

# Emerging leader in pre-teaching pathways



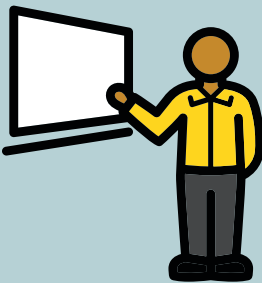
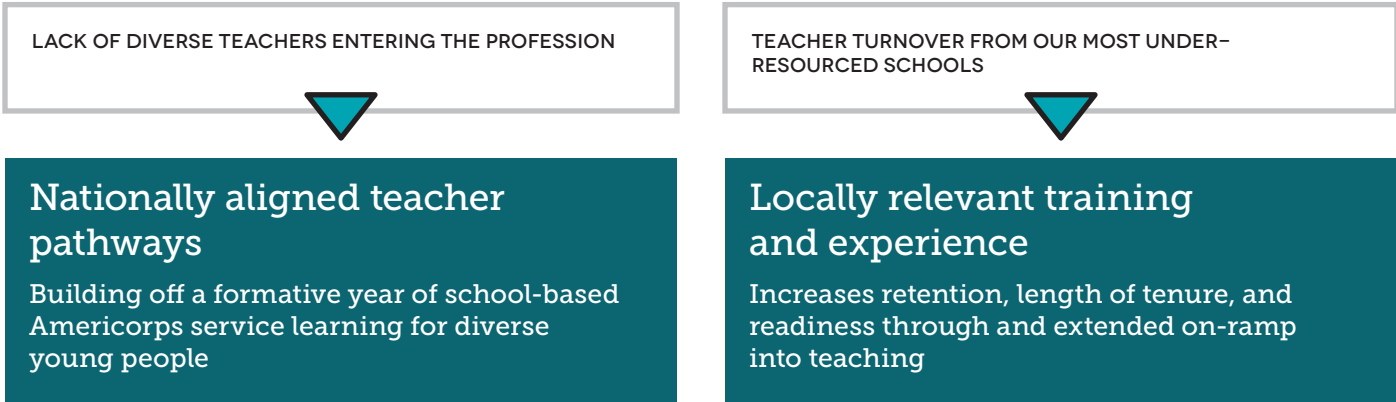
To meet the growing social, emotional and academic demands students face, particularly those from systemically underserved and under-resourced communities, our nation must develop a diverse and culturally competent teacher workforce. We believe building stronger teacher pathways that begin with City Year service is critical to this goal.

Many City Year AmeriCorps members indicate an interest in becoming teachers during or after their service experience working in public schools full-time as student success coaches. These diverse young adults possess critical skills including leadership, student engagement strategies, cultural awareness, and a commitment to expand educational equity. Most of all, City Year corps members and alumni share a steadfast belief in the talent, voice and potential of all students.

Currently, more than half of our alumni<sup>1</sup> work in the education sector as teachers, administrators, guidance counselors or at education nonprofits. In recent years, we have become more strategic and intentional about providing pathways for our alumni to enter the education sector.

## Theory of change for equity and justice

City Year is a valuable pre-teacher pathway, uniquely positioned to address two of the biggest challenges facing education today:



### THEORY OF CHANGE AT WORK

Fifty-two percent of City Year alumni work in the education sector. 13% are classroom teachers, and of those:

- 45% are people of color, compared with 21% nationally<sup>2</sup>
- 45% live and work in same community where they served<sup>3</sup>
- Of City Year alumni who went into teaching, 86% remain in the profession<sup>4</sup>

# City Year's nationally aligned, locally relevant strategies:

## 1. Network-wide AmeriCorps member career development

City Year AmeriCorps members receive support from site-based staff on career exploration and build a post-service plan throughout their service year. For the approximately 50% of City Year AmeriCorps members who express an interest in teaching each year, this allows for tailored support in processing interest in teaching and exploring local training and certification options.

City Year sites in Chicago, Columbus, Dallas, Detroit, Kansas City, Los Angeles, Milwaukee and Sacramento have launched career-based Affinity Groups where AmeriCorps members meet monthly with an external mentor or staff member to explore different career pathways, including teaching, and gain differentiated supports to prepare and apply for roles in their field of interest.

## 2. External AmeriCorps-to-teacher pipelines

Across City Year's network, sites partner with local teacher preparation programs to build a locally relevant alumni-to-teacher pipeline tailored to their needs and goals.

City Year Miami, Memphis and Washington DC all steward innovative partnerships with local community-based partners to provide City Year AmeriCorps members with access to start teaching where they first served. Both school partners and districts provide tailored learning and training opportunities for corps members to transition into teaching positions. Support is provided in areas such as interviewing, resume development, PRAXIS test preparation and classroom pedagogy.

City Year has long been one of the largest talent providers for Teach for America, with 70+ alumni joining TFA every year.

## 3. Internal returning AmeriCorps member teaching fellowship

Several City Year locations are building teaching fellowships in partnership with institutes of higher education so that AmeriCorps members can return to service for a second year of service while concurrently enrolled in a teacher prep program.

In Boston and Denver, City Year AmeriCorps members have the option of returning to City Year for a second year of school-based service while completing a more affordable graduate degree that includes residency and licensure course work.

**1** In 2020, City Year conducted its second biannual alumni survey and received 4,453 responses, a statistically significant response rate. Fifty-five percent of survey respondents graduated from City Year between 2015 and 2019; therefore, the data is most reflective of recent alumni sentiments. Retrieved from: <https://www.cityyear.org/alumni-life/alumni-voice/alumni-survey-results/>; **2** Characteristics of Public and Private Elementary and Secondary School Teachers in the United States. National Center for Education Statistics. (2020). Retrieved from: <https://nces.ed.gov/pubs2020/2020142.pdf>; **3** Ingersoll, Richard, M., Merrill, Elizabeth, Stuckey, Daniel, Collins, Gregory. Seven Trends: The transformation of the teaching force—Updated Oct. 2018. University of Pennsylvania. (2018). [https://repository.upenn.edu/cgi/viewcontent.cgi?article=1109&context=cpre\\_researchreports](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1109&context=cpre_researchreports); **4** City Year 2018 alumni survey