

# MEETING A CALL TO ACTION: INCREASING EVIDENCE-BASED, PEOPLE-POWERED STUDENT SUPPORTS

Findings from a Nationally Representative  
Survey of School Principals

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# Introduction: Responding to a Call to Action

Within two years of being asked to help the nation's schoolchildren overcome the impact of the pandemic on their academic success, an estimated 323,000 adults answered this call to action.

The impacts of the pandemic on our nation's school children are considerable. They interrupted learning, negatively impacted regular school attendance, made it more difficult for some to fully engage in classroom learning, and altered transitions from high school to postsecondary schooling. Evidence-based approaches exist to lessen and help students overcome these negative impacts. They include high-intensity tutoring<sup>1</sup>, mentoring<sup>2</sup>, student success coaching<sup>3</sup>, wraparound supports to address mental and physical health challenges<sup>4</sup>, as well as out-of-school barriers, and postsecondary advising<sup>5</sup>. All of these require people to deliver them and form supportive relationships with students they are helping. As a result, schools face challenges in finding enough people to provide these evidence-based student supports at the scale needed to address pandemic impacts. A growing body of research existed about the effectiveness of these solutions as the nation began pandemic recovery efforts. But, without a strong effort to solve the need for more people power to provide them, there was a risk that simpler—and less impactful—solutions would be chosen.

Recognizing this, President Joseph R. Biden, in his 2022 State of the Union Address, called on the nation's adults to do their part to support children and youth. In July 2022, President Biden set a national goal of bringing at least 250,000 additional adults into schools or afterschool programs as tutors, mentors, and other key student support providers by summer 2025.

<sup>1</sup> 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 (Working Paper No. 27476). National Bureau of Economic Research. <https://www.nber.org/papers/w27476>

<sup>2</sup> Lyons, 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>

<sup>3</sup> 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)

<sup>4</sup> 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>

<sup>5</sup> 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>

AmeriCorps, the U.S. Department of Education, and the Everyone Graduates Center at Johns Hopkins University established a public-private partnership—the [National Partnership for Student Success](#) (NPSS)—to help the nation reach this goal. Following a White House launch in July of 2022, the NPSS has been working for the past two years to increase the number of people providing tutoring, mentoring, student success coaching, postsecondary transition coaching, and wraparound/integrated student support coordination in our nation’s schools and out of school time programs.

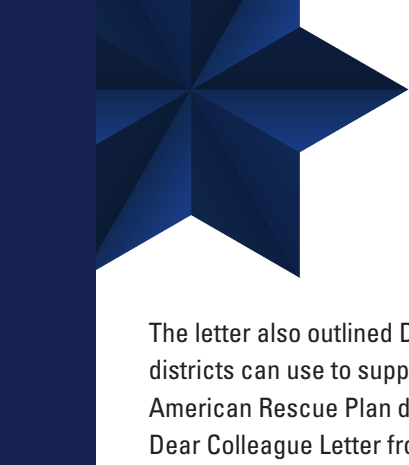
The NPSS Support Hub, based at the Everyone Graduates Center, brought together leading organizations from each of these student support areas—including [Accelerate](#) and the [National Student Support Accelerator](#) on tutoring, [MENTOR](#) on mentoring, the [National College Attainment Network](#) on postsecondary transition coaching, [City Year](#) on student success coaching, and [Communities In Schools](#) on wraparound/integrated student supports—to provide districts and non-profit student support providers with guidance, voluntary quality standards, training materials, technical assistance, and mini-grants to accelerate community collaboration. It also organized a national network of over [200 youth-serving and education non-profit organizations](#), [200 school districts](#), and [50 institutions of higher education](#) that support K-12 students in school and during out-of-school time. Collectively, this network is working to enable more people to provide NPSS-aligned evidence-based student supports.

