

# Framework for Action: Building a Corps for Student Success

A Report  
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collaboratively, and in partnership with local communities and students, we have a critical opportunity to accelerate engagement, relationships, support, learning and development for young people immediately, while removing barriers and increasing access to resources and supports for historically under-resourced young people in the long term.

## PROPOSED SOLUTION CREATE A CORPS FOR STUDENT SUCCESS

We have the evidence base, practical know-how and resources to respond to community needs and increase local capacity to provide additional person power through a Corps for Student Success, which will help our educators, practitioners and families address learning and developmental impacts of COVID-19 on young people and lay a foundation to address longstanding inequities.







The plan can be designed to reach all students in need, but a strategic focus can ensure that supports are provided at the scale and intensity required where the need is greatest, as opposed to only advancing broad, light-touch solutions that lead to meager, short-term gains.

## NEXT STEPS FOR FEDERAL ACTION

By bringing together, leveraging, and



## Ensure Technical Assistance and Support

To support the Corps for Student Success, ED could set aside a pool of funding to support technical assistance that local communities can access to support their specific needs. ED could also provide guidance and flexibility to help states, districts and communities identify which federal funding streams can be used for technical assistance and how they can be blended and braided to build the Corps for Student Success.

## NEXT STEPS FOR STATE ACTION

Governors and State Departments of Education can leverage the Elementary and Secondary School Emergency Relief Fund and the Governors Emergency Relief Fund included in the CARES Act and the December 2020 COVID Relief Package to support the formation of the Corps for Student Success. They can also leverage any state set asides and additional state flexible funds in the American Rescue Plan to support additional people-powered student supports.

## ALIGNED ROLE FOR PHILANTHROPY

In support of this critical effort to launch a Corps for Student Success that meets the most essential needs for student supports, private philanthropy can play a number of catalytic roles:

1. *Serve as a catalyst to support private/public collaboration*  
Private philanthropy can act as a catalyst, enabling private/public collaboration between communities, schools, districts, business, and organizations, and providing needed funding to match federal or state dollars and access technical assistance to build the Corps for Student Success.

2. *Invest in existing student support providers to augment implementation support capacity*  
In order to facilitate a rapid response to immediate needs, invest in existing student support provider organizations with proven models, and work to expand or create high-quality supports in communities where they are not yet available.

3. *Align pandemic response funding strategies with the five core criteria for success*  
Philanthropy has been actively adapting funding strategies in the face of the pandemic to meet critical basic needs and to better align with evolving understanding of the multiple layers of impact of the pandemic on the lives of young people and their families. In the coming two to three years, funders should seek to integrate the Five Criteria for Success outlined in this Action Framework into their existing strategies and any targeted pandemic response initiatives.

4. *Invest in critical field-building efforts, including research and evaluation*  
Philanthropy has a critical role to play as a hub for learning and addressing larger barriers to successful support for students. This can include a focus on research, evaluation and continuous improvement efforts, providing ongoing support for federal, state and local policy advocacy to create conditions for success and capturing key lessons to inform systemic change efforts.

## CONCLUSION

The urgency is universal, yet the impacts of COVID-19 are felt differently by students at different ages and in different places. Therefore, we need to enact the Corps for Student Success framework and response to benefit all young people, while creating a system that provides sustainable support to address long-standing inequities in our most under-resourced communities.

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# Appendix A: Examples of Student Need and Evidence-Based Response

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<p>Lack of needed post-secondary advisory supports for high school students to gain access to, be prepared for, and make informed choices about college and career training. This may result in fewer high school graduates going to college, succeeding in college, or getting effective career training.</p>	<p>Post-Secondary Transition Coaches - support post-secondary exposure and experiences, such as dual credit and internships, <a href="#">or college and career application support</a>, and provide <a href="#">guidance in making key decisions and navigating key transitions</a></p>	<p>Provide a short-term surge of more virtual supports for current juniors and seniors lacking post-secondary placements</p> <p>Focused longer-term on high schools with significant populations of 1st generation college goers. Supports will need to span 9th through 12th grades for maximum impact and can be provided through additional counselors or full or part-time staff working as partners with the school.</p>
<p>Increased basic (housing, food, safety), mental and physical health needs as a result of COVID-19 and its economic and other impacts. If not addressed, these present barriers to student engagement and readiness to learn and interfere with school success and transition to adulthood.</p>	<p>Wraparound Support Site Coordinators <a href="#">can enable schools</a>—particularly those serving high populations of under-served students—to build strong connections and systems with community health, mental health and social service providers. These coordinators are critical to the success of any Community Schools approach.</p>	<p>Focused on schools in neighborhoods where impacts of COVID-19 are the greatest. These supports can be a useful short-term crisis mitigation strategy and incorporated as an enduring component of school infrastructure in systemically under-resourced communities.</p>
<p>Increased need for quality relationships with adults, as well as out of school and summer experiences that support student holistic development, develop self-efficacy and agency, act as a buffer against adversity and trauma, and re-engage students after COVID-19 induced isolation. If not provided to students most impacted by COVID-19 will lead to greater inequity in educational outcomes and more disconnected youth.</p>	<p>High Quality Mentors – includes in-school, after school and summer experiences provided by community based youth development organizations like Boys and Girls Clubs, YMCA, and 4H Clubs, which can <a href="#">support students</a> and contribute to a powerful web of developmental relationships and learning experiences that support personal growth, development, re-connection after COVID-19, and access to social and economic opportunity.</p>	<p>Focused broadly to engage a range of part-time volunteers of all ages and community-based youth development organizations that can contribute to young people’s growth, development, and success.</p>

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# Appendix B: EXISTING MEASURES CAN BE USED TO MONITOR IMPACT

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The impacts of additional person power on student and school outcomes can be measured effectively using existing, agreed upon metrics to monitor impact. This can be done in low-cost ways that do not burden schools by making data collection and reporting the responsibility of the organizations providing or helping schools to organize additional person power. Performance metrics would be customized to align with each community's approach to implementing the Corps for Student Success.

¾ The effectiveness of academic tutoring can be captured by learning gains measured by formative assessments schools already give or are commonplace like MAP and/or for high school students earning course credits they lost during the pandemic.

¾ Student Success Coaches should produce improvements in attendance, social, emotional and cognitive skill development, student engagement (assignment completion), and course grades—the predictive indicators of high school graduation and college readiness.

¾ Success of integrated student support coordinators and mentors can be captured through simple pre- and post- surveys and indicators of student school connectedness and well-being.

¾ The impact of post-secondary success coaches can be measured by improvements in the number and percent of high school students enrolling in higher education or post-secondary training, attending in the fall, and persisting at least through the first year.

The broad availability of a range of easily collectable impact data, moreover, makes rapid evaluations that can drive improvements feasible.







