

All students have the potential to become productive and informed adults with the skills and knowledge required to pursue careers of their choice and contribute to their communities. Yet, advances in neuroscience have revealed that for the millions of children growing up in concentrated poverty, negative life events can interfere with their readiness to learn. Despite the heroic efforts of educators, today's schools require additional resources and supports to effectively serve all students and prepare the next generation of workers, citizens, and leaders.

As the national effort to close the opportunity gap and provide a quality education to all children continues, the importance of social-emotional development has emerged as a central priority. A wealth of research demonstrates strong links between social-emotional development and academic, 21st century career, and life success. The growing understanding of social-emotional development as foundational to learning and achievement is now informing policies at the school, district, state, and federal level.

City Year's research-based school services are designed with the interdependent nature of academic growth and social-emotional development in mind. We know that social-emotional skill development drives academic achievement and positive long-term outcomes for students and communities, and helps to ensure that our young people graduate from high school prepared for college, career, and civic success.

This business case illuminates the critical role a youth development approach plays in enabling the formation of developmental relationships that foster student social-emotional development in high-poverty schools, and outlines key strategies to accelerate and expand City Year's innovative work in this critical area.

DEFINING OUR TERMS

A YOUTH DEVELOPMENT APPROACH represents an asset-based lens that considers each student's developmental stage and positions it as a strength in their academic and personal growth.

At City Year, a youth development approach informs all of the work we do with students in schools, across settings, grade levels, and subject areas. We believe that the sustained academic achievement and personal growth of students is made possible by supporting both their human and cognitive development through developmental relationships in community-centered learning environments that spark their interest and motivation. Through these relationships, students are more likely to build durable identities and foundational skills that will help them to succeed.

INTRODUCTION

In order for students to do well academically, succeed in a global workforce, and become engaged citizens, they must not only acquire knowledge and technical proficiencies, but also possess a collection of foundational social-emotional skills. Some of these skills include self-management, optimistic thinking, and a growth mindset.

While U.S. high school graduation rates are steadily improving, some employers and educators question whether the students who complete high school are graduating with the skills they need to persist in post-secondary education and succeed in their careers.² Meanwhile, large groups of students, including black, Hispanic, low-income, homeless, Limited English Proficient, and students with learning differences, are graduating at starkly lower rates than their peers and consequently face dramatically diminished long-term outcomes.³ We all pay the price for this senseless loss of talent and potential, including a growing skills gap that threatens our economic competitiveness and national security.⁴

For nearly three decades, City Year has invested in an asset-based youth development approach designed to support children, promote civic engagement and strengthen urban communities. Over the past decade, City Year has more intentionally focused its work to improve outcomes in urban public schools where student cognitive and social-emotional development is often impeded by significant adversity, such as toxic levels of stress, health obstacles and neighborhood violence, among other poverty-related factors.⁵

City Year recognizes that as students move through their K-12 education, their developmental needs change. Our "near-peer" AmeriCorps members play a pivotal role in helping them to form developmental relationships with the students they serve, bonds that both improve student readiness to learn and school-wide conditions for learning.⁶

Fueled by a comprehensive research base, recognition of the fundamental importance of social-emotional development for all children continues to gain momentum and is influencing federal policy and educational practice throughout the United States.^{7,8} Now is a crucial moment to expand and improve social-emotional development, grounded in a youth development approach, in our nation's highest-need schools to help advance not only individual student learning, but also to enhance and transform overall school climate and culture.

This business case defines the next phase of an ambitious strategy that harnesses the power of City Year's talented, diverse, and highly trained AmeriCorps members (ages 18-25) to form developmental relationships with students; our organization's extensive youth development experience; and leading social science research and educational practice. While City Year has a history of continuously enhancing our youth development approach, we have more work to do to close the gaps in our current model that prevent City Year from maximizing our full range of assets. Areas for growth include: further integrating our SED and academic services; enhancing City Year's corps and staff-focused professional development; deepening our understanding of the relationship between student development and academic progress; and effectively communicating our holistic value proposition to the broader education community.

City Year is seeking to build centralized capacities and capabilities that will fuel a next-generation approach for student social-emotional development, anchored in a strength-based methodology. This approach will position City Year to demonstrate that full-time national service, when combined with evidence-based supports that are responsive to student needs, offers a cost-effective, scalable and holistic approach to enhancing student, classroom and school outcomes and accelerating long-term positive results that benefit all of us.

SOCIAL-EMOTIONAL DEVELOPMENT focuses on the process of cultivating self-management and interpersonal skills in the context of safe, caring, and engaging environments.

City Year aims to help students build core values, attitudes, and skills related to social-emotional development, positive identity formation, and civic participation. Our model is grounded in the belief that academic learning is shaped and enhanced by students' social-emotional well-being. By forming developmental relationships with students, City Year AmeriCorps members are able to help educators create learning environments that are designed to boost students' confidence, manage their impulses, and rebound after disappointment.

1

CITY YEAR'S WHOLE SCHOOL WHOLE CHILD APPROACH

ACCELERATING STUDENT GROWTH THROUGH POSITIVE RELATIONSHIPS AND EVIDENCE-BASED INTERVENTIONS IN AND OUTSIDE OF CLASSROOMS

City Year helps students and schools succeed by delivering research-based academic and social-emotional supports designed to help students come to school every day ready to learn, achieve at high levels and graduate from high school prepared for college and career.

Founded in 1988, City Year currently partners with more than 300 public schools in 28 cities across the United States. Diverse, energetic and trained teams of 8 to 20 AmeriCorps members are deployed to serve full-time in high-need elementary, middle and high schools, working alongside and in support of classroom teachers.

Training and Support

City Year AmeriCorps members, who are supervised by full-time, on site City Year staff called Impact Managers, become integrated into the fabric of the school community. They collaborate with the school principal and teachers to

deliver holistic, data-driven interventions at the individual student, classroom and school-wide levels that help the school achieve its vision for educational excellence.

Impact Managers oversee all training to ensure AmeriCorps members are consistently improving their practice. City Year's 3,000+ AmeriCorps members receive more than 300 hours of training in:

- Evidence-based instructional strategies designed to accelerate student academic and socialemotional development
- Strategies that enhance school-wide culture and conditions for learning
- An asset-based approach to students that respects and responds to their developmental needs and leverages them as strengths
- Student progress monitoring

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





EXCERPT FROM SEPTEMBER 14, 2016 CHRISTIAN SCIENCE MONITOR STORY¹⁰

The stuffy basement cafeteria swirls with middle-schoolers. This is where Justin Roias usually checks in with a sixth-grader he's mentoring, but Manny Aponte is nowhere to be found. Word comes that Manny's been spotted in a hallway – a streak of red and black, flashing by on a skateboard. Manny's skipping lunch, but at least he's not skipping school.

That marks major progress for a boy who is trying to break free from the shadows of the day when, as he tells it, out of all the children playing in the yard, "that bullet chose me."

Mr. Roias navigated his own challenges growing up, including homelessness and his parents' addictions. For "many of us," he's told Manny, education "is the only path." But that path can seem lonely and overwhelming to a boy like Manny, who had to deal with physical and mental trauma before he was even in second grade.

"He's dealt with a lot of challenges growing up. But I didn't learn that till we built a strong relationship," Roias says. "A couple weeks ago we had what I call a 'real talk' conversation," Roias says. "We talked about life; we talked about his childhood."

