



INVESTMENT OPPORTUNITY
BUILDING TEACHER PATHWAYS
For High-Need Urban Schools



For 30 years, City Year has identified and cultivated talented and committed young adults with the skills, values, and mindsets needed to catalyze positive change in urban communities across the country. With our efforts now focused entirely in our nation's highest-need urban schools, our alumni are increasingly self-selecting into teaching positions. Meanwhile, our school and district partners are seeking to capitalize on their diversity, training, and experience to build pipelines of high-quality, sustainable talent for urban classrooms.

This business case outlines the opportunity to invest in the next phase of development for a game-changing strategy that harnesses City Year's national service alumni as a pipeline to the critical field of urban education. Leveraging our growing base of talented alumni with a commitment to teaching in urban schools will be fundamental to the achievement of City Year's Long-Term Impact goal to dramatically increase the number of students who are on track to high school graduation, prepared for college and career success.

A majority of City Year AmeriCorps members consider teaching at the start of their service experience. Over time, we aim to place 30% of City Year's graduating AmeriCorps members on the path to teaching in urban schools, building on the 12% who are currently on track to teaching at the end of the year. To achieve that goal, we seek strategic investments to build critical centralized capacities and capabilities that lay the groundwork to augment teacher talent pipelines in our urban markets and meet the demand for highly-qualified alumni teachers.

INTRODUCTION

At City Year, we believe that every child has the potential to succeed and that a high-quality education can help ensure each child meets that potential. But we also know that students, particularly those living in poverty, face obstacles that interfere with their ability to arrive at school every day ready to learn and to succeed.

In more than 300 schools across the country, City Year helps to bridge the gap between what urban students and teachers need and what their schools traditionally have been resourced to provide.

Today, 3,000 City Year AmeriCorps members are serving full-time in high-need schools, working with teachers and more than 200,000 students in 28 U.S. cities. These talented young adults provide high-impact student, classroom, and school-wide supports to help the most vulnerable students stay in school and on track to graduate from high school, prepared for success in college, career, and life. Throughout the entire school day, City Year AmeriCorps members directly support student academic achievement and engagement inside and outside the classroom. They tutor students one-on-one, provide in-class supports in partnership with teachers, help students cultivate critical social-emotional skills, and lead after-school programs and school-wide initiatives that build a culture of high expectations. They are “near peers” – older than the students who they are working with, but younger than the students’ teachers. Being a near peer makes it possible for City Year AmeriCorps members to build meaningful relationships with students. And, by partnering with teachers, they help create learning environments that are responsive to students’ developmental needs, where students feel capable, supported, and committed to their academic goals.

City Year developed a Long-Term Impact strategy to work toward transforming the future of thousands of students nationwide. Partnering with schools in high-poverty communities, we seek to dramatically increase the number of students who reach the tenth grade on track to graduate. City Year plans to expand to cities that account for two-thirds of the nation’s urban dropouts, and reach nearly 800,000 students annually.

Harnessing the talent of City Year’s alumni will be critical to our ability to achieve City Year’s long-term goals. We currently have 27,500+ alumni, a community that will expand to nearly 50,000 alumni in the next ten years. City Year has a diverse corps who seek to make an impact through a variety of careers, and, for recent graduates of City Year, education is the most anticipated career pathway. Organically, we are attracting, training, and sending a growing number of City Year AmeriCorps members into teaching careers. They represent a critical mass of experienced, highly motivated young adults who not only possess a deep commitment to civic engagement and improving outcomes for high-need students, but who also enter the classroom equipped with instructional, student engagement, and leadership experience that align with the core competencies of effective teachers. Perhaps most importantly, they understand the complex day-to-day challenges and opportunities in urban schools. Urban school systems, along with top alternative teacher certification programs, increasingly view the City Year experience as a strong predictor of future success in the classroom. Over time, City Year’s Teacher Pathways work will also generate lessons and strategies to accelerate the entry of City Year alumni into other critical professions they may want to pursue in the education field, such as school leadership, counseling, and social work.

Drawing on the extensive skills and experience of our alumni, we are seeking investments to develop and implement an innovative Teacher Pathways strategy that will position City Year in a groundbreaking role designed to ensure all students have access to a high-quality, diverse teaching force. Our alumni, with a background of demonstrated success in the classroom, believe that all students can achieve at high levels, have been trained in holistic teaching philosophies, and are well-positioned to make a lasting difference in urban education.

