SUPPORTING STUDENTS DURING THE PANDEMIC AND BEYOND: THE CASE FOR A CORPS FOR STUDENT SUCCESS

March 9, 2021
AGENDA

• Overview of Framework
• District Viewpoint
• Evidence-based student supports
• Key Implementation Partners
• School Leaders on the Power of Relationships
• Scaling and Training Discussion
• Call to Action

ORGANIZING Q&A

• Please submit all questions in the Q&A
• The chat is for general greetings and shared resources
• The recording, framework, and materials will be emailed post-webinar
THE CHALLENGE WE FACE IN SUPPORTING STUDENTS DURING THE PANDEMIC AND BEYOND

• “With the right support, students are remarkably resilient.”
  ~ Miguel Cardona, U.S. Sect. of Education, March 2, 2021

• How do we do, what needs to be done?

✓ Provide locally chosen, nationally supported, evidence-based student supports to address the educational impacts of the pandemic and combat long-standing inequities.
Objective: Provide Locally Chosen, Evidence-Based Student Supports to Address the Educational Impacts of the Pandemic and Combat Long-Standing Inequities

• **Solution:**
  Create a **Corps for Student Success** to help provide the right supports to the right students in the right places at the scale and intensity required

• **We have the evidence base, practical know-how and resources to do this,** respond to community needs, and increase local capacity to provide additional person powered student supports through a Corps for Student Success.
FRAMEWORK FOR CORPS FOR STUDENT SUCCESS

Objective: Provide Locally Chosen, Evidence-Based Student Supports to Address the Educational Impacts of the Pandemic and Combat Long-Standing Inequities

• To enable effective federal, state, and local student support efforts we need an organizing framework that
  • Identifies critical student needs and existing evidence-based responses,
  • Lays out key success criteria and implementation steps, and
  • Details what supportive actions are needed at the federal, state, and local levels as well as within philanthropy.
FRAMEWORK FOR ACTION: BUILDING A CORPS FOR STUDENT SUCCESS

Objective:

Provide Locally Chosen, Evidence-Based Student Supports to Address the Educational Impacts of the Pandemic and Combat Long-Standing Inequities

Link to report
FRAMEWORK FOR CORPS FOR STUDENT SUCCESS

How can we identify where and what student supports are most critically needed?

• All students were affected by the Pandemic, but each student is experiencing it differently
• Different schools will need different student supports, one support will not fit all
• Some communities face greater challenges than others
FRAMEWORK FOR CORPS FOR STUDENT SUCCESS

Where to focus our efforts?

Historically under-resourced districts hardest hit by Pandemic

• Many schools, particularly those in communities facing decades of under-investment and disproportionate impacts of the pandemic, are not currently designed to provide student supports at the scale and intensity the moment demands

• School Leader Focus group:
  • 60% agree
  • 40% somewhat agree
DISTRICTS WITH GREAT UNMET NEED

Large #'s of students not graduating

High poverty schools with extreme rates of chronic absenteeism

Hard hit by Impacts of Pandemic
  • 4% (500) districts
  • 40% all students

Urban, suburban & rural communities
WHAT TO FOCUS ON?
CRITICAL IMPACTS OF PANDEMIC ON STUDENT SUCCESS

• **Interrupted Instruction** -- *at critical moments of learning.*
  • K-3 learning to read, 6th to 9th grade transition from arithmetic to mathematics, 11th and 12th graders advanced academic content (chemistry and calculus)

• **Disengagement from Schooling** -- *nobody knows me, nobody cares.*
  • Critical Transition grades K, 6th, 9th. Most vulnerable students (SWD, ELL, Foster Care, Homeless). 6000 high poverty elementary, middle and high schools with 30%+ chronic absenteeism rates pre-pandemic.

• **HS Seniors Lost in the Transition** -- *path to future cut off*
  • Class of 2020 saw 30% decline in high school graduates immediately enrolling in two- or four-year college in high poverty high schools. Young adult (18-21) labor market does not lead to family supporting wages
IMPACTS OF PANDEMIC ON STUDENT SUCCESS

• **Trauma and Adversity** – *grief and health, housing, and income* impacts of sudden loss of parent or extended family member.
  - In some locales, the number of Pandemic deaths is very high – each death can impact up to 9 or more family members

• **What Parents are Saying** –
  - 69% concerned about students staying on track in school,
  - 68% worried current environment is affecting children’s mental health and well-being,
  - 46% say child is learning less than they normally would

*(National Parents Union Survey, Jan. 2021)*
PANEL DISCUSSION: INSIGHTS FROM SCHOOL DISTRICTS

John Tupponce
Chief Operating Officer
City Year, Inc.

Sarah Peterson
Director of Research and Development
Office of Community Schools
NYC Dept. of Education
SEVEN REASONS WHY A NEXT GENERATION OF COMMUNITY SCHOOLS WILL ADDRESS INEQUALITY AND TRANSFORM EDUCATION
## IDENTIFY EVIDENCE-BASED SUPPORTS THAT HELP MEET CRITICAL NEEDS

**Existing evidence-based supports which meet critical student needs**

<table>
<thead>
<tr>
<th>Support Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Tutors</strong></td>
<td>Address instructional loss, particularly for content areas and grades in which tutoring has proven most effective (i.e. early elementary reading and upper grade math)</td>
</tr>
<tr>
<td><strong>Student Success Coaches</strong></td>
<td>Diverse teams of AmeriCorps in under-resourced schools partnering with teachers to provide relationship-based integrated academic, social, and emotional, supports on daily basis throughout school year</td>
</tr>
<tr>
<td><strong>Post-Secondary Transition Coaches</strong></td>
<td>Support post-secondary exposure, application creation, and navigation of post-secondary transition.</td>
</tr>
<tr>
<td><strong>Wrap-around Site Coordinators</strong></td>
<td>Enable schools to build strong connections and systems with community health, mental health, and social service providers.</td>
</tr>
<tr>
<td><strong>High Quality Mentors</strong></td>
<td>Support web of developmental relationships, youth development experiences, and buffer against adversity in-school, out of school and over the summer</td>
</tr>
</tbody>
</table>

