

The COVID-19 pandemic has created unprecedented disruption to schooling for millions of students and, despite heroic efforts from educators and families, has exacerbated inequities for young people our education systems already disadvantage. Numerous proposals call for adding tutors, counselors, student success coaches, college advisors, and other person-powered direct student and educator supports to accelerate instruction, progression to post-secondary success, student well-being, and social-emotional development. There is a key role for a variety of proven student support providers and multiple deployment models, using full-time, part-time, and volunteer person power in supporting recovery and success. However, for these additional research-based supports to be effective, while leveraging this moment to build a more equitable K-12 education system, supports provided must align with student holistic needs and community assets, be grounded in the science of learning, and an adequate infrastructure must be in place to quickly and effectively deploy, train and sustain additional talent where it is needed most. This paper, authored by the Everyone Graduates Center at Johns Hopkins University, the COVID Collaborative, and City Year, with input from other key partners, offers an explanation of why additional, organized person-powered supports are so needed at this moment in time, a framework for understanding the role of different types of person-powered student supports to respond to the pandemic in the short and long term, and how an organized effort and partnership between communities, schools, districts, states, and philanthropy, working in collaboration with policymakers can support this effort.

Drawing on a combination of new and existing resources and with guidance and support from the Administration, the United States Department of Education (USED) and the Corporation for National and Community Service (CNCS) can collaborate to support the deployment of thousands of people to help get students re-engaged and back on track academically, socially, and emotionally, while building a more equitable education system and providing critical employment opportunities at this challenging time.

Key actions the federal government must take are:

- *Leverage the American Rescue Plan (ARP) and USED and CNCS Fiscal Year 2022 budget requests to invest in enacting the Corps for Student Success, including increasing the number of and benefits for AmeriCorps members, establishing a new dedicated funding stream at USED, and increasing funding for ESEA Title I and Title IV, Part A*
- *Create an interagency partnership between USED and CNCS to support implementation of the additional people-powered supports needed through the Corps for Student Success*
- *Provide Technical Assistance to support the implementation of the Corps for Student Success*
- *Issue guidance to states to encourage them to use existing COVID relief funds to support additional people-powered supports for students, highlight that programs that leverage AmeriCorps are an allowable use of such funds, and encourage school districts to link or blend funds to support students' holistic needs*

Creating a Corps for Student Success

A student-centered framework for deploying people-powered student and teacher supports to enable pandemic recovery and address longstanding inequities

Why: Preventing a Lost Generation of Students

COVID-19 and its social, health and economic consequences present an unparalleled challenge to education in the United States. Young people, their families, our schools, and our teachers have never faced this magnitude and intensity of disruption to education. In response, student, family, teacher, and community efforts have been heroic, inventive, and inspiring.

Despite this, growing evidence of student disengagement, instructional loss, emotional distress, educator burnout, declines in school attendance and grades, and decreases in college enrollment—particularly in communities of color and low-income communities already facing systemic inequities that have been exacerbated during the pandemic—show that the country is in an educational crisis with potentially deep, long-term consequences. We are at risk of a COVID-19 “Lost Generation” of young people who will experience delays in, and ultimately declines in their academic and social-emotional development and educational attainment, depriving our communities of their full potential.

We can prevent this: we have the evidence base, practical know-how and resources to combat the negative education impacts of COVID-19 and do so in ways that lay groundwork to address longstanding inequities. A critical, near-term opportunity is for the nation to urgently and thoughtfully mobilize a surge of additional person power to help our students, teachers, and families in a variety of critical ways that support well-being, social-emotional development, and academic learning. This is particularly important [in the 4% of school districts where half of the nation’s students who fall off-track to on-time high school graduation are educated](#), where many students and families have been systemically marginalized for generations and disproportionately impacted by the pandemic. Additional person power, thoughtfully applied, will not only provide greatly needed, effective, direct supports to students and teachers, but will provide jobs and purposeful opportunities for people at a time when they are desperately needed. It will also serve as a critical enabler of other powerful responses to both the challenges and opportunities of COVID-19, including community schools and the integration of the [science of learning and development](#) into classrooms.