Manny's attendance improved dramatically – not because of the prize incentives students were offered, Roias says, but because "something turned on and he just wanted to be a better student." Manny credits Roias for much of the change. "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," he says. "Ever since I met with Justin the first time, it was a big difference for me. I felt like he cared for me."

THE NEED

A WHOLE CHILD APPROACH TO STUDENT LEARNING

Understanding How Children Learn and the Importance of a Developmental Approach

We know that students are more likely to succeed when their learning environments reflect features that have been scientifically proven to enhance learning. ¹¹ Advances in human cognition research from the past several decades reveal:

- COGNITIVE, SOCIAL, AND EMOTIONAL DEVELOPMENT ARE DEEPLY INTERWOVEN and have synergistic effects on the learning process. 12 Foundational social-emotional skills, which enable students to learn, self-regulate, achieve at high levels, recover from setbacks, make decisions, and work in teams 13 are shown to have a positive, significant impact on academic achievement and subsequent life outcomes. 14
- BRAINS ARE MALLEABLE well into adulthood,¹⁵ and learning environments play an integral role in shaping students' cognitive growth and identity as learners.^{16,17}
- THERE IS VARIABILITY IN HOW STUDENTS LEARN.
 Children arrive at school prepared to learn in
 different ways, influenced by a variety of cognitive,
 social-emotional, and experiential factors. Learning
 environments must be personalized to effectively meet
 the needs of all students.¹⁸

Drawing on recent research on social-emotional and cognitive development, and on City Year's decades of developing and implementing innovative youth development practices, we believe that for students to cultivate and sustain key social-emotional and academic skills required to succeed, they must develop intrinsic motivation, defined by the "inherent enjoyment and meaning" they attach to learning.¹⁹

Central to this work 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 socialemotional needs. Developmental relationships represent a critical component of an effective learning environment that fosters intrinsic motivation. ²⁰ City Year AmeriCorps members encourage students to take risks 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. ^{21, 22}

Just as important, research shows that students are more engaged and achieve better academic and long-term outcomes when they feel connected to at least one caring adult at school and have access to additional supports. ^{23, 24}

RELATIONSHIPS MATTER

59% of dropouts reported they did not have someone in school they could talk with about personal challenges. 25

22% of students, ages 12-18, reported they had been bullied during the school year.²⁶

Supportive relationships with adults in school can help reduce the likelihood of a student leaving school by 25%.²⁷

Effects of Poverty on Children's Social-Emotional Development

Currently, more than 10 million children are growing up in neighborhoods of concentrated poverty, ²⁸ many of which are located in the nation's 100 largest cities. ²⁹ In these neighborhoods, the number of students being affected by negative life events is two times higher than the national average. ³⁰

Research shows that adverse childhood experiences (ACEs), including the accumulated burdens of family economic hardship, abuse or neglect, parental substance abuse or mental illness, and exposure to violence, can have chronic adverse effects on areas of the developing brain.³¹ Consequently, many young children begin school lacking

DEFINING OUR TERMS

"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 the young person develop a thriving mindset...A thriving mindset...is the orientation not just to get by in life, but to flourish — not just to survive, but to thrive." 32

critical skills for self-control, concentration, and other vital executive functions.^{33, 34}

Without taking deliberate steps to address the socialemotional and academic needs of students attending the highest-need high schools, and the millions of students in the low-performing middle and elementary schools that feed into them, it will not be possible to make significant gains in national graduation rates, workforce readiness, and positive long-term outcomes for all students.³⁵

_____ (()) ____

If they related to me more and understood...what I was going through, where I lived, where I came from. Who knows? That book might have been in my book bag. I might have bought a book bag and done some work.³⁶

High school student, "The Silent Epidemic"

Implementation Gap

As critical as great teachers are to student achievement, students attending schools in impoverished urban neighborhoods are often multiple grade levels behind academically and confront stress associated with the toxic effects of concentrated poverty, placing an unmanageable strain on even the most effective educators. The number of students growing up in concentrated poverty is increasing, reaching levels that impact the whole class. In schools located in high-need communities, educators must establish caring relationships, deliver 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. 40

As a result, there is an implementation gap between the research-based, personalized supports students need to flourish, and what most schools are designed and resourced to deliver.⁴¹

As an increasing number of educators and policymakers advocate a social-emotional approach, one that transforms learning environments, they are voicing the need for more concrete and cohesive practices, tools, and resources that teachers can use to effectively integrate social-emotional development with pedagogy and school culture. Well-designed, evidence-based SED programs have confirmed that a deliberate focus on social-emotional skills can accelerate student performance and improve school climate. Yet, there remains a gap in too many schools between the data-driven social-emotional strategies students need to succeed and the everyday resources that teachers can employ to help instill these skills. 44

_____ 6677 ____

We are an extremely high-poverty neighborhood. Ninety-eight percent of our students qualify for free lunch. We have a very large homeless population and we have a lot of new immigrants...They are coming into school each day sometimes without basic needs being met, sometimes having just gotten their younger brothers and sisters ready for school.

Dr. Alison Coviello, Principal, PS 154 New York City City Year New York Partner School



At a K-8 School in Boston, City Year AmeriCorps members use the Clover Model (see p. 10), to help them forge strong relationships with students, understand their strengths and needs, and cultivate key social-emotional skills.

City Year AmeriCorps member Kelly Kittredge works with a small group of fourth-grade students who arrive at 7:30 to get extra homework help, tutoring, and skill building before classes start at 8:30.

One June day, Jasmine,* Maria* and Rachel* are asked to write about how the Morning Class has helped them and what they appreciate most about one another.

The girls didn't start the year as close friends, and they were struggling in some of their classes. Using training and curriculum developed by City Year, Kelly's Morning Class engages the students academically and socially so that they will want to come to school and arrive more "ready to learn" – confident, focused, and supported.

"We've been creating a community so that everyone feels safe to share," Kelly says later. "Kids want to talk and want everyone to listen to them. The idea of our group is that everyone's voice is heard, and we explore what the students are passionate about."

The Clover Model has helped Kelly recognize each student's unique developmental stage and build on those individual strengths. "Clover has given me a more holistic view of my students and their growth, and it's helped me to reflect on my service as a corps member," Kelly says.



WHAT I LIKE BEST ABOUT MORNING CLASS IS ...

"Having fun and being who I am." – Jasmine

I APPRECIATE YOU BECAUSE ...

"You are a great friend and you bring me joy." - Maria

HOW DO I FEEL LIKE I BELONG?

"I feel like I belong here because I learn a lot of things and it's safe."

- Rachel

CITY YEAR'S APPROACH TO MEETING THE NEED

ADVANCING DEVELOPMENTAL RELATIONSHIPS IN HIGH-NEED SCHOOLS

City Year has a significant opportunity to help bridge the implementation gap in some of America's highestneed urban schools. Year after year, we provide students with consistent supports – grounded in our youth development and urban education track record along with external research on how children learn – that help them excel academically and develop vital social-emotional competencies.

