase I of our Long-Term Impact strategy, City Year has made critical investments in its model and infrastructure, which generated additional demand:

- **Designed and scaled City Year’s youth development framework.** In partnership with Dr. Gil Noam of McLean Hospital, affiliated with Harvard University, through the Partnerships in Education and Resilience Institute (PEAR), City Year strengthened its asset-based youth development framework and scaled Clover, a year-round training program, to nearly 400 participants to ensure youth development practices are integrated into all academic and social-emotional supports. The Clover model is now being rolled out to City Year AmeriCorps members, with full implementation starting in the 2017-2018 school year.
- **Launched student data sharing automation from school district student information systems directly into City Year’s system (cySchoolhouse) to enable real-time student progress monitoring.** Currently 17 out of 40 district partners are sharing student-level data directly into cySchoolhouse or are in the final stages of implementation. This enables City Year AmeriCorps members to access live data with the latest student outcomes across attendance, behavior, course-grades and social-emotional skills to customize student interventions. This will expand to all districts in the next phase of our plan.

The Clover model is a framework that helps us understand human developmental needs and establishes a common language to use with and about young people.

The Clover model highlights four essential elements that people of all ages need in order to thrive, learn, and develop.




“ Clover has helped me to lead more patiently and empathetically and think more about underlying factors with my students and my fellow corps members.

Clover allows us to take into consideration more than just the academics. We are intentional in our work with students and really tailor things for the student’s best learning environment.

From 2017 survey of City Year AmeriCorps members and school-based Impact Managers

- **Expanded to seven strategic high-need communities, while growing in existing cities.** Since launching the long-term impact strategy in 2012, City Year has expanded to 124 more schools, added 1,100 more AmeriCorps members and has opened sites in Dallas, Jacksonville, Kansas City, Memphis, Orlando, Sacramento and Tulsa, bringing the total number of sites to 28 through a rigorous new site development process that requires significant local support and multi-year investment.
- **Partnered to design and launch Compass Academy, a public charter school, to strengthen real-time learning and innovation and demonstrate how the integration of academic and social-emotional competencies leads to greater student success.** Compass Academy opened in Denver in 2015 with sixth grade students. Starting in fall 2017, it will serve students in grades 6-8.
- **Established stronger learning loop.** Through its School Design Division, City Year has developed a strong learning and innovation process to drive continuous improvement and widespread impact through an intensive research design to implementation roadmap utilizing the City Year network and design partners, including Compass Academy and the Diplomas Now network.

School and district partners have nearly doubled their investment in City Year’s services over the past five years, from:



\$18 million

to



\$35 million.

School and district leaders are developing transformational partnerships with City Year, grounded in multi-year commitments for funding and expanded access to student-level data with the ultimate goal of achieving even better and more sustainable outcomes for students and schools.

City Year has been one of the most impactful near-peer mentor programs I've measured in over three decades of public education service. I have the data; the partnership works!

– Columbus City Schools Superintendent Dan Good

- **Created intentional pathways for City Year alumni to become teachers.** Five districts, 29 teacher residency and alternative teacher training programs, and 39 colleges and universities with education programs help to support hundreds of alumni who seek to enter the teaching profession each year.
- **Demonstrated an ability to drive broad adoption of evidence-based approaches in education through policy and practice.** City Year has a track record of taking big ideas and spreading them nationally (e.g., inspiring creation of AmeriCorps, catalyzing the School Turnaround AmeriCorps, and driving adoption of early warning and tiered support systems to support students). The My Brother's Keeper initiative to address chronic absenteeism was designed, in part, based on Diplomas Now. City Year helped to design and spread adoption of a mentoring growth mindset toolkit associated with the U.S. Department of Education's Mentoring Mindsets Initiative. City Year's leadership is serving on the Aspen Institute's National Commission on Social, Emotional, and Academic Development; Grad Nation; and other national coalitions. Also, several senior leaders have been selected as Pahrara-Aspen Education Fellows.
- **Advocated for national service.** Voices for National Service, a coalition of leading national service programs co-founded by City Year, has established a dynamic platform for influencing local, state and federal officials in support of AmeriCorps; elevated public awareness of national service; commissioned research showing robust bipartisan support for service; and mobilized a nationwide field of partners to engage members of Congress in their districts and states. In 2016, Voices fought back crippling funding cuts proposed by Congress and successfully secured a \$40 million increase in federal funding for the Corporation for National and Community Service.





LONG-TERM IMPACT STRATEGY PHASE II: 2018-2023

PHASE II MILESTONES

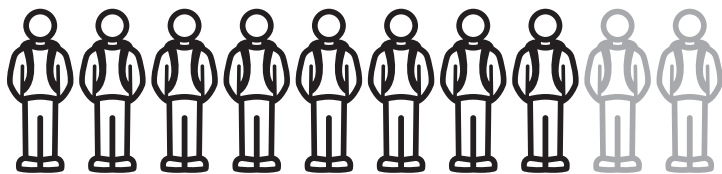
City Year is poised to build on the accomplishments, promise and momentum of the past five years. In Phase II, we seek to leverage the full potential of the developmental relationships cultivated between City Year AmeriCorps members and students by focusing on completing elementary to high school “feeder patterns” in each of our cities. 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.



