

CITY YEAR KANSAS CITY

2019-2020 IMPACT REPORT



OUR REACH IN KC



7 schools

including expansion to our *first* Kansas City Public Schools elementary school.



66 AmeriCorps members



4,500+ students served

“City Year Corps members worked hard at not only working with students academically, but also diving deeper into their attendance and *why* they weren't at school.

This also helped the Corps members to develop relationships with the students, enabling them to provide essential social and emotional support.

- City Year Partner Principal¹



ACCELERATING PROGRESS²

807 students served with one-on-one tutoring and mentoring.

40% of City Year attendance students improved their attendance during the first semester of the 2019-2020 school year, compared to the first semester of the previous year.

52% of City Year students tutored in math improved one letter grade or more.³

49% of City Year students tutored in English improved from a failing grade (D or F) last year to a passing grade (A, B or C) this year.³

69% of students mentored by City Year improved their social-emotional learning skills, in areas such as self-awareness, self-management and relationship development.⁴

WHOLE SCHOOL SUPPORT

355 students enrolled in City Year after-school programming, including tutoring and enrichment activities such as ACT prep, History of Hip Hop and chess.

2,100+ phone calls home to parents or guardians to encourage regular attendance and positive behavior.

64 events engaged students, family members, and school staff such as teacher appreciation breakfasts, poetry slams, and college fairs.

STRONG PARTNERSHIPS

100% of partner principals are satisfied with the overall experience of having City Year AmeriCorps members in their schools.⁵

97% of teachers agree that City Year AmeriCorps members help improve overall class engagement.⁶

BUILDING & RETAINING TALENT

43% of 2019-2020 City Year AmeriCorps continued working in a school after their year of service in Kansas City.⁷

94% of City Year AmeriCorps members agreed that their service year was a strong career development experience.⁸

¹ End of Year City Year Administrator Survey, n=17

² These results represent City Year's in-person work between August 2019-March 2020; please see the second page of this report for details about City Year's support during virtual learning.

³ Comparing semester one of the 2018-2019 school year to semester one of the 2019-2020 school year.

⁴ As measured by the Devereux Student Strengths Assessment (DESSA)

⁵ End of Year City Year Administrator Survey, n=17

⁶ End of Year City Year Teacher Survey, n=30

⁷ Including returning to City Year, other education-focused nonprofits, and teacher residency programs following their year of service.

⁸ AmeriCorps Member Experience Survey, n=51

TRANSITIONING TO VIRTUAL SERVICE

When schools closed in March, AmeriCorps members immediately began collaborating with their partner teachers to identify how to best support their students. In the early weeks of school closures, AmeriCorps members focused on connecting with as many students and families as possible to help identify needs and provide resources (for example, options for internet access, pick up locations for school lunches, etc.).

AmeriCorps members also supported “whole class” virtual lessons, led virtual small group tutoring sessions and continued regular mentoring sessions. With so many things in students’ lives in flux due to COVID-19, students were eager to continue their year-long mentoring relationship with their City Year AmeriCorps member even though schools were closed and appreciated that they had a safe place to process what they were experiencing.

City Year is now focused on taking lessons learned during virtual learning in the spring and applying them to the start of this school year, which will start virtually for all partner schools.

AMERICORPS MEMBER PERSPECTIVE:

Last year, I served in an Algebra II classroom with mostly sophomores. In the beginning of virtual learning, I made phone calls home to ensure that students were well equipped for learning. When I spoke with parents and guardians, they often shared their stress, anxiety, and concerns about the school year. I was able to ease their concerns by answering their questions and looking at things from an optimistic viewpoint.

After classes, I would host office hours where I led tutoring sessions on Zoom for not only students in my Algebra II class, but any students struggling in their math coursework. Because of my design and media background, the transition to working digitally was easy for me. With my display tablet, I used the whiteboard function to show problems in real time. I would also let my students use the whiteboard function too, which helped them to stay excited and ready to learn.

Kenneth Wilson, Senior AmeriCorps Member



SERVICE DURING COVID-19

420 students served through one-on-one tutoring and mentoring during virtual learning.

1,200 phone calls home to ensure students and families had information on meal and technology distribution, that they understood school and classroom expectations, and general wellbeing checks.

92% of teachers agree that City Year AmeriCorps members improved their ability to check-in with students during virtual learning.¹

“ [My City Year AmeriCorps member] has been with me each step of the way in virtual learning, from planning for the next week’s plans, making videos that go with the learning standards, being there for all Zoom meetings with the students to showing support to both me and the students whenever needed.

- City Year Partner Teacher¹

¹ End of Year City Year Teacher Survey, n=30