At City Year, an asset-based youth development approach focused on the cultivation of social-emotional skills informs all of our interactions with students, day after day. Using research-based supports and interventions. City Year AmeriCorps members are tutors, mentors and role models, adept at building genuine connections with students, modeling joyful learning, and enhancing overall school culture and climate. City Year's approach recognizes students' strengths and understands that as they move through elementary, middle and high school, their developmental needs change. The youth development practice that lies at the heart of City Year's work in schools empowers our AmeriCorps members to create communities where the individuality of each student is respected and the whole school culture is strengthened. These relationships and supports help to drive students' holistic success - academic progress, growth in confidence and an ability to engage more deeply with their learning and understand its relevance for future opportunities.

- 6677 -

City Year allows students to have agency with young adults that can serve as role models and mentors to these youth who many times need positive relationships in their lives. The work City Year does helps to create a safe space for my students to learn in. Without a feeling of security it is impossible for students to learn.⁴⁵

Miami Teacher

By bringing highly-trained young adults who possess respect for diverse learning styles and understanding of student perspectives into schools, City Year increases student access to developmental relationships. Our AmeriCorps members help to build safe, engaging, and personalized learning environments that incorporate students' developmental needs; promote their academic achievement and social-emotional development; and improve school-wide culture for students, families, and educators.

Providing students with developmental relationships and social-emotional supports can help to dramatically reduce the effects of adversity on students' readiness to learn. 46,47

CITY YEAR'S YOUTH DEVELOPMENT APPROACH

City Year AmeriCorps members support students in effectively asserting themselves to influence a situation and affect positive change in their community. Corps members listen and talk to students about dynamics that affect feelings of belonging, such as empathy and friendship, and they help students to identify with their school experience, understand its relevance to their future pursuits, and become empowered to support fellow students.

Building on a Proven Track Record

City Year's innovative youth development approach has been designed to motivate, support, and challenge AmeriCorps members and the students they serve and to cultivate an enduring civic mindset. After their year or two of service, City Year alumni have an enhanced set of skills, mindsets, and values that help them become leaders in their careers and communities. Key findings from a longitudinal study of our alumni, representing one of the most rigorous investigations of long-term impact on participants in any national service program, revealed that at least 90 percent of alumni believed their City Year experience contributed to their ability to lead others and to work with people from diverse backgrounds. 48 Lessons gleaned from City Year's rich experience supporting the growth and development of our AmeriCorps members are now being applied to advance a developmental approach for meeting students' holistic needs in high-need urban schools.

City Year's Unique Value-Add

The foundation of City Year's approach is providing students the opportunity to forge developmental relationships with idealistic young adults in school that are built on trust, consistency, and a deep understanding of the challenges in students' lives in and outside of school.



MAXIMIZING OUR CORE ASSETS

Near-Peer Connection: City Year AmeriCorps members are old enough to provide the guidance students need, yet young enough to relate to students' perspectives. Leveraging their near-peer relationships with students (old enough to offer guidance, yet young enough to relate to students' perspectives); their understanding of student development; and growth mindset strategies, AmeriCorps members bond with and coach students every day, helping to build a sense of belonging, confidence, and community.

Diversity: City Year AmeriCorps members are a diverse group (56% young adults of color, 27% men, 54% Pell Grant eligible, 36% first in family to graduate college) of young adults supporting student success. For the first time in U.S. history, the percentage of students of color in public schools has surpassed the white student population, 49 making it even more important that a diverse group of young adults, who can relate to students' perspectives, experiences, and cultures, serve in high-need urban schools.

Full-Time Presence: City Year AmeriCorps members provide "just-in-time" social-emotional and academic support to students during class as well as through beforeschool and after-school programming. Their full-time presence and proximity enable AmeriCorps members to develop authentic, productive, and consistent relationships with students.

Team-Based: By serving daily on inclusive teams that support student success, City Year AmeriCorps promote a more tolerant and diverse community, and model this for students.



ENABLING EFFECTIVE PRACTICES

Through developmental relationships, City Year AmeriCorps members support student interactions, learning environment creation on the classroom and whole school levels, instructional practice, and the development of a strong school community - all of which fuel student success in school and life.

Personalizing the Learning Environment: Through inclassroom support, teachers collaborate with City Year AmeriCorps members to differentiate instruction and increase the amount of time students spend in learning environments that are responsive to their unique socialemotional and academic needs.

Targeted, Integrated Social-Emotional and Academic **Supports:** The direct social-emotional and academic supports AmeriCorps members provide to students promote school-wide cultural norms related to student responsibility and efficacy, along with positive interactions among peers and adults, contributing to optimal conditions for student learning.

Whole-School Climate-Building and Community-Centered **Learning:** City Year AmeriCorps members implement an array of school-wide enrichment activities shown to deepen student connectedness to school and a sense of community; teach interpersonal skills; and foster a culture of high expectations and joyful learning. These shared experiences promote trust, engagement, and community.

After-school: Since City Year AmeriCorps members serve in schools throughout the school day, they develop relationships with students both inside and outside the classroom. They are well-positioned to help schools benefit from extended learning time to deepen students' connection to caring adults and one another and to promote social-emotional development.

Formative Experiences: Across group and individual settings, AmeriCorps members coach and facilitate reflection to help students develop coping strategies and make meaning of a range of experiences. These coaching moments range from rebounding from a low test grade; celebrating an achievement; processing rumors, gossip or disagreements between groups of students; and coping with shyness or perceived unfairness.



DRIVING GREATER IMPACT

City Year makes a multi-year commitment to students as they matriculate from elementary to middle to high school. Likewise, we have been investing in innovative systems and strategies that measure the impact of our asset-based approach on student development and academic growth and provide targeted professional development in social-emotional and youth development for AmeriCorps members and Impact Managers (full-time school-based managers who oversee AmeriCorps members).

Data Analytics and Student Assessments: In collaboration with teachers and school staff, City Year AmeriCorps members collect real-time data on student well-being to target, customize, and implement a range of evidence-based interventions to meet students' needs.

Professional and Leadership Development: City Year invests in a year-long leadership development experience for our AmeriCorps members, grounded in 300+ hours of professional development, to ensure they are prepared to effectively facilitate asset-based, social-emotional, and academic interventions and practices in high-poverty urban schools. This training also advances the personal and professional growth of our corps.

Continuum of Support: City Year provides students with consistent supports as they progress from elementary grades through middle and high school. Absent intervention, students in high-poverty schools fall off-track at alarming rates; and those who begin behind fall further behind. By supporting students during key developmental and academic transitions, City Year helps ensure they can catch up and keep up with peers.

...It's such a huge enhancement that strengthens the classroom community in so many ways to have a City Year in your room. And, they're here every day...City Year has been an amazing presence in our school.⁵⁰

Seattle Teacher



CITY YEAR'S APPROACH TO MEETING THE NEED

Professional Development Partners

To build the capacity and expertise of City Year AmeriCorps members and staff to successfully implement social-emotional and youth development practices, we have worked to refine a range of valuable training content and delivery methods through strategic partnerships. City Year seeks to infuse a strength-based approach into the professional development tools, knowledge, and resources we provide to our corps and staff throughout the year because we know their own social-emotional development is fostered in the process, impacting the direct coaching they provide to students.

STRATEGIC PARTNER FOR APPLYING A YOUTH DEVELOPMENT FRAMEWORK - THE PEAR INSTITUTE: PARTNERSHIPS IN EDUCATION AND RESILIENCE (PEAR)

City Year aspires for our AmeriCorps members to become trained youth development practitioners. Together, The PEAR Institute, a joint initiative of Harvard University and McLean Hospital, and City Year draw upon PEAR's asset-based framework, the Clover Model, to develop highquality professional development for Impact Managers and AmeriCorps members that offers knowledge, tools, and common language for fostering meaningful relationships with students that enhance their social-emotional growth. The two organizations have collaborated to implement a research-based training program for Impact Managers that helps to deepen and expand the integration of the Clover Model throughout every partner school in the City Year network.