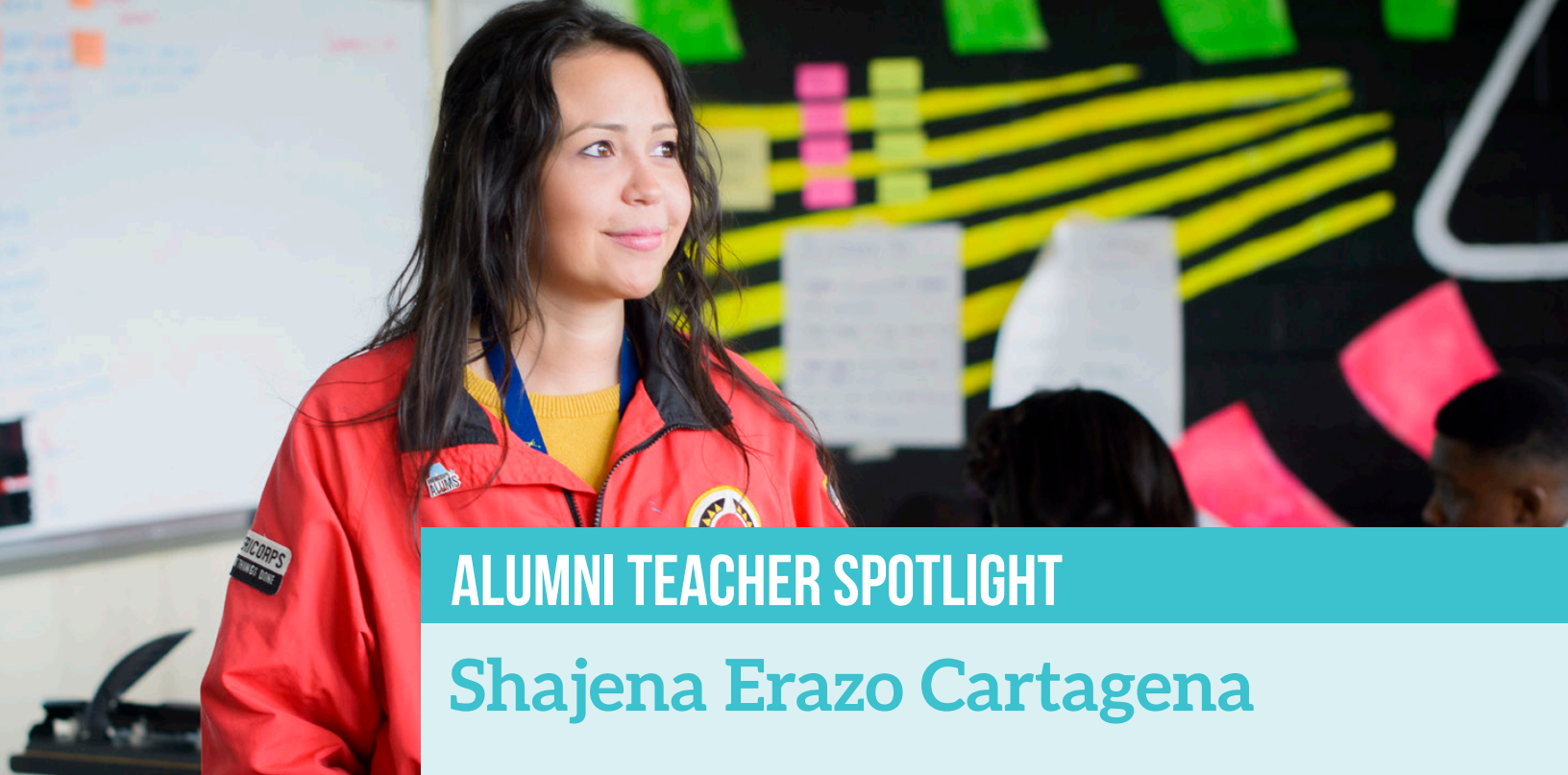


PHOTO: ABBY GREENAWALT

ALUMNI TEACHER SPOTLIGHT

Shajena Erazo Cartagena

English Teacher, Ballou Senior High School
Washington, DC

City Year '10

Teach For America '12

Shajena (Sha) served with City Year Washington, DC at Malcolm X Elementary School. After completing her AmeriCorps year, Sha joined Teach For America to realize her dream: working as a classroom teacher.

In her current role as an English and AVID Elective (college prep) teacher at Ballou High School – which serves many of the students from Malcolm X Elementary – Sha applies the lessons she learned as a City Year AmeriCorps member.

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City Year prepared me for the hard work of being a teacher. It also taught me so many of the important skills that allow me to be successful in the classroom, including community mapping, relationship building, and bringing joy and culture to my classroom.

From using the ABCs (attendance, behavior, and course performance) to monitoring student progress, and from spending time calling the homes of students who had been absent to recognizing the behavior that precedes a student's decision to drop out, Sha supports her students and achieves impact on a larger scale.

In 2013, Sha was named one of three finalists for the 2013 District of Columbia Teacher of the Year Award, as well as a White House “Champions of Change” Finalist, presented by the President's Advisory Commission on Educational Excellence for Hispanics. Most recently, she received the 2015 American Express DC Teacher of the Year Award from DC Public Schools.

THE CHALLENGE

THE DEMAND FOR DIVERSE, EFFECTIVE, DEDICATED TEACHERS IN HIGH-NEED, URBAN SCHOOLS

With research showing that effective teachers are one of the main drivers of student learning, it is imperative to meet the challenge of the growing number of public school systems across the country that are struggling to recruit and retain high-quality educators.¹

The implications of this human capital challenge are particularly acute for high-poverty schools – particularly those in urban areas – where teacher turnover is approximately 50% higher than in more affluent schools.² Students who attend these schools require a range of additional academic and non-academic supports in order to attend school ready to focus and learn, yet schools and districts struggle to recruit and retain an effective, stable workforce, which contributes to an ineffective education environment and lower student achievement.³

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We are an extremely high-poverty neighborhood. 98% 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**

Chronic Stress Impedes Learning

To propel students forward in today's global economy, educators need to adopt a student-centered approach that focuses on helping children not only master core academic skills, but also develop social-emotional competencies that are necessary for college, career, and life success.⁴ The research is clear that social, emotional, and cognitive development matters for all children, regardless of their socioeconomic background.⁵ For children confronting the stress-related impacts of poverty – which can have adverse effects on the developing brain – the cultivation of these fundamental skills is at risk.⁶ This increases the imperative for educators working in the highest-need schools to create safe and nurturing learning environments that promote positive interpersonal experiences built on trust and consistency. Dependable, caring adult relationships can help students overcome poverty-induced stress, go on to persist in school, and develop the essential social-emotional skills that will shape their adult success.⁷

DEFINING HIGH-NEED, URBAN SCHOOLS:

In this document, high-poverty or high-need urban schools refer to schools located in metropolitan areas where 40% or more of the residents live below the federal poverty line.⁸ Currently, America's one hundred largest cities house 70% of the country's citizens living in concentrated poverty.⁹ The impact on student achievement in schools where the majority of the student body lives in poverty is amplified due to the out-of-school struggles students face.¹⁰ With the great need of these students, complicated working conditions arise for the adults in these schools.¹¹



Teacher Recruitment and Retention Obstacles

The schools responsible for educating students who are most in need of high-quality instruction and supportive learning environments frequently face the greatest challenges with recruiting and retaining high-quality teachers.¹²

The challenge of recruiting effective, well-prepared educators to teach in high-need schools is further exacerbated by declining enrollment nationwide in teacher preparation programs, which plummeted by 30% from 2010 to 2014.¹³ Urban school districts currently hire 17% of their teachers after the academic year starts, and research clearly shows a connection between delayed hires and poorer academic performance.¹⁴ In the state of California alone, 21,500 teaching positions were unfilled at the beginning of the 2015-2016 academic year,¹⁵ the vast majority of them in urban and rural neighborhoods.¹⁶

