

ARE K-12 STUDENTS GETTING THE EVIDENCE-BASED SUPPORTS THEY NEED? PROGRESS AND CHALLENGES FOUR YEARS AFTER THE PANDEMIC

Findings from a Nationally Representative
Survey of School Principals

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November 2025



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Introduction and Background

The pandemic significantly impacted our nation’s schoolchildren. It led to significant declines in academic achievement, increases in absenteeism, and undermined well-being. Four years after its height, the pandemic’s after-effects are still being felt. Some improvements have been seen, but many of the nation’s children and youth are still struggling to succeed academically and attend school on a regular basis. This challenges our nation’s schools and communities to provide the the additional supports their school children need to succeed in school, at a scale and scope greater than pre-pandemic norms.

There is good evidence on the types of student supports that make a difference for school-aged children and youth. High-intensity tutoring has consistently been shown to be an effective means to accelerate student learning.¹ In-school mentoring and student success coaching have been shown to improve attendance and reduce chronic absenteeism.² Wraparound/integrated student supports can improve attendance—and through it, achievement—and help students and families address the out-of-school factors which stand in the way of mental and physical well-being.³ Finally, postsecondary advising or transition coaching can play a key role in enabling students to not only graduate from high school, but be prepared for postsecondary schooling or training.⁴

All of these evidence-based student supports share one thing in common: They are all delivered by people, and their impact is accelerated when those providing services have the time and opportunity to form consistent supportive relationships with the students they are helping.

The Partnership for Student Success (PSS) is a collective effort of nearly 250 nonprofit organizations, 200 school districts, and 80 institutions of higher education to increase the number of adults providing evidence-based and people-powered supports to our nation’s students. PSS focuses on the supports with the strongest evidence base which address critical student needs: high-impact tutoring, mentoring, student success coaching, postsecondary transition coaching, and wraparound or integrated student supports. It is organized and facilitated by the Everyone Graduates Center at the Johns Hopkins University School of Education, and lead organizations for each of the key student supports: high-intensity tutoring (National Student Support Accelerator and Accelerate), mentoring (MENTOR), student success coaching (City Year), and wraparound/integrated student supports (Communities In Schools).

For the past three years, from 2023 through 2025, PSS has utilized the RAND Corporation’s American Educator Panels to conduct an annual nationally representative survey of school principals on the state of evidence-based student supports. This report draws on data from all three years to examine, four years

after the pandemic, the extent to which our nation’s students are receiving the supports they need to succeed in school and

thrive in life. It examines where progress has been made and identifies the challenges that remain.⁵



¹ Robinson, C. D., Kraft, M. A., Loeb, S., & Schueler, B. (2024). Design principles for accelerating student learning with high-impact tutoring (EdResearch for Action Design Principles Brief No. 30). EdResearch for Action. <https://nssa.stanford.edu/sites/default/files/EdResearch%20Accelerating%20Student%20Learning%20With%20High-Impact%20Tutoring.pdf> ; Nickow, A., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on PreK-12 learning: A systematic review and meta-analysis of the experimental evidence (NBER Working Paper No. 27476). National Bureau of Economic Research. <https://www.nber.org/papers/w27476>

² Balfanz, R., & Byrnes, V. (2021). Connecting social-emotional development and academic indicators across multiple years. Everyone Graduates Center at the Johns Hopkins University School of Education. https://www.cityyear.org/wp-content/uploads/2022/06/20220203_EGC_CityYearReport2_BalfanzByrnes.pdf

³ Maier, A., Daniel, J., Oakes, J., & Lam, L. (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-report>

⁴ DeBaun, B., & Ross, K. M. (2018). Closing the college graduation gap: 2018 national college access and success benchmarking report. National College Access Network. <https://cdn.ymaws.com/www.ncan.org/resource/resmgr/data/benchmarking/ncanbenchmarkingreport2018.pdf>

⁵ The work of the Partnership for Student Success began in 2022 through a public-private partnership between the U.S. Department of Education, AmeriCorps, and the Johns Hopkins University Everyone Graduates Center–The National Partnership for Student Success (NPSS). NPSS was launched in July 2022 with a call to action from President Joseph R. Biden for an additional 250,000 Americans to step up and support local students to recover from the impacts of the pandemic through service in evidence-based roles as tutors, mentors, student success coaches, postsecondary transition coaches, and wraparound/integrated student support coordinators by summer 2025. From July 2022 through mid-January 2025, the NPSS grew into a nationwide coalition including over 220 supporting champion organizations, 70 higher education institutions, and over 200 school districts, each of which played a key role in mobilizing additional people to provide evidence-based support to students nationwide. In October 2024, a report from researchers at Johns Hopkins University indicated that between fall 2022 and spring 2024, an estimated 323,000 additional adults stepped up and served in NPSS-aligned roles in schools nationwide. Following the end of the NPSS initiative in January 2025, the Johns Hopkins University Everyone Graduates Center established the Partnership for Student Success (formerly the NPSS Support Hub) to continue its work to foster local community collaboration to propel the success of all students through evidence-based supports.

SURVEY DETAILS

The survey was fielded by the RAND American Educator Panels (AEP) using the American School Leader Panel (ASLP), a nationally representative sample of K-12 public school principals recruited through probability-based methods using a list of principals obtained from MDR Education. The panel consists of more than 7,500 principals who respond to online surveys several times yearly. Survey collection began on April 22, 2025, with RAND inviting 3,328 ASLP members to take the survey. RAND selected these principals at random using probability sampling. The collection closed on May 28, 2025, with 1,023 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 2024-25 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 data from the National Center for Education Statistics (NCES). The nonresponse adjustment is crucial for eliminating known sources of bias and ensuring the weighted sample accurately reflects the national characteristics of school leaders at both 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 87,972 national school leaders. There are approximately 100,000 K-12 schools in the United States.

The Everyone Graduates Center at Johns Hopkins University wrote the survey questions in consultation with RAND. The survey questions also defined each key term to include core elements or supports 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.”⁶
- **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 or Postsecondary Transition Coaching**⁷ was defined as “support with post-secondary exposure, college search and fit/match, college application creation, financial aid applications, and navigation of postsecondary 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 Students’ 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 Postsecondary Transition Coaching, it was noted that these services could be provided during the official school day or in

⁷ “College and Career Advising or Postsecondary Transition Coaching” was used throughout the survey but references to this are shortened to “postsecondary transition coaching” throughout the report for brevity.

⁶ This definition of high-intensity tutoring differs from other commonly-used definitions of tutoring. For example, the [IES School Pulse Panel](#) defines high-dosage tutoring as “Tutoring that takes place for at least 30 minutes per session, one-on-one or in small group instruction, offered three or more times per week, is provided by educators or well-trained tutors, aligns with an evidence-based core curriculum or program, and is also known as Evidence-based or High-quality tutoring.” It also defines standard tutoring as “A less intensive method of tutoring that may take place in one-on-one, small group, or large group settings, is offered less than three times per week, and is provided by educators who may or may not have received specific training in tutoring practices.”

extended school time by full- or part-time classroom teachers, other school staff, contractors (i.e., nonprofit or for-profit organizations), or volunteers. Thus, while the principals’ responses capture the work of nonprofit and for-profit partners on the school site, they may 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.

