

YEAR

**INVESTMENT OPPORTUNITY
STRENGTHENING THE
21ST CENTURY TALENT PIPELINE**

**Through National Service
in High-Need Schools**



INTRODUCTION

Employers are demanding new skills and competencies for today's rapidly diversifying workforce, including problem solving, collaboration, communication, adaptability and self-awareness.^{1,2} Postsecondary attainment has become an important determinant of success in the 21st century. By 2025, 65% of all U.S. jobs³ will require postsecondary education and training. Based on current rates, the U.S. will be short several million skilled workers to fill these jobs.⁴

As expectations for educational and skill attainment rise in the U.S., more than 10 million children living in neighborhoods of concentrated poverty are being left behind.⁵ Large groups of students, including low-income students, English language learners, students with learning differences and students of color, are graduating high school at starkly lower rates than their peers and therefore face dramatically diminished long-term outcomes.⁶ These disparities stem in part from a lack of access to high-quality educational opportunities and holistic supports that are designed to meet the intensity of students' needs.

What if we could envision a different future that would ensure that all children have the opportunity to reach their full potential and contribute to their communities?

Every time a young adult signs up to serve with City Year, students gain access to a role model committed to building authentic connections that support their holistic development and academic growth. These developmental relationships heighten student engagement, improve school culture and increase the chances that students will graduate from high school, prepared to contribute to the workforce and their communities. Over time, the cumulative efforts and commitment of thousands of AmeriCorps members each year can have a dramatic impact on America's highest-need schools and neighborhoods. Their service ensures that thousands of students at risk for dropping out receive the support they need to succeed in college and career – positive outcomes that benefit all of us. In addition, the country gains a cohort of young Americans who have developed valuable skills and mindsets as AmeriCorps members who are now prepared to serve their country in other ways – as professionals, mentors and civic leaders.

Employers and City Year AmeriCorps members themselves are increasingly aware of the benefits of City Year's unique approach to leadership development, civic engagement and skill building. Companies, organizations and public school systems understand that a "city year" is a career accelerator, and they are eager to mentor, hire and promote our alumni, now more than 27,500 strong. Likewise, corps members attest to the valuable competencies they build while serving in urban schools as part of a dedicated, diverse team – from "hard" skills such as data analysis and project management to interpersonal skills in high demand by employers, such as learning how to collaborate with people from diverse backgrounds, problem solving and relationship development. These in-demand skills help to prepare City Year alumni for future career opportunities and also strengthen our democracy.^{7,8}

Together with our school, research, nonprofit and philanthropic partners, City Year is working toward achieving our vision of educational excellence for all students. Central to this effort is our ability to recruit a talented and diverse corps each year in a highly competitive job market. While City Year has an impressive track record recruiting capable and diverse young adults, it is also true that it has become increasingly difficult to recruit top talent in the improved economic climate. Moving forward, we will need to address the rising concern among segments of today's young adult population that a year of service could get them off track with their careers. Additionally, it is imperative that we recruit even larger numbers of diverse young men from across the country in order to better reflect the students we serve.

This business case highlights new opportunities to inspire more young adults of all backgrounds to serve students attending our nation's highest-need K-12 schools and to build the next generation of leaders.



Shelby Lindsey-Vaughn embraces his mentor, Mercedes McCurdy.

SHELBY LINDSEY-VAUGHN, CITY YEAR BOSTON '17

Recruiting the Next Generation of Mentors, Tutors and Role Models

When Shelby Lindsey-Vaughn met his City Year Boston AmeriCorps member as a ninth grader in Boston, he didn't realize he was seeking a role model and mentor.

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A corps member came to my school and we clicked, She was genuine and real with me. Right away, I was hooked.

Shelby's AmeriCorps member, Mercedes, "let me know right off the bat that she was here for me," he says. "Her constantly reminding me of that helped build our relationship and brought me to where I am now."

Mercedes checked in with him frequently via text messages. She started attending his football games and church events. She made a point of occasionally eating meals with him. She showed "how I could connect with people, express myself and recognize potential in other people, because she was showing me how I could conduct myself and choose to live," he states.

Now in his early 20s, and a graduate of Roxbury Community College, Shelby's relationship with Mercedes has endured, and the two are still in touch. He says it was her example that inspired him to become a City Year Boston AmeriCorps member in the fall of 2016. He served at the John F. Kennedy STEM Innovation School, working with fifth graders every day.

"What I had with Mercedes is what I'm striving to be with my kids," Shelby says.