High teacher turnover in high-poverty schools is contributing to today's widespread teacher recruitment challenges.¹⁷ The steady churn of educators destabilizes the school working environment and, as expected, makes it exceedingly difficult to recruit and retain other quality teachers.¹⁸ What's more, the price tag for replacing a single teacher equals roughly \$18,000, costing public school systems more than \$7 billion a year.¹⁹ Roughly 20% of teachers in high-poverty schools – including some of the best teachers²⁰ – either switch schools or leave the teaching profession each school year,²¹ compared to 13% of educators in America's public schools.²² Research shows that school conditions, such as school discipline problems and the quality of principal leadership and support, greatly influence the extent to which teachers choose to leave their schools.²³ The scale and intensity of student need in high-poverty schools can also overwhelm some teachers and aggravate turnover rates.²⁴

Lack of Teacher Diversity

A diverse teaching force is vital for student success in the 21st century, which has seen the percentage of minority students surpass the Caucasian student population for the first time.²⁵ According to the National Education Association, “A teaching force that represents the nation's racial, ethnic, and linguistic cultures and effectively incorporates this background and knowledge to enhance students' academic achievement is advantageous to the academic performance of students of all backgrounds, and for students of color specifically.”²⁶ Nationally, just 18% of teachers are people of color,²⁷ and this low percentage is further exacerbated by the annual teacher turnover rate for minority teachers working in public schools, which was 18.9% compared to 15% for non-minority teachers during the 2012-2013 school year.²⁸

Because students of color benefit academically and socially from being taught by teachers from their own racial and ethnic group, who can serve as powerful mentors and role models and hold high expectations for minority student achievement,²⁹ City Year recognizes the importance of closing this gap.

An Urban Commitment

New research underscores the importance of recruiting and training teacher candidates who display “urban commitment,” defined as “the active pursuit of a teaching position in schools which are located in large cities with high numbers of low-income students.”³⁰ There are indications that novice teachers who express such a commitment, as exhibited by their prior experience in urban schools, can “positively impact student motivation, achievement, and engagement,”³¹ and tend to remain in their schools for three years or more in contrast to many new teachers who leave within their first few years in the classroom.

MOBILIZING TO ADDRESS THE CHALLENGE

INCREASING MOMENTUM TO EXPAND THE PIPELINE OF HIGH-QUALITY TEACHERS

Nationwide, education practitioners, leaders, and policymakers are responding to the urgent need to rethink the human capital strategies being used in public education. High-need, urban school systems are working to strengthen the way they recruit, support, and retain diverse, skilled, and committed teachers who both understand the complex needs of students living in poverty and are committed to supporting them. National nonprofits Education Pioneers and the Urban Schools Human Capital Academy recently launched the second cohort of the Emerging Human Capital Leaders Initiative (EHCLI), a program designed to help develop talented leaders managing human capital strategies in school districts, charter management organizations, and other leading organizations working to improve public education outcomes for the highest-need students.³²

Likewise, alternative teacher certification programs are increasingly focused on more fully preparing teacher candidates to meet the wide-ranging needs of students attending high-need schools, and colleges and universities are rethinking traditional approaches to teacher training to attract more talented and determined undergraduates into such a vital profession. For example, Harvard University recently launched the Harvard Teacher Fellows, an innovative teaching pathway for undergraduates that incorporates some of the most promising aspects of teacher recruitment, training, and retention models to develop first-rate teachers for high-need, urban schools.³³ The new federal education law, known as the Every Student Succeeds Act, also focuses on innovative new avenues for teacher preparation in order to ensure every child has access to an effective teacher.³⁴

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Right now, human capital in education is often approached from a compliance perspective, and we need to be more strategic in the way we recruit, develop, and retain effective teachers and principals.³⁵

**Elizabeth Arons, Chief Executive Officer,
Urban Schools Human Capital Academy**

At a time when the importance of excellent teachers has been further reinforced by recent research, the Harvard Teacher Fellows program is designed to attract and support talented students to a vitally important profession.³⁶

Drew Faust, former President, Harvard University



ALUMNI TEACHER SPOTLIGHT

Dexter Korto

Founding Leadership Track Humanities Instructor, North Star College Preparatory Academy for Boys
Washington, DC

City Year '12

While attending Miami University, Dexter Korto began to explore his interests in community engagement and education reform. As graduation approached, he was introduced to City Year through an alumnus and was thrilled to serve as a founding AmeriCorps member with City Year Denver in 2011-2012. Dexter had long harbored a passion for coaching and mentoring, but his service in Denver exposed him to what education reform looks like from a “boots on the ground” perspective.



My experience as an AmeriCorps member at a struggling school inspired me to teach in a similar community and be a part of not only turning things around academically, but also making fundamental changes to the way the school community viewed the role of climate and culture in driving student success.

Upon completing his service, Dexter joined Colorado State Senator Mike Johnston's Urban Leaders Fellowship program in Denver, and then became the founding 7th Grade Social Studies teacher at the #1 performing middle school in the city at the time, The Denver School of Science and Technology (DSST): Cole Middle School. Two years later, he helped establish DSST: Cole High School.

Dexter continues to advocate for students at North Star College Preparatory Academy for Boys in Washington, DC. He also sits on the board of Compass Academy, an innovative public charter school designed and launched in partnership with Johns Hopkins University, City Year, and local leaders in Denver.

CITY YEAR'S TEACHER PATHWAYS SOLUTION

A TALENT PIPELINE OF ENGAGED YOUNG ADULTS COMMITTED TO IMPROVING STUDENT OUTCOMES

As an AmeriCorps program annually graduating more than 3,000 young adults for whom education is the most anticipated career path, City Year has a unique opportunity to expand the pipeline of high-quality teachers for urban schools. The organization's selective recruitment, foundational training, and classroom experience develop future educators who are driven and prepared to make a lasting difference.

During one to two years of service in our country's highest-need urban schools, City Year AmeriCorps members serve as powerful advocates and catalysts for change for at-risk students – working tirelessly to keep them in school and on track to graduate, ready for college and career. The skills they gain during their service experience are directly applicable to the competencies needed for success as a teacher. City Year AmeriCorps members provide direct, integrated academic, social-emotional, and attendance-focused interventions and whole-school supports to students while enabling teachers and administrators to more effectively respond to students' unique needs. They serve in communities impacted by intergenerational concentrated poverty and work in schools where 90% of the students are economically disadvantaged.

A majority of City Year AmeriCorps members express an interest in teaching. Each year, hundreds of City Year graduates self-select into teaching opportunities, equipped with solution-oriented, collaborative mindsets and a deep understanding of urban school environments and the everyday challenges and opportunities teachers confront.