This is the third annual survey of public school principals in the American School Leader Panel, fielded by the RAND Corporation, and using questions developed by the Johns Hopkins Everyone Graduates Center. Past year surveys were fielded in the spring of 2023 for the 2022-23 school year⁸ and in the spring of 2024 for the 2023-24 school year.⁹ Definitions of each evidence-based role were consistent across the three years of the survey. While many questions were asked across all three years of the survey, some additional questions were added to the 2024 and 2025 surveys respectively.

⁷ “College and Career Advising or Postsecondary Transition Coaching” was used throughout the survey but references to this are shortened to “postsecondary transition coaching” throughout the report for brevity.

⁸ Survey details and methodology for the spring 2023 survey can be found in the Survey Details section of Balfanz, R., & Byrnes, V. (2023). Increasing school capacity to meet students’ post-pandemic needs: Findings from the 2022–23 National Partnership for Student Success Principal Survey. Everyone Graduates Center, Johns Hopkins University. https://www.partnershipstudentsuccess.org/wp-content/uploads/2023/09/Increasing-School-Capacity-to-Meet-Students-Post-Pandemic-Needs_ECG_Balfanz-Byrnes-FINAL.pdf.

⁹ Survey details and methodology for the spring 2024 survey can be found in the Survey Details section of Balfanz, R., & Byrnes, V. (2024). Meeting a call to action: Increasing evidence-based, people-powered student supports: Findings from a nationally representative survey of school principals. Everyone Graduates Center, School of Education, Johns Hopkins University. <https://www.partnershipstudentsuccess.org/wp-content/uploads/2024/10/2023-24-NPSS-RAND-Report.pdf>

Common Terms

For the sake of brevity, throughout the remainder of the report, the following terms are used to represent the above definitions of the student supports about which principals were surveyed:

- “Tutoring” or “Tutors” to represent the above definition of high-intensity tutoring and the work of high-intensity tutors;
- “Postsecondary Transition Coaching” or “Postsecondary Transition Coaches” to represent the above definition of college and career advising or postsecondary transition coaching and the work of college and career advisors or postsecondary transition coaches;
- “Success Coaching” or “Success Coaches” to represent the above definition of student success coaching and the work of student success coaches.
- “Wraparound Supports” to represent the above definition of wraparound supports to address students’ out of school needs.



The Current State of Evidence-Based Student Supports in the Nation’s K-12 Schools

Summary of Findings

From the nationally representative survey of public school principals, fielded in spring 2025 by the RAND Corporation, arose a range of findings related to the state of evidence-based, people powered K-12 student supports – namely tutoring, mentoring, success coaching, postsecondary transition coaching and wraparound supports. Key findings—expanded upon in the sections below—include:

How many schools are providing people-powered, evidence-based student supports, and to how many students?

- High-intensity tutoring, mentoring, and wraparound supports are each provided in about half the nation’s K-12 public schools.
 - High-intensity tutoring and wraparound supports are provided in about two-thirds of high-poverty schools
 - Among the schools offering evidence-based student supports, most provide the support to 20% or fewer of their students.
 - There is a subset of schools providing high-intensity tutoring, mentoring, or student success coaching to a higher percentage of students (30% or more, or 50% or more).
 - About 20% of the school principals who report providing high-intensity tutoring or mentoring say they increased the number of students receiving these supports during 2024-25. Similar results were found in 2023-24, which followed a larger surge in 2022-23. Very few principals report providing these supports to fewer students during the 2024-25 school year.
- ### Who is providing evidence-based, people-powered student supports?
- In schools providing evidence-based student supports, typically ten people or fewer are providing these supports. In nearly one-third of schools providing evidence-based student supports, larger numbers of adults are involved.
 - Almost one-quarter of the schools offering high-intensity

tutoring report more adults provided this support in 2023-2024.

- Over the past three school years, more than 400,000 estimated additional adults have been engaged as tutors, mentors, postsecondary advisors, and wraparound support providers in our nation’s schools.
- The most common source of additional people power was school staff.
- Schools also relied on external sources to find additional adults to provide student support. Half of the nation’s principals reported partnering with local college and universities or non profits to secure additional tutors, mentors, success coaches or post secondary advisors.
- 20% of schools use college students to provide evidence-based students supports
- Over 40% of schools engaged adults from local nonprofit organizations in PPS student support roles.
- About one-third of school principals reported using peer-based (student-to-student) supports.

How many of the students who need evidence-based, people-powered supports are being reached?

- Four years after the height of the pandemic, principals report no let-up in student need, with 30% to 40% reporting an increase in the number of students needing high-intensity tutoring, mentoring, or wraparound supports.
- Only 20% to 30% of principals report that most to all of their students who need high-intensity tutoring, mentoring, student success coaching, or wraparound supports are receiving them.
- Principals reported a wide range of barriers preventing more students from receiving the evidence-based, people-powered supports they need.
- If additional funding were available, a third of the principals would prioritize providing more students with high-intensity tutoring.

Part 1 – How many schools are providing people-powered, evidence-based student supports, and to how many students?

High-intensity tutoring, mentoring, and wraparound supports are each provided in about half the nation’s K-12 public schools.

During the most recent school year (2024-25), as seen in Table 1, approximately half of school principals reported that their schools provide high-intensity tutoring. A similar percentage of principals reported providing mentoring and wraparound supports. About thirty percent of principals stated that their school provided student success coaching, which combines elements of tutoring and mentoring, often with attendance support. Nine out of ten high schools reported providing postsecondary transition coaching.

Across the 2022-23, 2023-24, and 2024-25 school years, about three-fourths of principals reported providing either high-intensity tutoring, mentoring, or student success coaching. This suggests that most schools are providing at least some of their students with one of the evidence-based, people-powered student supports which require the engagement of multiple adults to serve as mentors, tutors, or success coaches.

About one-fifth of schools can be categorized as “full student support” schools, as they provided high-intensity tutoring, wraparound supports, and either mentoring or student success coaching. These schools tend to be larger schools or high schools found in urban areas that serve high-poverty student populations.

At the same time, the data also suggest that about half of the nation’s schools are not providing high-intensity tutoring, about half are not providing mentoring, and about the same percent are no providing wraparound supports to students during the school day.