What: The Corps for Student Success

Efforts to provide critical, effectively organized capacity integrated into the school learning environment to meet this moment and the challenges our students, teachers, schools, families, and communities face should:

- be grounded in the science of learning and development,
- take a holistic, evidence-based approach that attends to young people’s academic, social, and emotional needs at different developmental stages,
- be culturally and linguistically responsive and asset-based,
- flexibly align with each community’s needs and chosen approach to recovery,
- 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, and

- be integrated into the school day and extended learning time, in a manner which augments to the critical role of educators, parents, counselors and others, and does not increase burdens on or require substantial managerial investment by already over-stretched and under-resourced schools.

Considering these guidelines for success, below is one way to conceptualize why, what, and where additional person power and supports are needed to prevent a COVID-19 Lost Generation and align it with student needs by grade span and place.

The Corps for Student Success would focus on providing the person power needed to address the key threats posed by COVID-19 to student academic and social emotional development at each stage of schooling—in elementary, middle, and high school—as well as the early post-secondary years. The key to success is strategic deployment, going broad for a short-term duration to address instructional loss, and focused long term on the students and schools that have been most systemically under-resourced.

Corps for Student Success Framework: Getting the right supports to the right students at the scale, intensity, and level of sustainability needed		
Risk Due to COVID-19	Evidence-Based Response	Focus of Response
<p>Instructional loss from disrupted schooling leaves elementary students behind in basic skill development for multiple years; upper grade students fall behind in key content knowledge, which leads to lower academic achievement levels and widens opportunity gaps.</p>	<p>Academic Tutors can provide capacity as part of a national tutoring corps to accelerate instructional, particularly for content areas and grades in which tutoring has proven most effective. This includes:</p> <ul style="list-style-type: none"> - Tutoring for elementary students to build foundational math and reading skills - Tutoring in key content areas for upper grade students - Tutoring provided through structured time that is well-aligned with regular classroom curriculum with strong communication between students, tutors, and teachers. 	<p>Shorter-term surge and broad availability in schools where predicted instructional loss is three months to a year or more to support elementary basic skills and upper grade content and knowledge loss recovery. Provided by teachers or trained part-time or short-term staff or volunteers before, during or after school in response to identified student need, with variation in intensity and focus.</p> <p>Longer-term availability, including full-time high impact tutoring, as a supplement in schools with a high proportion of students two or more years below grade level.</p>

Instructional loss compounded by increased disengagement and frustration with school due to a variety of issues, including technology and online access challenges, lack of environments conducive to learning, and out-of-school responsibilities (e.g., sibling support or work); and/or

Increased social-emotional challenges that interfere with academic learning resulting from increased stress and isolation and, for some, the impacts of family-related health, financial and other challenges. These factors contribute to sporadic participation in schooling, leading to missed assignments, failing grades, and fewer credits and advanced courses. This results in more non-graduates and fewer college ready students.

Student Success Coaches who work alongside teachers, counselors and other school personnel in upper elementary, middle and high school can provide near-peer relationship-driven integrated social, emotional and academic development supports that research says are critical to boosting student success. These supports include:

- forming developmental relationships and connecting with families to drive student re-engagement and attendance;
- building key social-emotional mindsets and skills (e.g., goal setting, growth mindset and self-management);
- providing individual and small group academic tutoring interwoven with social, emotional skill-building opportunities; and
- enhancing whole school climate and students' sense of belonging to improve student and school outcomes

Focused on the most under-served students in the most systemically under-resourced schools (i.e., start with the 4% of districts nationwide where 50% of remaining students who fall off track to high school graduation are located) who have been disproportionately impacted by the pandemic. This response needs to be established as a longer-term, sustained support, embedded in the school community working in partnership with teachers, counselors, administrators, and other partners providing services during and after school. It should be provided by a single team of practitioners (not a variety of providers) to cost-effectively maximize impact, increase school capacity to enable student-centered, personalized environments, and create more equitable outcomes.

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.

