

# **INCREASING SCHOOL CAPACITY TO MEET STUDENTS' POST-PANDEMIC NEEDS:**

Findings from the 2022-23 National  
Partnership for Student Success  
Principal Survey

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# Executive Summary

One of the most comprehensive post-pandemic representative surveys of public school principals on the provision of student supports shows that the nation's schools and their partners are working hard to provide students with the people-powered supports they need to thrive in the wake of the pandemic and its aftermath. Nearly all surveyed principals reported providing in the 2022-23 school year one of the evidence-based student supports identified by the National Partnership for Student Success (NPSS) as critical to addressing the impacts of the pandemic—high-intensity tutoring, mentoring, success coaching, college and career advising, and wraparound supports. Specifically:

- 87% of principals reported providing at least one of the NPSS student supports during the 2022-23 school year.
- 76% reported enabling at least some students to have sustained supports from adults providing high-intensity tutoring, mentoring, or success coaching, with 53% reporting providing high-intensity tutoring.
- 81% of high school and 33% of middle school principals reported offering college and career advising.

In addition, large numbers of principals reported increases in the number of adults they engaged to provide these supports during the most recent school year, as compared to the 2021-22 school year.

- A third of the principals reported increasing the number of adults providing one or more of the NPSS recommended student supports, enabling them to serve more students. This translated into an estimated 187,000 additional adults in 2022-23 helping students succeed in school by providing key evidence-based supports. This represents significant progress towards President Biden's call for 250,000 additional adults to serve as tutors, mentors, and providers of other important NPSS-aligned student supports by summer 2025.

This resulted in more students receiving evidence-based supports.

- In schools where these supports were provided, 44% of principals reported more students receiving high-intensity tutoring, and 33% reported more students receiving mentoring in 2022-23.

The principals survey also shows that more work remains, and that more adults, including AmeriCorps members, AmeriCorps Seniors Volunteers, college students receiving Federal Work-Study funding, and volunteers and staff members from youth serving non-profits are needed to augment schools' capacity for all students to receive the support they need.



# Introduction

This is the first post-pandemic nationally representative survey of public school principals to take a comprehensive look at the provision and growth of people-powered student supports to address students' academic, educational attainment, and well-being needs.

The pandemic and its aftermath have significantly increased the need for student supports. Large numbers of students lost instructional time.<sup>1</sup> Others became disconnected from school.<sup>2</sup> The mental health needs of students increased dramatically and tragically,<sup>3</sup> and over 160,000 students lost a primary caregiver.<sup>4</sup>

The nation's schools are working to respond to this unprecedented challenge by providing students with quality instruction and the additional support they need to succeed. Evidence shows us which student supports are effective. High-intensity tutoring can help students overcome instructional loss.<sup>5</sup> Mentoring can provide the supportive adult relationships that many students need to become re-connected to school, improve attendance, and maneuver through any number of challenges.<sup>6</sup> Success coaching, which combines tutoring and mentoring, has a strong track record of improving attendance and helping students do better in school.<sup>7</sup> The provision of wraparound supports enables students and families to receive support for out of school challenges that interfere with student success in

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1 Dorn, E., B. Hancock, J. Sarakatsannis, & E. Viruleg. (2020). "COVID-19 and learning loss-disparities grow and students need help," *McKinsey & Co* <https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-learning-loss-disparities-grow-and-students-need-help>

2 Jones, S. E., Ethier, K. A., Hertz, M, DeGue, S., Donna Le, V. D., Thornton, J., Lim, C., Dittus, P. J., & Geda, S. (2022). Mental health, suicidality, and connectedness among high school students during the COVID-19 pandemic – Adolescent behaviors and experiences survey, United States, January–June 2021. Centers for Disease Control and Prevention: Morbidity and Mortality Weekly Report, 71(3), 16-21. <https://www.cdc.gov/mmwr/volumes/71/su/su7103a3.htm>

3 Abramson, A. (2022). 2022 trends report: Children's mental health is in crisis. *American Psychological Association Monitor on Psychology*, 53(1), 69. <https://www.apa.org/monitor/2022/01/special-childrens-mental-health>; Jones, S. E., Ethier, K. A., Hertz, M, DeGue, S., Donna Le, V. D., Thornton, J., Lim, C., Dittus, P. J., & Geda, S. (2022). Mental health, suicidality, and connectedness among high school students during the COVID-19 pandemic – Adolescent behaviors and experiences survey, United States, January – June 2021. Centers for Disease Control and Prevention: Morbidity and Mortality Weekly Report, 71(3), 16-21. <https://www.cdc.gov/mmwr/volumes/71/su/su7103a3.htm>