City Year seeks to achieve the following milestones by 2023:



Within 50 to 70 priority feeder patterns, 80% 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



PRIORITY I: DELIVER MULTI-YEAR IMPACT THROUGH A CONTINUUM OF SUPPORT

Success in 2023

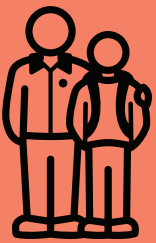
City Year delivers multi-year impact by serving students from third to ninth grades, enhancing school-based services and progress monitoring, and deepening school and district partnerships to demonstrate the full value of its impact.

Measures of success:

- 50 to 70 fully-deployed elementary-to-high school feeder patterns
- 80% of students in these feeder patterns reach the 10th grade on time and on track, displaying no early warning indicators
- All district partners are providing City Year with automated whole school student-level data

City Year will invest in three initiatives to deliver multi-year impact through a continuum of support:

Initiative 1



Complete design upgrades of our holistic school and student supports and the adoption of those services by schools

City Year will continue to enhance its holistic student and school supports by:

- Streamlining interventions and services across the network to increase the consistency and quality.
- Integrating social-emotional practices into all services.
- Enhancing school-wide enrichment activities and extended learning programs that promote trust, engagement and community.

By streamlining and strengthening its services, City Year seeks to increase the number of students on track to graduate.

Initiative 2



Advance student progress monitoring and analytic capabilities

City Year will continue to secure automated whole school data from its remaining district partners and implement a holistic, social-emotional and academic early warning system.

We will also advance our use of analytics to inform our program design and bolster our capabilities to use predictive analytics to further our ability to deliver the right supports to the right students at the right time.

Initiative 3



Deepen school, district and impact partnerships across continuums of support

City Year will deepen partnerships with schools and districts to:

- Increase deployment of City Year AmeriCorps members across feeder patterns.
- Strategically partner with other organizations in priority feeder patterns to provide students with a continuum of care.
- Foster strong partnership conditions to maximize City Year's contribution to student and school success.
- Secure sustainable local public funding resources based on City Year's role in helping districts and schools achieve educational excellence for all students.

He motivates me. He's the best person I ever met in the world. I have no other people like him... that's always on me, pushing me. Ever since I met with Justin the first time, it was a big difference for me. I felt like he cared for me.

- Manny Aponte, sixth grader in Providence, RI, talking to the Christian Science Monitor about City Year AmeriCorps member Justin Roias



PRIORITY II: SPREAD PROVEN PRACTICES

Success in 2023

City Year helps to increase the spread of practices that support whole child personalized learning environments. School and district partners, policymakers, philanthropic leaders and coalition partners recognize City Year as a thought leader and innovator in developing scalable school design practices that help students in high-need schools succeed.

Measures of success:

- All City Year sites are implementing one or more evidence-based school design practices
- City Year policy platform is executed to promote City Year's policy priorities at the federal, state and local levels
- City Year is positioned as a thought leader and influencer driving innovations in education and national service fields

City Year will increase the spread of successful school design practices by implementing three key initiatives:

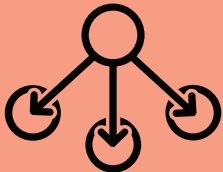
Initiative 4



Develop and disseminate evidence-based school design practices

Through the Whole School Whole Child design portfolio, Diplomas Now and Johns Hopkins University partnership and the partnership with Compass Academy as an innovation engine, City Year is identifying and developing innovations focused on holistic student development. In Phase II of our Long-Term Impact strategy, City Year will build the evidence-base of its innovations and establish a learning cohort across more than 30 districts to accelerate the dissemination of school design practices.

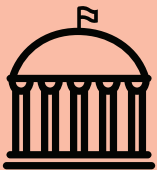
Initiative 5



Increase City Year's influence as a leader in school improvement efforts and national service

City Year seeks to increase its influence as a leader in urban education and national service issues by spreading practices and insights across City Year's network of schools, collaborating with other organizations with similar goals (America's Promise Alliance, Everyone Graduates Center, My Brother's Keeper Alliance, MENTOR, Search Institute, and others) and expanding the organization's presence in national coalitions, targeted media and hosting and attending thought partnership convenings.

Initiative 6



Implement City Year's policy platform

City Year is developing an education policy platform to help us to identify key policy levers to promote the Student Success Coaches category creation at the local, state and federal levels. The policy platform will ensure that City Year is prepared to act when policy opportunities arise that are connected to the Student Success Coach category creation and will advance the role of national service in driving school improvement.