THE NEED

IMPROVING ACCESS TO A HIGH-QUALITY EDUCATION AND LEADERSHIP SKILLS

Next Generation Leaders

To succeed in school and career, all young Americans must cultivate key skills and mindsets that help them to learn, achieve at high levels, recover from setbacks and work effectively in diverse teams.

In today's global economy, there is a growing gap between the skills many young adults possess and those they need to compete in the 21st century workforce.⁹ In the early 1970s, just 28 percent of U.S. jobs required an associate degree or higher. By 2025, an estimated 65 percent of domestic jobs will require some form of postsecondary education.¹⁰ Based on current trends, the United States will miss the mark by several million workers.¹¹ Already, employers from a wide variety of industries are struggling to fill vacancies for skilled jobs with 45 percent of small businesses reporting in 2017 that they could not identify qualified applicants for open jobs.¹²

In addition to technical expertise – STEM skills focused on science, technology, engineering and mathematics – companies are placing an increased emphasis on foundational competencies that are often cultivated through effective social-emotional development.¹³ They

include valuable transferrable skills such as critical thinking, teamwork and grit that employers believe job candidates need to succeed in the workplace.¹⁴

Creating and supporting experiences, such as full-time national service programs like City Year, that help to cultivate social-emotional and leadership skills in the next generation are increasingly beneficial for today's workforce and society. Each year, City Year provides thousands of young adults with formative opportunities to support the success of students attending our nation's highest-need schools, thereby both strengthening the urban graduation pipeline and laying a foundation for a lifetime of service, influence and leadership in the communities where we serve.

The Gap

It is increasingly apparent that the United States will be unable to significantly close its skills gap without increasing high school graduation rates for traditionally underserved subgroups, including low-income students and students of color, who frequently live in neighborhoods of concentrated poverty.¹⁵ Sixty-seven percent of students currently attending low-graduation-rate high schools are black and Hispanic, and 60 percent are low-income.¹⁶ Apart from incalculable human costs, each student who drops out of high school earns \$670,000 less over his or her lifetime than those with a high school credential.¹⁷ We all pay the price for this loss of talent and potential.

Contributing to the stark disparities in graduation rates is the reality that too many schools in high-need communities struggle to provide the level of personalized attention, connection and support students need to reach their full potential.¹⁸ The number of schools in the United States designated as "high-poverty," meaning a school in which more than 75 percent of students are eligible for free or reduced price meals, has doubled since the 2000-01 school year.^{19, 20} These schools disproportionately serve children of color. Nearly half of black and Hispanic students currently attend a high-poverty school, compared with only 8 percent of white students.²¹

“ ”

City Year is building skills needed to thrive in today's workplace by providing a unique leadership experience that focuses on areas such as collaboration, critical thinking, communication and problem solving. These are exactly the type of leadership skills we look for in talent at Comcast NBCUniversal. A resume with City Year goes to the top of our application pile.

David L. Cohen, Senior Executive Vice President of Comcast Corporation and Chief Diversity Officer

CHILDREN OF COLOR ARE MORE LIKELY TO ATTEND HIGH-POVERTY SCHOOLS.²²

Nearly half of black and Hispanic students attend a high-poverty school



compared with eight percent of white students.



The number of students growing up in concentrated poverty is increasing, reaching levels that impact the whole class.²³ We know great teachers are critical to student achievement. Yet, students attending high-poverty schools are often multiple grade levels behind academically and experience adverse childhood events associated with concentrated poverty, placing an unmanageable strain on even the most effective educators.²⁴

The result: chronic absenteeism, high rates of school suspension, low achievement and high dropout rates.²⁵

Simply put, there is a widening gap between what students need to succeed and what most high-need schools are designed and resourced to deliver.²⁶

Diverse Roles Models as Student Success Coaches

Central to making progress in high-need schools is being able to convey to students that the adults in schools care for them, have high expectations for their success and can meet their academic and social-emotional needs.²⁷ Yet, in many schools, educators face a daunting challenge. They must develop caring relationships often with 150 students or more, deliver differentiated instruction and establish a school-wide climate and culture that meets the unique academic and developmental needs of each of their students, often without adequate resources to do so.²⁸

This challenge is intensified in schools in high-poverty communities where the majority of students experience adversity and stress that impact their readiness to learn.