4 Treglia, D., Cutuli, J. J., Arasteh, K., Bridgeland, J. M., Edson, G., Phillips, S., & Balakrishna, A. (2021). Hidden pain: Children who lost a parent or caregiver to COVID-19 and what the nation can do to help them. *Social Policy Analytics & COVID-19 Collaborative*. <https://www.covidcollaborative.us/assets/uploads/img/HID-DEN-PAIN-FINAL.pdf>

5 Nickow, A., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on PreK-13 learning: A systematic review and meta-analysis of the experimental evidence. *National Bureau of Economic Research, Working Paper 27476*. <https://www.nber.org/papers/w27476>

6 Lyonsa, M. D., & Chan, W. Y. (2021). Mentoring for enhancing school attendance, academic performance, and educational attainment. *National Mentoring Resource Center*. <https://ojjdp.ojp.gov/library/publications/mentoring-enhancing-school-attendance-academic-performance-and-educational>

7 Intentional Futures & City Year (2021). Student success coach: Target program profile, [https://www.cityyear.org/wp-content/uploads/2022/01/TPP\\_SSCdrivers\\_1.21.22.pdf](https://www.cityyear.org/wp-content/uploads/2022/01/TPP_SSCdrivers_1.21.22.pdf)

school.<sup>8</sup> College and career advising provides students with support in navigating the postsecondary decision process and help in managing the challenges of enrolling in college or job training.<sup>9</sup> These supports work best when they are relationship-based and involve an adult getting to know the student as a person and working with them over a prolonged period of time.

Unfortunately, at the very time schools are seeking to increase these people-powered student supports, many are experiencing staffing shortages. The [National Partnership for Student Success \(NPSS\)](#) was created to help fill this gap by working to increase the number of adults working in schools and out-of-school time settings to provide relationship-driven, evidence-based student supports. Launched in July 2022, the NPSS is a public-private partnership between the U.S. Department of Education, AmeriCorps, and the Everyone Graduates Center at Johns Hopkins University. Today, the NPSS is supported by over [150 youth-serving and education non-profit organizations, more than 30 institutions of higher education](#), and a growing number of state partnerships for student success.

The primary goal of the NPSS is to increase the number of adults providing evidence-based supports to help school-aged students recover from the impacts of the pandemic and thrive. These adults provide student supports in public PreK-12 schools and out-of-school time settings by serving as tutors, mentors, success coaches, wraparound support coordinators, and postsecondary transition coaches.

To better understand the post-pandemic landscape of people-powered student supports in the nation's public schools and the degree to which public schools are mobilizing to increase them, the NPSS Support Hub at the Everyone Graduates Center at Johns Hopkins University sponsored the first annual LEARN Network School Leader Survey, administered by the RAND Corporation in collaboration with the American Educator Panels (AEP).<sup>10</sup> RAND fielded survey questions about tutoring, mentoring, success coaching, college and career advising, and wraparound supports in the 2022-23 school year to a nationally representa-

tive set of public school principals. The survey focused on these person-powered supports because they have a strong evidence base and collectively address a wide range of student needs. They are also the student supports NPSS is working to increase and throughout the brief they are collectively referred to as NPSS supports. This is the first post-pandemic nationally representative survey of public school principals to take a comprehensive look at the provision and growth of people-powered student supports to address students' academic, educational attainment, and well-being needs.

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8 Maier, A., Daniel, J., & Oakes, J. (2017). Community schools as an effective school improvement strategy; A review of the evidence. Learning Policy Institute. <https://learningpolicyinstitute.org/product/community-schools-effective-school-improvement-brief>

9 National College Attainment Network (2019). Get to know the top 10 pieces of college access and success research. <https://www.ncan.org/news/news.asp?id=463159&hhSearchTerms=%22key+and+college+and+access+and+success+and+research+and+bill+and+debaun%22>

10 RAND American Educator Panels, "LEARN Network School Leader Survey (SRI); American School Leader Panel", data file, RAND Corporation, Santa Monica, CA July 06, 2023. The first section of the 2022-23 survey was sponsored by the Stanford Research Institute (SRI) and sought to understand school leaders' procurement practices. The second section of the survey, sponsored by InnovateEDU, sought to address questions of interest to the National Partnership for Student Success and focused on tutoring, mentoring, and other student support services, and how their provision and the number of adults providing them changed during the 2022-23 school year.







