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2020–21
CITY YEAR
ANNUAL REPORT
Dear City Year community,

This annual report looks back on the 2020-2021 school year—a year unlike any other that we have encountered in our lifetimes. When the year began, the initial shock of the onset of a global pandemic had dampened, but a growing challenge stretched out before educators, students, families and all of us at City Year: how best to continue to support young people in an unprecedented time?

Schools in the 29 U.S. cities where City Year serves tackled this challenge with creativity and resilience—transitioning between virtual, hybrid and in-person learning. City Year adapted to this new and ever-changing context. Our AmeriCorps members, who serve as student success coaches, helped students reconnect with their school community, re-engage in their learning, recover from interrupted instructional time, and develop their own sense of agency and belonging. They supported dedicated teachers and sought to be a helpful, caring and steady presence in a time of disruption.

City Year also laid the groundwork to bring the student success coach model to more communities; advanced our learning and research agenda; helped progress policies and practices that support the whole child; sought to uphold the values of diversity, belonging, equity and inclusion in our organization and our work; guided networks of education leaders committed to improving schools; and strengthened the national service movement by growing and modernizing AmeriCorps with our partners at Voices for National Service. We also strived to normalize conversations about mental health within City Year and provide more mental health supports to our staff and corps. You can learn more by reading the impact story in this annual report.

The pandemic has magnified the educational inequities that too many students experience and made our work both more challenging and more urgent. Our progress was only possible because of a broad network of deeply committed public and private-sector partners—generous individuals and families, companies, foundations, schools, school districts, AmeriCorps, and City Year alumni. People like you, who offer City Year critical support in so many forms, including financial resources, expertise and collaboration. We would also like to extend our heartfelt gratitude to an extraordinary City Year champion, David L. Cohen. After two decades of dedicated service as trustee, vice chair and chair, Cohen stepped down from our board last fall when he was appointed by President Biden as U.S. Ambassador to Canada.

To the hundreds of supporters listed in this report, thank you. Thank you for believing in us and thank you for helping us do our part to create conditions for young people to develop their skills, meet their potential and flourish in school and in adulthood.

Yours in service,

Jim Balfanz (Boston ’94)
Chief Executive Officer

George Nichols III
Chair, Board of Trustees
WHAT CITY YEAR HAS LEARNED DURING THE COVID-19 PANDEMIC

While the pandemic has continued to be unprecedented in scale and duration, this challenging period has created many new opportunities for the City Year community to learn, reflect and innovate.

Even as disruptions persisted in the 2020-2021 school year, City Year AmeriCorps members, in partnership with teachers and other school staff, continued to provide students with a sense of consistency, safety and connection, helping to build their confidence and resilience and strengthen a sense of belonging—elements that are necessary for maximum learning and development to happen.

The disruptions created by the pandemic since March 2020 have taught all of us in the education and youth development sectors even more about how and why a holistic approach to supporting students and schools is essential—both to ensure students are able to re-engage with their learning and also to advance educational equity across our country.

Feedback from our partner teachers and principals has underscored the ways we are helping schools during COVID-19 and prompted us to rethink ways we think about and measure student growth and development.

This feedback has also helped to guide changes and refinements to our services and our support and training for our AmeriCorps members. We’re fortunate to have several research partnerships that are deepening our understanding of our holistic approach and impact and their connection to equity.

We’ve also been able to raise the biweekly stipend across our network for the 2022-2023 school year, providing more equity and support for AmeriCorps members.

We are grateful for these collaborations, the continuous learning we are all engaged in, the support and generosity of our investors, and, most of all, the inspiration we receive from the students and schools we serve and the remarkable young adults—student success coaches—who show up for children every day. Learn more about our impact in the pages that follow.
STUDENT AND SCHOOL OUTCOMES

OUR CORPS AT A GLANCE
61% PEOPLE OF COLOR
70% COLLEGE GRADUATES
34% FIRST GENERATION TO ATTEND COLLEGE
50% PELL GRANT ELIGIBLE

SUPPORTING STUDENTS AND PRACTITIONERS
We gathered feedback from students, partner teachers and principals, learning what they needed most right now from City Year to help them reach their goals—academic and social-emotional growth for students; engaging learning environments for all; and care and attention to the mental health and holistic well-being of everyone in the school community. We learned that:

• Principals want additional capacity in their schools.
• Teachers want academic and social emotional supports.
• 95% of principals felt that City Year has been adaptable/flexible in responding to their school’s needs.
• 93% of teachers said they felt supported by City Year during the disruption of COVID-19 and that they were satisfied with the impact of City Year on their students.

Students also are determined to have a bigger say in their education. Throughout the pandemic, City Year AmeriCorps members have played a key role in helping students feel comfortable expressing their needs—and positioning schools to better meet them.

