



PHOENIX**IDA**

Item 2

Mission/Vision: Provide a general description of the organization’s mission and vision statements. (100 word limit)

City Year’s mission is to advance educational equity by serving students furthest from opportunity and to develop diverse leaders through national service who can work across lines of difference. We aspire to eliminate the correlation between educational outcomes and students’ social identity and to help create the conditions necessary for young people to thrive.

We believe schools should be places of learning, exploration and risk-taking; where every student feels connected to the school community; where data is used continuously to promote student growth and achievement; and where all students have access to positive relationships and personalized learning environments.

Project Description: Provide a general description of the conceptualized project. Include the expected duration and whether this is a new or existing effort. (250 word limit)

City Year intentionally focuses on serving systemically under-resourced school districts which produce a disproportionate number of the nation’s non-graduates. At the invitation of Phoenix Union High School District and Osborn Elementary School District – both districts that meet City Year’s criteria for service partnership – we aim to launch a pilot program in the 2024-2025 school year and to fully launch City Year Phoenix by the 2025-2026 school year. City Year currently serves in 29 cities across the United States; City Year Phoenix will be our 30th site. A start-up staff of three to four people will operate the site to begin the pilot program focused on recruiting, onboarding, training, and coaching AmeriCorps Members (ACMs) through their year of service in schools.

City Year deploys teams of diverse young adults to serve full-time in schools, working in partnership with the school leadership to support individual students and whole-school climate activities. City Year ACMs who, nationally, are 76% BIPOC, 52% Pell Grant eligible, and 39% first-generation college students serve as [student success coaches](#), who are near peer tutors, mentors and role models who support students as they grow and thrive. In addition to tutoring students one-on-one and in small groups, ACMs provide classroom and whole school support, partnering with teachers to help students stay focused in class, organizing school-wide events, and running afterschool programs. City Year’s [Whole School Whole Child](#) service model is grounded in the science of learning and development, ensuring that students are strengthening all the skills essential for success in and out of school—social, emotional, and academic.

Need for the Project: Identify the community indicators that demonstrate the need for the project. Share how the need was determined. (500 word limit)

City Year recognizes that the barriers to graduation are often steepest for students of color and those living in low-income communities. Across the nation, we focus our service within the 4% of school districts that are both systemically under-resourced and disproportionately contribute to more than 50% of the nation’s non-graduates.

Over the past 2.5 years, we have been engaged in planning conversations with leadership from Phoenix Union and Osborn Elementary districts, including with Superintendents Thea Andrade and Dr. Michael Robert. Both districts understand the myriad ways in which partnering with City Year can serve the

needs of students, teachers, and schools, place more caring adults in classrooms, and ultimately support the conditions necessary for more students to thrive.

In the schools where City Year Phoenix plans to initially serve, most likely Central High School in Phoenix Union and Solano Elementary in Osborn, too many students still face significant barriers in reaching their potential. According to the [Arizona Education Progress meter](#), which has set education goals for 2030, significant gains still need to be reached in order to meet the following targets:

- Only 44% of Maricopa County 3rd graders passed the reading proficiency exam in 2023, against a goal of 74%. At Osborn, only 26% of students passed the exam.
- Only 30% of Maricopa County 8th graders passed the math proficiency exam in 2023, against a goal of 80%. At Osborn, only 19% passed the exam.
- Only 82% of students in Maricopa County graduating from high school in 2022, against a goal of 90%. In Phoenix Union, the district graduation rate was 72% and at Central High School, the graduation rate was 70%.

In addition to our work in schools, City Year Phoenix will develop recruitment partnerships and talent pipeline development opportunities with local universities, Phoenix Union High School District, Osborn Elementary School District, and other elementary districts we may serve once the site is fully established. In particular, City Year is focused on helping to address the teacher shortage that exists across the nation and has bold plans to grow our Teaching Fellowship program and expand partnerships at the local and national level to increase the number of diverse, effective and committed teachers working in under resourced schools. Through existing national partnerships with Arizona State University's (ASU) Next Education Workforce, City Year is already offering credentialing opportunities for our AmeriCorps members based on their experience in schools, and we will seek to build upon those offerings with ASU and other university partners to strengthen post-service education and career opportunities. A large percentage of our alumni move into careers in education and teaching in particular - a 2020 alumni study showed that nearly 6,000 City Year alumni are currently serving as teachers, and importantly, 39% of City Year alumni teachers identify as BIPOC compared to the national average of 21% and 86% of City Year alumni teachers persist longer than 3 years compared to <50% nationally. Over time, we believe that City Year will make a meaningful impact on Arizona's ongoing teacher shortage.