Unique Assets of the Corps

DIVERSITY AND SELECTIVITY

City Year's greatest assets are our diverse, talented AmeriCorps members. They are selected through a competitive application and screening process that evaluates candidates according to a rigorous set of attributes and prior experiences working with youth in educational settings. AmeriCorps members who are interested in teaching reflect the diversity of City Year's overall corps (56% young adults of color, 27% men, 54% Pell Grant eligible, 42% who speak a second language), and offer significant benefits to urban schools and districts seeking to enhance the diversity of their teacher workforce.

TRAINING AND EXPERIENCE

During their year of service, City Year AmeriCorps members receive more than 340 hours of professional training and 860 hours of direct classroom experience in instructional, student engagement, and leadership practices that align directly with the core competencies of effective teachers. City Year uses an experiential learning model that incorporates hands-on instruction, guided practice, reflection, and assessment in order to prepare AmeriCorps members to lead educational interventions in high-poverty urban schools. Ongoing City Year and district-based professional development provides AmeriCorps members with time to deepen their pedagogical knowledge and skills, reflect on their experiences, problem solve common challenges, and continuously apply their learning to their school-based interventions.

DATA-DRIVEN ACADEMIC SUPPORT

City Year AmeriCorps members receive training on how to implement a range of evidence-based academic interventions and use academic and student well-being data to target and customize supports for students. They frequently meet with teachers to discuss student data and tailor services to strengthen students' engagement in learning and accelerate academic achievement.

LEADERSHIP DEVELOPMENT

Through participation in City Year's innovative leadership development program – which emphasizes coaching, reflection, and self-directed learning – City Year AmeriCorps members learn how to become effective and contributing members of their diverse school-based teams. According to an independent study conducted by Policy Studies Associates, City Year alumni excelled on established indicators of leadership development with more than 90% of alumni reporting their City Year experience contributed to their ability to lead others and work as part of a team and with people of diverse backgrounds.³⁷

SUPPORTING THE NEEDS OF THE WHOLE CHILD

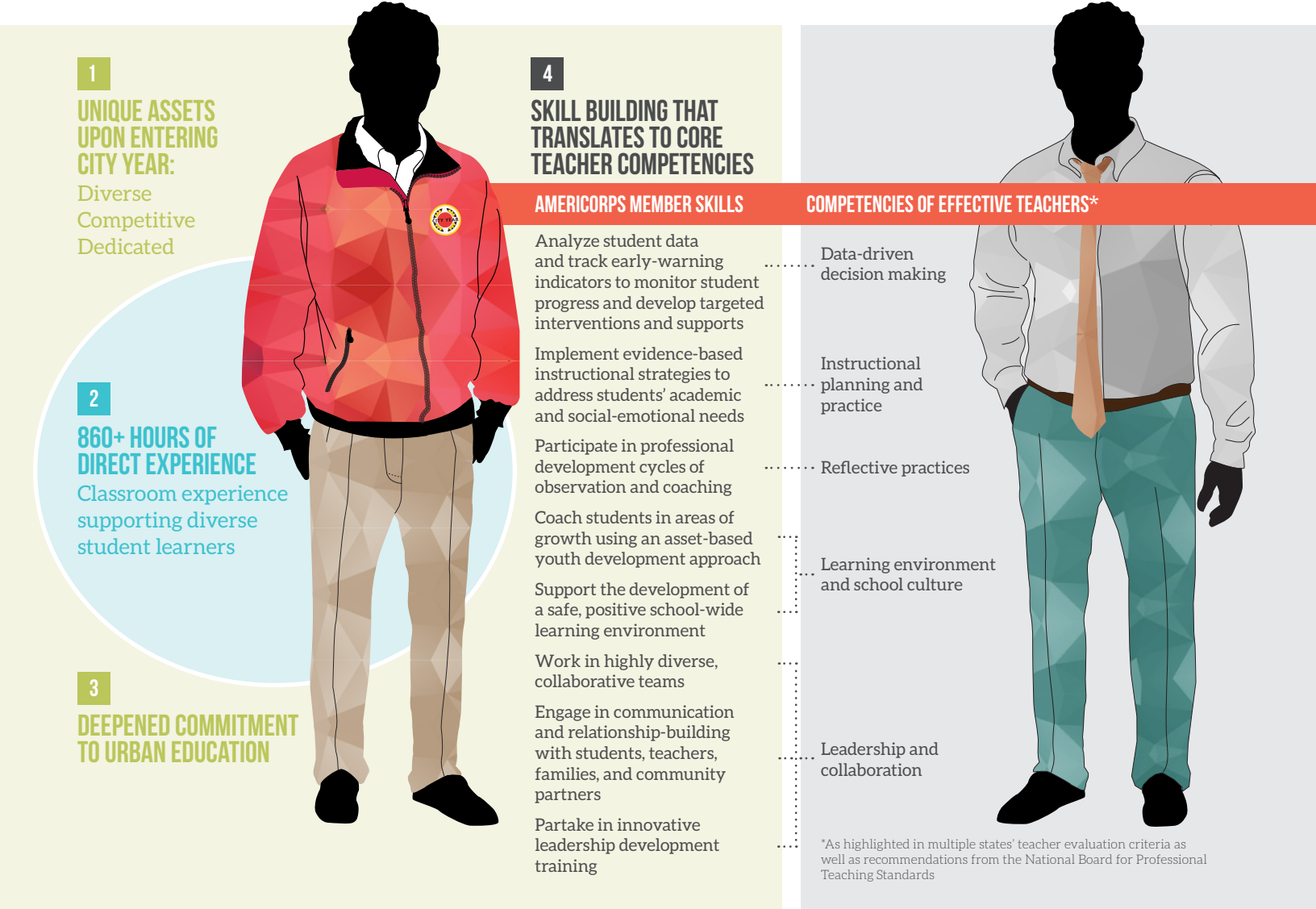
The social-emotional and youth development training City Year provides is established through an asset-based youth development approach informed by "The Clover Model," developed by Harvard's Program in Education, Afterschool, and Resiliency (PEAR). Grounded in social-science theory and empirical research, the Clover Model offers strategies, tools, and a shared language around social-emotional

learning, trauma/resiliency, and self-care principles to meet the needs of the whole child.

