

## Résumé resource: How do alums talk about transferable service skills on their résumé? (including in virtual environments)

**Purpose of this document:** Provide examples of how to communicate different skills and competencies gained through the service year experience. Below are examples from alumni résumés to help you write strong résumé bullet points to communicate transferable skills when applying for post-service jobs and opportunities.

### **Introduction – Read this first. Flip how you think about writing a résumé section.**

Typically, a common flow when AmeriCorps members write out the City Year experience section of their résumé starts with tutoring responsibilities and moves down in order of amount of time/effort applied to other roles or responsibilities. As a first draft and as a starting point for writing your City Year section, this makes sense. However, your City Year experience section (and other work or volunteer experiences) should ultimately evolve and adapt to elevate your transferable skills connected to the roles you are applying for.

In other words, tailoring your skills to the three-four most important competencies that are critical for success in the job you are seeking (hint: Most job descriptions are very clear on spelling out competencies that are needed for success in the role – they will appear near the top of job requirements or what the ideal candidate possesses). These are the skills that should be emphasized in your résumé and cover letter. Instead of thinking of your City Year experience as time spent on specific responsibilities, think of each experience as a competency to showcase your skills and make you stand out as an exceptional candidate. The more critical that competency is to the job you are applying for, the higher it should appear as a bullet in your City Year section.

**Advice in developing a very basic strategy for highlighting your service experience relative to the kind of job you are seeking:** If you plan to work with students in your post-service role, highlight how you built relationships with students and what that engagement looked like in service. If you plan to NOT work with students in your post-service role, your experiences with students will feel more transferable to your next role if you focus on highlighting how you built relationships with adults and peers (i.e. teachers, staff, fellow AmeriCorps members) in order to deliver strong student engagement.

**Translating service experiences in virtual or hybrid environments:** Collaborating in a virtual environment to achieve team outcomes is a skill more and more companies are seeking. When considering how to represent service experiences on your résumé, consider all the ways your technology and virtual collaboration skills enabled your success.

### **Related resources:**

- [Résumé resource page](#)
- Looking for a new résumé structure? Check out [this really simple résumé format](#).
- Explore [40+ alumni résumés](#) across different career paths.
- Blog post: [Make national service the star of your résumé](#)

## First-year service experience – potential competencies you could highlight

- **Competency: virtual / in-person student engagement and program impact delivery (i.e. capture the academic and social-emotional support progress of your students through individual work).**
  - Virtually facilitated daily small group break-out spaces to augment student learning through Zoom and Google Classroom
  - Tutored 11 students daily through virtual and hybrid learning, whose average reading proficiency increased 1.3 grade levels
  - Prepared thorough lesson plans for differentiated instruction groups ranging from 4-9 students intended to adapt to varying learning styles, in collaboration with partner teacher, to increase the ninth-grade proficiency rate from 27% to 36%
  - Utilized socio-emotional assessments and behavior initiatives for a focus list consisting of 15 students that led to a 20% improvement in student behavior
  - Provided academic and socio-emotional support to 7 fourth grade students for 10 hours a week resulting in 5-to-10-point gains in their math and ELA course grades.
  - Mentored 5 students in a “Leaders in Training” behavior mentoring program to promote and reinforce positive behavior in and out of the classroom and improve their social-emotional skills
  - Led 5 students in an attendance mentoring program to improve attendance and boost academic success through weekly coaching conversations
- **Competency: team leadership / facilitation / collaboration (i.e. capture how you collaborate with peers and adults to deliver program impact with students or fellow AmeriCorps members)**
  - Partnered with teachers and faculty to lead school-wide transition from 100% virtual to hybrid and fully in-person learning models
  - Virtual facilitation: Led biweekly team reflection activities and professional development sessions for 10 AmeriCorps members through Microsoft Teams
  - Partnered with teachers, staff and parents to design and facilitate an afterschool tutoring program for 1,400+ students
  - Assisted partner teacher in providing whole class support, ensuring classroom management and leading interventions in 6 ninth-grade Intensive Reading classes at Miami Jackson Senior High