STRATEGIC PARTNER FOR FACILITATING EFFECTIVE STUDENT ENGAGEMENT PRACTICES - PLAYWORKS

City Year and Playworks have partnered to design and pilot professional development workshops for City Year Impact Managers and AmeriCorps members that provide student engagement tools and strategies for activities such as facilitating proactive group management and leading

safe and healthy games during after-school programming. Our work together is designed to build a positive school environment and support the development of positive AmeriCorps member-student relationships. The pilot partnership has afforded us a unique opportunity to explore how content from a third-party provider can be customized to reflect and enhance City Year's overall culture, tools and youth development approach. We are currently working on expanding Playworks training opportunities more broadly.

STRATEGIC PARTNER FOR CULTIVATING A GROWTH MINDSET - MENTOR AND THE PROJECT FOR EDUCATION RESEARCH THAT SCALES (PERTS) LAB

Through support from the Raikes Foundation, City Year partnered with MENTOR and Stanford University's PERTS during the 2015-2016 school year to pilot the Growth Mindset for Mentors Toolkit. The pilot equipped AmeriCorps members with tools for facilitating a growth mindset – the belief that intelligence and skills can improve with sustained effort and effective strategies⁵¹ – as part of their academic and social-emotional interventions with students. Having a growth mindset helps students to build confidence, perseverance, and resilience and to deepen their commitment to learning, in addition to performing better in school.⁵² In turn, the toolkit has enabled AmeriCorps members to cultivate their own growth mindset while learning how to nurture it in others. Based on the pilot's success, City Year expanded implementation of the Growth Mindset for Mentors Toolkit from 11 sites during the 2016-2017 school year to all 28 sites during the 2017-2018 school year.





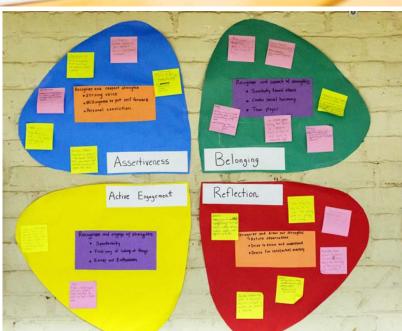












DEMAND FOR CITY YEAR'S HOLISTIC MODEL AND SERVICES

Principals and superintendents in hundreds of schools and districts across the country recognize that City Year is a crucial partner in achieving a school or district's vision for educational excellence for all students. They recognize the value City Year AmeriCorps members contribute to their efforts to accelerate, sustain, and scale the evidence-based improvement efforts needed to make substantial progress in our nation's highest need urban schools.

By seamlessly blending into a school community and providing integrated social-emotional and academic supports at the individual student, classroom, and whole school levels, City Year accelerates a transformation in school and classroom culture and climate. There is growing recognition that an enhanced school culture is required for the true integration of social-emotional development. As a result, demand for City Year is growing significantly both within the cities where we already operate and in new markets. Over the past eight years, we have expanded to nine new cities, and schools and districts have expanded their investments in City Year from \$6 million in 2008-2009 to nearly \$34 million in 2017-2018.

Meanwhile, City Year is also helping to build diverse workforce pathways for high-need urban communities. Public and private sector leaders increasingly view City Year as a strong talent pipeline and would like to establish more well-defined, sustainable channels for employing City Year alumni, particularly for careers in teaching. Each year, hundreds of City Year graduates self-select into teaching opportunities with experience in holistic teaching philosophies that nurture students' socialemotional and academic development; a commitment to diversity and inclusion; and a deep understanding of the school environments and the everyday challenges and opportunities high-need schools confront. Though research finds that children often achieve at higher levels when they are taught and mentored by adults who look like them. nationally, just 18 percent of teachers are people of color.53 This disparity underscores why many school systems are focused on recruiting more teachers of color who can serve as influential mentors and role models and hold high expectations for their students.54



GREATER DISTRICT INVESTMENT

Schools and districts have more than tripled their investments in City Year from 2008 to 2018.



GROWING BREADTH OF DISTRICTS

City Year is proud to partner with 47 urban school systems to support student and school success.



NATIONAL REACH

In 2017-2018, City Year served 213,000 students in 327 schools across the country.

6677

As powerful role models and near-peer performance coaches, we see City Year AmeriCorps members as a strong partner in improving student achievement and serving our families.

Tom Boasberg, Superintendent, Denver Public Schools

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 school are invaluable.

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

BENEFICIARIES OF CITY YEAR'S HOLISTIC APPROACH

In the long-term, City Year's social-emotional and youth development work will not only deliver a range of benefits to students, but also to schools, districts, AmeriCorps members, and other key stakeholders who are invested in building a better future for students and our urban centers, including employers and community leaders. We all benefit when students have the supports and resources they need to be successful as adults.



STUDENTS

- Learn in a responsive environment that nurtures their personal growth and engagement
- 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



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 who exhibit positive prosocial behaviors to execute school improvement plans
- Receive the extra support needed to differentiate instruction and build positive, developmentallyresponsive classroom environments
- Access a data-driven approach that tracks student needs and outcomes



DISTRICTS

- Co-create strategies and tools for effectively integrating social-emotional development with pedagogy and school culture
- Receive extra supports to help them achieve the nonacademic accountability metrics required under the Every Student Succeeds Act
- Access a data-driven approach that tracks student needs and outcomes



CITY YEAR AMERICORPS MEMBERS

 Cultivate a mindset focused on whole child development, fully appreciative of the role of social-emotional skills in supporting academic achievement

- Represent the next generation of civic-minded leaders who possess a deep understanding of the importance of a holistic approach to education and youth development
- Gain valuable, transferrable skills and insights that strengthen their future careers in a variety of fields



CITY YEAR ALUMNI TEACHERS

- Receive formative, intensive professional development on how to coach students in areas of growth using a research and asset-based youth development approach
- Learn how to engage in effective communication and relationship-building with students, teachers, families, and community partners
- Enter the classroom with a deeper understanding of students' diverse learning needs and styles



POLICYMAKERS/RESEARCHERS/ COMMUNITY-BASED PARTNERS

- Access evidence-based strategies and tools for enabling student acquisition of core social-emotional skills
- Learn how to marry innovative research with highquality implementation to provide effective practices that support student acquisition of critical social-emotional competencies
- Capitalize on the strengths of a complementary organization to create a synchronized developmental approach for helping students and schools succeed



EMPLOYERS AND COMMUNITIES

- Hire more educated and skilled workers in a wide variety of fields
- Accrue economic and social benefits when more adults are employed and civically engaged

PROMISING PRACTICES AND AREAS FOR GROWTH

While demand for City Year continues to grow, we have more work to do to refine and strengthen our approach for meeting the holistic needs of students, especially those who are growing up in concentrated poverty, and contribute to the field at large. This includes developing a deeper understanding of the connection between City Year's academic and social-emotional development practices on both student and whole-school outcomes; growing the expertise of our staff and corps in social-emotional and youth development; scaling our assessment tools for evaluating student growth; and augmenting City Year's ability to communicate our full value proposition to education stakeholders in order to drive full adoption of City Year's approach in schools.