Post-Secondary Transition Coaches can support post-secondary exposure and experiences, such as dual credit and internships, offer college and career application support, and provide guidance in making key decisions and navigating key transitions. This would include college match advising and support in financial aid completion,

Focused on high schools with significant populations of 1st generation college goers. These supports will need to be multi-year, spanning 9th through 12th grades, for maximum impact. They can be provided through additional counselors, a coordinator on staff at school or through full or part-time non-profit staff working as partners with the school.

	summer transition, and access to programs that boost success in initial post-secondary years.	In addition, a short-term surge of more virtual approaches to support seniors from class of 2021 and graduates from 2020 who do not have post-secondary placement to supplement the work of school counselors
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 student success in school and successful transition to adulthood.	<u>Integrated Student Support Site Coordinators</u> can enable schools —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.	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.
Increased need for access to quality relationships with adults who can support students, act as a buffer against adversity and trauma, help them deal with their day-to-day challenges and make them feel a greater sense of self-efficacy and agency	<u>High Quality Mentors</u> can support students and contribute to a powerful web of developmental relationships that supports young people’s personal growth, development, and access to social and economic opportunity.	Focused broadly to engage a range of part-time volunteers of all ages who can contribute to young people’s growth, development, and success

A Community Responsive Approach that Encourages Federal, State and Local Action

In order to realize the potential of the Corps for Student Success, it will be critical to take a collaborative approach that leverages the assets of and engages with communities, families, schools and other stakeholders to understand their needs and implement solutions that align with their desired approaches. Foundational evidence-based practices, approaches grounded in data, and ongoing coaching and improvement should remain consistent, but the configuration of the Corps for Student Success may differ community to community or school to school. For instance, one district might leverage partnerships through [community school models](#) to augment desired attendance, social-emotional and course passing supports, while another might require access to new partners to focus on needed early literacy and math tutoring. Technology can be leveraged to provide support virtually to enhance capacity and hybrid models during and after the pandemic. The key is assessing needs in partnership with the community and supplementing existing expertise and assets to support holistic student development.

The caring, trained adults who provide student supports through the Corps for Student Success can come from a variety of sources and support a range of delivery models. This includes national service programs, college students seeking part-time or federal work study opportunities, seniors, retirees, and volunteers serving through existing and new programs that offer additional people-powered supports aligned to the needs of schools.

Corps for Student Success participants should be trained to understand the communities they are serving, to connect with families and use asset-based, collaborative, and culturally responsive approaches that can support students' identity development and agency, to avoid reinforcing historical patterns of seeking to do things for—rather than with—under-resourced communities. Some members of the Corps for Student Success should be from the communities they are serving, and diversity of participants should be prioritized, so that students can see themselves in the Corps for Student Success, which research has shown leads to positive outcomes for both students and participants.

Honoring the fact that learning takes place across all contexts of a young person's life, districts, in partnership with schools and organizations implementing the Corps for Student Success, should seek to collaborate with other community-based providers supporting students' physical, mental, cognitive, academic, social and emotional well-being outside of school. This could include adopting the Community Schools or collective impact models, or through unique collaborations, all in service of ensuring that all young people—particularly those most impacted by the pandemic—experience a web of positive developmental relationships, experiences, and opportunities to thrive.

We must provide opportunities for private and public partners at the federal, state and local levels to collaborate on bringing the Corps for Student Success to life in communities across the country—focused on those communities already facing the greatest challenge that have been hardest hit by the pandemic.

How: Bringing the Corps for Student Success to Life

To ensure success in this effort, infrastructure must be in place to help districts, schools, and community partners collaborate to add person power in a coordinated manner that aligns with what research tells us works and with each community's unique needs. Participants must be supported with the skills and tools to be most effective and to continuously improve over time. They also needed to be screened, supervised, and matched with students appropriately. The additional person power needs to be integrated into the day-to-day operations of schools in a way that does not place overwhelming burdens on them or require a big managerial investment from already over-stretched school leaders and teachers. The outcomes sought need to be meaningful and measurable. Resources to launch and sustain the effort need to be available.

The good news is the Corps for Student Success can achieve these criteria and be operationalized expeditiously. High leverage strategic targeting is possible. Outcomes can be measured with existing tools. The infrastructure needed to bring high-quality person power into schools in a manner which does not put further stress and strain on already over-burdened schools exists. Means and models for executive and legislative action at the federal, state, and local level are already built.