Results from a student experience survey piloted at a City Year site last year showed that the majority of students expressed feelings of agency in their interactions with AmeriCorps members, and also feel supported by AmeriCorps members as they navigate academic challenges. Most students said AmeriCorps members really listen to them, consider their ideas when making decisions, and teach them how to self-advocate and ask for help when they need it—critical skills for life and workforce success.

Navigating the virtual world has so many challenges. I can’t say enough about City Year and their impact on our school, their willingness to support our school’s initiatives and their flexibility in this difficult environment.

PARTNER PRINCIPAL, CITY YEAR SURVEY

NEW CASE STUDY EXPLORES STUDENT EXPERIENCE DURING COVID-19
A case study conducted during the pandemic sheds light on how City Year adapted its services in response to the pandemic; shares what City Year has learned about the experiences of students and practitioners during COVID-19; and provides recommendations for practice based on these findings.

Challenges and Opportunities: Student and Practitioner Experiences During COVID-19 (June 2021) by Jade Eckels, City Year Director of Education Research and Strategy, captures the experiences of students and practitioners regarding attendance; social, emotional and academic development (SEAD); and equity during the pandemic and highlights emerging effective practices.

EVIDENCE OF IMPACT: SUPPORTING HOLISTIC STUDENT LEARNING AND DEVELOPMENT

• Holistic growth: The more time students spend with AmeriCorps members, the more they improve on social, emotional and academic skills and on attendance, with students who are furthest behind benefiting the most.
• Academic achievement: Studies show that schools that partner with City Year are up to two to three times more likely to improve in English and math assessments.
• On-track indicators: There’s evidence that our work has an impact on reducing the number of students who are off track to high school graduation.

NETWORK FOR SCHOOL IMPROVEMENT (NSI)
Throughout the pandemic, City Year’s Network for School Improvement (NSI) helped create responsive, consistent virtual communities where educators have found support to navigate overwhelming circumstances and persist in their work to improve schools. In a survey from the 2020-2021 school year, NSI educators said they valued collaborating with a larger network of colleagues and seeing tangible results from their NSI work.

Schools in the network work collectively and individually with City Year, using continuous improvement practices to strengthen outcomes for eighth graders who are Black, Latinx or whose families have experienced poverty.
The network helps schools move closer to becoming places where students feel engaged with learning, prepared to advocate for themselves and their learning needs, and contribute to their school community—conditions that lead to improved academic achievement in the form of higher grades and higher rates of course completion.

For example, an NSI school in Tulsa invited a group of students to analyze data and make decisions about how school leaders would work, and then implemented some of those ideas. In a subsequent survey, the student body reported an improvement in their relationships with adults at their school, and a higher share of students said adults listened to their opinions and ideas.

City Year has built upon the early success of the NSI in Milwaukee to validate and expand its model, growing to 10 schools there and extending to Tulsa and Jacksonville. The NSI plans to reach a combined 40 schools in the three cities over the next two years, helping City Year gain insights that will enable us to provide additional support to more partner districts across our network.

Recognizing the role City Year plays at the intersection of research and practice, City Year shares our findings at national conferences and convenings and through guides that provide tools for practitioners and the field. City Year also works closely with educators to help schools respond to the pandemic and best serve students, including by:

- Working with schools to build their capacity to survey students, and analyze the results with students, to better understand and meet student needs.
- Mobilizing early in the pandemic a short-term virtual network, called the Action Community, to share resources and develop solutions to support students.

Another way that City Year works to create equitable access to learning opportunities is by supporting City Year AmeriCorps members who through their service experience become interested in a teaching career. City Year has designed and implemented a teacher residency fellowship program that focuses on whole-child development. By working in partnership with major teacher training programs across the country, City Year aims to help more talented young adults join a new generation of teachers.

**ADVANCING PERSONALIZED LEARNING AND INNOVATION**

City Year works closely with school partners to evolve whole school learning models—with a focus on personalized learning tailored to both students and staff to better understand student needs—and leverage student voice to improve learning environments. In recent years, City Year has advanced new learning and educator training models with our network of partners through:

- Development of a competency-based, integrated social, emotional and academic development learning model in collaboration with Johns Hopkins University and with a design partner school, Compass Academy in Denver, Colorado.
- Creation of personalized learning tools for adults in partnership with other nonprofit organizations focused on universal design, including online nano-courses and educator micro-credentials centered on student on-track indicator tracking and intervention in partnership with Arizona State University.
- Multi-school efforts to rethink holistic school accountability frameworks through the development of a pilot “total school wellness dashboard” that allows schools to more continuously and holistically respond to community needs.
AMERICORPS MEMBER AND ALUMNI OUTCOMES

AT A GLANCE

- 3,000 AMERICORPS MEMBERS
- 37,000+ ALUMNI
- 91% OF ALUMNI AGREED THEIR CITY YEAR EXPERIENCE HAD A SIGNIFICANTLY POSITIVE IMPACT ON THEIR LIVES

PARTNERING WITH AMERICORPS MEMBERS AND ALUMNI

During their national service, AmeriCorps members sharpen their skills as leaders, learners, innovators and engaged citizens. By solving problems and celebrating wins with team members from different backgrounds, young people experience firsthand the possibilities and rewards of collaboration and diversity. Helping these young people learn to work together across lines of difference for the common good drives lasting social impact long after their service year ends.