Population to Be Served: The population to be served includes those who will be directly involved in the conceptualized activities. Describe the characteristics of the population including age or age range, gender, race, disability, and any unique characteristics such as needs, risk factors, barriers, etc. Include projections of the number to be served. Where applicable, and if it lends greater understanding to the concept, similar information may be included regarding the indirect population—those impacted by the project even though not directly engaged. (500 word limit)

City Year intentionally serves in cities with high concentrations of low-income students and large Black and Latino populations. The students we serve reflect the demographics of those groups who have been systematically under-served by our nation's schools.

The majority of students served by PXU and Osborn are from minority populations. At PXU, which is 80% Hispanic, and based on their eligibility for free and reduced meals, more than three quarters or 77.4%

are economically disadvantaged. In addition, PXU's proficiency rates are below Arizona state averages with only 20% of the district's 9th grade students achieving English Language Acquisition (ELA) proficiency and 23% achieving proficiency in math, relative to 45% percent in ELA and math statewide in 2018. At Osborn, which is 80% students of color, 87% of students qualify for free and reduced lunch.

With approximately 27,000 students in its 22 schools, Phoenix Union High School District is among the 4% of districts contributing most towards the nation's non-graduate rate. Approximately 18% of PXU students are not graduating on time, 86% of those are Black or Hispanic students. Central High School, where City Year will likely begin our service with PXU, is one of the high schools significantly contributing to this rate.

Osborn Elementary School District, one of the 13 elementary districts which feeds into Phoenix Union, Central High School, has 2,651 students (80% students of color), 87% of which qualify for free and reduced lunch. Osborn's proficiency rates reflect students at 15% math proficiency and 20% reading proficiency, both in the bottom 50% of outcomes in Arizona.

Our one-on-one and small group holistic student support work, leveraging AmeriCorps members, targets students in 3rd through 9th grade – the critical transition years from elementary to middle school and from middle to high school – in high-poverty, urban schools who exhibit at least one of the following key Early Warning Indicators (EWI).

1. **Attendance:** Students with average daily attendance rates below 90%
2. **Behavior:** Students who are exhibiting behavioral issues as identified by the school
3. **Course performance:** Academic grades of a D or F in ELA or math, or performance on academic assessments below proficient

Once established, City Year Phoenix will work closely with district leaders and school principals to develop possible strategies to support the transition from 8th grade to 9th grade, including opportunities to track the students City Year serves progress across multiple districts.

In addition to our service to students and school, City Year maintains a dual mission to develop the next generation of leaders committed to community and civic engagement. As our diverse corps goes through their City Year service experience, they acquire valuable skills and experience that prepare them for their careers after their service. This formative and intentionally proximate service experience helps ACMs develop their sense of themselves and their ability to partner with others to affect change. Throughout their year of service, ACMs develop durable skills such as relationship building, conflict resolution, critical and analytical thinking, self-identity and agency. These unique traits collectively help ACMs continue their journey as changemakers after their year of service and take ownership of their future plans. Research released by Cornell University in 2023 found that a year of service with City Year supported development of leadership skills to work across lines of difference and facilitates development of career skills needed for future career pathways.

Goals, Objectives and Strategies: Outline the goals, objectives and key strategies for engaging, retaining and impacting the population that will be served. (500 word limit)

City Year will work with PXU and Osborn School districts to co-design success measures but broadly the goals of a new City Year program in Phoenix would be to:

- Increase and improve students' academic performance in English Language Arts and math
- Develop students' social emotional and career readiness skills;
- Increase student and school attendance and engagement;
- Build the pipeline of students graduating from high school ready for college and career success;
- Increase the number of students who enter the 10th grade on-time and on-track