Table 1. Types of student support services provided by schools, 2024-2025

Service	% of Respondents
High-Intensity Tutoring	45%
Mentoring	51%
College & Career Advising or Postsecondary Transition Coaching (High Schools)	89%
Student Success Coaching	29%
Wraparound Supports to Address Students’ Out-of-School Needs	57%

Table 2. Types of student support services provided over time, 2022-23 to 2024-25

Service	2022-23	2023-24	2024-25
High-Intensity Tutoring	53%	52%	45%
Mentoring	46%	50%	51%
College & Career Advising (Middle Schools)	33%	40%	39%
College & Career Advising (High Schools)	81%	90%	89%
Student Success Coaching	28%	27%	29%
Wraparound Supports	55%	59%	57%

While there has been some year-to-year variation in the percentage of schools offering each of the five student support services studied, overall, as seen in Table 2, the rates have remained relatively stable over past three school years. This includes the most recent school year of 2024-25, when pandemic relief funds, the extra federal funding many districts received to help their students recover, were no longer available for the full school year. The one notable recent decline from 2023-24 to 2024-25 is the drop from 52% of schools offering high-intensity tutoring to 45%.

High-intensity tutoring and wraparound supports are provided in about two-thirds of high-poverty schools.

Evidence-based, people-powered student supports, as seen in Table 3, are more frequent in the secondary grades, except for high-intensity tutoring, which is slightly more common amongst elementary schools.¹⁰ Both wraparound supports (65%) and student success coaching (48%) are most commonly found in high schools. All of the student supports studied are more frequently offered at schools serving higher poverty student populations. This is especially true for high-intensity tutoring, which is offered in approximately two-thirds of high-poverty schools.

Table 3. Types of student support services provided by Grade and Poverty Levels, 2024-25

Service	School Level			School Poverty		
	Elementary	Middle	High	High Poverty	Middle	Low Poverty
High-Intensity Tutoring	48%	47%	36%	64%	42%	39%
Mentoring	43%	65%	63%	55%	53%	44%
Student Success Coaching	18%	39%	48%	31%	30%	23%
Wraparound Supports to Address Students' Out-of-School Needs	54%	59%	65%	70%	53%	57%



Among the schools offering evidence-based student supports, most provide the support to 20% or fewer of their students.

In most of the schools offering high-intensity tutoring, mentoring, and success coaching, principals report, as seen in Table 4, that these supports are provided to no more than 20% of their students. About half of the schools offering mentoring provide

it to no more than 10% of their students. The same is true for wraparound supports. For high schools providing postsecondary transition coaching, two-thirds offer it to at least half of their students. But, a third only provide these supports to a subset of their students, perhaps focusing on seniors or students viewed as college-bound.

Table 4. Percent of students at each school receiving student support services, 2024-25.

Service	1-10%	11-20%	<=20%	21-30%	>=31%	>=51%
High-Intensity Tutoring	28%	40%	68%	19%	14%	7%
Mentoring	52%	24%	76%	12%	13%	7%
College & Career Advising or Postsecondary Transition Coaching (High Schools)	1%	7%	8%	10%	83%	68%
Student Success Coaching	35%	21%	56%	17%	28%	18%
Wraparound Supports to Address Students' Out-of-School Needs	56%	24%	80%	11%	9%	5%

Table 5a. Schools offering High Volume Supports - Student Population & School Type

	% of students offered support	Enrollment	% FRL	% Min	Vocational	Alternative	ACGR 2023	Chronic Absence 2023
All		552	57	51	0	2	87	26
Tutoring	>= 30%	438	82	78	0	4	80	39
	>= 50%	426	84	79	0	7	66	39
Mentoring	>= 30%	493	63	56	0	10	80	33
	>= 50%	498	70	58	0	12	79	35
Success Coaching	>= 30%	569	65	57	1	5	82	33
	>= 50%	552	61	56	0	7	78	34

A subset of schools provides high-intensity tutoring, mentoring, or student success coaching to a higher percentage of students.

Despite logistical challenges that can impede the implementation of evidence-based, people-powered supports at scale, as seen in Table 4, 14% of schools providing high-intensity tutoring report providing it to a third or more of the students in their schools. Thirteen percent of schools offering mentoring reach this many students, as do 28% of the schools offering student success coaching.

Where high-volume student supports are taking place, as seen in table 5a and 5b, varies by the type of support. High-volume tutoring is happening most often in the highest poverty and minority-serving urban elementary schools.¹¹ High-volume mentoring and student success coaching are happening most often

in the middle grades. High-volume student success coaching is most frequent in both city schools and rural schools.

Schools offering student supports to a third or more of their students also have, on average, high chronic absenteeism rates and free and reduced price lunch (FRL) rates of 60% or higher. High schools that provide high-intensity tutoring, mentoring, or student success coaching to half or more of their students, on average, have high school graduation rates —also known as Adjusted Cohort Graduation Rates (ACGR) — considerably below the national average. This indicates that even among schools with high levels of need, some of the nation’s schools have organized themselves to provide evidence-based student supports to significant numbers of their students.

Table 5b. Schools offering High Volume Supports - Grade Levels & Geographic Locale

	% of students offered support	Elementary School	Middle School	High School	City	Suburb	Town	Rural
All		58	19	22	28	31	11	30
Tutoring	>= 30%	61	21	18	50	19	10	21
	>= 50%	77	12	8	53	23	15	9
Mentoring	>= 30%	26	43	28	35	22	14	28
	>= 50%	15	50	30	43	24	6	27
Success Coaching	>= 30%	24	51	22	35	18	11	36
	>= 50%	21	56	19	42	21	13	24



About 20% of the school principals who report providing high-intensity tutoring or mentoring say they increased the number of students receiving these supports during 2024-25. Similar results were found in 2023-24, which followed a larger surge in 2022-23. Very few principals report providing these supports to fewer students during the 2024-25 school year.

Among the schools providing high-intensity tutoring or mentoring during the 2024-25 school year, about 20% of school principals report that the number of students receiving these supports increased. Most principals report that about the same number of students were served last year as in the prior year (2023-24). Fewer than 5% of principals offering high-intensity tutoring or mentoring report serving fewer students in 2024-25 than in the prior year.

This indicates that the strong majority of schools that offered high-intensity tutoring or mentoring in 2024-25 found ways to serve as many, if not more, students as they did in prior years, even in the face of declines in federal funding.

Table 6a. Change in the number of students receiving high-intensity tutoring over time, 2022-23 to 2024-25