PRIORITY III: BUILD A SUSTAINABLE ENTERPRISE POSITIONED FOR LONG-TERM IMPACT






Success in 2023

City Year is able to effectively execute its Long-Term Impact strategy and sustainably grow its organization so that 80 percent of students across 50 to 70 feeder patterns reach the 10th grade on time and on track to graduate. City Year is serving in six to 10 additional markets, positioning City Year to have a local and national impact on students, schools, districts and national policy.

Measures of success:

- 4,000 or more AmeriCorps members serving
- 30% of AmeriCorps members on a path to teaching at the end of their service year
- 90% of AmeriCorps members report City Year helped them to effectively work with people from different backgrounds
- 80% of staff retained
- City Year achieves its targets of \$15,000 in public education, \$23,000 in private sector funding per AmeriCorps member
- City Year has launched additional sites in five to 10 new communities in Phase II

City Year will invest in five initiatives to ensure a sustainable and scalable organization:

Initiative 7 	Achieve operational excellence	Integrating continuous improvement, performance analytics and data science strategies will strengthen City Year's understanding of activities that drive the greatest impact for students and schools, enabling City Year to invest in activities with the greatest return on investment.
Initiative 8 	Enhance City Year AmeriCorps members' experience and prepare our alumni for success after City Year	<p>City Year is prioritizing the AmeriCorps member lifecycle from recruitment to the corps experience to post-City Year career services. These investments are intended to ensure that City Year is developing future leaders for education and civic life:</p> <ul style="list-style-type: none">• Recruiting a diverse and high quality corps, including increasing the number of men and men of color in service• Enhancing corps member leadership development and training• Expanding opportunities for AmeriCorps members interested in teaching• Building holistic career services to support graduating AmeriCorps members
Initiative 9 	Maximize the potential of our staff	City Year must continue to attract and retain diverse and talented staff. Investments in talent acquisition strategies, staff professional development and strengthening a corps-to-staff pipeline will support City Year as it grows and deepens its impact. Additionally, City Year is investing in its organizational culture to further define what it means to lead at City Year.
Initiative 10 	Secure scalable and sustainable resources	City Year is pursuing a multi-year initiative to increase the sustainability and scalability of its private and public sector funding. Driven by in-depth market and organizational analyses, this work is grounded in an initial framework that identifies core public and private sector revenue programs and multi-year targets that will play an increasingly prominent role in each site's revenue. City Year is pursuing continuous improvement and research and development practices to drive further enhancement of existing programs (e.g. Team Sponsorship, Red Jacket Society, other public sources) and to identify, pilot and scale new revenue initiatives at the local and headquarters levels.
Initiative 11 	Expand to five to 10 new cities	City Year has developed a rigorous new site development process to ensure that each new site is operationally sound and sustainable, with significant investment and support from local stakeholders. The board-approved new site development guideposts are designed to ensure that City Year builds deep community support, strong partnerships and multi-year investments from both the public and private sector. City Year's new site development team will work with stakeholders in new cities that are aligned with its Long Term Impact strategy with the goal of launching in five to 10 new communities in Phase II.



2023 CITY YEAR TRANSFORMATIONAL CONCEPTS

The driving force behind City Year's Long-Term Impact strategy is to ensure that students attending high-need schools will receive the holistic supports they need to stay on track to graduate with the skills and mindsets required to succeed in college, career and civic life. To achieve this goal, grounded in Phase II of our Long-Term Impact strategy, City Year will pursue a vision for organizational and systemic change based on a set of transformational concepts designed to mobilize both internal and external stakeholders and maximize our impact through 2023 and beyond:

- **Student Success Coaches:** City Year is seeking to leverage its decades of youth development and education experience to catalyze the development of a new category of school-based practitioners — Student Success Coaches — to ensure that all students, especially those living in areas of concentrated poverty, have the integrated academic and social emotional supports and developmental relationships required to thrive in school and beyond. This category creation work will provide a mechanism for more near-peer AmeriCorps members to support schools in creating learning environments that are engaging, personalized and responsive to students' developmental needs through City Year and other organizations. City Year AmeriCorps members will be leading examples of Student Success Coaches and we will leverage our experience as an "action tank" to create a broader field of Student Success Coaches to be embedded in federal, state and local policies and school improvement plans for high need schools.
- **Seven-year promise to students:** City Year is making a long-term commitment to the students we serve. We want students in high-need schools to "grow up with City Year," and receive support provided by our AmeriCorps members during key years of their educational experience, from elementary to high school. By supporting students during key developmental and academic transitions, City Year helps to counteract the increasing rates that students fall off-track absent intervention so they can catch up and keep up with their peers. Transformational change requires consistent effort, trust and resiliency, relentless optimism and multiple years of commitment. It requires time — to form relationships, identify challenges and show up for students, every day. Focusing our support on 50+ elementary to high school "feeder patterns" in 33 cities across the country is foundational in establishing a national proof point demonstrating City Year's full impact potential.
- **School improvement network:** City Year is seeking to leverage its network of 330+ schools to convene and connect a learning community that school leaders aspire to join in order to drive school-based continuous improvement, effectively utilize student and school data and catalyze innovation among our nation's highest need schools. By connecting school leaders to each other, to City Year and to our partners, City Year's national school improvement network will drive adoption of evidence-based, school-wide practices such as Early Warning Response Systems, personalized learning environments and student competency development (e.g., Learner and Leader competencies) which fully leverage City Year's Whole School Whole Child approach.