SUPPORTING AMERICORPS MEMBERS

The well-being of our City Year AmeriCorps members is a top priority. In 2021, we worked to ensure that all corps members received their full stipends and benefits despite disruptions resulting from the pandemic, and laid the groundwork for higher minimum living stipends to help more young adults afford to serve in the future.

What I loved about my year of service was the diversity of my school team. We came from all different places, backgrounds, and experiences but we found a way to work together and formed friendships across difference.

BROOKE MIYASATO (SAN JOSÉ ’13), CITY YEAR ALUM AND CLASSROOM TEACHER

Despite all the challenges of 2021, 85% of AmeriCorps members agreed “I am proud to have served at City Year.” Throughout their service, corps members gain professional experience, training, coaching, mentoring and networking opportunities to prepare them for the next step in their careers. Ways that City Year supported AmeriCorps members professionally and personally after the organization pivoted to virtual service and programming in the first full school year following the pandemic included:

- Offering additional mental health resources and more flexibility for AmeriCorps members to help them manage stress and take time for self-care and civic action.
- Resources to help AmeriCorps members and staff build community, ask questions and receive updates.
- Delivering technology and tools to all of our AmeriCorps members, including how to support students with distance learning, and challenges students may face upon return to school.
- Training and onboarding opportunities for new AmeriCorps members through nationally facilitated spaces that foster connection and belonging across our network.
- Providing training related to diversity, equity, inclusion and belonging and regular opportunities for AmeriCorps members to reflect on their service.

ALUMNI PREPARED TO MAKE A DIFFERENCE FOR STUDENTS, SCHOOLS AND COMMUNITIES

After serving on diverse teams and building key skills to tackle complex problems, City Year’s 37,000+ alumni lead across a broad range of professions, including government, business, technology, healthcare and education.

For many alumni, national service is a first step toward careers as teachers. Alumni who become teachers have more diverse backgrounds and remain in the profession longer than national averages, in part because their service experience prepares them for what challenges to expect, says City Year’s Jeanette Rojas, managing director of school design.

“Many young adults who serve with City Year develop a deep commitment to students and go on to become phenomenal teachers,” Rojas says.
A NEW GENERATION OF EDUCATORS

To address a lack of young, diverse talent available to fill teaching positions and high rates of teacher turnover, City Year is widening pathways into education to make preparing for a teaching career more accessible and affordable.

City Year helps AmeriCorps members who express an interest in education explore options and understand educational and other requirements to become a teacher after their service. City Year also has built partnerships with teacher preparation programs and nonprofits including Teach for America and local colleges and universities.

- 52% of City Year alumni work in the education sector as teachers, administrators, guidance counselors, youth practitioners and at education-focused nonprofits, according to our 2020 survey of alumni.
- Based on our 2022 alumni survey, 16%, or an estimated 6,000 City Year alumni, are classroom teachers.

City Year also has developed a small but growing teaching fellowship program aimed at reducing barriers to entry for diverse and committed young adults to become educators. The fellowship allows AmeriCorps members to return for a second year of service, while being concurrently enrolled in a graduate or undergraduate program. City Year partners with Regis University in Denver and UMass Boston to enable AmeriCorps members in those cities to obtain their master’s in education and their teaching license. In partnership with the University of Rhode Island in 2021, City Year in Providence moved forward with a plan to enable second year AmeriCorps members, whether they’re high school or college graduates, to progress toward their teaching license.

Explore City Year’s innovative teaching fellowship program.

The plan helps make preparing for a career in education more affordable, and alumni who have graduated from the program already are working as teachers.

During 2021, City Year also began working to connect alumni within a particular career sector with each other to learn, share and advance in their professional lives by establishing career-based affinity groups. The growing initiative was the result of alumni feedback and already includes groups composed of nonprofit leaders, and professionals with expertise in human resources, diversity, equity and inclusion.
DRIVING SYSTEMIC CHANGE

NATIONAL PARTNERSHIP FOR STUDENT SUCCESS

City Year is proud of our collaboration with our partners to develop the National Partnership for Student Success that brings together locally chosen, evidence-based supports to help students and schools succeed. Supports include student success coaches, mentors, tutors, post-secondary transition coaches, and wraparound support coordinators. These caring and trained adults promote and support academic, social and emotional learning and development, while promoting students’ mental health and well-being. City Year and Voices for National Service collaborated on development of the original framework and policy recommendations that led to the NPSS, which aims to address the educational impacts of the pandemic and combat long-standing inequities.