When students fall behind in class, City Year ACMs are available to tutor them before, during, and after school so they can catch up with their materials and foundational skills. And when students face a personal or interpersonal challenge, our ACMS will coach them to reflect upon and manage their actions toward a positive outcome. Working with the students who struggle with attendance, social-emotional development, literacy, and math, they provide targeted interventions and whole school activities to keep students in school and on track to graduate, including:

- Academic Support: Through one-on-one and small group support, ACMs provide one hour of intensive tutoring each week to a select group of students in literacy and math, by working with the school to identify students who are below proficient in content skills (ie are receiving grades of a D and F in their course), in addition to providing whole-class support.
- Attendance Support: AmeriCorps members provide a blend of school-wide and targeted interventions that improve attendance and reduce absenteeism. These include whole school activities such as morning greeting and recognition ceremonies; phone calls home to understand root causes of absenteeism; and a Check-In/Check-Out coaching model to set expectations and discuss challenges around individualized student attendance goals.
- Social-Emotional Skill Building: For students who demonstrate disengagement from school or have trouble expressing themselves, ACMs can deliver an 8-week, social-emotional learning curriculum to help develop eight critical social-emotional capacities including self-awareness, goal-directed behavior, communication and conflict resolution, as determined by the school partnership. Mentors meet individually with each student to discuss student challenges, highlight positive behaviors, and build self-esteem.
- Positive School Climate: City Year fosters a positive environment in which all students are motivated to learn and come to school. ACMs develop school-wide enrichments and service opportunities, host teacher appreciation events, and coordinate community events that engage families.
- Extended Learning: Leading and developing activities in the afterschool space, City Year helps reinforce skills that emphasize homework completion, career readiness, leadership development, enrichment and academic success.

Projected Outcomes and Related Indicators: Detail the intended outcomes of the conceptualized project. Identify the indicators that will point to the degree that the outcomes have been attained. Explain the evaluation methodology envisioned including a description of who will conduct evaluation activities. (500 word limit)

City Year is a data-driven organization, and we evaluate our performance against the annual impact goals provided above, as well as through survey feedback from our school partners. City Year ultimately seeks to improve the academic and social-emotional outcomes of the students we serve, in both the data we track and the data we share with our school partners. Results from a [third-party research study](#) from the Everyone Graduates Center at Johns Hopkins University demonstrate a statistically significant relationship between improved social emotional skills and stronger academic outcomes and that the more time students spend with City Year ACMs serving as student success coaches, the greater the improvement in academic and social-emotional outcomes and that the students furthest from opportunity show the greatest gains.

City Year Phoenix Impact Managers, the full-time staff who will oversee the City Year corps based in our partner schools, will collect quantitative and qualitative data using teacher and principal surveys, databases that track activities, as well as school-level data on student attendance, behavior, assessments, and grades.

As part of our school partnership agreement, City Year will establish a data-sharing agreement with both of our district partners that facilitates data collection and analysis. We use a cloud-based data-monitoring system to track student progress and members' time spent tutoring/coaching students, and a business intelligence (BI) data visualization tool to identify trends in the data that might not be visible in table format. City Year staff and ACMs review this data and meet regularly with partner teachers to discuss student progress. At the end of the school year, the cumulative data is analyzed, and we provide a year-end impact report to school partners and funders. This may include the following metrics:

Academic Skills

- Number of students receiving literacy and/or math tutoring from City Year Phoenix and hours received
- Improvement in students' grades in literacy and math (school-reported data)
- Improvement in students' literacy and math proficiency scores (AASA math and literacy assessments)
- Number of students receiving school-wide academic enrichment services (classroom based, afterschool academic/enrichment support)

Attendance

- Improvement in students' average daily attendance (school-reported data on attendance and tardiness)
- Number of students receiving attendance coaching services and support

Social-Emotional Learning & Positive School Climate

- Number of students participating in in-school or afterschool programming, as well as the number/percentage of students who attend regularly/complete the program
- Number of students receiving school-wide positive school climate and family-engagement support

- Use of the Holistic Student Assessment and the Devereux Student Strengths Assessment (DESSA) to measure students' SEL growth, in addition to other assessments that may be identified by PXU or Osborn

Teacher & Principal Feedback

Detailed qualitative and quantitative survey data from school partners, indicating if City Year Phoenix AmeriCorps members have increased the schools' capacity to deliver additional student supports, helped students reach grade-level academic proficiency, and nurtured students' non-cognitive social-emotional skills.