To take our work to the next level, we must leverage our assets and close the following gaps in our model to scale a compelling set of student-centered strategies, rooted in an asset-based philosophy, that prepare young people for careers and citizenship in today's globally-competitive society.

Key Levers for Impact



USING A DEVELOPMENTAL APPROACH TO PROMOTE STUDENT SED AND ACADEMIC GROWTH AND POSITIVE WHOLE-SCHOOL OUTCOMES

Promising Practice: City Year has collected important preliminary findings about how our approach to social-emotional development is improving behavioral outcomes for students. Building on those insights, we recently defined the specific social-emotional skills we want to help our students develop to prepare them for success in school and beyond. The skills were selected according to research demonstrating that they are crucial to student success and our ability to influence those competencies.

Gap: To date, many of our targeted socialemotional services have been directed primarily at students receiving behavior interventions. This prevents a fully integrated academic and socialemotional approach that recognizes all students - indeed the entire school community - benefit from social-emotional development. Next step: Over the next few years, we will plan and implement a series of upgrades to our school-based model that will enable a more integrated approach throughout City Year's network to accelerating student social-emotional development and achievement across the entire school.

City Year will build an enhanced set of youth development supports that will be strategically embedded into all of our interactions with students to support both their social-emotional and academic growth, using research that demonstrates that learning and development are synergistic processes. Moving forward, we seek to codify our youth development practices to be shared with the larger field.



EMBEDDING OUR SUBJECT MATTER EXPERTISE INTO FIELD PROFESSIONAL DEVELOPMENT

Promising Practice: City Year has made substantial progress in recent years with developing social-emotional and youth development professional development content, delivery methods, and partnerships for our staff and AmeriCorps members. We have worked to widely disseminate existing content and identify new professional development partners, such as PEAR, Playworks, PERTS, and MENTOR.

Gap: There is a need to more rapidly develop and scale City Year's social-emotional and youth development subject matter expertise and trainings in order to prepare Impact Managers and AmeriCorps members nationwide as highly-trained youth development practitioners poised to deliver practices using a developmental lens. Such practices will support students' social-emotional development and create school environments that are conducive to learning.

Next step: City Year plans to develop high-quality training strategies, standards of practice, tools and resources that will empower Impact Managers to provide continuous training to AmeriCorps members, and school staff on delivering social-emotional interventions and instruction grounded in a youth development approach.

>>> 3

UNDERSTANDING THE CONNECTION BETWEEN STUDENT DEVELOPMENT AND ACADEMIC PROGRESS

Promising Practice: City Year's commitment to continuous improvement is evident through the meticulous approach we have used to identify the right combination of student assessments and measurement tools. We capture the growth of social-emotional skills for students using a standardized, nationally normed observational measure known as the Devereux Student Strengths Assessment (DESSA), and to round out our understanding of students' social-emotional needs, we are piloting a complementary selfreported student assessment tool, the Holistic Student Assessment (HSA). To date, we have seen encouraging improvement in students' socialemotional skills, such as self-awareness, selfmanagement, and decision-making, and have mapped the skill domains to the organization's program activities and instructional interventions.

Gap: To arrive at a complete picture of student success, however, we must address the incomplete understanding we currently have of the impact of, and connection between, City Year's interventions and students' developmental growth, socialemotional skill attainment, and academic progress and their effect on whole-school climate and culture. Likewise, we have limited capacity to measure social-emotional skills across all our sites and students served so that we can set organization-wide goals, monitor student progress, and build additional evidence.

Next step: Moving forward, City Year will create a comprehensive social-emotional development progress monitoring platform that will allow us to scale our capacity and capabilities to implement the DESSA; combine complementary data measures to get the best holistic picture of students' development and academic success; and match assessment data with specific instructional strategies. Furthermore, combined results from the DESSA and the HSA, will enhance

AmeriCorps members' collaboration with teachers to understand student success and pinpoint areas where additional support is needed.



EFFECTIVELY COMMUNICATING OUR VALUE PROPOSITION

Promising Practice: City Year continues to gain clarity around our holistic value proposition, and is beginning to gain recognition for our contributions to students' social-emotional and academic development. City Year's President was invited to serve on the newly established Council of Distinguished Educators for the National Commission on Social, Emotional, and Academic Development. In addition, the U.S. Department of Education invited City Year to host a session for Department leadership to shed light on how regulations for the federal education law, the Every Student Succeeds Act, should be structured to enable the implementation of holistic approaches to school improvement, including City Year's.

Gap: City Year must strengthen our organizational capacity to articulate to key external education stakeholders our multi-faceted value proposition anchored in our work to improve students' socialemotional and academic development. This will help to deepen understanding among urban school systems and policymakers about how a youth development approach can drive social-emotional and academic success.

Next step: We seek to develop clear, deliberate strategies for effectively communicating to our school and district partners, and the broader education community, the value of our integrated social-emotional and academic supports in driving individual student outcomes and wholeschool success.

THE OPPORTUNITY

INNOVATE, REFINE, AND SCALE

Over time, City Year is deepening and expanding the integration of a strength-based youth development approach into all of our interactions with students – both inside and outside of the classroom – to accelerate their social-emotional and academic growth.

We seek to build critical centralized capacities and capabilities that will augment our enterprise-wide youth development program to significantly drive student success and better prepare children for college, career and life success.

City Year's innovative youth development approach will:

- Accelerate student social-emotional and academic growth in the context of a personalized learning environment
- Strengthen school culture and climate through community-building
- Build the next generation of diverse, trained, and civic-minded youth development practitioners and future educators
- Advance skill development and preparedness of future workforce members

A GROWING ECONOMIC CASE FOR SOCIAL-EMOTIONAL DEVELOPMENT

A recent study from Columbia University identified a return of more than \$11 for every dollar invested in a set of well-known social-emotional interventions.⁵⁵

A report by UCLA's Civil Rights Project found that the economic cost of 10th grade school suspensions, which disproportionately affect students of color⁵⁶ and can be reduced through social-emotional development programs,⁵⁷ totals more than \$35 billion.⁵⁸

Goals

Ensure that all students served by City Year build critical social-emotional competencies to support their holistic development and to prepare them to graduate from high school, college and career ready.

Support City Year AmeriCorps members and school-based staff in building expertise in social-emotional and youth development to accelerate student outcomes and their own effectiveness and agency.

Create a standardized, student-centered approach for measuring City Year's impact on student social-emotional and academic growth that will help to inform future design and research efforts and yield valuable lessons for the broader education community.

Develop a thought leadership strategy that would help elevate awareness of and demand for City Year's unique social-emotional and youth development approach among school, districts, and policymakers.

Key Priorities

SUITE OF STUDENT-FOCUSED YOUTH DEVELOPMENT TOOLS AND RESOURCES

- Establish and implement a strategy for City Year's adoption of specific social-emotional competencies students need to be successful, informed by City Year's youth development and school-based experience and leading research.
- Build and implement a Youth
 Development Toolkit that will enable
 City Year AmeriCorps members
 to effectively incorporate social emotional and youth development
 practices into individualized student
 supports, whole-school culture and
 climate activities, and after-school
- programming in order to help students develop social-emotional competencies.
- Create innovative, evidence-based youth development tools, practices, and curricula that can be shared with the broader education field.