As highlighted by President Joe Biden’s call in his State of the Union for more Americans to step up as tutors and mentors, public schools need additional capacity right now—particularly in our nation’s most systemically under-resourced communities, where City Year AmeriCorps members serve.

That’s why ensuring more students have access to student success coaches as we recover from the pandemic is critically important.

In July 2022, the Biden-Harris Administration, led by the U.S. Department of Education and AmeriCorps, in collaboration with the Everyone Graduates Center at Johns Hopkins University and a diverse group of organizations, launched the National Partnership for Student Success.

An infusion of evidence-based supports is both a critical, urgent response to meet the recovery and thriving needs of students, families and educators as well as a bridge to an education system that provides more supportive learning environments that value all learners and attend to young people’s social, emotional, academic and cognitive development by prioritizing relationships and learning. By seeking to fully resource all communities, the NPSS addresses long-standing educational inequities that have harmed children of color, children growing up in lower-income households, children with disabilities, and English language learners.

CITY YEAR AMERICORPS MEMBERS ARE STUDENT SUCCESS COACHES

As the nation’s largest provider of student success coaches (SSCs), City Year is positioned to offer guidance, resources and leadership to schools, districts and organizations seeking to launch, expand or refine student success coaching programs.

Our evidence of impact across 340 public schools provides insights into the value of holistic student supports and their role in expanding educational equity to the NPSS and its partners.

SSCs provide additional “people-power” and talent to support students and teachers in systemically under-resourced public schools through direct social, emotional and academic services. Services include one-on-one tutoring and small group instruction, classroom supports, and activities that build whole school environments of joy and belonging.

SSCs are interwoven into the fabric of schools to enable the conditions that allow other interventions to succeed and that can help bring practices advocated by the science of learning and development to life. Many SSCs continue their careers as educators, helping to build a more robust, diverse pipeline of future educators.

WHAT DOES STUDENT SUCCESS COACHING LOOK LIKE?

- Authentic coach/student relationship
- Data-informed programming
- Diverse group of skilled coaches
- Intentional school integration and holistic support
- Ongoing learning and development
- Supportive program structure

VOICES FOR NATIONAL SERVICE & THE AMERICAN RESCUE PLAN

Voices for National Service is a coalition of national, state and local service organizations working together to build bipartisan support for national service, develop policies to expand and strengthen service opportunities and ensure a robust federal investment in AmeriCorps. City Year serves as the organizational and operational host for Voices for National Service, and the coalition’s work is guided by a Steering Committee of leaders representing 29 national service organizations and state service commissions.
AmeriCorps rapidly mobilizes to meet important challenges of our time—including responding to disasters, addressing public health needs, building climate resiliency, and expanding education and economic opportunity. Since the outbreak of the coronavirus, AmeriCorps programs have acted quickly and creatively to address gaps in services and persistent inequities that have been exacerbated by the pandemic.

Voices for National Service worked with congressional leaders to successfully advocate for a historic investment of $1 billion for AmeriCorps in the American Rescue Plan Act of 2021. Funds were provided to stabilize existing national service programs, increase benefits for those who serve, and deploy additional full and part-time AmeriCorps members to support communities’ response to COVID-19.

Over the last two years, a bipartisan coalition in Congress has worked together to craft legislation that outlines a bold vision for AmeriCorps at a moment when the nation needs it most. Voices for National Service has served as a resource for policymakers crafting service bills such as the Cultivating Opportunity and Response to the Pandemic through Service (CORPS) Act, the Civilian Climate Corps Act, the America’s Call To Improve Opportunities Now (ACTION) for National Service Act and the Building Civic Bridges Act.

**EQUITY-BASED RESEARCH AGENDA**

In Spring 2022, City Year published its first-ever publicly facing Research and Learning Agenda, the culmination of many years of reflection, collaboration and commitment.

The document reflects insights and experience from AmeriCorps members, site and HQ staff and external partners, outlining how we aspire to design and conduct research projects, recognizing the history of marginalization inherent in research and evaluation practices.

“We acknowledge that the decisions we make now about how to approach research and evaluation are critical.

“Efforts to understand effective strategies for partnering with students, schools and communities during the pandemic and beyond could transform how we think about education in the near- and long-term future.”

Today, we seek to gather broad input on the theories and subjects we choose to focus on to better understand our impact. We don’t make decisions about projects in a silo anymore. We seek input from the community members most affected by our projects to help determine our methodology. We also strive to share our findings with the communities we serve.

“Through an equitable approach to research, we hope to make explicit City Year’s commitment to conducting research that decents the researcher and restores communities as authors and owners of the work.”

The agenda also signals what our current and future research are designed to explore—information that contributes to the evidence base about what students need to thrive in school, college and career.