High leverage, strategic targeting enables meaningful scale, while focusing on the most impacted school districts - There are approximately 13,500 school districts in United States. All of them experienced the pandemic and most schools could benefit from additional high impact person-power. If we focus our initial efforts on the schools most impacted by the pandemic and longstanding inequities, however, we can achieve substantial impact focusing on a relatively small sub-set of school districts. 4% of school districts (452) educate half of all of the nation's students, and more than half of the students of color, who fall off-track to on-time high school graduation, where many students and families have been systemically marginalized for generations and disproportionately impacted by the pandemic. They include the nation's largest urban districts, but also inner-ring suburban districts, large county-wide districts, with urban, suburban, and rural schools across the south, and small city districts throughout the nation's heartland. They all educate high concentrations of low-income students. If, in addition, initial efforts were also focused on the 100 most distressed rural counties, by starting with fewer than about 550 school districts, we could begin by reaching the majority of schools and students most impacted by the pandemic and longstanding inequities across all states in the nation.

Existing measures can be used to monitor impact – The impacts of additional person power on student and school outcomes can be well measured, using existing measures. This can be done in low costs ways that do not burden schools by making data collection and reporting the responsibility of the organizations providing or helping schools organize the additional person power. 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. Student Success Coaches should produce improvements in attendance, student engagement (assignment completion), and course grades—the predictive indicators of high school graduation and college readiness. 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. 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.

Leverage the infrastructure and school district relationships of proven student support providers to rapidly scale high quality person power in the most impacted school districts- The most direct route to reaching more students with high impact person powered supports is to scale existing proven student support providers who are located in the communities hardest hit by the pandemic and longstanding inequities. Fortunately, both national and locally-based proven academic tutoring, student success coaching, post-secondary advising, integrated student support providers, and high quality mentor programs like those that the [Bill & Melinda Gates Foundation highlighted](#) already exist in a substantial number of these communities. They have developed deep and effective relationships with school districts and schools. Their existing infrastructure and relationships can be leveraged and their efforts scaled to reach more students in need in these districts through a variety of vehicles including an expansion of AmeriCorps, the strategic use of COVID-19 relief dollars and those proposed in the American Rescue Plan at the federal, state, and local level, and through philanthropy.

Draw Upon Corporation for National and Community Service Infrastructure-The Corporation for National and Community Service (CNCS), the federal agency that operates AmeriCorps and other national service programs like AmeriCorps VISTA and AmeriCorps Seniors, provides a vehicle and existing infrastructure that can anchor the Corps for Student Success. CNCS has governor-appointed service commission in every state, many of which are located within their state's department of education or labor. They have experience supporting sustained, well-managed service programming in partnership with local communities, particularly in under-served areas. They are nimble and have shown their ability to respond rapidly to unforeseen crisis like Hurricane Katrina. They are experienced in leveraging public and private dollars to maximize impact and reach and the [return on investment](#) for AmeriCorps is substantial.

Education-focused AmeriCorps State and National, AmeriCorps VISTA, and AmeriCorps Seniors programs are rooted in communities across the country, have the proven ability to responsibly leverage CNCS resources, manage grants and funds, screen, train, support and effectively incorporate diverse, additional person power into schools, and collect data to inform continued improvement. Fifty percent of AmeriCorps members serve in education and are already reaching students in a quarter of low performing schools. Education-focused national service programs, moreover, provide a ready-made vehicle for data collection and evaluation of outcomes, as this is already required from their participating organizations.

National service members also mirror the diversity of our nation, [as 51% of AmeriCorps members are people of color](#). Many serve in the communities in which they grew up and remain working in and contributing to the communities in which they serve. Many continue to work in a variety of capacities in education providing a pathway for diversifying our future teacher corps.

Build Local Corps for Student Success by Supporting Collaborations between Existing Organizing and Technical Assistance Entities and School Districts - To reach all students who could benefit from person powered supports and all the locations most impacted by the pandemic and longstanding inequities it will be necessary to build capacity beyond existing proven providers. To achieve this, school districts can partner with existing community organizations that can provide organizing and managerial capacity, as well as access to technical assistance. To organize the Corps for Student Success, each school district can identify an organizing partner or partners that, in collaboration with the school district, interested schools and student support providers, will help identify the specific needs of students, identify the scale and intensity of appropriate supports, and ensure coordination of resources, appropriate training, and effective implementation of the Corps for Student Success.