There is an urgent need for diverse role models and educators who can relate to students' perspectives, experiences and cultures in schools. Research shows that students "who share racial or gender characteristics with their teachers tend to report higher levels of personal effort, happiness in class, feeling cared for, student-teacher communication, post-secondary motivation, and academic engagement."²⁹ A new study found that having just one black teacher in third, fourth or fifth grade reduced the likelihood that black children living in low-income communities would drop out by 39 percent.³⁰

Yet, in America's public schools, more than 80 percent of teachers are white, over three-quarters are female, and black male teachers constitute only 2 percent of the K-12 educator population.^{31, 32} In contrast, roughly 72 percent of black youth grow up in single-parent households, compared to a national average of 25 percent, and research shows that many black children are craving more attention and support from male role models.^{33, 34}

City Year's innovative approach is needed in schools across the country. We help to infuse high-need schools with diverse, talented and trained young adult role models, many of whom continue to make substantial contributions to the education field after their AmeriCorps experience ends.

CITY YEAR'S SOLUTION

A PIPELINE OF DIVERSE, TALENTED AND SKILLED LEADERS

We can harness the dedication and diversity of America's young adults to provide all children with the support they need to succeed. In order for City Year to meet the growing demand for our services in schools across the country, we will need to refine and invest more deeply in our recruitment efforts to attract and engage top-notch talent at scale. Talented young adults with postsecondary credentials have more professional options available to them. **The increased competition for emerging talent raises the bar for City Year's efforts to recruit a growing number of high-quality, diverse corps members for each of our partner schools across the country.**

In 2017-2018, 3,000 City Year AmeriCorps members support 213,000 students each day in 28 cities in America's highest-need communities. By serving full-time in urban schools, City Year corps members are uniquely positioned to build near-peer relationships with students that address academic achievement as well as social-emotional growth, which helps to prepare our youth to enter the workforce as competent, productive and engaged citizens. Furthermore, by serving alongside individuals from different backgrounds, City Year AmeriCorps members help to model a more inclusive, cooperative and empathetic community for students.

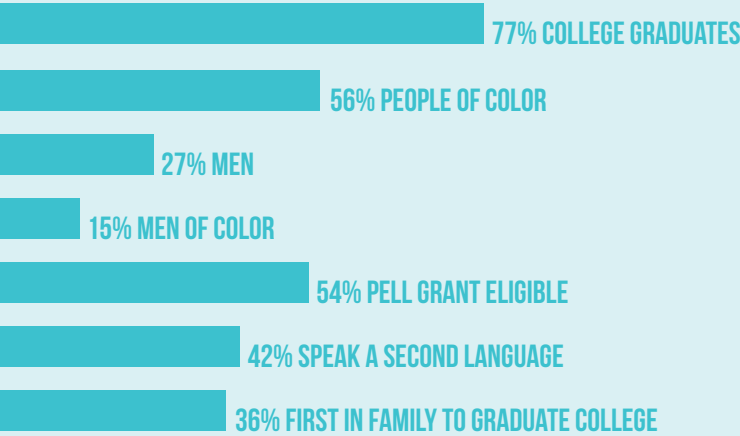
City Year's unique model provides a double bottom line return on investment: strengthening the urban graduation pipeline so more students graduate high school prepared for postsecondary success and helping to build the next generation of young adults – the students City Year serves as well as our AmeriCorps members and alumni – who understand how to work in diverse teams, engage in sound decision-making and communicate effectively. Both outcomes – a greater number of better prepared graduates and young adults with the 21st century skills needed to become civic, business and education leaders – are important to employers and crucial to the vitality of our communities.

“City Year has been one of the most impactful near-peer mentor programs I've measured in over three decades of public education service.

Dr. Dan Good, former Superintendent, Columbus City Schools

UNIQUE ASSETS UPON ENTERING CITY YEAR (2017-2018)

3,000+ CITY YEAR AMERICORPS MEMBERS CURRENTLY SERVING



TOP TEN RECRUITMENT SCHOOLS

- Florida International University
- University of Michigan - Ann Arbor
- Ohio State University - Columbus
- University of Massachusetts - Amherst
- University of Central Florida
- University of California - Irvine
- University of California - Santa Barbara
- Southern University and A&M College
- University of California - Riverside
- University of California - Los Angeles



Student, Loyola University of Chicago
Law School '18

NANA OTUTUA-AMOA, CITY YEAR CHICAGO '11,'12

Increasing City Year AmeriCorps Diversity through Strategic Partnerships

Nana Otutua-Amoah first learned about City Year through a Posse Foundation event during her senior year at DePauw University. The Posse Foundation identifies and recruits high-potential public high school students from diverse backgrounds to become Posse Scholars, who receive full-tuition leadership scholarships from higher education institutions. Ninety percent of Posse Scholars graduate and make a difference on campus and during their careers.

