



When offering individualized support to students and families, schools often benefit from the help of outside personnel. In the case of Denver Public Schools, this outside help comes from AmeriCorps members as part of their Urban Education Service Corps. These AmeriCorps members integrate a two-generation approach to student success by supporting both students and families in the areas of attendance, literacy, and math.

The Urban Education Service Corps is funded through the Corporation for National and Community Service, and members receive a stipend upon the completion of their service. Participants go through a specialized two-week training and are then placed at a school site and supervised by a staff member within the Office of Family and Community Engagement.

The members actively engage students and families in the schools, develop service projects that support student attendance, reinforce academic learning, and work to strengthen the school community. Members have open lines of communication with the families of the students they work with and are able to provide resource information to families who may need additional support.

In order to examine the success of the program, the district works with the OMNI Institute to conduct an annual evaluation that compares data entered into the AmeriCorps system by AmeriCorps members against the district's database, where all student information, including attendance rates, are inputted and tracked at the school level.

This program has been successful for Denver Public Schools, especially when considering school attendance. Since it began in 2009, the Corps has contributed to increases in student attendance, with students demonstrating an average 3% increase in their attendance. Even more impressive, middle school students have demonstrated an average of 5% increase in their attendance, equating to 9 additional days of school, or 63 hours of instruction time.

This type of program can be very beneficial for students and their families, as it allows support to be given to students in a one-on-one manner, and benefits students who may not normally have the opportunity to receive that level of support in the classroom.