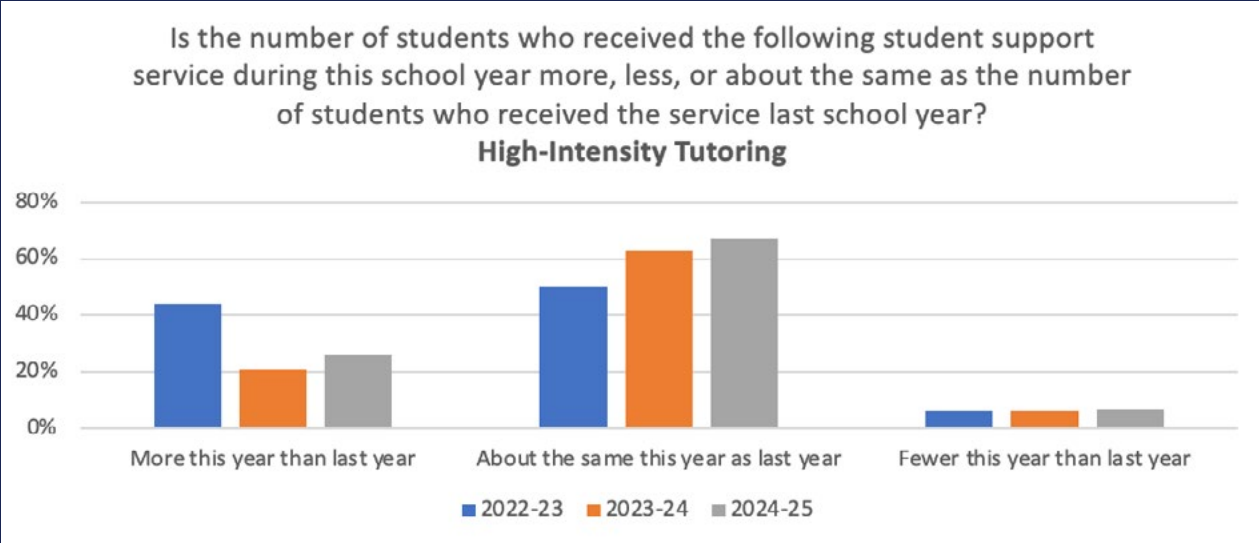
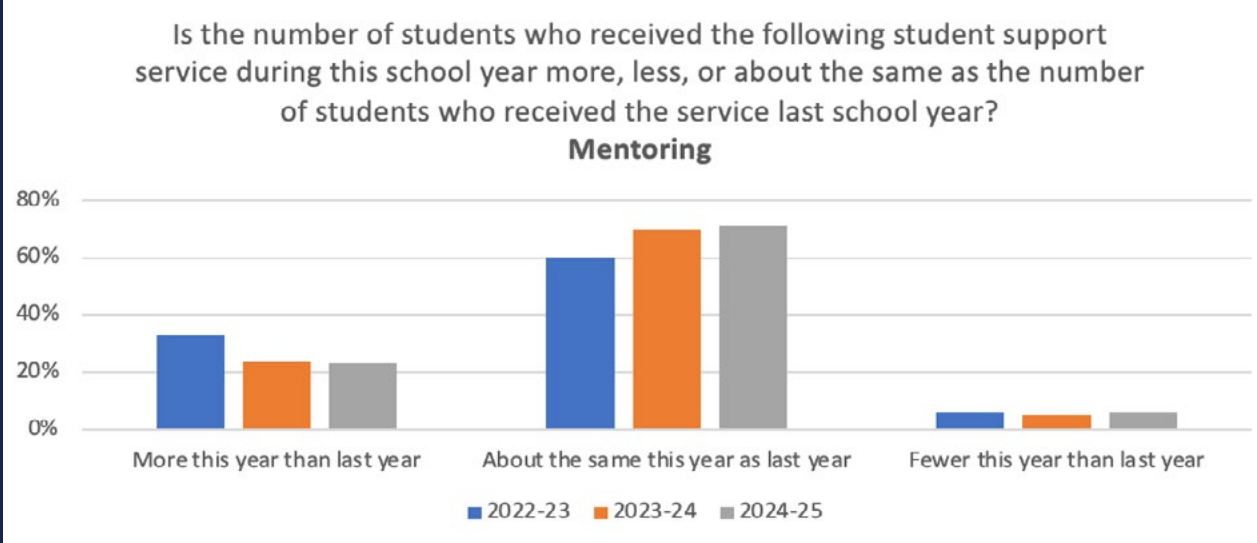


Table 6b. Change in Number of Students receiving Mentoring over time, 2022-23 to 2024-2025



Summing up the Current Scale of Evidence-Based Student Supports.

Across the United States, high-intensity tutoring, mentoring, and wraparound supports are each being provided in about half the nation's schools (though not typically the same schools, as schools tend to focus on tutoring or mentoring). With the exception of post-secondary advising, school's providing evidence-based, people powered supports most commonly provide them to between 10% and 20% of the students.

There are notable exceptions. Close to two-thirds of high-poverty schools are providing tutoring and wraparound supports. Schools providing high-intensity tutoring, mentoring, or student success coaching to 30% or more of their students tend to serve populations with high rates of poverty and chronic absenteeism, as well as low graduation rates (in the case of high schools). About one in five schools are "full student support"

schools, providing high-intensity tutoring, wraparound supports, and either mentoring or student success coaching. This suggests that some of the nation's schools with large numbers of students in need of additional support are finding ways to provide it to a significant number of their students.

Finally, following a surge in the number of adults serving as mentors and tutors in the school year closest to the pandemic for which we have data (2022-23), about 20% of the schools providing these supports increased the number of students receiving them during school years 2023-24 and 2024-25. At the same time, very few school principals reported decreases in the number of students receiving these supports, even as federal relief dollars declined or became unavailable. This suggests that a strong majority of schools that increased evidence-based student supports post-pandemic have been able to maintain them, and not insubstantial numbers have been able to increase them.

Part 2 - Who is providing evidence-based, people-powered student supports?

In schools providing evidence-based student supports, typically ten people or fewer are providing these supports. In nearly one-third of schools providing evidence-based student supports, however, larger numbers of adults are involved.

In more than two-thirds of the schools providing tutors or mentor, as seen in Table 7, 10 people or fewer are serving

Table 7. Number of people in school coordinating/providing high-intensity tutoring, mentoring, and student success coaching, 2024-25					
Service	1-4 People	5-10 People	10 or Fewer People	11-20 People	21 or More People
High-Intensity Tutoring	34%	38%	72%	17%	12%
Mentoring	34%	34%	68%	19%	13%
Student Success Coaching	61%	22%	83%	9%	9%

In the remaining one-third of schools that offer high-intensity tutoring or mentoring, larger numbers of adults are engaged in these roles. In 17% of the schools offering high-intensity tutoring, between 11 and 20 adults provide or coordinate these supports. Twelve percent of schools providing tutoring engage 21 or more people as tutors. Similar results are found for mentoring. In 18% of the schools offering student success coaching, more than 11 adults are engaged. It follows that most schools with larger numbers of adults providing these student supports are also those that offer tutoring, mentoring,

as high-intensity tutors or mentors – equally split between schools that have one to four mentors or tutors and those that have five to ten mentors or tutors. In most schools that offer student success coaching, principals report that it is typically provided by a small group of adults—from one to four people.

or success coaching to more than 30% of their students. It also shows that large numbers of adults need to be trained, coordinated, and supported in a school to provide these supports to this many students.

In almost all schools that offer wraparound supports to students, as seen in Table 8, the services are coordinated and provided by four people or fewer. Half of the schools providing wraparound supports report that they are managed and delivered by one or two people.

Table 8. Number of people in school coordinating/providing wraparound supports, 2024-25					
	1 Person	2 People	3 People	4 People	More than 4 People
Wraparound Supports to Address Students' Out-of-School Needs	21%	29%	22%	14%	14%

Almost one-quarter of the schools offering high-intensity tutoring report more adults provided this support in 2023-2024.