"I had many mentors who supported me throughout elementary and high school," says Nana. "As a first generation college student, I depended on my mentors to help me excel academically...Their support was pivotal and I was determined to help others in a similar way." Following college graduation, Nana served with City Year Chicago for two years, 2010-2012.

“ ”

City Year stands out among other service programs because of the strategic planning and care that the staff provides for corps members. At City Year, you have the opportunity to transform and grow into a person with transferrable skills that prepare you for any career.

After City Year, Nana worked as a paralegal and is now a law student at Loyola University of Chicago Law School. She plans to use her law degree to "serve in various decision making positions that affect youth."

Nana credits City Year with imparting critical professional skills that are helping her in her education and career.



ERIC DOBOSH, CITY YEAR NEW YORK '17

Associate Consultant, Bain & Company

Not Just a Gap Year, a LEAP Year

After graduating from Princeton University, Eric Dobosh was ready to begin his career at Bain & Company; however, Eric ultimately decided to postpone his new job to serve with City Year. His decision was inspired both by his long-standing commitment to providing opportunities for all students to succeed, as well as by the experiences of future colleagues who said their gap year had helped them become more effective consultants.

In 2016-2017, Eric Dobosh served with City Year New York as a Team Leader at P.S. 96M in East Harlem, New York. Through City Year, Eric felt that he was learning a great deal about communication, problem solving and inclusivity through experiences supporting and working with AmeriCorps members, teachers, administrators and families from diverse backgrounds.

“ ”

At Bain I will constantly be working with teams. A key component of my role as City Year Team Leader was fostering a positive team dynamic and creating a sense of community.

Dianne Ledingham, a partner and director at Bain & Company, believes that City Year AmeriCorps members cultivate foundational skills that make them valuable to any 21st century employer. “City Year alumni are dedicated leaders who are results-focused, data-driven, team-oriented, strong communicators and ‘at cause,’” said Ledingham, “some of the same traits we seek in Bain consultants.”

Eric hopes more graduates dedicate themselves to a year of national service, which he believes will not only have a “profound impact on their personal and professional growth,” but also impact the “nation as a whole.”

Leaders for Life

After one or two years of service, City Year alumni, a community of more than 27,500 that will expand to nearly 50,000 in the next ten years, have cultivated leadership skills, mindsets and values that help to prepare them for leadership opportunities in their careers and communities. A longitudinal alumni survey 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.³⁵

City Year AmeriCorps members build a critical set of professional skills that prepare them for a variety of careers and leadership opportunities in fields such as law, business, social work, finance, school administration, public policy and corporate social responsibility. In recent years, many City Year alumni are self-selecting into teaching opportunities. Fueled by a strong sense of purpose from their service and training in our nation's highest-need schools, City Year alumni enter the classroom with solution-oriented, collaborative mindsets and a commitment to creating a safe, positive school-wide learning environment. These skills and values translate directly to the core competencies of effective teachers.

Demand for City Year's Corps and Alumni

Principals and superintendents in 47 urban school districts and systems nationwide recognize the value that City Year AmeriCorps members contribute to their efforts to accelerate, sustain and scale proven improvement efforts in our nation's highest-need schools. Demand for City Year is growing both within the cities where we already operate and in new markets. Over the past eight years, City Year has expanded to nine new cities, and schools and districts have increased their investments in City Year from \$6 million in 2008-2009 to nearly \$34 million in 2017-2018.

Employers increasingly view City Year as a strong talent pipeline and are seeking to establish more well-defined, sustainable channels for employing City Year alumni. Business, civic and education leaders understand that the valuable interpersonal and leadership skills that City Year corps members acquire, coupled with their drive to lead transformational change and a strong work ethic, can make a significant difference in the workplace.

“ ”

The service of City Year AmeriCorps members instills important values that benefit not only students and the young adults who serve, but also the communities where we live and work. Perseverance, professionalism, community-mindedness, a sense of maturity and purpose, and perhaps most important, the idea of being a mentor to somebody – these are the values that also drive our work.”

Jeff Raider, Co-Founder and CEO of Harry's, and Co-Founder of Warby Parker

City Year has been one of our strongest improvement partners. The positive energy, the care and the commitment that City Year AmeriCorps members bring to our schools are invaluable.