- Oversaw 11 peers' execution of 30-week curriculum designed to improve student social-emotional well-being
- Represented Miami Jackson's team as Corps Council member in biweekly meetings to address successes, identify needs and produce solutions for team- and site-specific situations
- Selected to lead the Community Relations Committee; organized, staffed and executed two large-scale events that engaged 200+ volunteers on a budget of \$1,500
- **Competency: startup mentality / launching new programs / agile learner**
  - Spearheaded a virtual Multicultural Night: developed vision, organized games and activities, delegated responsibilities to six team members including video production, marketing and communications
  - Launched debate club and recruited 15 founding students; 93% of participants reported increased confidence in public speaking
  - Created nine individualized, data-informed, academic interventions to support sixth-grade students' success
- **Competency: event and project planning**
  - Organized virtual talent show that engaged 20 student performers and 100+ student, teacher and parent attendees
  - Created and directed grade-wide student recognition initiatives in collaboration with school leaders, raising daily attendance 8% versus previous year
  - Created internal and external documents such as project guides, schedules, community impact reports and expense projections
  - Organized 8 school-wide events to enhance positive school climate such as teacher appreciations, attendance initiatives and Student Council
  - Developed and facilitated month-long HIV/AIDS awareness initiative culminating in a World AIDS Day training for 160 AmeriCorps members
- **Competency: communications / social media / marketing**
  - Created the official blog for City Year [site], strategically aimed at recruitment and sharing service experiences with external stakeholders. Managed team of 5 writers, created writing schedule and published all work on the blog and social media.

- Served as communications point for Jackson team by establishing a digital footprint and curating the team’s social media page to represent and promote team goals, accomplishments and values
- **Competency: data analysis and tech savviness**
  - Analyzed and tracked student data using our in-house programming system CySchoolhouse and Aperture, tracking 120,000+ minutes of tutoring, in-classroom support and enrichment clubs.
  - Analyzed student-level data to identify trends used to improve whole-school and small group support in targeted metrics
  - Provided tech support to teachers and/or students
- **Competency: relationship management / constituent engagement / donor stewardship**
  - Volunteered as a Red Jacket Society Ambassador, writing personal letters to individual donors to share about the corps experience from the field

**Returning AmeriCorps member experience – many of the same competencies from the first year still apply in the second year; you will just have a richer set of experiences to highlight. Team leadership or team collaboration roles are particularly key to highlight:**

- **Competency: Team leadership / facilitation / collaboration (i.e. capture TL/RACM responsibilities related to school partnership, teacher relationships, school climate, etc.)**
  - Co-managed partnership between City Year site, school administrators and teachers and navigated transition from 100% virtual learning to hybrid format; ensured 70 students received 15 hours of tutoring time with more than 50% of students showing improvement in English Language Arts
  - Led a team of nine AmeriCorps members via mentorship and peer guidance in acclimating to a virtual learning community and supporting relationship building with students and teachers
  - Collaborated with Impact Manager and co-Service Leader to maintain and create effective and transformational relationships with school staff and students
  - Collaborated with seventh and eighth grade ELA teacher to implement research-based strategies to support students during whole class instruction and through targeted and differentiated interventions
  - Led 10 AmeriCorps members at a newly designated turnaround school with 90%+ new staff

- Led a team of nine AmeriCorps members via mentorship and peer guidance in acclimating into the school and supporting relationship building with students and teachers
- Conducted monthly observations of corps members to support individual development and achieve site goals; monitored weekly performance measurement of team's service to demonstrate impact
- Created and facilitated 20 biweekly team-level trainings related to academic intervention skills, attendance coaching and behavior management
- Directed the planning and execution of four school-wide literacy and math events that each engaged 400 students, parents and community members.