- **Community of commitment marketplace:** City Year will call upon its private and public investors to join us in our long-term commitment to the students and schools we serve. For every team of AmeriCorps members that we bring to a school, City Year leverages support from the federal government, school partners, corporations and individuals. We will only succeed if our stakeholders and partners understand how their commitment, along with the commitment of their peers, is aligned around a specific set of schools to provide students with the multiple years of support they need to thrive. We will create structures and incentives to cultivate lead champions and ensure that our community of investors are organized to build sustainable elementary to high school “feeder patterns” of City Year support.
- **High-impact talent cohorts:** City Year will deeply invest in the recruitment and experience of both our AmeriCorps members and staff, prioritizing diversity, equity and inclusion, while fostering the development of talent throughout all levels of the organization. Specifically, we will continue our investments in AmeriCorps member experience, along with critical national cohorts such as Impact Managers, Executive Directors and Site Board Chairs to ensure that there is a pipeline of leadership and growth from AmeriCorps member to executive.
- **“One City Year” approach and mindset:** To leverage the full potential of our network, maximize our impact on students and put the experience of our AmeriCorps members front and center, City Year staff and all functions will be coordinated and connected through a “One City Year” approach. This approach requires both top down and bottom up learning which values multiple perspectives on an issue, and clarity on where to standardize and where to innovate. We will seek to leverage standardization to increase quality, scalability and sustainability, while also creating space for innovation, which is critical to building better platforms that will benefit all our students, schools, AmeriCorps members, staff and stakeholders.

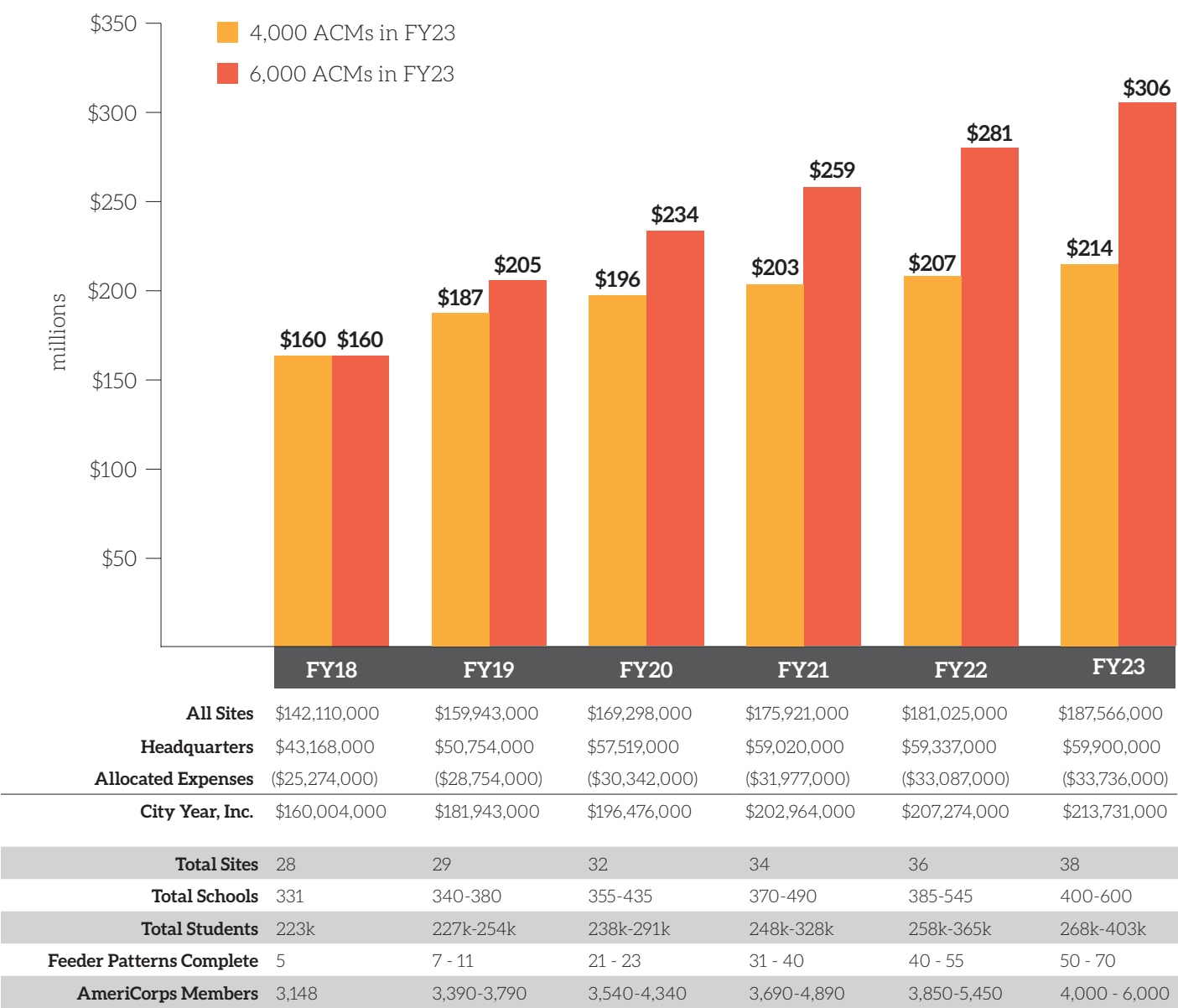
FINANCIALS (PROJECTED)