Dr. Hilaria Bauer, Superintendent, Alum Rock Union Elementary School District, San Jose, CA



KYLE SHWARTZ, CITY YEAR WASHINGTON DC '09

Building New Teacher Pathways for Urban Schools in High-Need Communities

Denver Teacher Residency '12
Third grade teacher, Doull Elementary
School, Denver, Colorado

Prior to serving as an AmeriCorps member with City Year Washington, DC, Kyle Schwartz was not certain of her career aspirations. During her year of service, it became clear that ensuring all children receive a quality education would be a driving force in her career.

Following City Year, Kyle joined the Denver Teacher Residency and is now a third grade teacher at Doull Elementary in Denver, Colorado. While Doull Elementary has a strong community, the school faces challenges.

“ ”

When I joined City Year as a 21-year-old, I did not anticipate having a career in education. That all changed when I began tutoring students. I realized that a dedicated teacher can make all the difference in the life of a student.

More than 90% of students live in poverty, and 60% are learning English at school. Due to the high academic growth and the strong instructional practice observed in her classroom, Kyle was designated as a “Distinguished Teacher” by Denver Public Schools, and she won the 2015 DPS Equity in Education Design Challenge.

Early in her teaching career, a simple yet powerful lesson created in Kyle’s classroom received international attention and acclaim. She asked her students to finish the sentence “I wish my teacher knew...” Her students’ candid responses inspired the #IWishMyTeacherKnew movement and were covered by every major media outlet. This sparked a conversation about the realities American students face. To continue this dialogue, Kyle had a book published in 2016 entitled, “I Wish My Teacher Knew: How One Question Can Change Everything for our Kids.”

BENEFICIARIES OF CITY YEAR'S APPROACH

Each year, City Year deploys thousands of AmeriCorps members to support our nation's most vulnerable students. Their service simultaneously benefits both the young adults in the corps and the students they support:



STUDENTS

- Learn in a responsive environment that helps them excel academically and develop vital social-emotional competencies
- Become more prepared to graduate high school and go on to be productive, engaged employees and citizens
- Build a positive connection to school, peers and learning
- Feel capable and competent as learners
- Have the opportunity to contribute and develop values of giving back to the community



AMERICORPS MEMBERS & ALUMNI

- Develop valuable, transferable skills and insights that strengthen future careers in a variety of 21st century career fields
- Access a vast network of post-City Year university and career scholarships
- Gain a deep understanding of the importance of a holistic approach to education and youth development, paving multi-pronged pathways to careers in teaching
- Join a network of talented alumni that will expand to nearly 50,000 over the next 10 years



Develop as civically-engaged employees, entrepreneurs and leaders

Gain proximity to individuals from varied racial, socioeconomic and geographical backgrounds



SCHOOLS

- Cultivate positive and safe school climates with supportive conditions for teaching and learning
- Gain a critical mass of diverse, committed, and caring adult role models
- Receive the extra support needed to differentiate instruction and build positive classroom environments



EMPLOYERS

- Access a pipeline of diverse, talented young adults with a demonstrated work ethic, professional experience and 21st century skills
- Connect with an organization with a positive brand perception among young adults
- Enhance corporate social responsibility focus



DISTRICTS

- Leverage a new human capital strategy for accelerating evidence-based practices that drive student achievement and social-emotional development
- Access a new approach for building robust talent pipelines that attract and retain diverse and experienced educators committed to serving in urban schools



COLLEGES AND UNIVERSITIES

- See greater diversity in the hiring options for their graduating seniors
- Build an enhanced culture around civic engagement and social impact
- Access new marketing opportunities through scholarships offered to City Year alumni



COMMUNITIES AND SOCIETY

- Access lifelong, civic-minded leaders who are prepared with the skills and mindsets needed to strengthen communities and rally others to address urgent challenges confronting our country and world





TO BEST SERVE OUR STUDENTS,

**City Year must bolster our
recruitment of diverse, talented
young leaders in an increasingly
competitive marketplace.**

CURRENT STATE

THE NEED TO RECRUIT MORE YOUNG LEADERS IN A COMPETITIVE MARKETPLACE

To help bridge the gap in high-poverty communities between the supports that students need to thrive and what most high-need schools are designed and resourced to provide, we must amplify our efforts to inspire and engage diverse young adults in national service. Increasing the diversity of City Year’s corps will make us more effective in serving our students and schools and will make City Year AmeriCorps members more effective as leaders.