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*Getting the right support to the right students means different students and different schools will need different types and intensities of student supports -- one support does not fit all*
ENSURING EFFECTIVENESS OF STUDENT SUPPORTS: FIVE CRITERIA FOR SUCCESS

For student supports to be effective now, while contributing to building a more equitable education system for the long-term, evidence and experience shows they should align with **five key principles**:

1. **Take a holistic, evidence-based approach**, grounded in the science of learning and development, that attends to young people’s academic, social, and emotional needs at different developmental stages;

2. **Enable supportive relationships** between students and adults, which are culturally and linguistically responsive and asset-based;

3. **Flexibly align** with each community’s needs and chosen approach to recovery, while using data to learn and improve performance;

4. **Be broadly available** to respond to the pandemic but focused on sustainably serving our most marginalized students to build a more equitable education system in the long-term;

5. **Be integrated** into the school day and school practices and also be offered during out of school time and the summer.
   - This must be done in a way that does not increase burdens on or require substantial managerial efforts from already over-stretched and under-resourced schools.
PANEL DISCUSSION: TUTORS, MENTORS, COLLEGE ADVISORS

Jeszach Gammon
Brothers@

Max Ramawy
College Possible

Latress Strickland
Saga Education
CITY YEAR STUDENT SUCCESS COACHES
FRAMEWORK FOR CORPS FOR STUDENT SUCCESS

Key Implementation Strategies

• Leverage existing Corporation for National and Community Service (CNCS) infrastructure
• Enable school districts to partner with local organizing and implementation partners to identify and organize needed supports
• Create an interagency partnership between CNCS and Dept. of ED to provide guidance for and support implementation of the Corps for Student Success and organize interagency effort involving Depts of HHS, Labor, Justice and Commerce
• Ensure adequate technical assistance and support
CRITICAL ROLE OF AMERICORPS, AMERICORPS SENIOR, AND STATE COMMISSIONS

• Have proven capacity to recruit, train, vet, and manage diverse corps of high impact person power in collaboration with communities in locales across U.S.
  • Can do this by summer/fall 2021

• Have existing relationships and partnerships with school districts and local intermediaries
  • AmeriCorps programs already in thousands of Title 1 schools

• State Commissions know their locales
  • Together with their state department of education can insure deliver of student supports that address local needs and build on local capacities and that AmeriCorps and Education relief dollars are used strategically to maximize impacts where they are most needed
## CORPS FOR STUDENT SUCCESS

### Local determination of student needs and collaboration

- District
- Schools
- Community Based Organizing Partners
- Evidence-Based People Powered Supports

### Menu of evidence-based supports to meet student needs

- Academic Tutors
- Student Success Coaches
- Post-Secondary Transition Coaches
- Wraparound Support Site Coordinators
- High Quality Mentors

### Example AmeriCorps Programs

- [Reading Corps](https://readingcorps.org)
- [City Year](https://cityyear.org)
- [Advising Corps](https://www.collegeadvising.org)
- [College Possible](https://www.collegepossible.org)
- [New Day Mission Volunteers](https://newdaymissionvolunteers.org)
- [PLAYWORKS](https://www.playworks.org)
- [Teach For America](https://teachforamerica.org)
- [SAGA](https://www.sagaspanningamerica.org)
- [Jumpstart](https://www.jumpstart.org)
- [Great Oaks Foundation](https://www.greatoaks.org)
- [FoodCorps](https://foodcorps.org)
- [Reading Partners](https://www.readingpartners.org)
- [Match Education](https://www.matcheducation.org)

### Getting the right support to the right students at the right scale and intensity
EXAMPLES OF POTENTIAL COMMUNITY BASED ORGANIZING PARTNERS

• United Way
• Community Foundations
• Local University or Community College
• 4H
• Mentor Affiliates
• College Access Organizations
• Educational Service Organizations

• My Brothers Keepers Communities
• Collective Impact Efforts (e.g. StriveTogether)
• Communities in Schools Affiliates
• Public Education Funds
• AmeriCorps Programs/State Commissions
SCHOOL LEADER FOCUS GROUP FINDING

• In your context, would this work:
  • Provide school/districts with a menu of evidence-based student supports to which federal funds could be applied; Provide funding so schools could work with an organizing partner.
  
• 93% say yes
SCHOOL LEADERS ON POWER OF RELATIONSHIPS

EDUCATORS ON THE IMPORTANCE OF RELATIONSHIPS TO STUDENT SUCCESS
TRAINING AND SCALING CORPS FOR STUDENT SUCCESS

David Shapiro
Chief Executive Officer
MENTOR

Derald Davis
Assistant Superintendent of Equity, Inclusion and Innovation
Kansas City Public Schools
CALL TO ACTION

• Show your support for the Corps for Student Success by adding your organization to the growing list of supporters at this [LINK](#)

• Share what is working as your community supports learning recovery by emailing: info@every1graduates.org
CONSEQUENCE AND OPPORTUNITY

• If we do not take action, we face the prospect of failing a generation of students, leaving them with diminished opportunities and resulting in longstanding negative consequences for our communities, states, and nation.

• Conversely, if we act decisively, urgently, collaboratively, and in partnership with local communities and students, we can 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 communities in the long term.
THANK YOU, BE WELL, & ONWARD!

A copy of the recording, slides, and shared material will be sent in a follow up email.