Learn more about City Year’s learning journey to adopt an equity-focused research agenda. If you have feedback on this agenda, please share it with City Year’s Education and Research team.
Michael D. Smith took the helm of AmeriCorps in January, bringing to the federal agency expertise and leadership skills honed during a career dedicated to social justice and public service. Below, he shares with City Year his vision for AmeriCorps, his experience seeing the power of AmeriCorps in action at a young age, the importance of national service to our democracy, and how City Year and other nonprofits are working throughout the pandemic to address educational inequities and help students succeed.
A CONVERSATION WITH MICHAEL D. SMITH

AMERICORPS SHOULD REFLECT PEOPLE FROM ALL WALKS OF LIFE IN THE COMMUNITIES WE SERVE

Under your leadership, what do you want AmeriCorps to be known for?

In my first few months in office, I am still learning and listening. But three themes have emerged for how I plan to prioritize my time as a leader of this agency, thanks to what I’ve heard from so many. First, ensuring Americans see the critical importance and impact of national service to our democracy. It’s important that in this moment that AmeriCorps is not just seen as a thousand flowers blooming, but we are able to show how the country has changed because of AmeriCorps. Second, AmeriCorps and national service must reflect the diversity of our country and the communities we serve. While working side-by-side with local leaders, AmeriCorps should reflect people from all walks of life in the communities in which we serve. Now is the time to eradicate the barriers that can make national service seem like a luxury or privilege. We need to make sure every American who wants to serve, is serving, or being served, sees themselves as a part of our national service family and is inspired and enabled to serve their communities or across the country. Finally, I think we have an opportunity right now where AmeriCorps can play a meaningful role in bringing people together during one of the most difficult times in our nation’s history. I’ve seen people from completely different backgrounds, who you would never expect to meet, let alone work together, serve side by side and build meaningful relationships. I truly believe that a shared commitment to service can break down the greatest barriers.

What personal experiences drew you to national service work?

I was born to teen parents in an underserved Black neighborhood in Springfield, MA. We did not have a lot of money, but we had love in excess and a village that nurtured and guided me from day one. Beyond my church, the center of that village was the Family Center Boys & Girls Clubs. I was a member since elementary school. My mother sent me there for cheap day care but little did she know that she’d give her son a second family; a crew of mentors, coaches and advocates; and an insatiable appetite for community service and civic engagement. They read with us, took us camping, taught us about Black pride and social justice, and gave us the opportunity to serve and care for our community when we were still little kids. It was at my Boys & Girls Club that I first met AmeriCorps Seniors volunteers and AmeriCorps members, along with all kinds of volunteers. And, it was at my Boys & Girls Club where they gave us the opportunity to serve—food programs, peer health counseling, supporting the preschoolers and so much more. They taught us no matter how young you are, and no matter how much money your parents have, you still have an awesome responsibility and privilege to give back.

What opportunities do you see to expand the role of student success coaches?

The COVID-19 pandemic has caused extensive disruption in our nation’s schools. Collaborating with AmeriCorps team members can help school districts address the impacts of the pandemic, from supporting physical health and safety to assisting with school-based supports so students get back on track. While AmeriCorps members do not take the place of school staff members or positions, they can help school-based staff stay focused on their core job responsibilities by supporting or taking on non-core responsibilities to help staff provide critical services to students. For example, AmeriCorps members may do some of the additional work that the pandemic has required of schools, whether contact tracing, or supporting COVID-19 testing efforts. AmeriCorps can help promote equity by supporting students who have been the most underserved or hit the hardest by the pandemic. AmeriCorps service can also inspire volunteers to become educators, including in the schools where they serve.

In his state of the union address, President [Joe] Biden called on Americans to care for our youth and get our students back on track. AmeriCorps members have answered this call both by serving during extraordinary times and organizing others in service. Student success looks different based on community and need. Disruptions in routines and relationships during the pandemic led to affected social isolation, anxiety and learning loss. Programs like City Year and others in this space are constantly studying and expanding their methods to give schools stronger tools for student success.

AmeriCorps Seniors volunteers in the Foster Grandparent Program provide critical support to students and teachers as volunteer supports systems for academic, social and behavioral health of students. And other programs like Public Health AmeriCorps provide health and wellness coaching to students in rural and underserved communities. The role of these mentors, coaches and educators is critical as we recover and thrive. And I echo President Biden’s State of the Union address call to service. It’s imperative to youth success that Americans take on service roles as tutors and mentors.

City Year AmeriCorps members coming from different backgrounds learn to work together as a team toward a common goal. Why is an experience like that important?

AmeriCorps programs unite people from diverse backgrounds, build skills, create more robust educational and career pathways, and more. For decades, AmeriCorps has played a meaningful role in bringing people together across differences from all walks of life. There’s something
powerful about service... about rolling up our sleeves together to respond to disaster, help children stay in school and on track, improve the health outcomes of underserved communities ... that allows us to see each other’s humanity. That builds bridges. That creates bonds that strengthen communities and lead to lasting change. This is what AmeriCorps is, and we can play an even more central role to overcome polarization and division.