COMMITMENT TO URBAN EDUCATION

City Year AmeriCorps members arrive at schools before the first bell rings and head home after the last student leaves the afterschool program. Each day, they are tutoring students who are behind in literacy or math; mentoring students who require attention, guidance, and emotional support; helping partner teachers differentiate classroom instruction; and connecting in- and out-of-class learning and enrichment. As a result

of their City Year experience, AmeriCorps members demonstrate a disposition and genuine commitment to working in urban schools before they enter the classroom as teachers – an invaluable asset to schools and districts struggling with high teacher attrition.³⁸ Alternatively, some AmeriCorps members who begin the year interested in teaching ultimately realize that teaching is not the long-term career path they want to pursue, which is another valuable outcome that prevents attrition among would-be novice teachers.



BENEFICIARIES OF CITY YEAR'S TEACHER PATHWAYS WORK

GENERATING BENEFITS ACROSS THE EDUCATION LANDSCAPE

In the long-term, City Year's Teacher Pathways work will not only deliver a range of benefits to students, but also to schools, districts, and other key education stakeholders who are invested in building a better future for students and communities.



STUDENTS

- Learn in an environment that nurtures their personal growth and engagement
- Feel capable and competent as learners
- Have the opportunity to contribute and develop values of giving back to the community



SCHOOLS

- Cultivate positive school climates with supportive faculty working conditions and high family engagement
- Build effective professional cultures that value teacher collaboration, professional development, and data-driven learning interventions



DISTRICTS

- Access a new approach for building robust teacher pathways that attracts and retains talented, diverse, and experienced educators committed to serving in urban schools



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



TEACHER PREPARATION PROGRAMS

- Access talent with first-hand experience working in demanding classroom environments who are dedicated to urban education



COMMUNITY-BASED ORGANIZATIONS/ EXTERNAL PROVIDERS

- Work with teachers who understand the importance of brokering community resources to meet students' holistic needs
- Partner with teachers who value extended learning time activities that promote deeper learning



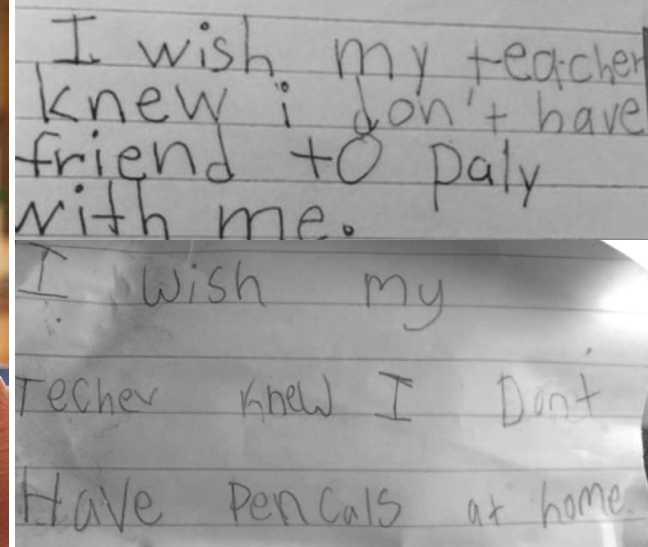
ALUMNI TEACHERS

- Formative, intensive training experience to become an effective teacher
- Feel comfortable and prepared as first-year teachers

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The best ROI for us is when we recruit people who are already passionate about the work we do. City Year AmeriCorps members are the best fit because they do the same work in the same classrooms and have a great idea of the work we do.

Lindy Smalt, Manager of Professional Recruitment Strategy,
Teach for America



ALUMNI TEACHER SPOTLIGHT

Kyle Schwartz

PHOTO: RICK WILKING

Third Grade Teacher, Doull Elementary School, Denver
City Year '09

Denver Teacher Residency '12

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.

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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 is 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, Kyle received international attention for a simple yet powerful classroom lesson. She asked students to finish the sentence “I wish my teacher knew...” Her students’ responses inspired the trending of #IWishMyTeacherKnew and were covered by major media outlets. This sparked conversations about the realities American students face. To continue this dialogue, Kyle had a book published in 2016: “I Wish My Teacher Knew: How One Question Can Change Everything for our Kids.”

CURRENT STATE

HIGH DEMAND FOR CITY YEAR ALUMNI TEACHERS

Approximately half of City Year AmeriCorps members consider teaching at the start of their service experience, with 26% strongly considering teaching by the end of the year, 16% committed to teaching by the end of the year and 12% having received offers to join a teaching preparation program or position upon completing their City Year service. An increasing number of City Year's school and district partners and leading alternative teacher certification programs actively recruit City Year AmeriCorps members as teachers, and have expressed interest in establishing more well-defined AmeriCorps member-to-alumni teacher pipelines to build a source of sustainable talent. Meeting the mounting demand for City Year alumni teachers will require harnessing the organization's core assets to close the gap between the number of talented AmeriCorps members who are considering teaching each year and those who have teaching opportunities confirmed upon graduating from City Year.

Urban School Systems

To capitalize on City Year AmeriCorps members' diversity, training, and experience in urban schools, a growing number of City Year's 47 public school system partners are eager to formalize approaches to increase the flow of City Year alumni teachers into their classrooms and fill critical gaps in local teaching markets.

FIRSTLINE SCHOOLS, a charter management organization in New Orleans, deploys City Year teams to its entire school network and sees its investment in City Year as a pre-pipeline for its teaching staff. FirstLine is committed to augmenting the numbers of City Year alumni who enter certification programs in New Orleans and return to FirstLine to teach.

NEW SCHOOLS FOR BATON ROUGE (NSBR) has partnered with City Year to source teacher candidates to place as teachers-in-residence at NSBR-supported schools. By 2020, NSBR has the goal of placing 200 permanent City Year

alumni teachers in aggregate. Through local partnerships with both Southern University and Relay Graduate School of Education, City Year alumni will have formalized routes to earning teaching credentials and being placed in local schools.

BOSTON PUBLIC SCHOOLS (BPS) is partnering with City Year to develop a joint teaching pathway for BPS students to return to the school district as highly qualified teachers. In partnership with BPS and UMass Boston's Teach Next Year teacher residency, City Year is developing a program for second year AmeriCorps members, including BPS alumni serving with City Year, to obtain their initial teaching license while serving in BPS schools. The pathway centers on a model where participants complete their undergraduate degree at a participating university, engage in summer teacher and learning experiences, and serve for two years with City Year, with the second year of service integrated with the UMASS Boston Teach Next Year graduate teaching residency certification program. Formal program development is currently underway, with plans for launch in fall 2019.