A majority of school principals, as seen in Table 9, report that during the 2024-25 school year, the number of adults providing evidence-based student supports remained about the same as in the prior year. This suggests that there was no significant decrease in the number of adults providing these supports, even as federal funding to help schools overcome the pandemic's impacts declined or ended during the most recent school year. Eight percent of school principals who reported that their

school provided high-intensity tutoring indicated that fewer adults provided this support in 2024-25 than in the prior year, but three times as many (23%) reported that more adults provided tutoring. Over the past three years (2022-23, 2023-24, and 2024-25), it has been typical for schools to focus on increasing the number of adults in one area (for example, high-impact tutoring or mentoring) per year. Combined, 24% percent of schools in 2024-25 increased the number of adults providing high-intensity tutoring, mentoring, postsecondary advising, or wraparound supports in their schools.

Table 9. Change in Number of adults who provided/coordinated student support services, 2024-25

Service	More Adults this Year than Last Year	About the Same	Fewer Adults this Year than Last Year
High-Intensity Tutoring	23%	69%	8%
Mentoring	16%	80%	4%
College and Career Advising or Postsecondary Transition Coaching	9%	89%	2%
Wraparound Supports to Address Students' Out of School Needs	10%	88%	3%

Over the past three school years, more than estimated 400,000 additional adults have been engaged as tutors, mentors, post-secondary advisors, and wraparound support providers in our nation's schools.

Overall, as seen in Table 10, an estimated 105,000 additional adults provided people-powered student supports—in the form of high-intensity tutoring, mentoring, postsecondary advising, and wraparound supports—during the 2024-25 school year.¹²

This represents slower growth than in the prior year two years, but still indicates that substantial numbers of schools were recruiting additional adults to provide evidence-based student supports. Over the past three years, as seen in Table 10, schools across the nation engaged an estimated total of 428,000 additional adults to provide their students with evidence-based student supports. This exceeds President Biden's 2022 call for an additional 250,000 adults to step forward and help students overcome the pandemic's impacts between 2022 and 2025.¹³

Table 10. Estimated number of additional adults providing student supports, 2022-23 to 2024-25

School Year	# of Schools Adding Additional Adults	Average Number Adults Added Per School	Total # of Adults Added per Year
2022-23	28,000	6.6	184,928
2023-24	24,527	5.5	136,000
2024-25	18,540	5.6	104,511
TOTAL			428,000

¹² Given the survey's nationally representative sampling, principals' responses can be used to estimate how many additional adults across the nation provided evidence-based and people-powered student supports in the form of high-intensity tutoring mentoring, postsecondary transition coaching, and wraparound supports—in 2024-25. The estimated number of additional adults providing high-intensity tutoring, mentoring, postsecondary transition coaching, and wraparound supports can be found by multiplying the estimated number of schools increasing the number of adults providing the support in 2024-25 times the median reported increase in additional adults. Using high-intensity tutoring as an example: the survey, as designed, is representative of approximately 87,972 schools nationwide; 10% of all principals reported an increase in adults providing high-intensity tutoring in 2024-25; 10% of 87,595 schools provides an estimate of 9,105 schools nationwide increasing their number of tutors; 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 45,526 more adults providing high-intensity tutoring in 2024-25. Applying the same methodology to other student supports results in the following national estimates (rounded to nearest 1,000): 46,000 additional adults providing high-intensity tutoring; 36,000 additional adults providing mentoring; 13,000 additional adults providing postsecondary transition coaching; 10,000 additional adults providing wraparound supports. This leads to an overall estimate of 105,000 additional adults providing high-intensity tutoring, mentoring, student success coaching, postsecondary transition coaching, and wraparound supports—in public schools during the 2024-25 school year, as compared to 2023-24 (no data is available for student success coaches). This result is powered by an estimated 18,540 schools adding an average of 5.6 additional adults in these evidence-based student support roles during the 2024-25 school year.

¹³ The White House. (2022, July 5). FACT SHEET: Biden-Harris Administration launches national effort to support student success. Retrieved from <https://bidenwhitehouse.archives.gov/briefing-room/statements-releases/2022/07/05/fact-sheet-biden-harris-administration-launches-national-effort-to-support-student-success/>

The most common source of additional people power was school staff.

Most principals report using school staff to provide people-powered evidence-based supports in their schools. About

three-fourths of principals, as seen in Table 11, reported that they used approximately the same number of staff members in these roles in 2024-25 as they had in the prior school year. Eleven percent reported using fewer, and 16% reported using more.

Table 11. Change in number of school staff providing student supports (high-intensity tutoring, mentoring, student success coaching, postsecondary transition coaching, or wraparound supports), 2024-25

	% of Respondents
Increased	16%
Decreased	11%
Stayed about the same this year	73%

Many schools also relied on external sources to find additional adults to provide evidence-based student supports.

A considerable number of schools providing people-powered, evidence-based supports, as seen in Table 12, supplemented their staff by drawing on external sources of additional adults, including colleges, local nonprofit organizations, AmeriCorps members, and volunteers. This was particularly the case for wraparound supports, where half of the schools providing this

support brought in external adults to provide it, and for mentoring, where about 40% of the schools providing mentors got at least some of their mentors from external sources. Approximately a quarter of the schools offering high-intensity tutoring used external adults to increase the number of tutors.

Altogether, half of all principals reported using additional people power from colleges or nonprofits to increase their number of adults serving as tutors, mentors, success coaches, postsecondary advisors or wraparound support coordinators in their schools.



Table 12. Schools that rely on external (non-school employee) sources of people power from colleges, nonprofits, AmeriCorps, volunteers, or other non-school employees to provide student supports, 2024-25

	% of Respondents
High-Intensity Tutoring	26%
Mentoring	39%
College & Career Advising or Postsecondary Transition Coaching	21%
Student Success Coaching	17%
Wraparound Supports to Address Students’ Out-of-School Needs	52%

More than a third of the schools providing evidence-based student supports used local college students.

In terms of where schools are finding additional adults from external sources, 20% of all schools, as seen in Table 13, and more than a third of the schools that reported providing evidence-based student supports, recruit some of these adults from local colleges and

universities. During the most recent school year, as seen in Table 14, about one-quarter of the schools engaging college students in these roles reported increases in the number of college students supporting their students as high-intensity tutors, mentors, student success coaches, and postsecondary advisors, and 12% reported using fewer.

Table 13. Schools that partner with a local college/university to provide college students who serve as mentors, tutors, postsecondary transition support, or success coaches, 2024-25

	% of Respondents
No	80%
Yes	20%

Table 14. Changes in the number of college students providing student supports in schools that employ them, 2024-25

	% of Respondents
Increased	26%
Decreased	12%
Stayed about the same this year	62%

Over 40% of schools engaged adults from local nonprofit organizations.