Collaborative Partners: Describe the role, relationship and value-added of other organizations key to the success of the concept. (500 word limit)

City Year's model leverages collaborative partnerships, both national and local.

School Districts - City Year aims to pilot in Phoenix with Phoenix Union High School District and Osborn District with two teams mid-academic year 2025, adding additional teams and potentially a second Elementary District partner in either 2025 or 2026. With support from our national District Engagement Center of Expertise, City Year Phoenix's Executive Director will work directly with the Superintendents and school leadership teams to ensure alignment on the necessary financial resources, data sharing, deployment of City Year Student Success Coaches in schools, and effective partnership oversight. We will also seek to establish local partnerships with area experts, including ASU, to explore ways City Year Phoenix can support student-level data tracking between the 8th and 9th grade transition years between the elementary districts and PXU.

College and University Partners – We are engaged in several significant ways with ASU. We are exploring partnership opportunities with Dean Cynthia Lietz and her staff at Watts College of Public Service and with Dean Carole Basile and staff at Mary Lou Fulton Teachers' College. Prior to beginning our new site endeavor in Phoenix, City Year was working with ASU's Next Education Workforce to develop learning modules designed for City Year staff and corps members to support our teacher pathways work, with focus on providing AmeriCorps Student Success Coaches entrance and preparation for careers in education. We are also exploring Next Education Workforce's team teaching model which is inclusive of community educators. We can see that City Year Student Success Coaches might fit well into such a model, although it is not currently present in PXU or Osborn. Dr. Steven Gonzales, Chancellor of Maricopa Community College is also supportive of our efforts, and we are exploring ways City Year Phoenix might be able to develop longer-term recruitment and higher education partnership with the college.

Founding Committee - During the pilot phase, the Founding Committee will also transition, ideally with several Founding Committee members shifting to serve on our local Site Advisory Board. The committee will nominate a Site Board Chair, who will work with City Year's Senior Leadership and Operations team to launch the search for the site's Founding Executive Director and Senior Vice President. While City Year will retain final hiring decisions on this leader, input from local leadership and our district partners is vital to the process. Once established, the Executive Director of City Year Phoenix will assume oversight

of all direct service and impact activities in schools, local partnerships that support Phoenix innovations in service and recruitment, fundraising efforts and partnerships, as well as management of the local site board. They will also join a network of 29 other City Year sites across the U.S., and report to a local Market President, who has oversight of markets of a similar size to Phoenix.

Sustainability: Explain the plans for sustaining the conceptualized project and/or impact beyond the timeline associated with supported planning and/or implementation activities. (500 word limit)

City Year's process to launch a new site requires we raise the first four years of the site's private revenue goals in order to ensure City Year Phoenix's leadership can primarily focus on strong implementation of the program in our partner schools in years one and two. With partnerships already secured for Phoenix Union and Osborn, City Year will focus on launching strong service partnerships in Central High School and Solano Elementary School for the pilot, with potential expansion within either Phoenix Union or Osborn in the fall of 2025, or the addition of a third elementary school district partner, which would be determined by the City Year Phoenix Executive Director.

From a funding perspective, City Year historically has a strong, diverse base of private sector support, nationally securing 18% of its total revenue from corporations, 26% from foundations, and 7% from individuals. To launch a sustainable site in Phoenix, with an annual operations budget of approximately \$1.5M, we will seek to secure multi-year corporate team sponsors for each of the schools-based teams, along with multi-year support from foundations and individuals. Our Team Sponsor Program, which engages more than 100 companies in 29 cities, is the premier opportunity for companies to have a positive impact on students and schools while developing future leaders.

In addition to Phoenix IDA, City Year is also currently in conversations with Arizona Community Foundation and anticipate a proposal will be voted on by their board in April 2024. We are also pursuing invitations for proposals from the Steele Foundation, Nina Mason Pulliam Charitable Trust, Bob & Renee Parsons Foundation and the Virginia G. Piper Charitable Trust. With this funding, we will also resume conversations with other organizations that have indicated interest once seed funding has been provided, including APS, SRP, State Farm, and other local corporations. City Year also has national partnerships which it will leverage locally for Phoenix, including with Starbucks, the Taco Bell Foundation, Deloitte, Bank of America and with the Phoenix Suns and Arizona Cardinals, through our national partnerships with the NFL and NBA. We also have a robust network of individual donors across the US, many of whom have ties to Phoenix, whom we will also engage with for support.