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In addition to providing invaluable support through the work of the AmeriCorps members each year, City Year has become an essential part of our talent pipeline strategy, with more than 20% of its AmeriCorps members now becoming teachers each year in our network. Now some of our most successful early-career teachers are City Year alumni.

Jay Altman, Co-Founder and CEO, FirstLine Schools

Teacher Preparation Programs

City Year serves as a leading source of talent for top teaching programs across the United States. More than 45 graduate schools of education and alternative teaching certification programs recognize the unique value of City Year's AmeriCorps and alumni and offer a variety of incentives – scholarships, special recognition, and preferred candidacy – to accelerate their path into teaching.

City Year AmeriCorps members are more than twice as likely to be accepted to **TEACH FOR AMERICA (TFA)** – a national alternative certification program that recruits recent college graduates to teach for two years in high-need schools – than non-City Year applicants. In fall 2017, 194 City Year alumni were enrolled in TFA with 65% teaching in the markets where they served with City Year. Fifty-one percent of City Year AmeriCorps members and alumni accepted to TFA for the 2017-2018 school year identified as a person of color and 51% identified as coming from a low-income background.

City Year strengthens an applicant's chances for being selected for **URBAN TEACHERS**, a four-year residency program that provides rigorous hands-on training and clinical coursework in both general and special education, as well as one-on-one peer coaching. City Year applicants go through a shortened selection process. For the 2017-2018 school year, City Year alumni compose 8% of Urban Teachers' cohort serving Baltimore and Washington, DC.

COMPASS ACADEMY, an innovative public charter school designed and launched in partnership with Johns Hopkins University, City Year, and community leaders in Denver, opened its doors in 2015 with City Year alumni constituting a majority of the founding teaching staff. City Year, Compass Academy, and the Public Education and Business Coalition (PEBC) recently developed a teacher pathways program that establishes a clear route from the corps to teaching. In year one, City Year Denver AmeriCorps members participate in instructional practice cycles that prepare them for success in the classroom. In year two, returning City Year AmeriCorps members from Denver and other sites across the network have the opportunity to enroll in a teacher residency at Compass Academy and co-teach with a mentor teacher while earning a teaching credential. The program integrates academic and social-emotional professional development domains to drive success for all students while utilizing elements of City Year culture.



PARTIAL LIST OF PARTNERSHIPS:

Academy for Urban School Leadership
Aspire Teacher Residency
Boston Teacher Residency
Dallas Teacher Residency
Department of Education at Brown University
Rocky Mountain Prep Teaching Fellowship
San Francisco Teacher Residency
Seattle Teacher Residency
Teach For America
TNTP Teaching Fellows
University of Pennsylvania Graduate School of Education
Urban Teachers

**CITY YEAR CURRENTLY CONTRIBUTES
MORE AMERICORPS MEMBERS TO TFA EACH YEAR
THAN ANY SINGLE COLLEGE OR UNIVERSITY.**

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We actively seek out City Year alumni to join our urban teacher preparation program. They have exactly the skills and experiences we look for. City Year AmeriCorps members are highly committed to youth and education equity, are data driven, and work well leading and being members of teams. City Year lets people test their commitment to teaching and gets people energized and excited about going into teaching.

Kerry Swarr, Chief Growth Officer, Urban Teachers

PROMISING PRACTICES AND AREAS FOR GROWTH

We partnered with Bain & Company to develop a baseline approach for expanding the pipeline of City Year AmeriCorps members who go into teaching. Bain’s analysis revealed promising practices for harnessing the corps’ increasing interest in the teaching profession, which underscored potential levers to accelerate City Year’s Teacher Pathways work. Likewise, Bain uncovered a series of related barriers during different stages of the teacher pipeline, which prevent some AmeriCorps members from taking the next steps along the teaching pathway and which contribute to the gap between the approximately 50% of City Year AmeriCorps members interested in teaching at the start of their service year and the 12% who are actually on track at the end of the year. Closing these gaps will enable City Year to activate a set of powerful strategies that help to build and maintain a robust, diverse pipeline of teacher candidates for urban schools.

ADDRESSING THE GAPS



Key Levers for Impact:



PARTNERSHIPS BETWEEN CITY YEAR AMERICORPS MEMBERS & TEACHERS

Promising Practice: A key motivator of City Year AmeriCorps members’ interest in teaching includes positive professional development experiences, such as working with an inspiring teacher and receiving advice from an educator about teaching as a career. City Year helps to facilitate positive mentorship relationships with school teachers through trainings and informal networking opportunities.

Gap: High variability currently exists among AmeriCorps member-teacher partnerships across and within City Year’s schools. This not only influences City Year’s impact in schools, but also serves as a major chokepoint in the teacher pipeline. A systematic approach for building and managing AmeriCorps member-teachers partnerships is needed.



CAREER SERVICES

Promising Practice: City Year is building supports and partnerships to bridge the gap between the service year and a career in teaching. We recently launched a “Future Educators Network,” with more than 1,000 City Year AmeriCorps members and alumni who regularly receive information about teacher pathway opportunities with City Year’s career and university partners, teacher-related professional development resources, and guides for pursuing different teacher pathways.

Gap: National career services capacity is needed to provide more targeted support to City Year AmeriCorps members and alumni who are interested in teaching and to maximize City Year’s teacher-focused career and university partnerships. This includes supporting preparation and financial aid for the Praxis, edTPA, or other state certification exams.



TEACHER TRAINING & PLACEMENT

Promising Practice: City Year's partner teacher preparation programs prepare our alumni teachers for long-term success in the classroom and increase the placement of City Year alumni in teaching jobs in urban schools.

Gap: A growing number of school and district partners seek more formalized approaches to leverage City Year's alumni teacher pipeline. To ease the pathway for City Year alumni to return as teachers in urban markets, we must map out the most effective local teaching programs and opportunities and develop targeted partnership strategies. This includes defining City Year's role and perspective on partnering with a teacher certification provider to build an opt-in certification partnership.