Forty-three percent of school principals reported partnering with local, nonprofit organizations, as seen in Table 15, to supply adults serving as mentors, tutors, student success coaches, wraparound support providers, or postsecondary advisors during the school day in the 2024-25 school year. This indicates that substantial numbers of schools are augmenting their staff with additional adults from nonprofits to increase the

number of students they can provide evidence-based supports to during the school day. This is a greater percentage than those who report using adults from nonprofit organizations to support their students before or after school, or in the summer. About one-fifth of schools, as seen in Table 16, reported increasing the number of adults from nonprofit organizations providing these evidence-based student supports during the 2024-25 school year, and 9% reported using fewer.

Table 15. Schools that partner with nonprofit organizations that provide adults to serve as mentors, tutors, student success coaches, wraparound support providers, or postsecondary advisors, 2024-25

	% of Respondents
During the school day	43%
Before or after school	29%
During the summer	21%
On weekends	5%

Table 16. Changes in the number of adults from local nonprofit organizations providing student supports to your students at any time, 2024-25

	% of Respondents
Increased	22%
Decreased	9%
Stayed about the same this year	69%

A substantial number of the schools that provide mentoring, tutoring, or student success coaching to 30% or more of their students bring in additional adults from colleges and nonprofits to help provide these supports. For high-intensity tutoring, 29% of schools that use more than 10 adults to deliver tutoring rely on external partners. For mentoring it’s 37%, and for student success coaching it’s 19%.

About one-third of school principals reported using peer-based (student-to-student) supports.

Another source of people power is peer-based support, where other, typically older, students provide evidence-based student supports to other students in their school, such as 12th graders working with 9th graders or high school students working with middle school or elementary students. About one-third of principals, as seen in Table 17, report that their schools use peer-based student supports. Of

those, three-fourths, as seen in Table 18, had peer-based mentoring programs. Approximately a quarter of principals reported their school had peer-based tutoring programs, and 21% had peer-based student success coaching supports. Most principals, as seen in Table 18, who reported using peer-based student supports stated that the number of students involved in providing peer-based supports was about the same in the most recent school year as it was in the prior year.

Summing up who is providing evidence-based student supports in our nation’s schools.

In most schools that provide high-intensity tutoring, mentoring, or student success coaching, up to 10 adults are providing these supports. However, in a third of these schools, a larger number of adults are engaged. Most schools first draw on their school staff, with some using federal relief dollars to hire additional school staff to provide these supports. Many then supplement their staff with adults from the local community

who serve during the school day as mentors, high-intensity tutors, student success coaches, postsecondary advisors, and wraparound support providers. To find these adults, large numbers of schools providing evidence-based student supports are partnering with their local colleges and universities/ or nonprofit organizations. About one-third of schools are also engaging their own students in these roles.

Table 17. Schools using peer-based student supports, 2024-25

	% of Respondents
No	68%
Yes	32%

Table 18. Schools using a peer-based approach, by student support, 2024-25

	% of Respondents
High-intensity tutoring	28%
Mentoring	72%
College and career advising or postsecondary transition coaching	3%
Student success coaching	21%
Wraparound supports to address students’ out of school needs	8%

Table 19. Change in the number of high school students providing student supports, 2024-25

	% of Respondents
Increased	8%
Decreased	3%
Stayed About the Same this Year	34%
Not Applicable. No High School Students Provide Student Supports in My School.	54%



Part 3 – How many of the students who need evidence-based, people-powered supports are being reached?

Four years after the height of the pandemic, principals report no let-up in student need, with 30% to 40% reporting an increase in the number of students needing high-intensity tutoring, mentoring, or wraparound supports.

Principals reported no let-up in student needs during the 2024-2025 school year. Four years after the height of the pandemic, fewer than 5% of school principals stated that the number of students needing support decreased. In fact, as seen in Table 20, many reported increases in the number of students needing evidence-based, people-powered supports. Twenty-eight percent, 33%, and 38% saw an increasing need for tutoring, mentoring, and wraparound supports, respectively.

Table 20. Change in the number of students in school needing student support 2024-25				
	Increasing	Decreasing	Staying About the Same	Not Applicable
High-Intensity Tutoring	28%	4%	51%	17%
Mentoring	33%	2%	44%	20%
Success Coaching	19%	1%	38%	42%
Postsecondary Transition Advising	9%	1%	34%	56%
Wrap Around Supports	38%	2%	38%	22%

There has been considerable growth over the past three years in the number of adults engaged in providing student supports. At the same time, student need has continued at post-pandemic levels or risen in most communities as well. How many students in need of these supports are still not receiving them?

Only 20% to 30% of principals report that most to all of their students who need high-intensity tutoring, mentoring, student success coaching, or wraparound supports are receiving them.

The vast majority of the nation’s principals report that the number of students in their schools needing additional supports (high-intensity tutoring, mentoring, success coaching, or wraparound support) has held constant post-pandemic (38 to 51% depending on support) or increased during the 2024-25 school year (19 to 38% depending on support). Approximately one-fifth of principals, primarily from elementary and middle schools in lower-poverty areas, reported that their students did not require these supports.

Despite the efforts of many schools to increase the provision of evidence-based student supports over the past three years, it is clear that efforts to increase the supply of evidence based student supports need to continue. Only about a quarter of principals state that they are able to provide these supports to the majority of students who need them.

The majority of school principals report that only some, or few to none, of the students who need high-intensity tutoring, mentoring, or wraparound supports are receiving them (ranging from 51% to 57%, depending on the support). 42% of school principals report this outcome for success coaching, and 24% for postsecondary transition advising.

Table 21. Percent of students in need of supports that are receiving them, 2024-25

	Few to None	Some	Most to All	Not Applicable
High-Intensity Tutoring	31%	24%	30%	16%
Mentoring	31%	26%	26%	18%
Success Coaching	27%	15%	18%	40%
Postsecondary Transition Advising	15%	9%	24%	53%
Wrap Around Supports	27%	24%	28%	21%



Principals reported a wide range of barriers preventing more students from receiving the evidence-based, people-powered supports they need.

Half of the principals, as seen in Table 22, reported that funding and staffing challenges limit the provision of evidence-based student supports. Thirty-four percent noted time barriers, specifically sched-

uling conflicts with classes or extra-curricular(s). Nearly a third noted barriers to student participation, specifically a lack of student interest (30%) and parental reluctance (30%). Twenty-four percent noted limited awareness of available services. This indicates that schools are facing challenges with both supplying enough support and having the time to provide it, as well as getting students and families to engage with available supports fully.

Table 22. Biggest barriers preventing more students from accessing available support services (high-intensity tutoring, mentoring, student success coaching, postsecondary transition coaching, and wrap-around supports), 2024-25

	% of Respondents
Lack of Student Interest or Engagement	30%
Scheduling Conflicts with Classes or Extracurricular	34%
Insufficient Staffing	52%
Insufficient Funding	52%
Parental or Guardian Reluctance	31%

If additional funding were available, a third of the principals would prioritize providing more students with high-intensity tutoring.