AMERICORPS MEMBER AND STAFF-FOCUSED PROFESSIONAL DEVELOPMENT

- Define our vision for what it would mean and require to develop City Year AmeriCorps members and Impact Managers into "certified" youth development practitioners.
- Identify and scale professional development partnerships, such as PEAR, to support social-emotional and youth development training efforts across the City Year national network.
- Design, develop, and evaluate new content and learning standards for the curricula used to train City Year AmeriCorps members and staff on key skills in social-emotional and youth development that will help them to advance student outcomes and support their personal growth and development.
- Implement a Learning Management System that allows City Year to more effectively deliver and manage professional development content
- for AmeriCorps members and school-based staff, leveraging the organization's current technology and tools.
- Create and implement strategies for engaging school administrators and teachers in City Year's training institutes to disseminate best practices focused on integrating social-emotional and academic development throughout the whole school.

ANALYTICS AND RESEARCH

- Identify and scale student selfassessment and observational tools focused on social-emotional skill development to consistently measure each student's personal growth rate and inform SED instructional practices.
- Further implement City Year's enterprise-wide platform for
- collecting, managing and evaluating student social-emotional, academic, and attendance data to better understand the connection between student learning and development.
- Conduct research that will be shared with the national education field and policymakers on City Year's holistic approach, as well as the added

value of individualized services, on students' outcomes, to demonstrate the tangible return on investment of City Year's SED approach and the broader impact to schools and districts.

CITY YEAR'S HOLISTIC VALUE PROPOSITION

- Develop and disseminate content for district partners, thought leaders, and policymakers that highlights the value of City Year's asset-based youth development approach, which supports the delivery of evidencebased social-emotional and academic services contributing to student growth and improved school climate.
- Convene district leaders and education thought leaders to discuss the challenges and opportunities of providing integrated socialemotional and academic supports and to learn about and give feedback on City Year's approach.
- Support thought leadership efforts to elevate awareness around City Year's approach to social-emotional and youth development. This could include national conferences, roundtables, policy forums, and other venues focused on innovations in education.

CITY YEAR'S LONG-TERM IMPACT STRATEGY

PREPARING TO MEET STUDENTS' HOLISTIC NEEDS ACROSS THE K-12 CONTINUUM

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 served 213,000 students in 327 schools; by 2023, we aim to reach at least 268,000 students every day in 400 or more schools. **AS A RESULT OF OUR STRATEGY:**

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

City Year will pursue the following accelerators to achieve our Long-Term Impact Goal:

SYSTEMIC CHANGE



AI IIMNI



IMPACT PARTNERSHIPS



Advancing City Year's innovative model for youth and social-emotional development will be essential to improving student academic performance and achieving our Long-Term Impact Goals.

Near-peer relationships

Whole-school supports and direct support for students in grades 3-9

Student development of social-emotional competencies

student development/ acceleration of academic competencies Students are better prepared for college, career and life To achieve our goals, City Year designed a comprehensive roadmap of innovations and capacities that pursue a variety of strategic goals, yet are highly complementary and integrated in nature. Two areas in particular – City Year's teacher pipeline and school design initiatives – will work in concert with our social-emotional and youth development work to accelerate City Year's impact in the highest-need schools.

School Design

City Year and the Center for the Social Organization of Schools at Johns Hopkins University (JHU) established the School Design Division (SDD) at City Year in 2014. The SDD is an initiative housed at City Year that is dedicated to designing, piloting and partnering with schools to



implement evidence-based, school-wide practices rooted in recent advances in the learning sciences and youth development. Such practices will leverage the unique human capital contributions of City Year AmeriCorps members to systematically strengthen the pathway from poverty to post-secondary and adult success within the City Year and JHU network of partner schools. The SDD supported the launch of a public charter school, Compass Academy, which opened in August 2015 and serves as an innovation partner for developing, refining, transferring and replicating evidence-based practices that support the most at-risk students.

Teacher Pathways

Drawing on the talent of City Year's alumni, a community of 27,500+ that will expand to nearly 50,000 alumni in the next ten years, will be critical to our ability to fulfill City Year's long-term goals. City Year has a diverse corps who seek to make an impact through a variety of careers.

In recent years, education has emerged as an increasingly attractive option, with hundreds of skilled and prepared City Year AmeriCorps members self-selecting into teaching opportunities. They are fueled by a strong sense of purpose from their one to two years of service and extensive training in our nation's highest-need schools and

they possess a deep awareness of the complex day-to-day challenges and benefits of teaching in urban environments. City Year alumni who become teachers enter the classroom already trained on how to effectively coach students using an asset-based youth development approach and how to help establish a safe, positive school-wide learning environment that meets the needs of the whole child – two skills that translate directly to the core teacher competencies of effective teachers. Urban school systems and top alternative certification programs increasingly view the City Year experience as a strong predictor of future success in the classroom.

_____ (6)) ____

For me, teaching is also about developing the character of my students. It's about showing them how to love, how to forgive, how to handle their anger. This is especially important when teaching in a low-income, high needs school, where students are constantly dealing with trauma. It is my hope that by being my students' teacher, that they will not only get into college and careers, but that they will have the character that sustains them through challenging times.⁵⁹

Shajena Erazo Cartagena English Teacher, Ballou Senior High School Washington, DC City Year '10

CITY YEAR'S IMPACT

HELPING IMPROVE EDUCATIONAL OUTCOMES IN HIGH-NEED URBAN SCHOOLS

City Year is having a whole school impact in the schools where we serve by improving school-wide climate and culture, advancing student academic performance, and building students' social-emotional skills.



STRENGTHENING SOCIAL-EMOTIONAL SKILLS

SEL skills represent one of the greatest predictors of college and career readiness and academic success.⁶⁰

CITY YEAR HELPED **68**% OF EVALUATED STUDENTS MOVE ON-TRACK IN THEIR SEL SKILLS.



These students improved from "need for instruction" to "typical" or "strength"in skills such as self-awareness, self-management and relationship development on the Devereux Student Strengths Assessment (DESSA), a validated observational assessment that measures social-emotional competencies in children and youth.⁶¹

95% of principals stated City Year had a positive impact on the whole school climate.⁶²
 86% of principals stated City Year helped to foster students' social-emotional learning.⁶³
 92% of teachers stated City Year helped foster a positive environment for learning.⁶⁴

BREAKTHROUGH STUDY

A major national study from MDRC has found that schools that partner with Diplomas Now, a collaboration of City Year, Communities In Schools, and Talent Development Secondary, significantly reduced the number of students at risk of dropping out according to the research-based early warning indicators.

This study also found that students were more likely to report a positive relationship with an adult at school who was not a teacher and participate in academically-focused after-school activities than students in non-Diplomas Now schools. In addition, teachers indicated positive and statistically significant perceptions of school climate.⁶⁵



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

Corps members are completely dedicated to the success of each student. Their plans are deliberate and help foster the desire to succeed in the students that they work with.⁶⁷

Jacksonville Teacher

CITY YEAR PARTNERS AND CHAMPIONS

COLLABORATION TO DRIVE STUDENT SUCCESS

6677



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.

Dr. Mark T. Bedell, Superintendent, Kansas City Public Schools

What City Year is doing in schools, building these engaging, nurturing, supportive, high-touch relationships...they are the mechanism, they are the driver that's accomplishing outcomes.