TEACHER ANALYTICS

Promising Practice: City Year tracks how AmeriCorps members' interest in teaching and plans to teach following City Year evolve over the course of their service experience. We see a promising trend, with AmeriCorps members making more informed choices to opt in or out of teaching thanks to their City Year experience.

Gap: City Year does not have an alumni tracking system or research plan to formally analyze alumni teachers (including their effectiveness, longevity, and career progression) and other alumni professions. Access to this data will enable City Year to follow AmeriCorps members after their service year(s) as they solidify their professional careers. For alumni teachers, we will be able to evaluate their impact on student academic achievement and well-being and tie their professional successes and challenges back to the experience and preparation they received during their City Year service. Likewise, we will be better positioned to reflect on our approaches to AmeriCorps member recruitment, selection, placement, and training, as well as the delivery of targeted supports for AmeriCorps members interested in teaching.

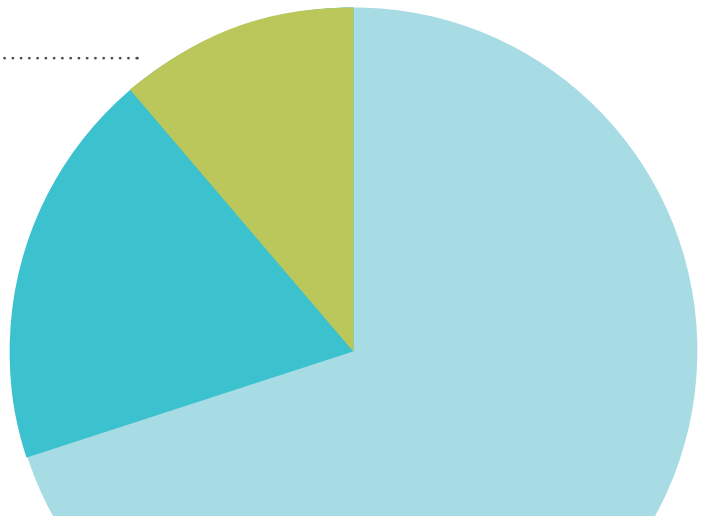


INVESTMENT OPPORTUNITY

PREPARING TO INNOVATE, REFINE, AND SCALE

ROUGHLY 12% OF CITY YEAR'S CORPS CURRENTLY ENDS THEIR SERVICE ON TRACK TO BEGIN A TEACHING CAREER.

OVER TIME, WE INTEND TO MORE THAN DOUBLE THE PERCENTAGE OF GRADUATING AMERICORPS MEMBERS WHO ARE ON TRACK TO TEACHING TO 30%.



Building robust teacher pathways that ultimately place thousands of City Year alumni teachers in high-need, urban schools across the country requires us to address the aforementioned gaps.

We seek strategic investments to build critical centralized capacities and capabilities that lay the groundwork to augment teacher talent pathways in our urban markets and meet the demand for highly-qualified alumni teachers.

City Year's expanding pipeline of diverse, talented, and experienced alumni educators will:

- Deliver direct student impact;
- Strengthen schools' culture; and
- Provide urban school systems and teacher preparation programs with access to teachers with a demonstrated commitment to urban education.

Goal:

Expand supports, career tools and resources to improve the AmeriCorps member experience and accelerate corps members' plans to teach following City Year.

Investment Areas:

- Strengthen professional development opportunities for City Year AmeriCorps members that improve their service experience and inspire an interest in teaching (e.g. best practices to support the development and management of effective AmeriCorps member-teacher partnerships).
- Run a business process to determine how to best deliver targeted career services to City Year AmeriCorps members and alumni.

Goal:

Build effective programming, partnerships and thought leadership strategies that strengthen City Year's AmeriCorps member-to-teacher pipeline.

Investment Areas:

- Continue to invest in and prioritize teacher pathways programming and partnerships to support critical needs at achievable scale, including the training, certification, and placement of City Year alumni teachers in high-need, urban schools.
- Convene external thought leaders to discuss the challenges and opportunities surrounding teacher training, recruitment and retention and give feedback on City Year's approach.
- Capture learnings from City Year's established and emerging Teacher Pathways programs and partnerships to better serve our AmeriCorps members, alumni and partner school systems.

Goal:

Build systems and capabilities to examine analytics on City Year alumni teachers in the field.

Investment Areas:

- Build a centralized alumni tracking system that allows City Year to track the progression of alumni teaching career paths (e.g. tenure, populations served, geographical location).
- Design a research study to examine analytics on City Year alumni teachers in the field (e.g. effectiveness, longevity, career progression).

CITY YEAR'S LONG-TERM IMPACT STRATEGY

PARTNERING TO MEET STUDENTS' HOLISITIC 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 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. **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

 Inform how high-poverty schools are designed and funded

ALUMNI

 Build a human capital pipeline for the education sector

IMPACT PARTNERSHIPS

 Collective impact strategies to support holistic needs of students

Leveraging the talent of City Year's alumni in teaching will be vital to the achievement of our Long-Term Impact Goal. At scale, our vision is that **THERE WILL BE A PRESENCE OF CITY YEAR ALUMNI TEACHERS IN EACH OF OUR SCHOOLS.** Not only will City Year alumni teachers apply their skills to provide a high-quality education for students, but they will also serve as mentors to City Year AmeriCorps members – helping to facilitate their overall effectiveness and inspiring the future generation of alumni teachers.

CONTINUAL SUPPLY OF ALUMNI TEACHERS

1

Service inspires City Year AmeriCorps members (ACMs)

2

ACMs develop interest in teaching career

3


ACMs pursue teaching after City Year

4

City Year alumni teach in City Year schools

5

Alumni teachers deliver student impact





ALUMNI TEACHER SPOTLIGHT

David Jones

Humanities Teacher, Boston Day and Evening Academy
Boston

City Year '11

Boston Teacher Residency '12

David Jones joined City Year Boston in 2010 where he spent a year working with students at Jeremiah E. Burke High School. After completing his year of service at the Burke, David was admitted to the Boston Teacher Residency (BTR), which afforded him the opportunity to earn his master's degree in education and build experience as a classroom teacher at Young Achievers Middle School.



My corps year helped affirm my interest in teaching while providing the opportunity to develop the essential skills and experience required to be successful in this profession.

