



DIRECT SERVICE IN SCHOOLS: WHOLE SCHOOL, WHOLE CHILD[®]



ADVANCING EDUCATIONAL ACHIEVEMENT THROUGH HOLISTIC STUDENT SUPPORTS IN SCHOOLS

City Year's Whole School, Whole Child[®] approach is based on research about how children and adolescents learn and develop, ensuring that students are strengthening all the skills essential for success in and out of school. City Year and our partners commit to multiple years of service in communities so that students receive support during key transition years of their educational experience, from third through ninth grades, when studies show students are most at risk for falling off track¹. City Year Student Success Coaches serve as near peer tutors, mentors and role models who support students as they grow and thrive. In addition to tutoring students one-on-one or in small groups, Student Success Coaches provide classroom and whole school support, partnering with teachers to help students stay focused in class, organizing school-wide events, and running afterschool programs. The positive relationships that Student Success Coaches cultivate with students are at the center of our Whole School, Whole Child approach. Through their work with students, City Year Student Success Coaches help students develop an understanding of who they are, a sense of agency to make a difference, and critical skills that set them on a path of lifelong learning and success².

HOW CITY YEAR WORKS IN SCHOOLS

City Year works closely with the school principal and teachers to deliver a suite of interconnected services that cost- effectively and efficiently improve student, classroom and whole school outcomes.



One-on-one and small group instruction in English and math with embedded pro-social behavior supports



Use of data to monitor student progress and **better meet student needs**



Additional capacity in the classroom, supporting classroom routines and providing and enabling differentiated instruction



Extended-day activities: afterschool programming, homework assistance, enrichment curricula and civic projects that build and serve community



Small group pro-social behavior **skill building sessions**



Whole school activities that improve conditions for learning, engage families and inspire civic engagement



¹ Langenkamp, A. (2010). Academic Vulnerability and Resilience during the Transition to High School. *Sociology of Education* 83(1). Retrieved from: <https://eric.ed.gov/?id=EJ881641> ² Connecting Social-Emotional Development, Academic Achievement, and On-Track Outcomes: A multi-district study of grades 3 to 10 students supported by City Year AmeriCorps members. (2020). Everybody Graduates Center at Johns Hopkins University. https://www.cityyear.org/wp-content/uploads/2020/05/EGC_CityYearReport_BalfanzByrnes.pdf