Last year, more than 54,000 AmeriCorps members and AmeriCorps Seniors volunteers carried out activities that contribute to school readiness and K-12 student success in 10,000 schools and in out-of-school and summer programs. Since the NPSS’ launch in July 2022, AmeriCorps has intentionally directed additional resources to this work, opening the agency’s American Rescue Plan Volunteer Generation Fund (VGF) grant opportunity and the FY 2023 VGF to a broader set of public, nonprofit, faith-based, and community-based entities, and by creating grant priorities for entities recruiting and placing volunteers in roles as tutors, mentors, student success coaches, postsecondary transition coaches, and/or wrap-around/integrated student support coordinators. AmeriCorps is also prioritizing whole-child, relationship-based supports with the Youth Mental Health Corps, launched in May 2024, through which AmeriCorps members are being trained and deployed to address mental health and wellness needs.<sup>6</sup>

The U.S. Department of Education called on school districts and state education departments around the country to use historic American Rescue Plan funds to provide high-impact tutoring as an evidence-based intervention and provided guidance and tools for implementation as part of their Raise the Bar: Lead the World strategy.<sup>7</sup> In May 2023, the Department issued a Dear Colleague Letter and call to action encouraging school districts and colleges and universities to partner together to increase the number of college serving in NPSS-aligned student support roles. The letter specifically called on colleges and universities to set goals to use more of their Federal Work-Study funds to compensate college students working in community service roles as tutors, mentors, student success coaches, postsecondary transition coaches, or wraparound/integrated student support coordinators in local schools or out-of-school time programs, or otherwise increase the number of college students in these roles.

<sup>6</sup> Youth Mental Health Corps. (n.d.). \*Youth Mental Health Corps\*. <https://www.youthmentalhealthcorps.org/>

<sup>7</sup> U.S. Department of Education. (n.d.). Raise the bar: Accelerate learning. <https://www.ed.gov/raisethebar/accelerate-learning>



The letter also outlined Department resources that school districts can use to support NPSS roles, including and beyond American Rescue Plan dollars.<sup>8</sup> This built upon a January 2023 Dear Colleague Letter from the U.S. Department of Education clarifying guidance related to the community service requirement in the Federal Work-Study program. This letter clarified that mentoring positions, including for the purposes of tutoring, in public K-12 schools fulfill the community service requirement in the Federal Work-Study program.<sup>9</sup>

Additionally, the NPSS also collaborated with the White House Domestic Policy Council to launch the [Attendance Solutions Network](#) in May 2024<sup>10</sup>, which provides school districts with access to a range of supports to address chronic absence and improve student engagement in their communities. As of September 2024, this network has engaged over 200 school districts that collectively serve over 11,000 schools and over 7.2 million students.<sup>11</sup>

This is in addition to numerous in-person and virtual convenings that the NPSS has held in collaboration with coalition members over the initial two years of the partnership to gather diverse stakeholders from education, youth development, and national service and encourage cross-sector collaboration in support of children and youth. These convenings involved schools, districts, youth-serving nonprofit organizations, institutions of higher education, AmeriCorps and AmeriCorps Seniors programs, intermediaries, state and local government agencies, and others to highlight examples of promising practice and bring together teams to plan for implementation in their specific contexts.

To better understand how the nation is progressing towards the Biden-Harris Administration's goal of at least 250,000 additional adults providing evidence-based student supports and, more broadly, how schools are responding to the rapid increase in student learning and well-being needs, the NPSS Support Hub sponsored the second annual LEARN Network School Leader Survey, administered by the RAND Corporation's American Educator Panels (AEP).<sup>12</sup> RAND fielded survey questions about tutoring, mentoring, student success coaching, college and career advising or postsecondary transition coaching, and wraparound supports in the 2022-23 school year to a nationally representative sample of public school principals in the spring of 2023 and again in spring 2024, to inquire about the 2023-24 school year. In this brief, we share the findings for the most recent school year (2023-24) and changes over the past two school years.

<sup>8</sup> U.S. Department of Education. (2023, May 10). Secretary's letter on using federal work study funds and other federal resources to increase the number of college students in student support roles. <https://www2.ed.gov/policy/gen/guid/secletter/230510.html>

<sup>9</sup> U.S. Department of Education. (2023, January 10). Community service requirements in the Federal Work-Study (FWS) program. <https://fsapartners.ed.gov/knowledge-center/library/dear-colleague-letters/2023-01-10/community-service-requirements-fws-program>

<sup>10</sup> The White House. (2024, May 15). Fact sheet: Biden-Harris Administration announces new actions and resources for increasing student attendance and engagement as part of the White House Every Day Counts Summit.