After graduating from BTR, David began teaching Humanities at the Boston Day and Evening Academy, an innovative public charter high school that re-engages off-track students and prepares them for high school graduation, post-secondary success, and meaningful participation in their community. David is also an alumnus of the Teaching Policy Fellow with Teach Plus to influence local, state, and national education policy through policy briefs, legislative testimony, op-eds, and petition initiatives.

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.³⁹

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.⁴⁰



95% of principals stated City Year had a positive impact on the whole school climate.⁴¹



86% of principals stated City Year helped to foster students' social-emotional learning.⁴²



92% of teachers stated City Year helped foster a positive environment for learning.⁴³

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.⁴⁴



INCREASING STUDENT PROFICIENCY IN LITERACY AND MATH⁴⁵

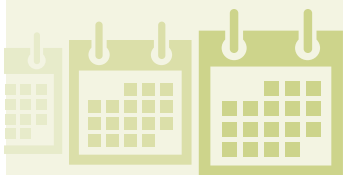
A recent, large-scale research study conducted by Policy Studies Associates of City Year's whole school academic outcomes across 22 districts found that schools that partner with City Year:



proved **2X** more likely
to improve on state
English assessments



and up to **3X**
more likely to
improve proficiency
rates in math.



Schools partnering with City Year also gained the equivalent of approximately **ONE MONTH OF ADDITIONAL ENGLISH AND MATH LEARNING**, compared with schools that did not partner with City Year.

“ ”

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.⁴⁶

Jacksonville Teacher

CITY YEAR PARTNERS AND CHAMPIONS

COLLABORATION TO DRIVE STUDENT SUCCESS

“ ”



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

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



City Year AmeriCorps members are transforming these schools and we are confident City Year's 'human capital solution' will transform education.

Jennifer Hoos Rothberg, Executive Director, Einhorn Family Charitable Trust

“ ”

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

Former U.S. Secretary of Education Arne Duncan



I was watching City Year’s interaction with kids not only in classrooms, but also in the cafeteria and hallways. AmeriCorps members are very present and approach their work from a resiliency lens, not looking for deficits. They see the good in every one of our students.”

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

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.”

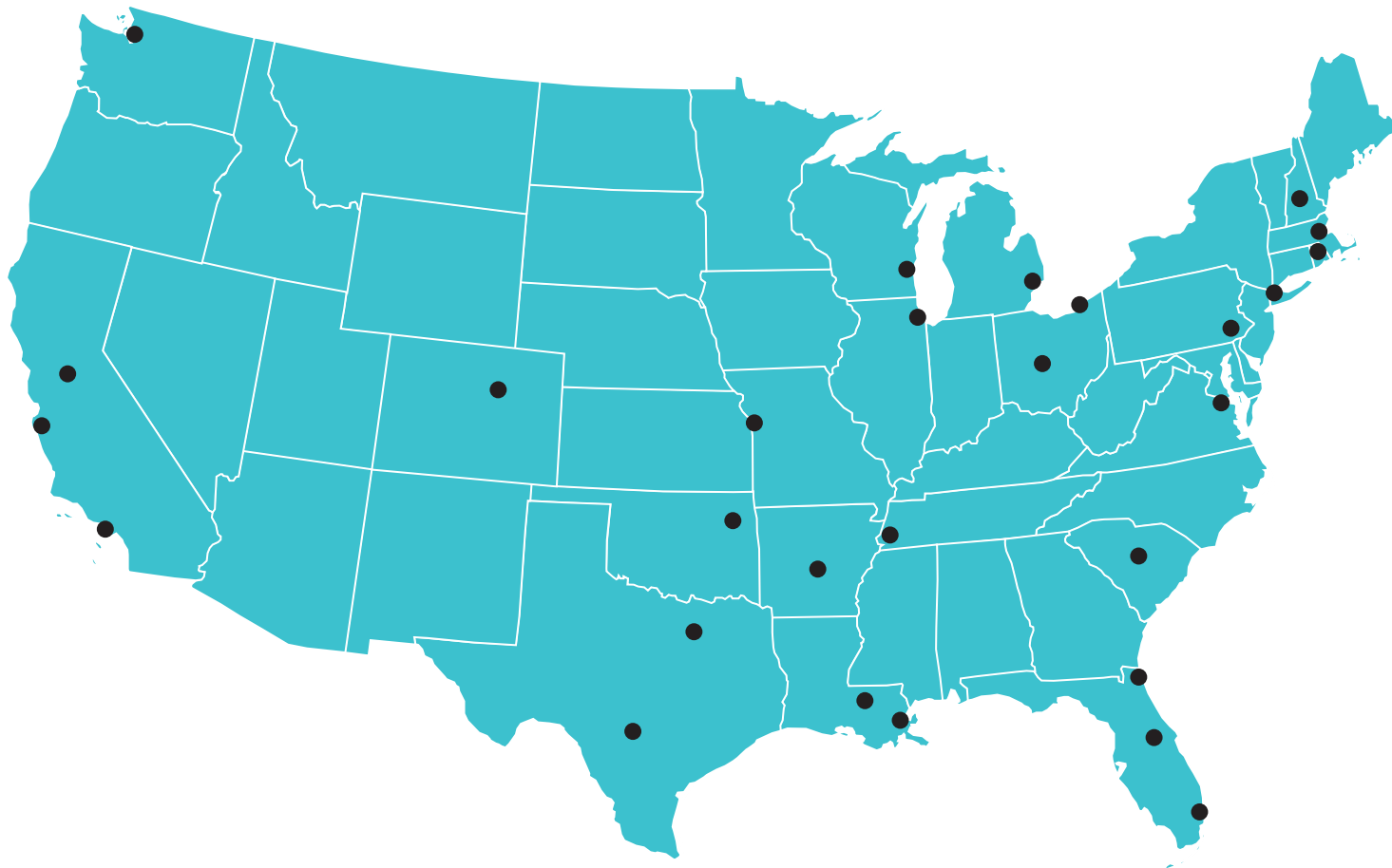
David L. Cohen, Senior Executive Vice President of Comcast Corporation and Chief Diversity Officer



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U.S. City Year Locations

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

Little Rock
Los Angeles
Memphis
Miami
Milwaukee
New Hampshire
New Orleans
New York
Orlando
Philadelphia
Providence

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

INTERNATIONAL AFFILIATES

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

City Year helps students and schools succeed. 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.



NATIONAL STRATEGIC PARTNERS



BainCapital



CSX

Deloitte



NATIONAL PARTNERS