Yet, we are recruiting potential corps members in an increasingly competitive talent marketplace. Recruitment on college campuses begins early and extends throughout the academic year, with over half of employers extending job offers to students prior to graduation.³⁶ Today’s job candidates have more choices than ever before. In 2016, two-thirds of employers anticipated hiring new workers from the rising pool of college graduates, with 37 percent planning to offer higher salaries than the previous year.³⁷

The current generation of young adults applying to City Year, known as Generation Z, would like to be involved in work that matters,³⁸ yet they are also more pragmatic than Millennials and place a heavy emphasis on job security and shaping their own success.³⁹ The top reason applicants turned down City Year’s offer in 2016 was to take a salaried job. This contributed to the gradual decline in the number of men in City Year’s corps (currently 27%) and an increase in young adults who withdraw after accepting City Year’s


offer to serve, heightening the need for City Year to strengthen our value proposition and brand perception to attract a strong talent pool.

Opting to serve their country for a year or two, when more lucrative options are often available, is a powerful act of idealism and dedication that affords young adults a unique opportunity to enable transformational change – both for students and schools in high-poverty communities and for corps members themselves. City Year seeks to make it possible for young adults of all backgrounds to serve, including those from urban, suburban and rural areas, and is committed to ensuring they have the necessary resources to do so.

As City Year grows, the pressure to recruit a complete and diverse team for every partner school nationwide intensifies. Assembling a highly diverse team – composed of young adults of different backgrounds, experiences and perspectives – for each of City Year’s hundreds of schools represents a complex and bold undertaking. We will need to build new capacities to successfully recruit greater numbers of AmeriCorps members who are committed to serving where they are needed most and effectively support their transitions to new cities.


To achieve our vision of educational excellence – the opportunity for all children to reach their full potential – and to cultivate the next generation of leaders, City Year is pursuing an ambitious plan, our Long-Term Impact strategy, to dramatically increase the number of students who graduate high school college- and career-ready. In 2017-2018, we serve 213,000 students in 327 schools; by 2023, we aim to reach at least 268,000 students every day in 400 or more schools.

LONG-TERM, WE SEEK:




80%

80% of students in City Year schools will reach the 10th grade with their peers and on track to graduation



50%

We will reach 50% of the students at risk of dropping out in City Year communities



2/3

We will serve in the cities that account for 2/3 of the nation’s urban dropouts

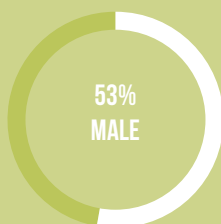
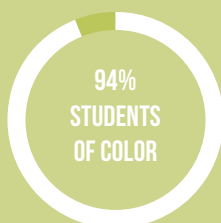
TO FULLY ADDRESS THE NEEDS OF THE SCHOOLS AND COMMUNITIES WHERE CITY YEAR SERVES, WE NEED TO RECRUIT MORE YOUNG LEADERS TO INCREASE CITY YEAR'S:

DIVERSITY

Students who share similar backgrounds with their teachers are more likely to convey higher levels of academic engagement and motivation.⁴⁰

While diverse compared to many peer organizations, City Year seeks to better reflect the students we serve and ensure we have consistently diverse teams across our 300+ partner schools.

STUDENT DEMOGRAPHICS IN 2016-2017 PARTNER SCHOOLS:



COMPETITIVENESS

College students approaching graduation have access to more job opportunities, with higher pay and earlier recruitment seasons than in recent years. In 2016, roughly half of people reporting their reason for declining City Year's offer were opting to take a salaried job. We must improve City Year's brand awareness, recruitment process and corps experience to remain a viable candidate among recruits' job options.



2/3 OF EMPLOYERS ANTICIPATED HIRING FROM THE RISING POOL OF COLLEGE GRADUATES IN 2016, AND 37% OF THOSE PLANNED TO OFFER HIGHER SALARIES THAN THE PREVIOUS YEAR.⁴¹

CORPS SIZE

To help bridge the gap between the personalized supports that students need to thrive and what most public schools are designed and resourced to provide in high-need urban communities across the country, City Year seeks to grow our corps from:

3,000

IN 2017-2018 TO

4,000-6,000

BY 2023.

"The diverse young people who raise their hands to serve with City Year represent the very best of America. Now, more than ever, we need to do more to say 'yes' to the patriotism and idealism of young people. We need to do more to mobilize our country's young adults to serve and to make a difference for our children, our families and our communities."