Projected Budget

Challenge Grant Investment

City Year seeks a \$250,000 grant that will serve as a foundational investment to support the launch of City Year Phoenix as the organization's 30th site. This grant will initially be leveraged to encourage other funders and partners who have expressed interest and support for City Year to match Phoenix IDA's commitment as a challenge grant, though funding will ultimately support the start-up operations of City Year Phoenix. The \$250,000 grant would cover \$150,000 in program support and \$100,000 City Year Phoenix site staff costs. Program implementation support will cover costs associated with launch of the corps, including recruitment, marketing and events, establishing a local office, onboarding and training

for the Phoenix staff and corps. The remaining \$100,000 devoted to site staff costs would support the hiring of a City Year Phoenix startup staff team and AmeriCorps Member recruitment. A startup team includes: one Startup Director; one to three Impact Team members; two Recruitment and People support team members.

	Total	Details
Program Support	\$ 150,000.00	Program implementation support will cover costs associated with launch of the site, including recruitment (marketing and events), establishing a local office, and onboarding and training for the Phoenix staff and corps.
City Year Phoenix Staff	\$ 100,000.00	Funding to support the hiring of key start-up staff to support program delivery and recruitment (3-5 staff members, including the City Year Phoenix Executive Director).
Total	\$ 250,000.00	

City Year New Site: Startup + Three-Year Draft Budget

Below is a draft budget for a new City Year site based on Phoenix market projections. This model assumes a mid-year start in January 2025 with two teams, one at Phoenix Union and the other at Osborn. Additional teams will be added each year, with either existing or additional district partners.

	Startup Year (Jan - Jun)	Year 1	Year 2	Year 3
	Projected	Projected	Projected	Projected
	2 Teams (~20)	3 Teams (~30)	4 Teams (~40)	5 Teams (~50)
Revenue				
Contributions & Private Grants	233,828	1,052,469	1,221,053	1,255,441
Americorps Grants	250,000	750,000	1,000,000	1,250,000
School Contract Revenue	163,000	489,000	652,000	815,000
Other State & Local Gov	3,680	3,312	4,048	4,048
Total Revenue	650,508	2,294,781	2,877,101	3,324,489
Staff Salaries & Benefits				
Staff Salaries	215,475	590,580	783,350	821,336
Staff Benefits	38,786	106,304	141,003	147,841
Total Staff Salaries & Benefits	254,261	696,884	924,353	969,177
Corps Stipends & Benefits				
CM Stipends	250,000	734,250	1,013,000	1,282,711
CM Benefits	17,500	102,795	141,820	179,580
Total Corps Salaries & Benefits	267,500	837,045	1,154,820	1,462,291
Total Other Non-Personnel Expenses	96,222	193,551	259,325	268,402
Subtotal Operating Expenses	617,982	1,727,480	2,338,499	2,699,869
Adjustments				
Shared Costs**	-	452,562	394,747	458,395
Total Operating Expenses	617,982	2,180,042	2,733,246	3,158,265

*** Shared Costs represents costs for ITS, Human Resources, Finance, Communications, Marketing, Recruitment, Training and Evaluation incurred at a national level and allocated to all of City Year's operating sites

March 8, 2024

Clarendon School

4th - 6th Grade
1225 W. Clarendon
Phoenix, AZ 85013
(602) 707-2200

Encanto School

Preschool - 3rd Grade
1420 W. Osborn
Phoenix, AZ 85013
(602) 707-2300

Longview School

Preschool - 6th Grade
1209 E. Indian School
Phoenix, AZ 85014
(602) 707-2700

**Montecito
Community School**

Preschool-8th Grade
715 E. Montecito
Phoenix, AZ 85014
(602) 707-2500

**Osborn
Community iSchool**

Kindergarten-8th Grade
715 E. Montecito
Phoenix, AZ 85014
(602) 707-2047

Osborn Middle School

7th - 8th Grade
1102 W. Highland
Phoenix, AZ 85013
(602) 707-2400

Solano School

Preschool - 6th Grade
1526 W. Missouri
Phoenix, AZ 85015
(602) 707-2600

Mr. Juan Salgado, CEO
Phoenix IDA
2201E Camelback Rd., Ste. 405B
Phoenix, AZ 85016