Through their full-time service, City Year AmeriCorps members bring critical additional capacity to schools. How do you think this helps to address educational inequities or advance social justice?

The pandemic has shone a light on the inequities in our educational system, particularly in the ways learning loss disproportionately affected lower-income and underserved communities. Programs like City Year, Relay Graduate School of Education Teaching Residency and Urban Teachers don’t just add bodies to schools that lack staff. They use evidence-based interventions to address inequality by strengthening pathways to education and employment. Service can take us from charity to justice. I talk a lot about this path where we see AmeriCorps members who may have started off serving with Teach for America. Or, City Year. Or, Reading Corps. Or, College Advising Corps. Or, any one of the hundreds of education programs supported by national service. And then, just a couple years later they’ve decided to devote their life to education. Starting their path by addressing immediate, pressing needs and then becoming strong leaders in the education system. I’m very excited to witness that evolution, and the data is showing that that transformation happens more than we realize with a high percentage of AmeriCorps members serving in schools continuing careers in the education sector – from educators to administrators.

During your career, you’ve helped to expand mentorship opportunities. Being a mentor also is a big part of the role played by City Year AmeriCorps members in historically under-resourced schools. Why is having a mentor at school valuable to students?

[Ahead of national mentoring month in January,] President Biden said “by standing on the shoulders of mentors, young people have led America forward at each inflection point in our history.” Mentorship gives students, particularly underserved students, access to opportunity. It is a powerful social, emotional and educational asset for any young person.

A survey by MENTOR’s report, The Mentoring Effect, which is the most comprehensive look at young people’s views on and engagement with mentoring, found:

- • Adults view mentoring as a strategy to make communities healthier and more connected, while also addressing many causes of inequality. Two-thirds of adults consider it highly important for young people to have mentors, and this same population estimates that only a quarter of youth have the mentors they need.
- • Regardless of whether they are mentoring, most Americans are extremely supportive of mentoring young people outside their families and feel that both the government and private sector should invest more in mentoring. Nearly nine in 10 feel that more mentoring is needed in our country—with more than eight in 10 supporting the use of government funds to grow mentoring opportunities, especially when charitable support is absent.

Last year’s American Rescue Plan Act included $1 billion to stabilize and expand national service programs in the wake of the pandemic. How is that investment helping communities?

The American Rescue Plan allowed us to take the Biden-[Vice President Kamala] Harris administration’s goals and strengthen the work of our programs across the nation. I am very excited about Public Health AmeriCorps, a historic partnership that AmeriCorps and the Centers for Disease Control and Prevention launched to respond to the pandemic and train the next generation of public health leaders. This year alone, we will add 3,000 new AmeriCorps members to the nation’s public health workforce. This $400 million commitment will help transform communities now and for years to come.

In addition, AmeriCorps State and National increased living allowances for members and expanded existing programs to meet increased needs. AmeriCorps VISTA also added 1,000+ new Summer Associate positions during the Summer of May 2021. It expanded programming efforts on the critical needs facing communities, including public health, food insecurity and learning loss. And AmeriCorps Seniors provided vaccinations, vaccine education, and summer learning loss and enrichment programs for the nation’s students and funded nearly 5,000 opportunities for older adults to serve. And we will continue to invest in the American Rescue Plan funds through 2024.
CHAMPION PROFILE

MARK DONOVAN
KANSAS CITY CHIEFS PRESIDENT

For the Kansas City Chiefs, supporting education was a natural step for a team inspired to give back to its community. The Chiefs, together with other NFL teams, also helped bring City Year to the attention of the league’s social justice initiative, Inspire Change.
After bringing the Chiefs to Missouri in 1963, late founder Lamar Hunt—who is credited with coining the term 'Super Bowl' for the National Football League's championship game—aimed to make the team part of the fabric of the midwestern city, an approach that still shapes its philanthropy today, said Chiefs President Mark Donovan.

“The franchise was dedicated to becoming part of this community,” Donovan said. “Being an active part of the community means having a positive impact in the community across all the things we do.”

The Chiefs, under the leadership of the Hunt family, help children and families in crisis, provide hunger relief, and have supported City Year since its arrival in Kansas City seven years ago. Since then, the Chiefs have sponsored teams of AmeriCorps members, celebrated students and corps members, and rallied other community leaders to champion City Year and local schools.

“City Year came along at exactly the right time,” Donovan said. “City Year could show ‘here’s how we’ve improved the lives of teachers, superintendents, and students’—that really fit perfectly for us.” Donovan became City Year’s first board chair in Kansas City, holding the post until 2020. He remains an active board member.