Michael Brown, CEO and Co-Founder of City Year

THE INVESTMENT OPPORTUNITY

STRENGTHENING THE 21ST CENTURY TALENT PIPELINE

We seek to enroll a diverse, high-quality corps to support student success and develop the next generation of leaders. To do so in a competitive environment, we plan to build

ELEVATE AWARENESS OF THE OPPORTUNITY TO SERVE IN HIGH-NEED SCHOOLS

Increasing awareness and understanding of City Year and the experience we offer 18-25 year olds is critical to the success of our organization. We seek to identify new and innovative ways to position a year of service as a unique leadership experience that can accelerate one's career – serving as a leap year, not a gap year.

Investment areas:

- Build a new targeted recruitment campaign for 18-25 year olds.
- Develop a recruitment advocacy campaign to engage key City Year stakeholders as brand ambassadors.
- Bolster City Year's digital, on campus and community-based recruitment efforts to increase brand awareness and application submissions.
- Conduct research to better understand target recruitment audience, including motivations and barriers to joining City Year.
- Design and measure pilot initiatives that inform the subsequent scaling and integration of proven approaches for reaching core recruitment audiences.
- Review the ROI of recruitment and admissions marketing tactics across key demographics and incorporating learnings into future decision-making.

BUILD AN EFFECTIVE RECRUITMENT PROCESS THAT PRODUCES A STRONG TALENT POOL

As employers are stepping up recruitment efforts on college campuses, City Year will continue to streamline our application process and offer top-notch customer service in order to attract high-quality applicants and reduce the number of candidates who withdraw after accepting City Year's offer to serve. We seek to build on the significant strides we have made over the past few years, including creating a mobile application and investing in a new technology platform to more effectively track, build relationships and convert leads throughout their application process.

Investment areas:

- Increase the persistence of City Year AmeriCorps member applicants and candidates from interest to confirmation to start of service through stronger relationship cultivation, onboarding, and confirmed corps member engagement.
- Enhance sales and customer service training for City Year recruiters and admissions officers.
- Improve City Year's recruitment database to strengthen metrics and data-driven decision making.

vital centralized capacities that will attract, engage and support a broad section of young adults who aspire to make a difference in our country's highest-need schools.

RECRUIT A HIGH-QUALITY, DIVERSE CORPS TO BETTER REFLECT THE STUDENTS WE SERVE

City Year was founded on the belief that uniting and empowering diverse teams of idealistic young people and charging them with solving some of our country's most difficult challenges can change the world for the better. While we have built one of the most diverse groups of national service members in the country, we must do even more to increase the diversity of our AmeriCorps members – particularly among men and men of color – to ensure they are representative of the students we serve. City Year is also committed to modeling socioeconomic and geographic diversity so both our students and our corps members are exposed to the richness of our country.

Investment areas:

- Conduct research to garner deeper insights into how to effectively recruit hard-to-reach populations, including young men and young men of color.
- Design and implement focused partnership strategies to build a strong future prospect pipeline, inclusive of men, men of color, high school students and young people from diverse geographical areas.
- Operationalize City Year's new AmeriCorps member profile, with the goal of recruiting, selecting, engaging and developing a corps with the characteristics, mindsets and skills of effective City Year corps members.
- Increase and strengthen trainings for City Year staff in best practices around diversity, inclusion and cultural competency that will support the recruitment of hard-to-reach populations.

IMPROVE THE CITY YEAR AMERICORPS MEMBER EXPERIENCE AND VALUE PROPOSITION

We want to ensure our AmeriCorps members have a best-in-class experience as they tirelessly serve students each day in high-need schools. Thus, City Year is embarking on an organization-wide effort to enhance the AmeriCorps member experience and ensure corps member persistence. This effort includes eliminating the barriers that prevent many high-quality candidates from joining City Year.