# SURVEY DETAILS

The survey was fielded to the American School Leader Panel (ASLP), a nationally representative sample of K-12 school principals recruited through probability-based methods using a list of principals obtained from MDR Education. The panel consists of more than 8,000 principals who respond to online surveys several times yearly. Survey collection began on April 13, 2023, with RAND inviting 3,334 ASLP members to take the survey. RAND selected these principals at random using probability sampling. The collection closed on May 15, 2023, with 1,036 eligible respondents who answered at least 10% of the questions, for a completion rate of 31%.

Respondents were weighted to produce a sample similar to the target population of K-12 principals leading public schools in the United States during the 2022-23 school year. The weighting process accounts for the probability of selection into the survey from the school leader panel and the likelihood an invited principal completes the survey. Additionally, these likelihoods were calibrated to reproduce the known population distribution of K-12 principals based on National Center for Education Statistics (NCES) data. The nonresponse adjustment is important to eliminate known sources of bias and ensure the weighted sample matches the national characteristics of school leaders at the individual (e.g., gender, education, race) and school (e.g., school size, level, urbanicity, socio-demographics) levels. The sampling and weighting approaches were designed to provide a sample close to a representative random sample design. The final weighted analytic sample was representative of an estimated 87,563 national school leaders, which is reduced to 81,465 when adjusted for the response rate to the survey section on NPSS supports. There are approximately 100,000 K-12 schools in the United States.<sup>11</sup>

The Everyone Graduates Center at Johns Hopkins University and education non-profit InnovateEDU wrote the survey questions in consultation with RAND. The survey questions also defined each key term to include core elements identified by the evidence-base, via pop-up boxes as follows:

- **High-Intensity Tutoring** was defined as “tutoring delivered either virtually or in-person for at least 90 minutes per week that is led by trained tutors who are using a written curriculum and who work with the same students over time.”
- **Mentoring** was defined as “structured 1:1 or small group support with a consistent adult who helps youth to navigate challenges, explore and affirm their identity, and buffer against adversity.”
- **College and Career Advising** was defined as “support with post-secondary exposure, college search and fit/match, college application creation, financial aid applications, and navigation of post-secondary transitions to college or career.”
- **Student Success Coaching** was defined as “integrated academic and social-emotional supports provided by an adult who interacts with a given student 1:1 multiple times per week.”
- **Wraparound Supports to Address Out of School Needs** was defined as “coordinated and integrated school or community-based supports including community health, mental health, and social service providers.”

For High-Intensity Tutoring, Mentoring, Success Coaching, and College and Career Advising, it was noted that they could be provided during the official school day or in extended school time by full- or part-time classroom teachers or other school staff, contractors (i.e., non-profit or for-profit organizations), or volunteers. Thus, while the principals’ responses capture the work of non-profit and for-profit partners on the school site, they will not capture student supports provided during the summer or in community-based settings.

For Wraparound Supports it was noted that the district, the school, or a different entity could pay for the supports but access to them was provided by school-based personnel.

<sup>11</sup> Sampling excludes from the total number of schools nationally schools like special education schools, vocational schools, and alternative schools. It then further excludes 1) ungraded, PreK, or non-reported grade level schools, 2) schools associated with non-states (e.g., Puerto Rico, U.S. Virgin Islands, and the Bureau of Indian Affairs), and 3) schools that have 0 students in them per CCD data.

# Main Survey Findings

## Overview

Nearly all the principals reported that their school provided at least one of the NPSS student supports. The majority of principals reported offering high-intensity tutoring and wraparound supports, while nearly half reported providing mentoring. The survey responses of the nation’s public school principals also show that during the 2022-23 school year, significant numbers of schools worked to increase their capacity to provide students with critical student supports through hiring additional staff or forming partnerships with student support providers. Principals representing more than a third of nation’s schools reported meaningful increases in the number of adults serving as tutors, mentors, college and career advisors, or wraparound support providers. As a result, approximately **15,000 schools increased the number of adults providing high-intensity tutoring, 10,000 schools increased the number of adults providing mentoring, and 10,000 schools increased the number of adults providing wraparound supports.**