Examples of these organizations which have significant footprints in the most impacted communities include United Way, MENTOR, the StriveTogether, and My Brothers Keepers Communities. In addition, other youth serving organizations that could take on this role include Big Brother, Big Sister, Boys and Girls Clubs, and the YMCA. In addition, the AmeriCorps VISTA program could provide person power to help staff these organizational efforts. In some cases, school districts themselves could play this role. For example, in New York City, the most likely candidate to manage the Corps for Student Success could be the Community Schools Office, which is already organizing Student Success Coaches and Mentors in over a hundred schools.

Take Federal, State, and Local Action to Launch and Sustain the Corps for Student Success

Federal Action-The Biden-Harris Administration

Leverage COVID Relief Funds to Expand AmeriCorps

In the American Rescue Plan, the Administration should prioritize additional investment in CNCS to increase the number of AmeriCorps members, and the participant benefits to enable the surge capacity required to address the health and educational objectives of the Administration's pandemic response and provide young Americans with high-quality employment at this challenging time. A portion of these additional AmeriCorps members should be deployed as members of the Corps for Student Success as the goals of the Corps will accelerate the Administration's response to the current educational challenges resulting from the pandemic.

Interagency Partnership and Program

To implement the Corps for Student Success, The Administration should launch an interagency partnership between the U.S Department of Education (ED) and the Corporation for National and Community Service (CNCS). This would combine the ED's expertise in setting high standards for how funds are used to implement critical reforms in struggling schools with CNCS' local infrastructure, with governor-appointed service commission in every state, and experience in supporting sustained, well-managed, cost-effective service programming in partnership with local communities. CNCS would leverage nearly three decades of experience managing the complexity of selection and deployment of people to effectively meet education needs.

Such partnerships are authorized under Section 121(b) of the Serve America Act, which allows agencies to partner with CNCS to meet agency goals. An example of this is School Turnaround AmeriCorps, initiated by the Obama Administration. Pursuant to this agreement, ED would collaborate on program design and deliverables and partner with CNCS to approve eligible applicants on a competitive basis. These applicants would deploy Corps for Student Success members based on community needs. ED would provide CNCS with the funds for the allotted positions. ED could also create a grant program that indicates preference for utilizing AmeriCorps resources.

Funding: To fund the Corps for Student Success, the Administration should:

- propose to allocate a portion of the \$130 billion proposed to support education as part of the American Rescue Plan to provide the initial funding for this effort as it will support students' academic, mental health and social, and emotional needs in response to COVID-19 and advance equity- and evidence-based policies to respond to COVID-related educational challenges and give all students the support they need to succeed.
- propose new dedicated funding for this effort through the Department of Education and CNCS Fiscal Year 22 budget request.
- since the activities of the Corps for Student Success are an allowable use of Title I, Part A and Title IV, Part A those funds could also be leveraged to support this effort over the long term if additional federal funds are appropriated for these programs. Traditionally, education programs have been underfunded and resources should not be redirected for new initiatives. Increased investment is required.

Design: Grants for a certain number of Corps for Student Success members would be awarded to eligible applicants (see below for eligible applicant definition) for a period of three years, with an option for renewal through a competitive process based on performance.

Eligible Applicant: A partnership could be comprised of:

- a school district,
- a pre-selected cluster of schools whose principals have demonstrated a commitment to implementing the Corps for Student Success in alignment with student needs,
- an organizing partner(s) (organization with a demonstrated record of successfully providing high-quality technical assistance to school districts), and
- an optional set of additional implementation partner(s) (organization with a demonstrated track record of successfully implementing high-impact student support efforts).

Application:

- Describe the needs assessment and findings the community conducted to determine the type of components of that community's Corps for Student Success
- Describe how the cluster of schools selected align with the districts' approach to serving the highest need schools – strong applicants will target Comprehensive Support and Improvement and Targeted Support and Improvement Schools
- Describe the lead partners' role. Lead partners should be embedded in the community and have access to a cluster of schools and be empowered to manage other supporting partner organizations.
- Describe what holistic, evidence-based student supports the Corps for Student Success will provide to support educators in addressing instructional loss and fostering student success in ways that align with students' developmental needs.
- Describe the district investment in these efforts, specifically how the district will help the lead partner organization (if not the district) to access the school and student data needed to effectively monitor progress.
- Describe the school commitment, particularly how the school will adjust the school schedule to ensure that there is time for Corps for Student Success partners to provide direct evidence-based student support based upon the relevant student data (e.g., Early Warning Indicator data).
- Describe what each member of the partnership will be held accountable for and what each member of the partnership needs to achieve success.
- Explain how the partnership will leverage district, state, and private dollars to ensure the sustainability of the partnership.