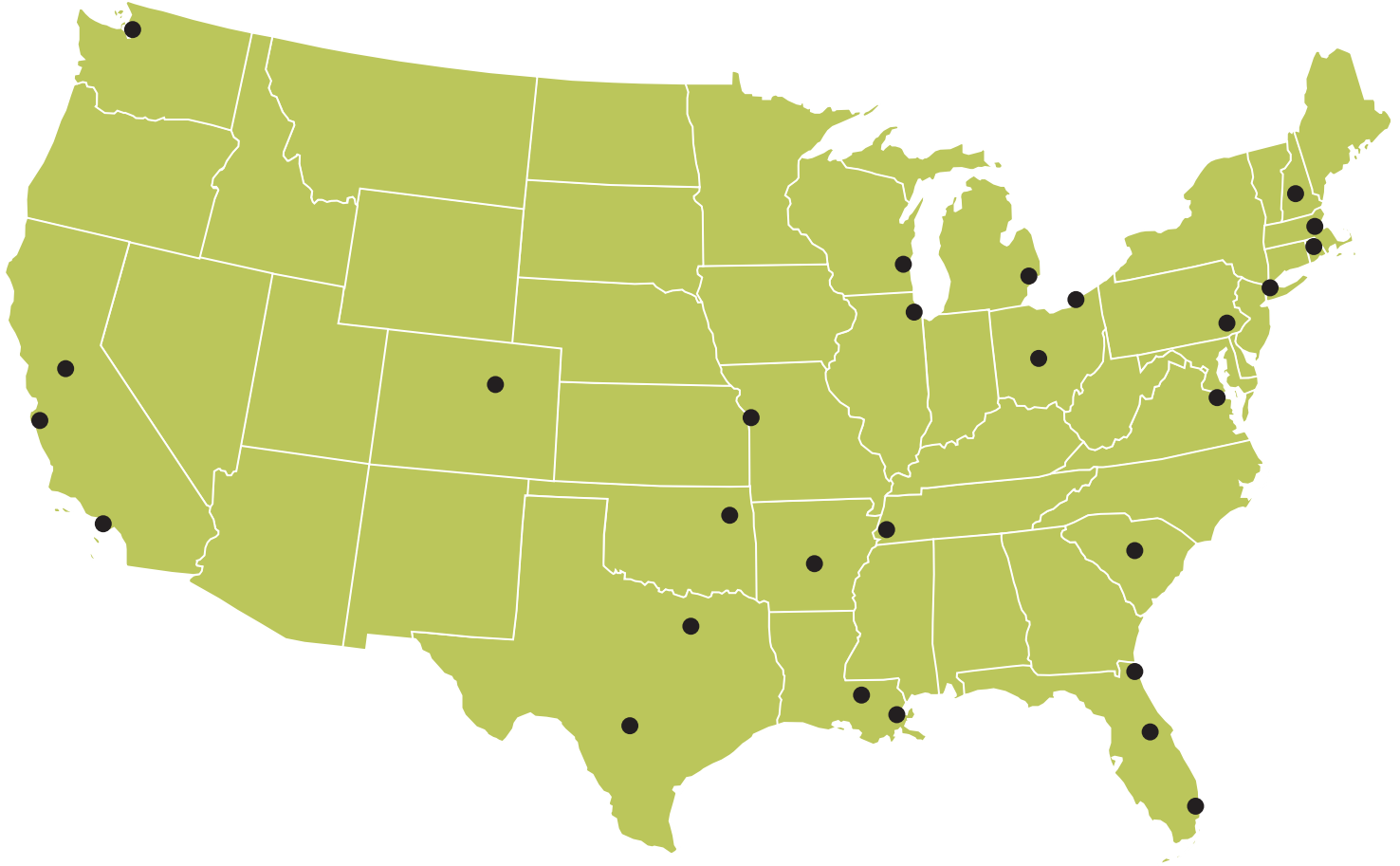
Investment areas:

- Remove key barriers to service connected to AmeriCorps member housing/relocation support and the stipend, and provide other supports for the corps to improve City Year's competitive position.
- Develop tools and strategies to ensure an ample, diverse and qualified pool of AmeriCorps members returning to serve for a second year of service, including enhancements to services that support corps member health and well-being.
- Expand City Year's current network of career and postsecondary universities and employers to reflect the corps' diverse interests and professional aspirations.
- Run a business process to determine how to best deliver targeted career services to City Year AmeriCorps members and alumni.
- Build a centralized tracking system to track the progression of alumni career paths.
- Define and build the capacities to deliver a high-quality corps experience with clear impact, leadership development and career benefits.
- Conduct and implement the analysis of corps member experience data to drive continuous improvement.

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| Columbia | Milwaukee | Tulsa |
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| Denver | New York | |
| Detroit | Orlando | |
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INTERNATIONAL AFFILIATES

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

City Year helps students and schools succeed. 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 2-3 times more likely to improve on math and English assessments. A proud member of the AmeriCorps national service network, City Year is funded by the Corporation for National and Community Service, local school districts, and private philanthropy from corporations, foundations and individuals. Learn more at www.cityyear.org.