Tens of thousands of the nation’s schools significantly increasing their capacity and partnerships to provide high-intensity tutoring, mentoring, or wraparound supports in a single school year is no small feat, particularly during what was the first full school year not interrupted by the pandemic. The recruitment, scheduling, and coordination work involved in providing these types of supports is substantial, staffing shortages continued, and schools faced many post-pandemic challenges and competing priorities. **Taken together, the collective efforts of the nation’s schools to increase their capacity and partnerships to meet their students’ needs resulted in an**

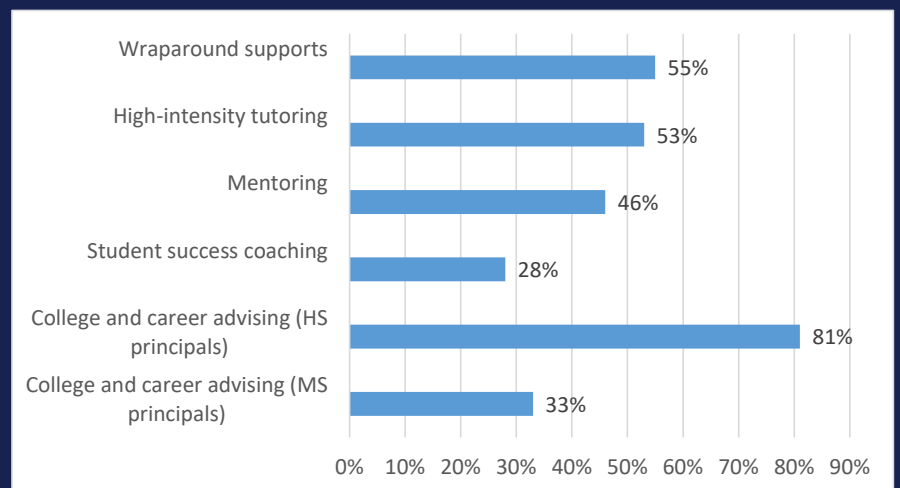
**estimated additional 187,000 adults providing evidence-based, relationship-driven student supports in 2022-23.**

The survey results also suggest that while substantial progress was made, more work remains to provide all students with the support they need to recover from the impacts of the pandemic and thrive. Principals representing 25% of public schools, for example, reported, that their school did not offer, high-intensity tutoring, mentoring, or success coaching – three relationship driven student supports with strong track records of helping to address instructional loss, chronic absenteeism, and disengagement challenges experienced by at least some students in most schools as a result of the pandemic. These are the headlines; how they emerged can be seen in what follows.

## K-12 Schools Offering NPSS Student Supports in 2022-23

The provision of one or more of the NPSS student supports is widespread across the nation’s public schools. **Close to nine**

**Figure 1 • Percent of K-12 schools providing student support services in the 2022-23 school year**

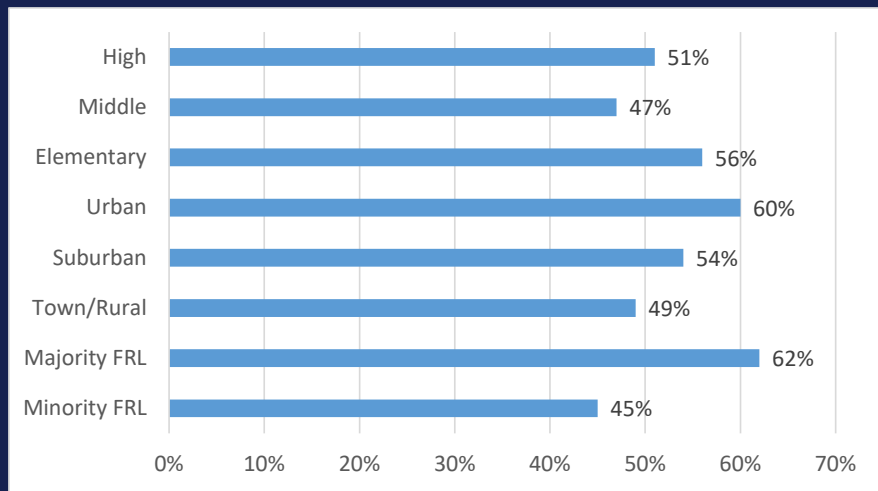




out of 10 principals (87%) reported providing at least one of the NPSS student supports during the 2022-23 school year.