Dear. Mr. Salgado and Phoenix IDA Board of Directors,


It is our distinct pleasure to express the overwhelming support of the Osborn School District and Osborn School District Governing Board in establishing partnership to make City Year Phoenix a reality in the 2024-2025 school year. In February 2022, Osborn established communications to begin what has turned out to be two years of visioning, planning, and now creating the pathways to making City Year Phoenix happen. City Year has been working to develop City Year Phoenix, which would be their 30th city corps established in their 22nd state. Osborn and Phoenix Union High School District (PXU) have been working with the national City Year team to establish a City Year continuum for a community of students from 3rd-9th grade. We are prepared for taking every step necessary to have City Year launched within Osborn this coming school year.

After initially presenting City Year conceptually to the Osborn principals in spring 2022, Osborn administration prepared to move Solano School, a preschool-6th grade campus, and Osborn Middle School, our districtwide school for our 7th and 8th grade students, the first City Year schools. Solano school is prepared to be the launching campus for the 24-25 school year. In the fall of 2023, Osborn's Superintendent, Dr. Michael Robert, Chief Officer for Learning & Equity, Abby Potter-Davis, and the Principals of OMS and Solano, Carol Hayes and Theresa Nickolich, accompanied PXU leadership and national City Year staff for a delegation to visit the City Year Tulsa team. The match between City Year objectives and the goals and values of the Osborn schools was clear! The principals returned energized to imagine how their schools will be ready for a City Year launch.

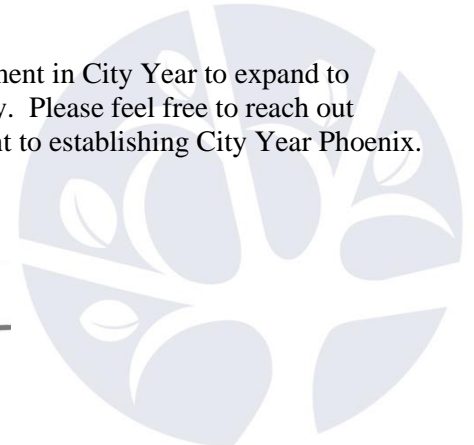
As mentioned before, Dr. Robert and Mrs. Potter-Davis began discussions back in February 2022, so this is a well-cultivated and vetted partnership. The goal would be to have City Year AmeriCorps members committed to beginning somewhere between August 2024-January 2025. Toneille Bent, City Year Vice President—New Site Development and Meredith Hanson, City Year Senior Vice President of External Engagement, Policy, and International Operations, have been our key contacts for these two years of planning. Mrs. Bent's December 2024 presentation to the Osborn School District Governing Board solidified that the encouragement to explore should be converted to a request to formalize partnership. Because of a gull request of every member of the Governing Board for a future action item, we will solidify our support through a resolution to establish City Year Phoenix in the Osborn School District on March 19, 2024.

We write to you today in gratitude for your exploratory grant investment in City Year to expand to Phoenix and stand honored as a district selected to make this a reality. Please feel free to reach out should you have any questions about our district and our commitment to establishing City Year Phoenix.

Respectfully,


Michael Robert, Ed.D.
Superintendent


Ed Hermes
Governing Board President





CITY YEAR TULSA

15 E. Fifth Street, Suite 1621
Tulsa, OK 74103
PHONE 918.815.0391
cityyear.org/tulsa

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March 5, 2024

Attn. Mr. Juan Salgado – CEO and Phoenix IDA Board

Re. City Year Phoenix Partnership

Mr. Salgado and Phoenix IDA Board Members,

Thank you for offering me the opportunity to share a few reflections as you consider the possibility of offering continued funding support to City Year's startup endeavor in Phoenix.

At City Year Tulsa, we believe that all children have tremendous potential. Unfortunately, while potential is evenly distributed, opportunity is not.