**‘ENDLESS POSSIBILITIES’ THROUGH SERVICE**

The Chiefs, together with other NFL teams, also helped bring City Year to the attention of the league's social justice initiative, Inspire Change—a collaboration between clubs, players, team ownership and the NFL that focuses on education, economic advancement, police and community relations, and criminal justice reform. City Year became a grantee of the initiative starting in 2020.

“If you don’t have access to a good, solid education and resources, your potential is going to be limited right off the bat,” said Anna Isaacson, senior vice president of social responsibility at the NFL. “Making sure that kids have the tools they need to succeed in school opens up endless possibilities.”

Inspire Change has invested in City Year's work to promote diversity, inclusion and belonging, along with Whole School, Whole Child services, and training to help AmeriCorps members respond and adapt to schools' changing needs—which during the pandemic has included pivoting to distance learning and back to in-person learning in places like Kansas City.

In a survey, teachers in Kansas City said AmeriCorps members have supported students' engagement and participation, helped students feel a sense of belonging, and provided valuable support to their classrooms and students.

**STAYING TOGETHER**

“There’s an alignment between the school district and City Year,” Dr. Mark Bedell, former superintendent of Kansas City Public Schools, said. “They have been a huge part of helping the school district navigate through this pandemic in a virtual world.”

By building trust with students, AmeriCorps members lay the groundwork to help them academically and hone their social and emotional skills, said Bedell, who led the district to regaining full accreditation this year from the Missouri State Board of Education.

Research shows the efforts of AmeriCorps members make a difference. The more time students spend with City Year AmeriCorps members, the more likely they are to improve on social, emotional and academic skills and on attendance, with those furthest behind benefitting the most, according to a study published in 2020 by the Everyone Graduates Center at the Johns Hopkins School of Education. Social and emotional skills can include responsible decision-making and self-management.

**‘WITNESSING SUCCESS’**

A short drive from downtown Kansas City, a team of AmeriCorps members sponsored by the Hunt Family Foundation/Chiefs are helping students at Central Middle School reconnect with classmates and teachers, catch up and keep up with their assignments, and rebuild routines disrupted by the pandemic.

“Investing in schools, where kids spend so much of their time, is the most important commitment you can make to our community,” said Jeff Shafer, a City Year senior vice president and executive director in Kansas City. “The unwavering support that the Chiefs and Mark have given to City Year has a ripple effect that’s felt in classrooms every time a student turns to an AmeriCorps member for support.”

From their first day of school service, AmeriCorps members from different backgrounds come together to take on—and overcome—new challenges, changing their own lives and those of the students they serve, Donovan said.

AmeriCorps members serve about 4,000 students in seven schools across Kansas City, compared with two schools and 1,000 students when City Year’s partnership with the district—and the Chiefs—began in 2015.

“The reason we’ve continued to be involved, is it works,” he said. “When I was board chair, and even today as a board member, it makes my job a little easier when I can sit in front of somebody and say, ‘I’ve actually witnessed the success. I’ve seen this work.’”
OUR CHAMPIONS
### INDIVIDUALS AND FAMILY FOUNDATIONS