When asked where they would prioritize expanding the provision of student supports if additional funding were available, as seen in Table 23, high-intensity tutoring was the top choice, selected by a third of the principals surveyed. Twenty-seven percent would hire additional support staff to reduce case-loads. Seventeen percent would increase wraparound sup-ports, 11% would focus on mentoring, and 8% would focus on success coaching.

Overall, about two-thirds of the principals would use addi-tional funding to enable more students to receive one of the evidence-based, people-powered supports that the Partner-ship for Student Success is working to expand. This further indicates that the majority of school principals believe more students would benefit from these supports than are currently receiving them. The remaining one-third of school principals would focus more on improving the quality or impact of existing supports by reducing the caseload of the adults providing them.

Table 23. Area of student support services the school would prioritize expanding, if additional funding were available, 2024-25

	% of Respondents
High-Intensity Tutoring	33%
Mentoring	11%
College and Career Advising or Postsecondary Transition Coaching	2%
Student Success Coaching	8%
Wraparound Supports	17%
Hiring Additional Support Staff to Reduce Caseloads	27%
None of the Above	3%

Summing up: Are students getting the evidence-based sup-ports they need?

In response to the rapid increase in the number of students requiring additional supports to succeed in school in the after-math of the pandemic, large numbers of the nation’s schools responded by increasing the provision of evidence-based stu-dent supports. They shifted staff responsibilities, used federal pandemic relief dollars to increase their student support staff, partnered with local colleges and nonprofits, and trained older students to support younger students. This increased the num-ber of people providing relationship-driven, evidence-based supports as high-intensity tutors, mentors, student success coaches, postsecondary advisors, and wraparound service providers. Over the three years from 2022-23 to 2024-25, the number of additional adults providing these supports increased by more than 400,000. In the typical school, this resulted in between four and ten more adults serving as mentors, tutors, success coaches or postsecondary advisors. Some schools, however, developed the organizational capacity and where-withal to engage more than 10 additional adults in these roles. The result is that three-fourths of the nation’s schools currently report providing students with either high-intensity tutoring, mentoring, or wraparound supports—all of which require significant organization and coordination by the school.

The responses from a representative sample of school principals in 2024-25 show however, that, in many schools, these considerable efforts have still fallen short of reaching all

students in need of evidence-based supports. A near majority of the nation’s principals report that only some to few, if any, of their students who need high-intensity tutoring, mentoring, or wraparound supports are receiving them. This is likely the result of multiple factors. Principals note funding, staffing, and time constraints, as well lack of interest by students or par-ents, as barriers to expansion. Beyond these factors, it takes considerable effort and time (both of which are in short supply) for a school to engage five to ten adults to staff a tutoring, mentoring, or success coaching effort, which is the current level of people power most schools have been able to achieve for a given student support.

The scale of student need, however, can outstrip what five to ten adults can provide. This can be seen in the smaller subset of schools that provide evidence-based supports to 30% or more, or 50% or more, of their students, as these schools often engage considerably more than 10 adults to serve as tutors, mentors or success coaches. In addition, there are still a considerable number of schools whose principals state their students would benefit from high-intensity tutoring, mentoring, success coaching, or wraparound supports, but have not yet been able to provide them to any students in their school.

Thus, it is both the case that a large number of schools have increased the number of students receiving evidence-based, relationship-driven supports over the past three years, and that this is has not been enough to meet the needs of all students, in all schools.

Limitations

Since this was a survey of school principals and asked about the provision of particular student supports within schools, its findings and estimates do not include the number of adults providing tutoring, mentoring, student success coaching, post-secondary transition coaching, or wraparound supports during out-of-school time programs in non-school buildings.

Second, the sample was representative of about 88,000 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 12,000 schools, which include vocational and alternative schools and schools in non-states.

All of the above could result in an undercount of the number of additional adults providing PSS-aligned supports in 2024-25 and the percent of schools offering these supports.

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





The Path Forward

The responses of a representative sample of the nation’s K-12 public school principals over the past three school years—from 2022-23 through 2024-25—along with the learnings and experiences of the school districts, nonprofit partners, and higher education institutions that make up the Partnership for Student Success, suggest some opportunities and challenges going forward. **Moving from the current level of student support offerings to a system that enables schools to provide evidence-based supports to all students who would benefit, requires states, districts, schools, non profits, institutions of higher education, and community organizations to leverage current efforts and resources to resolve remaining challenges and seize opportunities for improvement.**

Key Building Blocks - to providing evidence-based, people powered supports to all students who need them

- There is a **growing evidence base** of which student supports work, for which students, and under what conditions. This, in turn, supports more effective implementation and consistent outcomes. This makes the work to expand evidence-based and people powered student supports two-fold. There is a continued need to get more adults to serve as tutors, mentors, success coaches, post-secondary advisors and there is a need to improve school’s ability to get the right supports, to the right students, at the right time, at the scale and intensity needed.
- We have more **high quality tools** than existed five years ago to provide schools, districts, nonprofits, universities, and community organizations with guidance and support in establishing effective in-school and out-of-school time high-impact tutoring, in-school mentoring, student success coaching, postsecondary advising, and wraparound support programs. Similarly, standards and a growing number of certifications exist for each of the five identified evidence-based student supports studied. This equips

school principals and districts to more easily identify which providers of additional personnel may be the best fit to work with.

- **Schools, universities, and nonprofits are learning how to work together effectively** and have re-established partnerships that atrophied during the pandemic, or formed new ones. Three years ago, when the National Partnership for Student Success hosted focus groups with principals, many were reluctant to partner with nonprofits and universities to provide student supports because of prior negative experiences. The realization that many schools cannot provide the scale of student support required in post-pandemic times on their own has led to schools being more open to external partnerships. Universities and non-profits are also learning how to be more effective partners for k-12 schools. There are rapidly growing examples of successful partnerships for other schools to observe.
- **A growing number of adults are interested in providing evidence-based, relationship-driven student supports** in K-12 schools and out of school settings. More university and college students are interested in these roles either through community-engaged learning coursework, Federal Work-Study jobs, and other career-connected learning opportunities. Because institutions of higher education must direct at least 7% of their Federal Work-Study funds to community service positions (including employing at least one student as a tutor), FWS creates a built-in opportunity to mobilize college students as high-impact tutors, mentors, success coaches and post-secondary advisors in local schools. A growing number of older adults are now willing to enter schools and provide support. In a recent survey, a majority of high school students expressed interest in both providing and receiving supports from their peers. More out-of-school time and nonprofit well-being organizations are moving from co-location in

school buildings to integration into school programming.