<sup>11</sup> The White House. (2024, September 4). Fact sheet: Biden-Harris Administration announces additional actions to drive academic success for all students. <https://www.whitehouse.gov/briefing-room/statements-releases/2024/09/04/fact-sheet-biden-harris-administration-announces-additional-actions-to-drive-academic-success-for-all-students/>

<sup>12</sup> RAND American Educator Panels, American School Leader Panel, Student Support and Data Systems Survey. Santa Monica, CA: RAND Corporation, July 2024. For more information about RAND's American Educator Panels, please go to [www.rand.org/education-and-labor/survey-panels/aep.html](http://www.rand.org/education-and-labor/survey-panels/aep.html)





# NPSS Student Supports: Key Findings from Spring 2024 and 2023 RAND Surveys of School Principals<sup>13</sup>

A year ahead of time, the Biden-Harris Administration's goal of bringing 250,000 additional adults into evidence-based, people-powered student support roles by the summer 2025 has been exceeded.

Within two years of being asked to help the nation's schoolchildren overcome the impact of the pandemic on their academic success, an estimated 323,000 adults answered this call to action.

## **President Biden's call to action was met and exceeded one year early.**

Based on the RAND nationally representative surveys of school principals, we can produce valid estimates<sup>14</sup> of the number of additional adults who provided tutoring, mentoring, student success coaching, postsecondary transition coaching, and wraparound/integrated student support coordination (collectively the "NPSS student supports") in the 2022-23 and 2023-24 school years. During the first school year after the Biden-Harris Administration's call to action (2022-23) as we reported in the [September 2023 report](#), **an estimated 187,000 additional adults stepped forward to be high-intensity tutors, mentors, postsecondary advisors, and wrap-around support providers.**<sup>15 16</sup>

The spring 2024 NPSS RAND survey shows that during the most recent school year (2023-24), the second since the call to action, an estimated additional 136,000 adults assumed these evidence-based student support roles. Thus, an estimated 323,000 adults answered the call.

This number includes AmeriCorps members, AmeriCorps Seniors volunteers, other volunteers, college students, part-time and full-time staff of non-profit organizations, as well as school staff hired for these roles or taking on additional duties to provide them.

## **There is widespread use of NPSS-aligned people-powered, student supports across the nation's schools.**

Both the spring 2023 and spring 2024 surveys show that nearly all schools (90%) provide at least one of the NPSS evidence-based student supports. About three-fourths provide either high-intensity tutoring, mentoring, or student success coaching. In the 2023-24 school year, nearly 60% of schools report providing wraparound supports, about 52% high-intensity tutoring, 50% mentoring, and 27% student success coaching. Compared to the 2022-23 school year, school principals in spring 2024 reported four percentage point increases in the number of schools providing wraparound supports and mentoring, perhaps in response to a growing focus on reducing chronic absenteeism.

## **Substantial numbers of schools continue to significantly increase the number of adults providing NPSS student supports.**

In 2024, 28% of K-12 school principals reported increasing the number of adults serving as high-intensity tutors, mentors, postsecondary advisors, or wrap-around support providers when compared to the prior 2022-23 school year.

<sup>13</sup> These key findings are based on analysis of data from a spring 2023 and a spring 2024 nationally representative survey of school principals, fielded by the RAND Corporation with questions developed in collaboration with the National Partnership for Student Success Support Hub, based at the Johns Hopkins University Everyone Graduates Center. The full 2023 report including data summary tables is available at <https://www.partnershipstudentsuccess.org/2022-23-principals-survey/>. The full 2024 report including data summary tables is available at <https://www.partnershipstudentsuccess.org/2023-24-principals-survey/>.

<sup>14</sup> Details on how the estimates were done, and how they are likely conservative estimates can be found in the detailed analysis section which follows.

<sup>15</sup> Balfanz, R., & Byrnes, V. (2023). Increasing school capacity to meet students' post-pandemic needs. Education Commission of the States. [https://www.partnershipstudentsuccess.org/wp-content/uploads/2023/09/Increasing-School-Capacity-to-Meet-Students-Post-Pandemic-Needs\\_ECG\\_Balfanz-Byrnes-FINAL.pdf](https://www.partnershipstudentsuccess.org/wp-content/uploads/2023/09/Increasing-School-Capacity-to-Meet-Students-Post-Pandemic-Needs_ECG_Balfanz-Byrnes-FINAL.pdf)

<sup>16</sup> To avoid potential duplicate counts, the number of additional adults serving as student success coaches is not included in the estimate, given the role's overlap with both high-intensity tutoring and mentoring roles. This is likely to have resulted in a modest undercount.