For ten years City Year Tulsa has played a critical role in ensuring students, schools, and our communities achieve their full potential. In the last ten years, we have utilized our relationship-first strategy to collaborate with 19 of Tulsa's schools, supporting 22,372 students in achieving academic success while developing essential social and emotional skills. Our student's annual successes have led to even bigger wins, like graduation rates that are up to 37% higher for students served by City Year Tulsa. Through our continued partnership with Tulsa Public Schools, we seek to deepen and enhance our impact on educational systems to drive educational equity, and to provide the right support and learning environments so every student can succeed.

We recently had the privilege of hosting guests from Phoenix Union and Osborn Districts and were able to showcase our current work in our two longest-standing school partnerships, Daniel Webster Middle and High School and Eugene Field Elementary School. We also hosted a lunch conversation with Tulsa Public Schools Superintendent, Dr. Ebony Johnson, and team and representatives from two founding funding champions, George Kaiser Family Foundation and QuikTrip Corporation.

Your support of City Year's exploration and impending launch in Phoenix as a foundational donor is significant and integral to the success of the site going forward. Our foundational partners, namely the George Kaiser Family Foundation were instrumental in championing our presence in Tulsa, brought along other key donors and community champions, and have remained deeply engaged with our work over the last 10 years.

As an executive director for City Year, I have seen how critical it is to be 'founded right,' with strong partnerships and an invested community. This strength and commitment ensure that City Year can show up to serve through challenges and opportunities, always able to put students first.

Sincerely,

Paul Davis
SVP/Executive Director – City Year Tulsa





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Secretary of Transportation

STEPHEN WOODSUM

Chair Emeritus, City Year, Inc.
Founding Managing Director, Summit Partners

HONORARY EMERITUS TRUSTEES

KRISTEN ATWOOD

Founding Staff Member, City Year, Inc.

DAVID GERGEN

Professor of Public Service And Founding
Director Of The Center For Public Leadership,
Harvard Kennedy School

ILENE JACOBS

Former Executive Vice President, Human
Resources (Retired), Fidelity Investments

HUBIE JONES

Dean Emeritus, Boston University School
of Social Work

ROSABETH MOSS KANTER

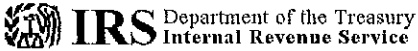
Ernest L. Arbuckle Professor,
Harvard Business School;
Chair & Director, Harvard University
Advanced Leadership Initiative

JEFF SHAMES

Executive in Residence, MIT Sloan
School Of Management

JEFF SWARTZ

Chair Emeritus, City Year, Inc.
Former President And CEO,
The Timberland Company



Department of the Treasury
Internal Revenue Service

P.O. Box 2508, Room 4010
Cincinnati OH 45201

In reply refer to: 4077989886
Dec. 21, 2018 LTR 4168C 0
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CITY YEAR INC
% JESSICA GREENFIELD
287 COLUMBUS AVE
BOSTON MA 02116-5334

000418

Employer ID number: 22-2882549
Form 990 required: Yes

Dear Taxpayer:

We're responding to your request dated Oct. 26, 2018, about your tax-exempt status.

We issued you a determination letter in May 1988, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

We also show you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If you're required to file a return, you must file one of the following by the 15th day of the 5th month after the end of your annual accounting period:

- Form 990, Return of Organization Exempt From Income Tax
- Form 990EZ, Short Form Return of Organization Exempt From Income Tax
- Form 990-N, Electronic Notice (e-Postcard) for Tax-Exempt Organizations Not Required to File Form 990 or Form 990-EZ
- Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as Private Foundation

According to IRC Section 6033(j), if you don't file a required annual information return or notice for 3 consecutive years, we'll revoke your tax-exempt status on the due date of the 3rd required return or notice.

You can get IRS forms or publications you need from our website at www.irs.gov/forms-pubs or by calling 800-TAX-FORM (800-829-3676).

If you have questions, call 877-829-5500 between 8 a.m. and 5 p.m.,

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CITY YEAR INC
% JESSICA GREENFIELD
287 COLUMBUS AVE
BOSTON MA 02116-5334

local time, Monday through Friday (Alaska and Hawaii follow Pacific time).

Thank you for your cooperation.

Sincerely yours,

Stephen A. Martin

Stephen A. Martin
Director, EO Rulings & Agreements