Jennifer Hoos Rothberg, Executive Director, Einhorn Family Charitable Trust





City Year AmeriCorps members are the freedom fighters who meet our students before the first bell. They are the last hug they get after the last bell, and, in between, there are miracles happening in classrooms. They are the most masterful curriculum interventionists I've ever met.

Alberto Carvalho, Superintendent, Miami-Dade County

The direction City Year is going is breathtaking...I think it will transform educational opportunity in this country – hopefully for decades to come.

Arne Duncan, former U.S. Secretary of Education





City Year uniquely combines programmatic and organizational features that equip it to play a key role in supporting the social and emotional development of students.

Dr. David Osher, Vice President and AIR Institute Fellow, American Institutes for Research

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.

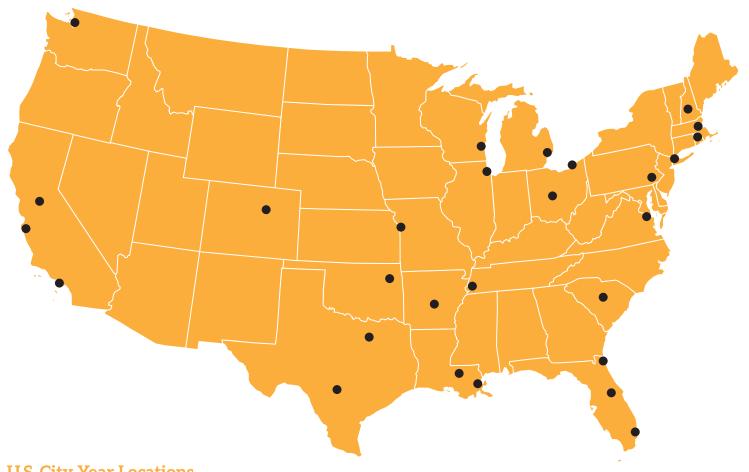




REFERENCES

- 1. Bridgeland, J., Bruce, M., & Hariharan, A. (2013). The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools. Retrieved from the Collaborative for Academic, Social, and Emotional Learning website: http://www.casel.org/wp-content/uploads/2016/01/the-missing-piece.pdf.
- 2. Civic Enterprises & Everyone Graduates Center at the School of Education at Johns Hopkins University. (2016). Building a grad nation: Progress and challenge in raising high school graduation rates. Retrieved from the Grad Nation website: http://www.gradnation.org/sites/default/files/civic_2016_full_report_FNL2-2_0.pdf.
- 3. Civic Enterprises, Building a grad nation.
- 4. Bridgeland, The missing piece.
- 5. Nagaoka, J., Farrington, C.A., Ehrlich, S.B., & Heath, R.D. (2015). Foundations for young adult success: A developmental framework. Retrieved from the University of Chicago Consortium on Chicago School Research website: https://consortium.uchicago.edu/sites/default/files/publications/Foundations%20for%20Young%20 Adult-Jun2015-Consortium.pdf.
- 6. Nagaoka, Foundations for young adult success.
- 7. Bridgeland, The missing piece.
- 8. CASEL. (2016). Federal policy. Retrieved April 17, 2017 from http://www.casel.org/federal-policy-and-legislation/.
- 9. Voices for National Service. (2013). The economic value of national service. Retrieved from http://voicesforservice.org/wp-content/uploads/2016/03/Sep19_Econ_Value_National_Service-2.pdf.
- 10. Khadaroo, S.T. (2016, Sept. 14). Want kids to show up to school? Embed a mentor there. The Christian Science Monitor. Retrieved from http://www.csmonitor.com/ EqualEd/2016/0914/Want-kids-to-show-up-to-school-Embed-a-mentor-there.
- 11. Nagaoka, Foundations for young adult success.
- 12. Farrington, C.A., Roderick, M., Allensworth. E., Nagaoka, J. Seneca Keyes, T. Johnson, D.W., & Beechum, N.O. (2012). Teaching adolescents to become learners The role of noncognitive factors in shaping school performance: A critical literature review. Retrieved the University of Chicago Consortium on Chicago School Research website: https://consortium.uchicago.edu/sites/default/files/publications/Noncognitive%20Report.pdf.
- 13. Bridgeland, The missing piece.
- 14. Stafford-Brizard, K.B. (2015). Building blocks for learning: A framework for comprehensive student development. Retrieved from the Turnaround for Children website: http://turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learningx-2.pdf.
- 15. Orenstein (2014, Nov. 19). Many older brains have plasticity, but in a different place. Retrieved from https://news.brown.edu/articles/2014/11/age.
- 16. Oberklaid, F. (2007). Brain development and the life course the importance of the early caretaking environment. National Childcare Accreditation Council. Issue 24, 8-11. Retrieved from http://ncac.acecqa.gov.au/educator-resources/pcf-articles/Brain_Development_Life_Course_Dec07.pdf.
- 17. Nagaoka, Foundations for young adult success.
- 18. Cyberlearning Research Summit. (2012, January 18). Learning Science Research: Brains, Games, and Communities. [Video file]. Retrieved from https://www.youtube.com/watch?v=8WClnVjCEVM.
- 19. Tough, P. (June 2016). How kids learn resilience. Retrieved from http://www.theatlantic.com/magazine/archive/2016/06/how-kids-really-succeed/480744/.
- 20. Search Institute. (2014). A research update from Search Institute: Developmental relationships. Retrieved from http://www.mentoring.org/new-site/wp-content/uploads/2016/03/Handout-2A-SEARCH-INSTITUTE-DEV-RELATIONSHIPS-FRAMEWORK.pdf.
- 21. Nagaoka, Foundations for young adult success.
- 22. Search Institute, A research update from Search Institute: Developmental relationships.
- 23. Center for Promise. (2015). Don't Quit on Me: What young people who left school say about the power of relationships. Retrieved from http://gradnation.americaspromise.org/report/dont-quit-me.
- 24. Johns Hopkins Urban Health Institute. (n.d.). Best Practices for Effective Schools. Retrieved from: http://urbanhealth.jhu.edu/media/best_practices/effective_schools.pdf.
- 25. Bridgeland, J.M., Dilulio, J.J., & Morison, K.B. (2006). The silent epidemic: Perspectives of high school dropouts. Retrieved from the Bill & Melinda Gates Foundation website: https://docs.gatesfoundation.org/documents/thesilentepidemic3-06final.pdf.
- U.S. Department of Education, National Center for Education Statistics. (2016). Indicators of school crime and safety: 2015. Retrieved from http://nces.ed.gov/pubs2016/2016079.pdf.
- 27. Center for Promise of America's Promise Alliance, Don't quit on me.
- 28. KIDS COUNT data center. (2016). Children living in high poverty areas. Retrieved April 17, 2017, from http://datacenter.kidscount.org/data/tables/6795-children-living-in-high-poverty-areas#detailed/1/any/false/1485,1376,1201,1074,880/any/13891,13892.
- 29. Kneebone, E. (2014, July 31). The growth and spread of concentrated poverty, 2000 to 2008-2012. Retrieved from http://www.brookings.edu/research/interactives/2014/concentrated-poverty#/M10420.
- Child Trends. (2013). Adverse experiences: Indicators on children and youth. Retrieved from http://www.childtrends.org/wp-content/uploads/2013/07/124_ Adverse Experiences.pdf.
- 31. American Academy of Pediatrics. (2014). Adverse childhood experiences and the lifelong consequences of trauma. Retrieved from https://www.aap.org/en-us/Documents/ttb_aces_consequences.pdf.
- 32. Search Institute, A research update from Search Institute: Developmental relationships.
- 33. Center on the Developing Child. (2007). The impact of early adversity on child development (InBrief). Retrieved from http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/.
- 34. Stafford-Brizard, Building blocks for learning.
- 35. Civic Enterprises, Building a grad nation.