In these schools, the median increase in the number of tutors or mentors was five, indicating that in the main schools were not adding just one or two more adults, but five or more. This resulted in approximately 24,500 schools adding an average of 5.5 additional adults in NPSS evidence-based student support roles during the 2023-24 school year. Overall, an estimated:

- **12,700 schools increased their number of high-intensity tutors,**
- **9,600 schools increased their number of mentors,**
- **6,200 schools increased the number of adults providing wrap-around supports to address students' out-of-school needs, and**
- **3,100 schools increased their college and career advisors or postsecondary transition coaches.**

**As a result, more students received high-intensity tutoring and mentoring in school year 2023-24 than in 2022-23.**

Among the schools offering high-intensity tutoring, 34% of principals reported that they provided high-intensity tutoring to more students in 2023-24 than in 2022-23. Among the schools offering mentoring, 24% of principals said more students had access to mentors in 2023-24 compared to the previous school year. The vast majority of principals who reported that more students received high-intensity tutoring or mentoring also reported engaging additional adults to provide these supports.

**Very few principals reported fewer students receiving NPSS student supports in school year 2023-24 than in the prior year or fewer adults providing them.**

School principals are not seeing a decline in the need for NPSS student supports, nor in their value, or in the ability of their school to provide them. Only single digit percents of school principals report engaging fewer adults in these roles in 2023-24 than in 2022-23, or serving fewer students.

Only 6% of school principals reported declines in the number of students receiving high-intensity tutoring and 5% reported having fewer tutors. Just 5% reported declines in the number of students receiving mentoring and 5% reported having fewer mentors. For college and career advising and wraparound supports, even fewer principals reported such outcomes, with only 2% saying they had fewer college and career advisors or adults providing wraparound supports in 2023-24.

**NPSS people-powered student supports are being widely used to address chronic absenteeism.**

During the 2023-24 school year, 53% of school principals employed wraparound supports as part of their effort to reduce chronic absenteeism. 45% used mentors in these efforts, 30% used high-intensity tutors, and 25% used success coaches.

Nearly two-thirds of principals report they need additional people to provide NPSS student supports at the scale required to address chronic absenteeism in their schools.

**Schools are increasing their use of college students and community partners to provide NPSS people-powered student supports.**

In the 2023-24 school year, 20% of school principals report partnering with a local university or college to engage college students as high-intensity tutors, mentors, student success coaches, or postsecondary advisors. Among those, nearly a third (31%) said they used more college students in these roles in 2023-24 than in the prior school year, and 12% reported using less. Forty-three percent of school principals said they partnered with non-profit organizations to provide people-power for NPSS student support roles during the school day in 2023-24. Twenty-one percent of them reported increasing the number of adults from non-profit organizations providing these supports in 2023-24 versus nine percent who reported a decrease. By comparison, nearly all principals report using school staff in NPSS student support roles, with 19% saying they used more school staff to provide these supports in 2023-24 and 10% saying they used fewer school staff.

**In nearly all schools, principals report student need for people-powered, evidence-based supports either increased or stayed the same in 2023-24.**

During the most recent school year (2023-24), 38% of school principals reported increased student need for wraparound supports. Thirty-two percent reported increased student need for high-intensity tutoring, 30% for mentoring, 18% for success coaches, and 11% for postsecondary advising.<sup>17</sup> In each category of NPSS student support only four percent or fewer of principals reported decreasing student need. This likely is the result of both greater awareness of the benefits of NPSS student supports and continuing impacts from the pandemic resulting in new student needs as they progress through school.

**More work remains to ensure that all schools have the scale and scope of people-powered, evidence-based student supports they need.**

Even with the substantial progress of the past two years, which has seen an estimated increase of 320,000 more adults providing evidence-based student supports, in tens of thousands of our nation's schools, school principals report that more is needed. In 2023-24, **approximately one-third of principals reported that only some of the students who needed high-intensity tutoring, mentoring, or wrap-around supports were receiving them.** This indicates that President Biden's call to action was a robust and challenging starting point, but significant work remains to provide all students with the supports they need to thrive.

<sup>17</sup> The number for postsecondary advising is for all schools, not solely middle and/or high schools.



# 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 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 10, 2024, 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 13, 2024, with 1,035 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 2023-24 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 87,595 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 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 or Postsecondary Transition Coaching** was defined as “support with postsecondary 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 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 nonprofit 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.