In Phase II of the Long-Term Impact strategy, City Year seeks to grow to 100 to 300 more schools in order to provide up to seven years of intervention to 268,000 to 403,000 students within 50 to 70 of the nation's highest-need elementary-to-high school feeder patterns. We plan to expand to up to 10 new markets, ultimately serving within the communities that account for two-thirds of the nation's urban dropouts. City Year's Phase II projections are based on a range of growth scenarios to reflect the complexity of predicting multi-year growth in more than 28 unique cities.

By 2023, City Year's total expenses are expected to grow to \$214 million to \$306 million, increasing the annual number of AmeriCorps members by 1,000 to 3,000.

The projected growth and financial impact are described below.*

CITY YEAR, INC. BUDGET



*Financial projections are based on present day dollars, exclude City Year's Care Force Program, and do not reflect cost-of-living increases.

PHASE II INVESTMENTS FOR STRATEGIC PRIORITIES

Phase II of City Year's Long-Term Impact strategy requires nearly \$150 million in capital investment over six years to deepen our impact on students and schools, fuel sustainable growth to new schools and communities, and drive systemic change and policy influence.

Early investment in critical capacities will provide City Year with the opportunity to test, implement and course correct strategies that will catalyze transformative change in the communities and schools in which we serve.

Detailed below are the levels of capital investment we seek to make across the three strategic priorities and 11 initiatives to achieve Phase II milestones over the next six years.

Priority I: Deliver multi-year impact through a continuum of support

INVESTMENT REQUIRED: \$35,254,413

City Year will complete upgrades to its school-based services that further integrate social-emotional and academic development while increasing the consistency of quality implementation. We will achieve this through three initiatives:

- **Initiative 1:** Complete design upgrades of our holistic school and student supports and adoption of those services by schools (Investment required: \$11,180,367)
- **Initiative 2:** Advance student progress monitoring and analytic capabilities (Investment required: \$5,338,618)
- **Initiative 3:** Deepen school, district and impact partnerships across continuums of support (Investment required: \$18,735,428)

Priority II: Spread proven practices

INVESTMENT REQUIRED: \$28,731,826

City Year has established its leadership in the national service landscape and will be enhancing its positioning as a leader in efforts to improve struggling schools. Through its network of more than 300 schools and 40 district partners, City Year has the ability to:

1. Support the spread of education innovations and drive systemic change in how schools are resourced and designed to meet the holistic needs of all students.
2. Advocate the critical role of national service in advancing educational outcomes. This will be achieved through three initiatives:
 - **Initiative 4:** Develop and disseminate evidence-based school design practices (Investment required: \$3,692,350)
 - **Initiative 5:** Increase City Year's influence as a leader in school improvement efforts and national service (Investment required: \$11,531,095)
 - **Initiative 6:** Implement City Year's policy platform (Investment required: \$13,508,381)

Priority III: Build a sustainable enterprise positioned for long-term impact

INVESTMENT REQUIRED: \$76,473,761

City Year seeks to sustainably grow its organization so that 80 percent of students within 50 to 70 feeder patterns reach the 10th grade on time and on track to graduate. City Year plans to expand to 6 to 10 new cities, positioning City Year to have a local and national impact on students, schools, districts and policy.

Key initiatives include:

- **Initiative 7:** Strengthen operational excellence (Investment required: \$25,697,667)
- **Initiative 8:** Invest in our talent (AmeriCorps members and alumni) (Investment required: \$7,709,621)
- **Initiative 9:** Invest in our talent (Staff) (Investment required: \$11,755,406)
- **Initiative 10:** Secure scalable and sustainable resources (Investment required: \$25,292,687)
- **Initiative 11:** Launch City Year in new cities (Investment required: \$6,018,380)

Total capital investments required: \$140,460,000

REVENUE

City Year has established a successful revenue model that leverages investment from public and private streams, primarily federal government, school district/local education funding and private sector philanthropy (corporations, foundations and individuals). In Phase II, we plan to increase the sustainability and growth of our school-based teams and secure national capacity investments to support greater levels of impact and scale.