- **Pathways to teaching and counseling are being created for tutors, mentors, and success coaches.** Many communities across the country are mobilizing aspiring teachers to serve as high-impact tutors by making tutoring service a common opportunity prior to licensure. By engaging teacher candidates in structured, evidence-based tutoring roles, schools can both expand targeted instructional support for students and provide future educators with valuable, practice-based experience. Leveraging K-12 district partnerships with educator preparation programs ensures a sustainable pipeline of trained tutors, mentors, and success coaches who strengthen student learning while advancing their own development as teachers or counselors. With 20% of K-12 schools currently partnering with universities and colleges to provide additional tutors, mentors, and success coaches, there is considerable opportunity for districts and universities to take the next step and create formal pathways to teaching or counseling, as well as for other district-university partnerships to form.
- Substantial numbers of **schools have demonstrated that it is possible to provide high-intensity tutoring, mentoring, and success coaching to 50% or more of the students in a school**, thereby shifting the student support paradigm from supporting only 10% to 20% of the students in a school. Others have shown that it is possible to be full student support schools and offer high-intensity tutoring, mentoring, or success coaching, wraparound supports, and postsecondary advising. Demonstrating that schools can build the capacity to move beyond offering one or two types of student supports.
- When financial resources are low, **lower-cost or alternative ways to obtain the people power needed are emerging**, including peer supports, Federal Work-Study roles linked to career-connected learning, more relationship-driven virtual supports, and the apprenticeship-to-teaching pathways being built for high-intensity tutoring.
- **The Partnership for Student Success has established the networks, learning communities, working groups, and solutions forums necessary for collective learning, tool development, partnership formation, and problem-**

Challenges to be collectively addressed

The PSS and other national efforts continue to support the field in identifying and leveraging a range of resources to expand evidence-based and people-powered supports to children and youth nationwide. It will be crucial for the field to join together to collectively address the following challenge, each of which can limit the expansion of evidence-based supports to all students who need them.

- **Implementation challenges.** Implementing any one of the PSS-aligned supports is complex and may require significant changes to school schedules, partnerships, staff expectations, and more for these supports to be fully integrated into school operations. Logistical challenges can hinder the ability of districts and providers to implement programming in ways that are consistent with the evidence about what works. For example, dosage for high-intensity tutoring. Research by the University of Chicago shows a linear relationship between dosage and student outcomes: the more time they receive in high quality tutoring, the higher their outcomes. The logistical challenges are not surprising given that many schools and districts are still in their early years of implementation. But, they are not a reason to abandon evidence-based solutions. Working proactively to address these challenges at scale will be crucial to ensure that programs have impact and can grow to effectively serve the students in need.
- **Challenges with implementing multiple supports simultaneously.** While some schools report offering multiple PSS-aligned supports within a single school building, many report offering only one or two. As more schools expand the evidence-based student supports they offer to students, they will need to build capacity to manage the complexity of engaging large groups of adults who provide multiple different services. Determining strategies for capacity development to manage these supports will be crucial in future years and may include enhancing the capacity of existing staff, utilizing AmeriCorps VISTA, and progressing from school staff providing direct service support to the organization and management of external partners in many communities. Additionally, building school leadership capacity to implement and support evidence-based student supports is also crucial.

¹⁴ Bhatt, M. P., Chau, T., Condliffe, B., Davis, R., Grossman, J., Guryan, J., Ludwig, J., Magnaricotte, M., Mattera, S., Momeni, F., Oreopolous, P., & Stoddard, G. (2025). Personalized Learning Initiative interim report: Findings from 2023-24. MDRC. <https://www.mdrc.org/sites/default/files/UChicago-Education-Lab-PLI-Interim-Report-06.2025.pdf>

- **Funding uncertainty.** The end of American Rescue Plan funding, as well as cuts or uncertainty around key funding streams used widely by districts, nonprofits, and states to implement these programs—such as AmeriCorps and 21st Century Community Learning Center funding—has the potential to result in decreases in high-impact student support programs in many communities. Sustaining existing funding and identifying new funding sources will be crucial to sustaining these programs in future years. Additionally, there is a need to identify and implement creative strategies during times of constraint, while also supporting the field with quality, relevant research on their effectiveness.
- **Continuing to recruit more people-power into evidence-based roles.** Principals continue to cite staffing as a significant barrier to expanding evidence-based supports to more students who need them. At the same time, we are already beginning to see decreases in entry-level jobs. Ensuring that recent high school and college graduates are aware of K-12 student support opportunities—many of which can be effectively implemented by individuals with this level of experience, with the right training—through AmeriCorps, apprenticeships, and other pathways presents a mutually beneficial opportunity.
- **Gaining a better understanding of the extent to which these people-powered supports are being offered in community-based settings.** As noted, this data reflects what is currently happening in schools across the country. Young people are also accessing this relationship-based supports in a range of nonschool settings, including youth organizations, afterschool programs, mentoring programs, civic and faith-based institutions, and more. Asking young people and their families the extent to which they are finding these supports and where could provide a clearer picture of the gaps that need to be filled.
- **Ensuring that the use of AI in education preserves student/adult and student/student relationships**—which the evidence demonstrates are crucial to effective tutoring, mentoring, success coaching, postsecondary advising and wrap-around support. As AI becomes more integrated into education, it can help evidence-based student supports become more cost-effective—and thus serve more students—but to be successful these critical student supports need to be provided in ways that establish and maintain strong relationships.
- **Sustaining research on people-powered student supports.** Continuing to conduct research and disseminate information about promising student supports, including tutoring, mentoring, student success coaching,

postsecondary transition coaching, and wraparound supports, is important to understand the range of ways in which quality programming can be implemented, as well as the impact of funding cuts and funding uncertainty on the extent to which these supports are offered to students nationwide.

- **Better leveraging aspiring teachers as a sustainable source of people-power.** Teacher candidates represent a uniquely aligned talent pool: they benefit from structured, practice-based experiences with K-12 students while helping schools meet the demand for well-trained, high-intensity tutors, mentors, and success coaches. Strengthening partnerships between school districts and initiatives that mobilize aspiring teachers as providers of evidence-based student supports, alongside [improved policy and funding conditions](#), can help address the increasing need for human-powered student supports while simultaneously improving teacher preparation.
- **Better leveraging Federal Work-Study to expand human-powered student support roles.** Current law requires institutions of higher education to devote at least 7% of their FWS allocations to “community service” roles, including at least one reading tutor position. Yet, this requirement is often underutilized. Strengthening partnerships between districts, nonprofits, and educator preparation programs to better leverage FWS-funded roles for tutoring, mentoring, success coaching and post-secondary advising could both expand human-powered supports for students and create high-quality community service experiences for college students, especially aspiring teachers.
- **Better engaging parents in evidence-based student supports.** Parents need to be kept informed of the services their children are receiving. In that process, parents will become better partners to support their schools in their efforts to do best for the children they serve. Outreach to parents is a necessary part of the work to sustain school funding and to support school success. Additionally, parents and students need to understand the value of opting into these optional supports. They first need to better understand how far they are behind and then how the supports can aid them in getting on grade level.
- **Expand near peer support opportunities:** Nearly 90% of principals surveyed believe that fostering student-to-student connections is an effective strategy to address chronic absenteeism. By leveraging peers as people-powered supports, schools can strengthen these connections and cultivate environments where students feel a sense of belonging and want to be.



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