



BUILDING EDUCATOR PIPELINES THROUGH SERVICE

OVERVIEW

The National Partnership for Student Success (NPSS) is a coordinated, research-based, all-in effort to help all students recover from the impacts of the COVID-19 pandemic and thrive. Led by the U.S. Department of Education, AmeriCorps, and the Everyone Graduates Center at the Johns Hopkins School of Education, the NPSS encompasses a nationwide three-year effort to bring together committed, high-quality education and service organizations to recruit, screen, train, support, and engage an additional **250,000 Americans** serving as academic tutors, high-quality mentors, student success coaches, wraparound/integrated student support coordinators, and/or post-secondary transition coaches for students. These adults work side-by-side with educators and other personnel in and out of school settings in roles that research shows result in gains in reading and math, high school and college graduation rates, reductions in chronic absenteeism, and improved academic student well-being and mental health.

The NPSS has built a coalition of over 120 supporting champions, including government agencies, national service organizations, youth development organizations, and national associations representing educators, schools, districts, and youth-serving organizations.

SUPPORTING AND BUILDING EDUCATOR PIPELINES

By recruiting and supporting additional talent in education and public service, the NPSS helps to address critical challenges in the educator talent pipeline. The NPSS will strengthen the future educator pipeline as one of several strategies to:

- Increase the number of adults entering the pipeline who are committed to serving students;
- Ensure that staff in schools reflect the diversity of the communities that they serve; and
- Provide more novice professionals with experience working in school settings and other youth-serving environments to better prepare them for entry into educator preparation programs, the teaching profession, and other careers in education and youth work.

SEE IT IN ACTION: THE CALIFORNIA COLLEGE CORPS



California Volunteers recently launched the California College Corps in partnership with AmeriCorps. The California College Corps will help create debt-free pathways to college while engaging students across the state in solving problems in their communities.

- Over the next two years the 48 partner campuses will provide up to 6,500 college students with opportunities to support and learn from community-based organizations working in three priority areas, one of which is K-12 education.



SEE IT IN ACTION: CITY YEAR STUDENT SUCCESS COACHES



NPSS supporting champion and technical assistance lead organization City Year has demonstrated how service through AmeriCorps, specifically as a Student Success Coach (SSC), provides a compelling, diverse, and sustainable pipeline for retaining educators. Student success coaches have rich experiences working in schools, resulting in deeply invested adults at the local level who experience less of a barrier to entry in the profession due to their service-year living stipend and education award, allowing for a more diverse pipeline.

One example of this in action, is the Student Success Coach Learning Network in partnership with California Volunteers. The learning network is the first formal network of community practitioners for AmeriCorps education programs in California. Underscoring the need and importance of holistic, people-powered supports to assist students, families, schools, and communities.

- Approximately 744 AmeriCorps members are serving over 35,000 students this school year;
- Approximately half of the districts served by the SSC Learning Network are within the 4% of districts producing 50% of non-graduates and 60% of Black and Latinx non-graduates.

To fortify these talent pipelines, the SSC Learning Network will connect colleges and universities, non-profit organizations, and schools and districts to source and prepare future student success coaches and highlight meaningful career pathways post-AmeriCorps service, including pathways to teaching.

SEE IT IN ACTION: CENTER FOR BLACK EDUCATOR DEVELOPMENT



Through its teacher pathways programs for high schoolers, college students, and career changers, the Center for Black Educator Development (CBED) offers paid apprenticeships that provide opportunities for promising future educators to work with and learn from experienced educators who teach, model, advise, and mentor educator-apprentices to inspire their career paths.

CBED's Freedom Schools Literacy Academy (FSLA) is a 7-week summer program that provides promising and aspiring Black high school and college students and paraprofessionals with mentorship, professional development, and in-classroom teaching experiences by teaching literacy skills and project-based learning through culturally proficient competencies to Black scholars in grades 1-3. A recent study of the 2022 FSLA program found that:

- Teacher Apprentices reported increases in their teaching skills and commitment to pursuing teaching and teaching Black children, as well as academic efficacy and an orientation to social justice;
- Elementary school students served by the program increased their reading ability by an average of 3.5 levels (53% increase in 5 weeks);
- 79% of parents reported an increase in their child's overall confidence and 75% reported their child listened and learned with enthusiasm.



SEE IT IN ACTION: DEANS FOR IMPACT



Deans for Impact (DFI), a national non-profit organization guided by principles of cognitive science, has launched the Aspiring Teachers as Tutors Network (ATTN), a collaborative of 23 high-quality tutoring initiatives across 13 states; altogether, the network has engaged 1200 tutors serving more than 3,000 students. The ATTN is working to increase the number of aspiring teachers serving as PK-12 tutors and strengthen their instructional skills through meaningful experiences. The network's goals for the 2022-23 school year include developing a policy framework to support the scale and sustainability of successful efforts, testing a scalable approach to instructional-focused tutor training, inspiring action by elevating diverse stories of teaching and learning, and building knowledge for the field.

“Our nation’s educators are being called upon to address an array of academic and social-emotional challenges in a pivotal moment for our nation. The Aspiring Teachers as Tutors Network offers a solution for easing the burden on current teachers, providing insight into future talent pipelines, building more confidence and interest among future teachers, and, most importantly, increasing the number of caring, knowledgeable adults working to accelerate learning for PK-12 students in America,” says Valerie Sakimura, executive director of DFI.”

SEE IT IN ACTION: NEW JERSEY TUTORING CORPS



The New Jersey Tutoring Corps (NJTC) is a non-profit organization committed to growing young minds and strengthening teaching and learning through high-dosage tutoring for under-resourced scholars in grades PreK-8 in the state. NJTC’s theory of action focuses on providing high-quality, high-dosage tutoring utilizing the skills of educators at all stages of the career continuum. The organization has engaged over 200 educators to date and works to build skills alongside an educator and leader pipeline.

To build this pipeline, NJTC partners with teachers colleges in the state – including the College of New Jersey – to source teaching candidates to serve as tutors in districts and local youth-serving organizations such as YMCA and Boys and Girls Club to deliver services to students in the spaces they already are.

The program has had a significant impact on scholar growth in K-2 Literary and K-5 Math. Results show that 99% of students in grades 3-5 feel stronger in math, and 99% enjoy working with their tutor. The NJTC staff are also trained and equipped in social-emotional skills, social justice and equity, curriculum, and instructional best practices. The percentage of scholars performing at grade level improved from 24% to 27% in literacy and 18% to 28% in math.

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