We enter Phase II of the Long-Term Impact strategy with a research-informed scaled revenue strategy that will enable City Year to optimally secure timely access to sustainable and scalable funds. To date, we have conducted a comprehensive set of analyses, including examining our long term revenue requirements, local market capacities, peer benchmarks, and organizational revenue performance. Grounded in a social enterprise approach that generates high value to public and private investors, this strategy focuses on building a more sustainable and scalable mix of public and private dollars, enhancing marketing and communications, and launching a comprehensive data-informed process for continuous improvement and for exploring new, high potential revenue initiatives.

The revenue requirements for Phase II are outlined in the chart below, which requires increased investment from school districts and other local public revenue from cities, counties and states and a philanthropic strategy that focuses on a core set of proven revenue programs including our flagship Corporate Team Sponsor Program and major gift program for individuals, the Red Jacket Society, as well as other private sources such as foundations and events.

City Year headquarters revenue requirements are projected to increase in FY19 to support the Phase II Strategic Priorities and decrease as a percentage of the overall budget by FY23. Additionally, headquarters revenue will temporarily offset a portion of site allocations that support headquarters operations until the organization reaches Phase II growth goals.

Revenue projections**

	FY18	FY19	FY20	FY21	FY22	FY23	Total
HQ Private Revenue	\$17,893,000	\$22,000,000	\$26,000,000	\$27,043,000	\$26,249,000	\$26,164,000	\$145,349,000
Site Revenue	\$146,502,000	\$159,943,000	\$169,299,000	\$175,921,000	\$181,025,000	\$187,567,000	\$1,020,257,000
Local Public	\$37,146,000	\$47,421,000	\$53,106,000	\$55,404,000	\$57,702,000	\$60,000,000	\$310,779,000
Federal	\$36,725,000	\$40,081,000	\$42,485,000	\$44,323,000	\$46,162,000	\$48,000,000	\$257,776,000
Private	\$72,631,000	\$72,441,000	\$73,708,000	\$76,194,000	\$77,161,000	\$79,567,000	\$451,702,000
CY, Inc. Revenue	\$164,395,000	\$181,943,000	\$195,299,000	\$202,964,000	\$207,274,000	\$213,731,000	\$1,165,606,000

The organization will pursue these revenue enhancements by resourcing the capacities in Priority III “Build a Sustainable Enterprise Positioned for Long-Term Impact” (pages 24-25).

**Based on 4,000 AmeriCorps member growth scenario.

INVESTING IN STUDENT SUCCESS: THE CITY YEAR CAMPAIGN

Coinciding with Phase II of City Year’s Long-Term Impact strategy and the organization’s 30th anniversary, City Year is conducting a campaign designed to raise the resources to support increased levels of impact, sustainability, scale and permanence, “Investing in Student Success: The City Year Campaign.” The campaign will support initiatives associated with Phase II of the Long-Term Impact strategy, including new and expanded enterprise-wide capacities that drive both increased impact in high-need urban schools and growth to serve more schools and communities in City Year sites nationwide. At the same time, the campaign will help to support the annual operating needs of the organization, particularly by strengthening City Year’s key donor

programs, including The Red Jacket Society (City Year’s individual giving society) and corporate donor programs. The campaign, which supports City Year’s sites and its national headquarters, comprises five funds: the Leadership Investors Fund, the Red Jacket Society Fund, the Corporate Partners Fund, the Voices for National Service Fund and the Endowment Fund. While the campaign is designed to fuel Phase II of City Year’s Long-Term Impact strategy, depending on the specific intention of campaign donors, the campaign may or may not complete the building of specific capacities that are the focus of Phase II.

For more information, contact SVP and Chief Development Officer Allison Graff-Weisner, agraff@cityyear.org.



30 YEARS



RISK MITIGATION

School choice and student mobility impedes City Year's ability to serve students over multiple years.

Through intensive analysis of district matriculation data, City Year has mapped out both formal and informal matriculation (feeder) patterns within partner districts. Additional impact analytics along with the acquisition of whole school data will enable City Year to determine both the longitudinal and annual effects of its services on student outcomes, customize those services based on student needs, and make adjustments based on student progress toward reaching the 10th grade on track and on time.

Varying school conditions and priorities can create hurdles for consistently delivering WSWC services.

City Year offers a holistic set of services and practices that can be implemented across multiple grade spans and across varying school structures (e.g., schedules, approaches), enabling City Year to adapt to align with school priorities. City Year is simultaneously capturing the practices that are most effective in different environments through internal impact analytics work and external research and will work with school and system leaders to inform how schools are resourced and designed. City Year's in-school staff (Impact

Managers) work in close partnership with school leaders to both ensure the effective delivery of WSWC services aligned with school approaches and as needed the ways to strengthen school approaches to result in more effective school and teacher support through WSWC.