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<tr>
<td>Baton Rouge</td>
<td>East Baton Rouge Parish School System</td>
<td>Louisiana</td>
<td>Sito Narcisse, Superintendent</td>
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<tr>
<td>Boston</td>
<td>Boston Public Schools</td>
<td>Massachusetts</td>
<td>Brenda Cassellius, Superintendent</td>
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<td>Boston</td>
<td>Up Academy</td>
<td>Massachusetts</td>
<td>Jordan Schmidt, Superintendent</td>
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<tr>
<td>Buffalo</td>
<td>Enterprise Charter School</td>
<td>New York</td>
<td>Brian Pawloski, Founder</td>
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<td>Buffalo</td>
<td>Buffalo Collegiate Charter School</td>
<td>New York</td>
<td>Joelie Formato, Founder &amp; Head of School</td>
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<td>Persistence Prep Charter School</td>
<td>New York</td>
<td>Andrea Todor, School Leader</td>
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<td>Illinois</td>
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<td>Cleveland Public Schools</td>
<td>Ohio</td>
<td>Eric Gordon, Superintendent</td>
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<td>Breakthrough Schools</td>
<td>Ohio</td>
<td>Ralph Johnson, CEO</td>
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<td>Columbia</td>
<td>Lexington School District Four</td>
<td>South Carolina</td>
<td>Robert Maddox, Superintendent</td>
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<td>Christine Ferris, Executive Director</td>
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<td>Florida</td>
<td>Nikolai P. Vitti, Superintendent</td>
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<td>Kansas City</td>
<td>KIPP Endeavor Academy</td>
<td>Missouri</td>
<td>Dr. Diana Greene, Superintendent</td>
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<td>Arkansas</td>
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<td>Little Rock</td>
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<td>Jana Cooper, Executive Director</td>
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<td>Memphis</td>
<td>Journey Community Schools</td>
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<td>Nickalous Manning, Executive Director</td>
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<td>Believe Memphis Academy Charter School</td>
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<td>Danny Song, Head of School</td>
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<td>Shelby County Schools</td>
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<td>Joris M. Ray, Superintendent</td>
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<td>Frayser Community Schools</td>
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<td>Dr. Bobby White, Superintendent</td>
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<td>Miami-Dade County Public Schools</td>
<td>Florida</td>
<td>Jose Dotros, Superintendent</td>
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<td>Dr. Keith Posley, Superintendent</td>
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<td>New Hampshire</td>
<td>Manchester School District</td>
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<td>Jennifer Gillis, Superintendent</td>
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<td>New Orleans</td>
<td>Arise Academy</td>
<td>Louisiana</td>
<td>Jolene Galpin, CEO Arise Schools</td>
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<td>Success @ Thurgood Marshall Schools</td>
<td>Louisiana</td>
<td>Adam Meining, Executive Director</td>
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<td>FirstLine Schools</td>
<td>Louisiana</td>
<td>Sabrina Pence, Superintendent &amp; CEO</td>
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<td>New York</td>
<td>NYC Department of Education</td>
<td>New York</td>
<td>David Banks, Superintendent &amp; Chancellor</td>
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<td>Barbara Jenkins, Superintendent</td>
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<td>Philadelphia</td>
<td>School District of Philadelphia</td>
<td>Pennsylvania</td>
<td>Tony Wallington, Superintendent</td>
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<td>Philadelphia</td>
<td>Mastery Charter School</td>
<td>Pennsylvania</td>
<td>Scott Gordon, CEO</td>
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<tr>
<td>Philadelphia</td>
<td>Russell Byers Charter Schools</td>
<td>Pennsylvania</td>
<td>Carol Domb, CEO</td>
</tr>
<tr>
<td>City</td>
<td>School District</td>
<td>State</td>
<td>Superintendent</td>
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<tr>
<td>Providence</td>
<td>Providence Public Schools</td>
<td>Rhode Island</td>
<td>Javier Montañez, Superintendent</td>
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<tr>
<td>Sacramento</td>
<td>Sacramento City Unified School District</td>
<td>California</td>
<td>Jorge A. Aguilar, Superintendent</td>
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<td>San Antonio</td>
<td>San Antonio Independent School District</td>
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<td>Jamie Aquino, Superintendent</td>
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<td>San José</td>
<td>Alum Rock School District</td>
<td>California</td>
<td>Dr. Hilaria Bauer, Superintendent</td>
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<tr>
<td>San José</td>
<td>East Side Union High School</td>
<td>California</td>
<td>Glenn Vander Zee, Superintendent</td>
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<tr>
<td>Seattle</td>
<td>Seattle Public Schools</td>
<td>Washington</td>
<td>Brent Jones, Superintendent</td>
</tr>
<tr>
<td>Tulsa</td>
<td>Tulsa Public Schools</td>
<td>Oklahoma</td>
<td>Deborah Gist, Superintendent</td>
</tr>
<tr>
<td>Washington, D.C.</td>
<td>District of Columbia Public Schools</td>
<td>District of Columbia</td>
<td>Lewis Ferbee, Chancellor</td>
</tr>
<tr>
<td>Washington, D.C.</td>
<td>Statesmen College Preparatory Academy for Boys Public Charter School</td>
<td>District of Columbia</td>
<td>Michelle J. Walker-Davis, Executive Director</td>
</tr>
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In November 2021, City Year’s national board of trustees voted unanimously to appoint George Nichols III as chair. Nichols, a committed City Year champion who joined the board in 2016, brings professional experience that spans financial services, public policy and education. He’s president and CEO of The American College of Financial Services. Previously, Nichols served 17 years in senior leadership positions at New York Life, a City Year National Partner, and was Kentucky’s first African American insurance commissioner, regulating a $10 billion insurance industry. Because of his bold leadership to promote upward mobility and wealth creation for Black America, he was recently included in For(bes) The Culture 50 Champions. We are grateful for his outstanding leadership and deep commitment to our mission.

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City Year helps students and schools succeed, while preparing the next generation of civically engaged leaders who can work across lines of difference. Diverse teams of City Year AmeriCorps members provide support to students, classrooms and the whole school. Schools that partner with City Year are up to two to three times more likely to improve in English and math assessments, and the more time students spend with AmeriCorps members, the more they improve on social, emotional and academic skills—skills that help students thrive in school and contribute to their community. A proud member of the AmeriCorps national service network, City Year is supported by AmeriCorps, local school districts and private philanthropy. City Year partners with public schools in 29 communities across the U.S. and through international affiliates in the U.K. and South Africa.

FOR MORE INFORMATION, VISIT US AT:

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