Seventy-six percent of principals reported their schools offering sustained, relationship-driven supports from adults providing high-intensity tutoring, mentoring, or success coaching. Eighty-one percent of high school and 33% of middle school principals reported providing college and career advising. Over half of principals (55%) report that their school provided wraparound supports. Figure 1 (pg. 10) shows the percent of principals reporting their school offering each of the NPSS student supports.

**Figure 2 • Percent of K-12 schools providing high-intensity tutoring in the 2022-2023 school year (by school level, locale, and poverty)**



## The provision of high-intensity tutoring across different types of schools

High-intensity tutoring, given its strong evidence base and the pressing national need to accelerate student learning, has received the most attention of the NPSS student supports. Figure 2 indicates that while there is some variation by school type and location, in 2022-23, the majority or near majority of principals across the nation provided high-intensity tutoring in their schools. The surveyed principals report its presence in 56% of elementary schools, 51% of high schools, and 47% of middle schools. Somewhat higher rates are found in urban schools (60%) than suburban schools (54%), and schools in towns and rural areas (49%). The most significant contrast is found in the context of family income levels, as **principals in 62% of schools where the majority of students received free or reduced-price lunch (FRL) reported offering high-intensity tutoring to students**, as opposed to 45% of schools where only a minority of students received FRL.

## Percent of K-12 schools that had more adults providing NPSS student supports in 2022-23

The survey results indicate that 34% of public schools increased the number of adults providing high-intensity tutoring, mentoring, college and career advising, or wraparound

supports during the 2022-23 school year when compared to the 2021-22 school year.<sup>12</sup>

Table 1 (pg. 12) shows the number and percent of schools that reported increases in the number of adults providing each of these evidence-based student supports during the 2022-23 school year. More than 15,000 schools increased their number of high-intensity tutors, 10,000 their number of mentors, 10,000 their number of wraparound support personnel, and 3,500 their number of college and career advisors. **Overall, the data indicates that schools that increased the number of adults providing NPSS supports typically focused on expanding supports in one of the NPSS support areas during the 2022-23 school year.** This likely reflects a combination of where schools perceived their greatest needs and the challenges involved in expanding more than one support in a school year.

## Increases in adults providing NPSS student supports by type of support and type of school

According to the representative survey of principals, schools that added additional adults to provide NPSS student supports in the 2022-23 school year, by and large, added significant numbers of adults when compared to the 2021-22 school year.

<sup>12</sup> Data on additional adults providing success coaching was not collected due to limitations in the length of the survey

**Table 1 • Percent and number of schools reported increasing adults providing student supports in 2022-23.**

Service	Estimated total # of schools offering support*	% of principals that reported more adults providing support	Estimated # of schools with more adults providing support
High-intensity tutoring	43,439	36%	15,567
Mentoring	37,451	27%	9,990
Wraparound supports	44,418	22%	9,608
College and career advising	29,721	11%	3,334

\* Among the approximately 81,000 public schools the survey was designed to be representative of.

**Table 2 • Median reported increase in adults providing NPSS student supports in schools 2022-23**

Student Support	% of Principals Reporting Additional Adults Providing a NPSS Student Support *	Median # of Additional Adults Providing Support in those Schools
High-intensity tutoring	19%	5
Mentoring	12%	6
Wraparound supports	12%	3
College & career advising	4%	6

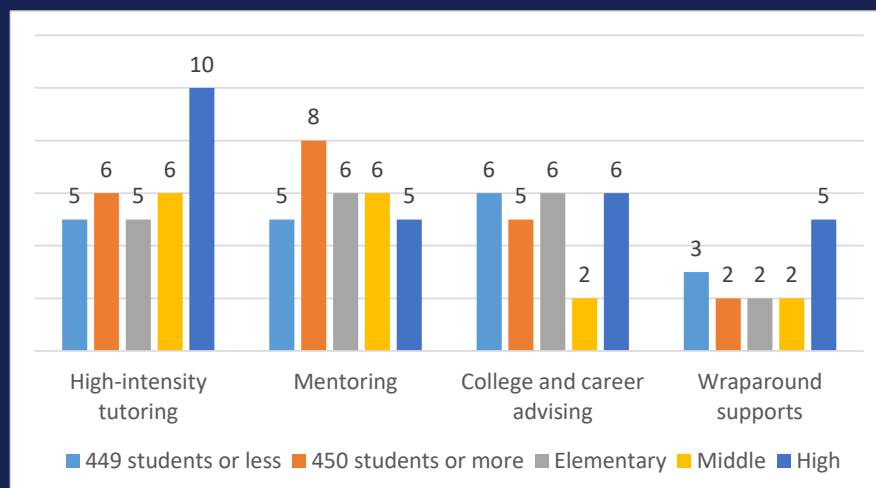
\* The summing this column produces an over-estimate of the percent of schools increasing the number of adults providing NPSS schools, as some schools added adults in more than one NPSS support, though in the main most schools saw increases in just one support.