With increased focus on evidence-based decision-making, there is a risk that City Year will not be able to keep pace with consistent demands for new evidence of effectiveness in alignment with school and district priorities.

City Year will continue to invest in its impact analytics capabilities and broaden those to better align with school and district priorities. The organization will also continue to seek high-quality external evaluations and opportunities to partner with external entities to regularly validate City Year's approach, including the ongoing randomized control trial evaluation of Diplomas Now and a pending evaluation grant of Whole School Whole Child made possible by the US Department of Education Institute of Education Sciences.

Predicting exact pace of multi-year growth across 28 cities is challenging.

Our growth will focus on saturating 50 to 70 priority feeder patterns, aligning the organization's unit of impact with

its unit of growth. While the specific pace of corps growth may vary site-by-site each year based on a range of local factors, each City Year site has a discrete focus on feeder pattern deployment. Saturating these feeder patterns may be achieved either by adding corps members or redeploying from schools outside of feeder patterns or a combination. The range of growth scenarios offers a projection of our expanded footprint across the next five years.

AmeriCorps funding and other discretionary federal funding may be reduced significantly, increasing the burden to raise money solely through local public and private sources.

City Year will continue to prioritize resourcing Voices for National Service to advocate and inform policy makers and decision makers of the value of AmeriCorps. The organization is also focusing on implementing site and headquarters scaled revenue frameworks to secure additional private and public education funding, which will help to off-set risk from a decline in AmeriCorps funding. As part of this effort, the organization is investing in understanding the broad set of public education funding streams that may be leveraged to support City Year's work in schools. City Year will continue to build its evidence base to support the role of national service in education.

City Year must assess the impact of not achieving Long-Term Impact initiatives on schedule.

The LTI strategy is ambitious and is designed to align and focus City Year to achieve the greatest impact. As a learning organization, City Year will continuously monitor interim outcomes on the LTI and seek to learn from milestones both achieved and not achieved as well as the drivers. We will leverage these learnings to inform future strategic direction.

Can we effectively inform policy and practice to both enable the spread of and funding for innovative, promising strategies that improve student and school outcomes?

City Year has a long history of capturing effective practices and leveraging them to inform policy and practices changes (e.g., informing the creation of AmeriCorps, School Turnaround AmeriCorps, My Brother's Keeper School Success Mentors, etc.) We will build upon these successes and continue to heighten awareness of the effectiveness of City Year practices through strategic capacity investments in our school and district partnership work, launching a school district leadership learning community, and building and communicating City Year's evidence base.

City Year is not acknowledged as contributor to school/district progress. Investors find it hard to track influence back to City Year, and the value that partner organizations bring in delivering a high-quality education for all students is not universally recognized.

Investors find it hard to track influence back to City Year, and the value that partner organizations bring in delivering a high-quality education for all students is not universally recognized. School and district progress and success are outcomes of the LTI. It is not an expectation that City Year will be given singular credit for the success of schools and districts but that by building strong partnerships, increasing our impact, and elevating the awareness and understanding of City Year's approach through Strategic Priority 2, City Year's partnerships and positioning will be enhanced. In addition, City Year is consistently working to raise awareness of the important role that partners play in ensure school and student success through our thought leadership work, strategic partnerships, and policy work.

The plan must be resourced in a way that enables us to fund capacities.

City Year is prioritizing securing anchor gifts for Phase II that include unrestricted funding which will allow for the execution of the strategic capacities. Through a rigorous business planning process, City Year has identified the inter-dependencies between each strategic initiative, enabling the organization to determine the prioritization and sequence of initiatives over multiple years based on the resources available. As revenue is secured that is either restricted or is not secured at the pace required to execute all capacities in the priority order, City Year can adapt the plan to prioritize investment areas to maintain progress against the Phase II goals.

How do we balance the need to train and prepare AmeriCorps members for high impact service while also investing in their future career paths?

City Year has established an AmeriCorps member experience function to strategically build an aligned approach to stewarding the entire corps member lifecycle from recruitment expectations, training and career services support for corps members. A key part of this effort will include targeted investments in embedded practices that accelerate corps member career opportunities through the corps member experience itself (e.g., providing certification and credit for City Year service to accelerate pathways into teaching residency or graduate programs).

MEDIA HIGHLIGHTS



EqualEd

From The Christian Science Monitor

“She just let me know right off the bat that she was here for me... that was very important and helped build our relationship and brought me to where I am now.”

TIME

**6 Ways the Next President
Can Improve Education**

Miami Herald

**With data, and helping hands,
a school turns around its dismal
dropout trend**



EDUCATION WEEK

City Year Schools Twice as Likely to See Math, English Boosts, Study Finds

The Washington Post

“Eighth-grader Jermaine Phillips, 14... dreams of one day attending the University of Florida, he said, because ‘my City Year, she went there.’”