Performance Metrics

Performance metrics would be customized to align with each community's approach to implementing the Corps for Student Success. However, all measures should be:

- Grounded in the Science of Learning and Development
- Be shown to be valid and reliable, and
- Align with the evidence-based approach proposed in the application. Examples might include:
 - formative academic assessments to understand the effectiveness of academic tutors

- improvements or sustained high performance in attendance, student engagement and social emotional development, and/or in the number of students passing core courses
- 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 to understand the success of post-secondary transition coaches and
- other indicators of student engagement that demonstrate improvement or maintain a level of achievement that directly responds to local school needs and priorities.

Technical Assistance

To support Corps for Student Success programs, including those that involve roles that do not require full time AmeriCorps members, such as tutors and high-quality, school-based mentors, ED could set aside a pool of funding to support technical assistance that local communities can access to support their specific needs. One example of this is the U.S. Department of Justice (DOJ) mentoring program. To support this program, DOJ sets aside a pool of funding to support technical assistance that local communities can access to support their specific needs through the [National Mentoring Resource Center](#). Organizations like MENTOR, and the United Way can also play a key role in organizing these supports and technical assistance in communities across the nation. Similarly, CNCS provides training and technical assistance to grantees to ensure quality and support program management and evaluation. Extensive resources are available to all grantees through CNCS' Knowledge Network.

Guidance

The Administration should also issue guidance to states that highlights that all education program dollars can be used as match for AmeriCorps and encourage school districts to be intentional in linking or blending funds in order to integrate academic and social-emotional support for students as part of a holistic approach to student achievement and development, especially as part of pandemic recovery and educational equity efforts.

Congressional Action

To make the Corps for Student Success a reality, Congress should authorize additional funds for CNCS to expand AmeriCorps from the current size of 75,000 slots annually to 250,000 slots per year for a three-year recovery timeframe. At present, 50% of existing national service members focus on education, so this expansion would ensure significantly more corps members are available to serve in schools across the nation. At the same time, it should increase the living allowance and post-service education award for each AmeriCorps member, making it possible for young people from all social-economic backgrounds to serve. These recommendations align with the [Cultivating Opportunity and Response to the Pandemic through Service \(CORPS\) Act](#), introduced in June 2020 by U.S. Senators Chris Coons (D-DE) and Roger Wicker (R-MS) and co-sponsored by a bipartisan group of 16 other senators.

In addition, Congress should approve the funds requested by the Administration to support the Corps for Student Success.

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.

State Departments of Education should accept applications from eligible entities (see description above) for the Corps for Student Success and distribute funds in alignment with how formula dollars flow.

Applications should include:

- A description of the findings from the needs assessment the community conducted
- A description of the schools that will benefit from the funding, including the schools identified as for Comprehensive Support and Improvement and Targeted Support and Improvement.
- A description of the lead partner's role
- A description of the evidence-based, holistic supports that will be provided through the Corps for Student Success
- A description of the person power that will enable the delivery of those supports and the training they will receive to do so
- A description of the eligible entity's plan to monitor progress

Philanthropic Action

Private philanthropy can act as a catalyst, quarterbacking private/public collaborations between communities, schools, districts, business, and organizations, and providing needed funding to match federal dollars and access technical assistance to build the Corps for Student Success. Philanthropy could even partner with the federal government to support the launch of the Corps for Student Success – an approach that successfully enabled student data systems across the country.

Taking a community-based approach, understanding the unique needs of each community and school, ensuring Corps for Student Success participants approach the communities they serve with asset-based mindsets and skills, and providing supportive technical assistance will enable both short-term success and the creation of greater long-term educational equity.

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 a response that benefits all young people, while creating a system that provides sustainable support to address long-standing inequities for our most marginalized students. The common denominator is the need for additional person power skillfully deployed to meet the variable needs of our young people, as teachers and parents cannot do it alone. The Corps for Student Success is built to lean into what we already know works, to scale up quickly and focus on the most important student needs at each stage of K-12 schooling, in the places where additional support is most needed in order to prevent a COVID-19 Lost Generation of students.

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