As seen in Table 2, the median increase in adults providing NPSS supports (meaning half the principals reported adding more and half reported adding less) was five for high-intensity tutoring, six for mentoring, six for college and career advising, and three for wraparound supports.

Figure 3 shows that schools with 450 or more students reported adding slightly more mentors and tutors than schools with 449 or fewer students, but smaller schools reported adding slightly more postsecondary advisors and wrap-around support staff. High schools reported adding higher numbers of tutors, postsecondary advisors, and wraparound support staff than middle or elementary schools. Figure 3 also indicates that among the schools increasing the number of adults providing an NPSS students support, half had large increases. For example, **among the high school principals reporting increases in the number of adults providing NPSS supports, half reported adding 10 or more tutors, six or more college and career advisors, and five or more adults supporting wraparound supports.**

Taken together, the responses from a representative sample of principals indicates that **when schools increased the number of adults providing NPSS student supports in 2022-23, they typically focused on one area of student support, but within that area substantially increased their capacity and partnerships to provide the support to more students.**

**Figure 3 • Median number of additional adults providing the following student support services in the 2022-23 school year than 2021-22 (by school size and level)**



## Nationwide, how many additional adults provided NPSS student supports in 2022-23?

Given the survey's nationally representative sampling, the principals' responses can be used to estimate how many additional adults across the nation provided NPSS student supports in 2022-23.<sup>13</sup> This can be done for each NPSS student support by multiplying the estimated number of schools increasing the number of adults providing the NPSS support in 2022-23 times the median reported increase in additional adults.

Here is an example using high-intensity tutoring.

- The survey, as designed, is representative of approximately 81,465 schools nationwide.
- 19% of principals reported an increase in adults providing high-intensity tutoring in 2022-23.
- 19% of 81,465 schools provides an estimate of 15,567 schools nationwide increasing their number of tutors.
- The surveyed principals also reported a median increase of five additional adults providing tutoring.
- Multiplying the median increase times the estimated number of schools providing more tutors, results in a national estimate of 77,835 more adults providing high-intensity tutoring in 2022-23.

Applying the same methodology to other NPSS student supports results in the following national estimates (rounded to nearest 1,000):

- **78,000** additional adults providing high-intensity tutoring
- **60,000** additional adults providing mentoring
- **20,000** additional adults providing postsecondary transition coaching
- **29,000** additional adults providing wraparound supports

This leads to **an overall estimate of 187,000 additional adults providing four of the five NPSS supports in public schools during the 2022-23 school year**, as compared to in 2021-22 (no data is available for success coaches).

This result is powered by an estimated 28,000 schools adding an average of 6.6 additional adults in NPSS evidence-based student support roles during the 2022-23 school year.<sup>14</sup>

An estimated 28,000 schools added on average between six and seven adults in NPSS evidence-based support roles in school year 2022-23.

<sup>13</sup> This is different from a net increase which would factor in any schools where fewer adults were providing NPSS supports in 2022-23 than 2021-22. We are reporting on the estimate of total number of additional adults i.e., adults who did not provide the student support in 2021-22 in the school but did so in 2022-23.

<sup>14</sup> Principals in 34% of schools reported adding more adults to provide one or more NPSS supports. 34% of the 81,000 or so schools represented in the survey sample results in an estimate of 28,000 schools adding additional adults. Dividing the total number of estimated additional adults providing NPSS supports 187,000 by the number of estimated schools adding adults, 28,000 results in average increase of 6.6 adults per school adding adults.





# Additional Findings

Table 3 provides further insight into how the number of additional tutors and mentors varied across the schools where principals reported increases. For example, regarding tutors, we can see that 25% of schools added between one to three additional tutors, 25% added between four and five, 25% added between six and 10, and 25% added more than 10. The data for mentors is similar.