- 36. Bridgeland, The silent epidemic.
- 37. News Medical Life Sciences. (2014, Dec. 9). Adverse childhood experiences impact child health, school outcomes. Retrieved April 17, 2017 from http://www.news-medical.net/news/20141209/Adverse-childhood-experiences-impact-child-health-school-outcomes.aspx.
- 38. Community Affairs Offices of the Federal Reserve System and the Metropolitan Policy Program at the Brookings Institution. (2008). The enduring challenge of concentrated poverty in America: Case studies from communities across the U.S. Retrieved from http://www.frbsf.org/community-development/files/cp_fullreport.pdf.
- 39. Community Affairs Offices of the Federal Reserve System and the Metropolitan Policy Program at the Brookings Institution, The enduring challenge of concentrated poverty in America.
- 40. Balfanz, J., Andrekopoulos, W., Hertz, A., & Kliman Trager, C. (2012). Closing the implementation gap: Leveraging City Year and national service as a new human capital strategy to transform low-performing schools. Retrieved from the City Year website: https://www.cityyear.org/sites/default/files/PDF/ClosingtheImplementationGap.pdf.
- 41. Balfanz, Closing the implementation gap.
- 42. Bridgeland, The missing piece.
- 43. Collaborative for Academic, Social, and Emotional Learning. (2015). Program descriptions. Retrieved April 17, 2017 from http://www.casel.org/guide/programs. Examples of evidence-based social-emotional programs and strategies include RULER, Second Step and Responsive Classroom.
- 44. Balfanz, Closing the implementation gap.
- 45. City Year 2015-2016 Spring Teacher Survey.
- 46. Center on the Developing Child, The impact of early adversity on children development (InBrief).
- 47. Center for Promise of America's Promise Alliance, Don't quit on me.
- 48. Anderson, L.M., Laguarda, K.G., & Williams. I.J. (2007). The effect of the City Year experience over time: Findings from the longitudinal study of alumni. Retrieved from Policy Study Associates website: http://www.policystudies.com/_policystudies.com/files/City_Year_Longitudinal_Study.pdf.
- 49. Graham, E. (2014, May 16). NEA report: Lack of teacher diversity jeopardizes student achievement. Retrieved from National Education Association's website: November 7, 2016, from http://neatoday.org/2014/05/16/nea-report-lack-of-teacher-diversity-jeopardizes-student-achievement-2/.
- 50. City Year, Inc. (2016, May 12). Student impact City Year Seattle/King County. [Video file]. Retrieved from https://www.youtube.com/watch?v=9IPfL7kMlWY.
- 51. Dweck, Carol. (2014, Dec. 14). The power of believing you can improve. [Video file]. Retrieved from https://www.youtube.com/watch?v=_X0mgOOSpLU.
- $52. \quad Romero, C. \ (July 2015). \ What we know about growth mindset from scientific research. \ Retrieved from http://mindsetscholarsnetwork.org/wp-content/uploads/2015/09/What-We-Know-About-Growth-Mindset.pdf.$
- 53. Simon, N.S., Johnson, S.M., & Reinhorn, S.K. (2015). The challenge of recruiting and hiring teachers of color: Lessons from six high-performing, high-poverty, urban schools. Retrieved from The Project on the Next Generation of Teachers website: https://projectngt.gse.harvard.edu/files/gse-projectngt/files/the_challenge_of_recruiting_and_hiring_teachers_of_color_diversity_july_2015.pdf.
- 54. Albert Shanker Institute. (2015). The state of teacher diversity in American education. Retrieved from http://www.shankerinstitute.org/sites/shanker/files/The%20 State%20of%20Teacher%20Diversity%20in%20American%20Education.pdf.
- 55. Shriver, T.P., & J.M. Bridgeland. (2015, Feb. 26). Social-emotional learning pays off. Retrieved from http://www.edweek.org/ew/articles/2015/02/26/social-emotional-learning-pays-off.html?r=1329788661&preview=1.
- 56. Klein, R. (2016, May 12). The key to reducing school suspensions? Treat kids with empathy, says study. Retrieved from http://www.huffingtonpost.com/entry/school-suspensions-empathy us 5733a7f1e4b08f96c1821e9e.
- 57. Zahn, B. (2015, Oct. 27). Officials: Social emotional learning curriculum increasing educational outcomes in New Haven schools. New Haven Register. Retrieved from http://www.nhregister.com/article/NH/20151027/NEWS/151029553.
- 58. The Civil Rights Project. (2016, June 1). School suspensions cost taxpayers billions. Retrieved from https://www.civilrightsproject.ucla.edu/news/press-releases/featured-research-2016/school-suspensions-cost-taxpayers-billions.
- 59. White House Initiative on Educational Excellence for Hispanics. (2016, August 11). Honoring Shajena Erazo Cartagena. Retrieved November 8, 2016 from http://sites.ed.gov/hispanic-initiative/2016/08/honoring-shajena-erazo-cartagena.
- 60. Act, Inc. (2011). Enhancing college and career readiness and success: The role of academic behaviors. Retrieved from http://www.act.org/content/dam/act/unsecured/documents/ENGAGE_Issue_Brief.pdf.
- 61. 2014-15 SEL Assessment (DESSA), N=2,131; 118 schools in 13 cities.
- 62. City Year 2014-2015 Spring Principal Survey.
- 63. City Year 2015-2016 Spring Principal Survey.
- 64. City Year 2015-2016 Spring Teacher Survey.
- 65. Corrin, W., Sepanik, S., Rosen, R. & Shane, A. (2016). Addressing early warning indicators: Interim impact findings from the Investing in Innovation (i3) evaluation of Diplomas Now. Retrieved from MDRC's website: http://www.mdrc.org/sites/default/files/Addressing_early_warning_indicators_ES.pdf.
- 66. Meredith, J. & Anderson, L.M. (2015). Analysis of the impacts of City Year's Whole School Whole Child Model on partner schools' performance. Retrieved from Policy Study Associates website: https://www.cityyear.org/what-we-do/research/psa-study-city-year%E2%80%99s-impact-our-partner-schools. Based on 2011-2012, 2012-2013 and 2013-2014 data for 600 schools with similar demographic profiles, 150 of which partnered with City Year.
- 67. City Year 2015-2016 Spring Teacher Survey.



U.S. City Year Locations

Baton Rouge Los Angeles Memphis Boston Miami Chicago Cleveland Milwaukee Columbia New Hampshire Columbus New Orleans Dallas New York Denver Orlando Philadelphia Detroit Jacksonville Providence Kansas City Sacramento Little Rock San Antonio

San José/Silicon Valley Seattle/King County Tulsa

Washington, DC

INTERNATIONAL AFFILIATES

Johannesburg, South Africa London, Birmingham and Greater Manchester, UK

City Year helps students and schools succeed. Diverse teams of City Year AmeriCorps members provide researchbased 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.



