“The results underscore the impact of the Diplomas Now approach”

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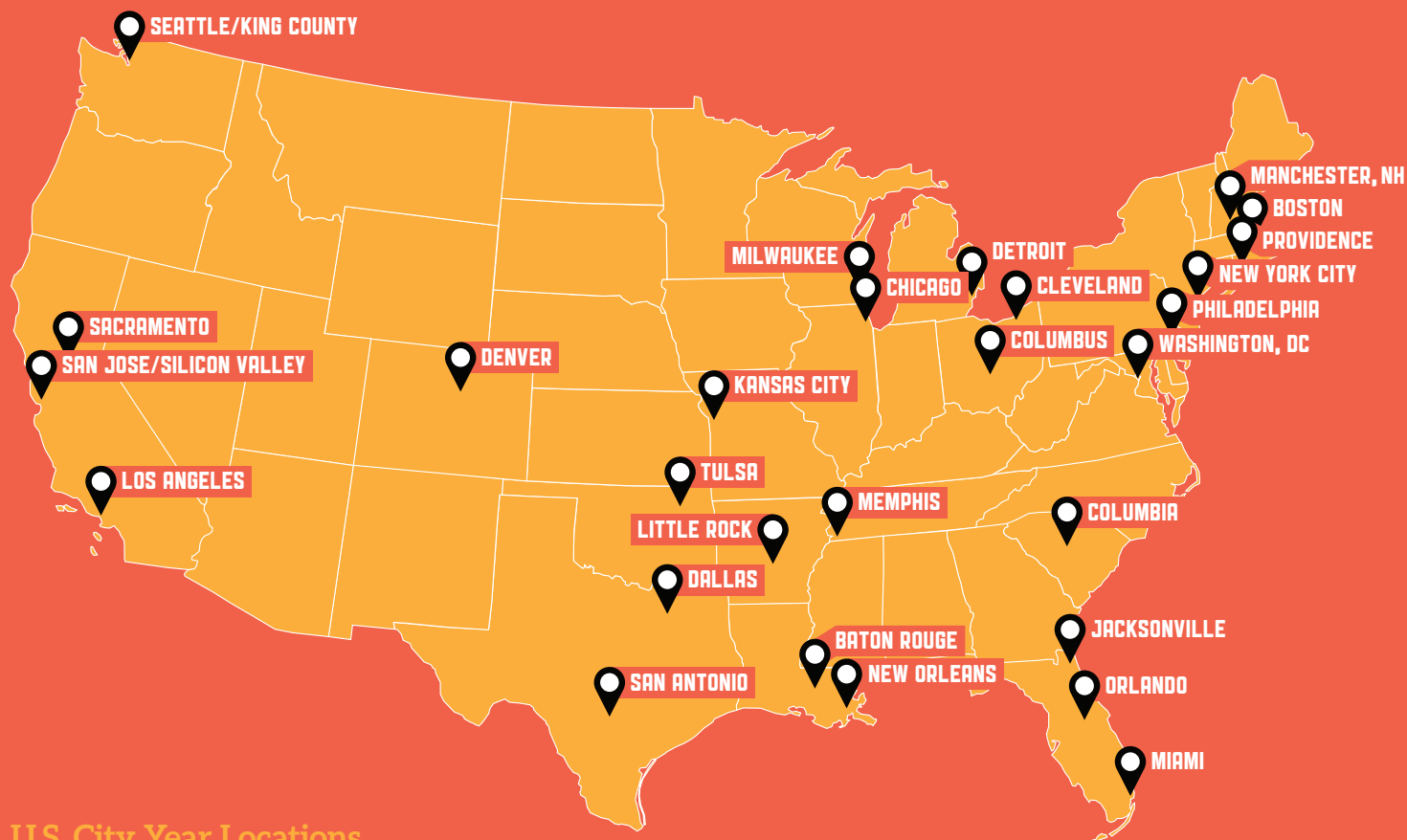
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23. City Year Principal Survey Data FY2014-FY2017, n=2,183.
24. In 2017, Deloitte Consulting LLP was engaged to aggregate and synthesize various external or independent evaluations, expert studies, research from leading universities nationally, input from leaders in education, and internal documents and data. The analyses were used to help City Year develop a formula and methodology to estimate and articulate the ROI for an investment in City Year.
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U.S. City Year Locations

Baton Rouge
Boston
Chicago
Cleveland
Columbia
Columbus
Dallas
Denver
Detroit
Jacksonville
Kansas City
Little Rock

Los Angeles
Memphis
Miami
Milwaukee
New Hampshire
New Orleans
New York
Orlando
Philadelphia
Providence
Sacramento
San Antonio

San José/Silicon Valley
Seattle/King County
Tulsa
Washington, DC

International Affiliates

Johannesburg, South Africa
London, Birmingham & West Midlands
and Greater Manchester, UK

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.

Learn more at www.cityyear.org, City Year's Facebook page, on Twitter, and LinkedIn.

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