**Table 3 • Distribution of Additional Adults in Schools that Increased the Number of Tutors or Mentors in 2022-23**

	25 <sup>th</sup> percentile	50 <sup>th</sup> percentile (median)	75 <sup>th</sup> percentile
High-intensity tutoring	3	5	10
Mentoring	4	6	10

Among the schools that report providing high-intensity tutoring, about 85% report that 30% or fewer of their students received high-intensity tutoring support. For schools that reported providing either mentoring or wraparound supports to students, 76% of schools reported that 20% or fewer of their students received the service. This indicates that schools see these as targeted supports for a subset of students. We do not know if these reported percentages of students supported reflect actual level of student needs or a school's current capacity to offer the support to only a subset of students who need it. The exception is postsecondary transition coaching, where high schools reported providing this support to approximately 80% of their students, though this still indicates 20% of high schools that are not offering this support.

Due to space limitations in the survey instrument, it could only gather limited information on success coaches. The limited results indicate that it will be important to get more detailed information in follow-up surveys, as 28% of all schools and 41% of high schools reported having success coaches.

Most of the schools reporting success coaches, however, also reported having tutors and mentors, so some of the success coaches, could be captured in the numbers for tutors or mentors, as this version of the survey did not explicitly ask principals to not count their success coaches also as mentors and/or tutors.

Finally, additional insights can be gleaned by examining the national tables and tables which disaggregate by school level, locale, size, and free and reduced-price lunch level used to inform this brief.<sup>15</sup>

<sup>15</sup> [https://www.partnershipstudentsuccess.org/2022-23\\_principals\\_survey/](https://www.partnershipstudentsuccess.org/2022-23_principals_survey/)



## Limitations

Since this was a survey of school principals and asked about the provision of NPSS student supports within schools, its findings and estimates do not include the number of adults providing NPSS-aligned services during out-of-school time (OST) programs in non-school buildings or during the summer.

Second, as already noted, due to space limitations in the survey – it did not provide information on the number of adults serving as success coaches, one of the five evidence-based student supports that NPSS focuses on, or capture estimates of any increases.

Third, the sample was representative of about 81,000 of the approximately 100,000 PreK-12 schools in the United States; thus, the findings and estimates do not capture the impact of these additional 19,000 schools, which includes vocational and alternative schools and schools in non-states.

All of the above could result in an under-count of the number of additional adults providing NPSS supports in 2022-23.

On the other side of the equation, while the survey provided definitions of what high quality student supports are in each of the five NPSS areas, it is possible that some principals included tutoring and mentoring of any type in their responses. Finally, some principals may not have had fully accurate information on the number of additional adults providing NPSS student supports and as a result estimated their responses. Either of these could potentially lead to an over-count.

Taken together, the limitations suggest the estimates derived from the survey results and the global estimate of 187,000 additional adults providing NPSS supports are reasonable. Adding in an accurate estimate of increases in success coaches, and a sampling which captured closer to 100,000 as opposed to 80,000 schools, would likely push the estimate higher, offsetting any potential over-estimation bias on the number of adults providing NPSS supports in their schools by responding principals.









# Analysis and Implications

The survey responses of a representative sample of public school principals in the spring of 2023 indicate that large numbers of the nation's PreK-12 schools are mobilizing to provide their students with evidence-based supports aimed at helping them overcome the impacts of the pandemic and thrive. Almost all schools provide at least some of their students with one of the NPSS evidence-based supports. While there are modest variations by school level (elementary, middle, and high), locale (urban, suburban, rural), and free and reduced-price lunch levels, adults serving as tutors, mentors, success coaches, college and career advisors, and providing wraparound supports can be found across the nation's public schools.

The survey results show that a substantial number of the nation's PreK-12 schools – at least a third – enhanced their capacity to provide these supports in the 2022-23 school year by increasing the number of adults serving as high-intensity tutors, mentors, college and career advisors, or wraparound support providers compared to the 2021-22 school year. By and large, the schools that increased their capacity to provide NPSS student supports in 2022-23 by adding school staff and/or partnering with local youth serving organizations, focused on one of the NPSS support areas, and in that area substantially increased the number of adults providing the support. The survey results, for example, indicate that at least 15,000 of the nation's PreK-12 public schools increased the number of adults providing high-intensity tutoring. Half of these schools added more than five adults, and a quarter of them added more than 10 adults. Similarly, about 10,000 schools increased their number of mentors, with half of these schools adding six or more adults and a quarter adding 10 or more adults.

Across four of the five NPSS student support areas – high-intensity tutoring, mentoring, college and career advising, and wraparound supports – the survey results enable a national estimate of approximately 187,000 additional adults providing evidence-based student supports in the nation's PreK-12 public schools in 2022-23. This indicates that the nation's schools and their student support partners are well on their way to meeting President Biden's call for 250,000 additional adults to serve as tutors and mentors, and to provide other key student supports.

## The Work Ahead

The principals' responses also indicate that more work remains to provide all students with the supports they need. While nearly all principals reported offering one of the NPSS evidence-based student supports, between 40% and 50% of principals reported not offering high-intensity tutoring, mentoring, or wraparound supports. Some of this could reflect principals' views on student needs, as some elementary schools for example might not perceive a need to offer mentoring supports. It is also likely that it reflects schools focusing on the student support or other intervention they believe is most pressing to provide to their students and/or the ease with which they can access and employ additional adults in these roles.

Given the continued reported challenges with chronic absenteeism, recovery from lost instructional time during the pandemic, postsecondary transitions, and meeting students' mental health needs, the principals' responses suggest that the nation's schools will need continued support in their efforts to expand existing evidence-based student supports to more students, and to add additional supports. In support of this, the NPSS has been working to expand the sources of people power that can provide evidence-based student supports in schools and out-of-school time settings.

A number of these efforts should provide additional adults who schools can call upon during the 2023-24 school year. For example:

- The U.S. Department of Education released a [Dear Colleague Letter](#) in May 2023 asking the nation’s colleges and universities to increase – ideally from seven to 15% – the number of Federal Work-Study students engaged in community service and to devote the increase to providing NPSS supports in local schools and out-of-school time programs.
- The U.S. Department of Education – through a [Dear Colleague Letter](#) to state, district, and higher education leaders – also identified a range of federal resources that, in addition to the American Rescue Plan, can be used to hire, recruit, and train individuals in NPSS student support roles or to contract with external providers to place individuals in these roles. This includes the \$1 billion Bipartisan Safer Communities Act Stronger Connections Grant Program funds, and other federal education funds.
- During the 2022-23 school year, AmeriCorps released two notices of funding opportunities for grants from the Volunteer Generation Fund; each included NPSS student supports as a priority. Together, these notices provided a variety of organizations, including youth-serving non-profits and state service commissions, with the opportunity to compete for funding to recruit, retain, and support volunteers in NPSS-aligned roles. These grants awarded more than \$10 million to public and non-profit organizations providing NPSS supports, which collectively aim to provide at least 40,000 additional adults providing supports over the next three years.
- The NPSS Support Hub at the Johns Hopkins Everyone Graduates Center supports state and local community collaboration efforts which bring together school systems, local non-profit student support providers, and higher education institutions to develop state and local efforts to engage more adults in providing NPSS supports. NPSS is also working with major youth development organizations to increase the capacity of their volunteers and staff to provide NPSS evidence-based supports.

Finally, the first post-pandemic, nationally representative prin-

cipals survey on student supports has unearthed several questions requiring further learning. We need to know more about how principals and schools decide which student supports they will offer, and at what scale. We need to learn more about how and when they decide to work with local student support partners and universities. We need to learn more about success coaching. A significant number of schools – 28% of all schools, and 41% of high schools – reported providing at least some students success coaching, defined as “integrated academic and social-emotional supports provided by an adult who interacts with a given student 1:1 multiple time per week.” Given this, we need a deeper understanding of how schools are using them. The NPSS Support Hub aims to address these questions and others when the principal survey of student supports is repeated in the spring of 2024 and 2025.

In closing, the NPSS principals survey gives us our first comprehensive look at how schools are responding to student academic, school engagement, and well-being needs post-pandemic. It shows that the nation’s schools are mobilizing to address student needs and that many are working to increase their capacity. Collectively, our nation’s schools called on 187,000 more adults to help their students recover from the pandemic and thrive in 2022-23. This indicates that many schools can engage more adults in the work of supporting students with evidence-based supports. This is good news, as the results also indicate that more work remains, and more adults will be needed to ensure that all students get the supports they need.







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