# Detailed Analysis of 2023-2024 RAND School Principals Survey of Evidence-Based, People-Powered Student Supports

## Most public schools in 2023-24 provide NPSS evidence-based, people-powered student supports.

The provision of one or more of the NPSS student supports is widespread across the nation’s public schools. **Close to nine out of 10 principals (89%) reported providing at least one of the NPSS student supports during the 2023-24 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. Half or more of principals report that their school provided wraparound supports (59%), high-intensity tutoring (52%), and mentoring (50%). Ninety percent of high school principals and 40% of middle-grade principals reported providing college and career advising. Figure 1 shows the percentage of principals reporting their school offering each of the NPSS student supports.

The percentage of schools reporting that they provided NPSS-aligned student supports was largely stable from school year 2022-23 to school year 2023-24. The percentage of school principals reporting that their students received mentoring and wraparound support each increased by four percentage

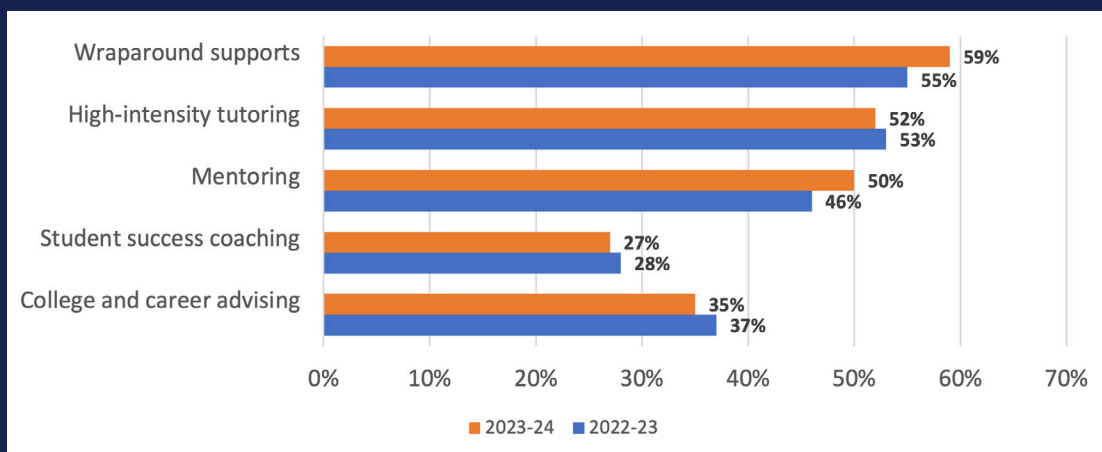
points. High-intensity tutoring and success coaching were within one to two percentage points year to year. The one exception is college and career advising, where there is a reported 6-8 point increase in the percentage of middle and high school students receiving this support.

## In some cases, the provision of NPSS student supports varied across different types of schools.

Figure 2 indicates that regardless of school type and location, in 2023-24, **the majority or near majority of principals across the nation provided high-intensity tutoring in their schools.**

The surveyed principals report its presence in 54% of elementary schools, 50% of middle schools, and 49% of high schools. Somewhat higher rates are found in urban schools (57%) than schools in towns (53%), suburban schools (52%), and schools in rural areas (47%). The most significant contrast is found in the context of family income levels, as principals in 60% of schools where the majority of students received free or reduced-price lunch (FRPL) reported offering high-intensity tutoring to students, as opposed to 41% of schools where only a minority of students received FRPL.

Figure 1. Percent of K-12 schools providing student support services.



Mentoring was more common in high schools (69%) than in elementary schools (41%). Mentoring was just about as likely to be provided in low-poverty schools (47%) as high poverty schools (50%). It was nearly as available in rural schools (47%) as suburban schools (48%), and just a little more common in urban schools (54%).

Student success coaching, which combines academic, attendance, and well-being supports is more commonly deployed in high schools (42%) and middle schools (33%) than in elementary schools (18%). It can be found at similar rates in urban (28%), suburban (24%), and rural schools (27%), as well as high (25%) and low (27%) poverty schools. This suggests that schools are finding value in student success coaches for middle and high school students across diverse school environments.

Wraparound supports are provided in two-thirds of high schools (67%) and in a majority of middle schools (60%) and elementary schools (57%). They are somewhat more common in urban schools (66%) than in rural schools (53%), and in high-poverty schools (61%) than low poverty schools (55%).

**More public school students received high-intensity tutoring and mentoring in the 2023-24 school year when compared to 2022-23.**

Among the principals who reported that their school provided high-intensity tutoring, 31% reported that more students received this support in their school during the 2023-24 school year than in the prior year. Among the principals who reported that their school provided mentoring 24% reported increases in the number of students being mentored. Only six percent of

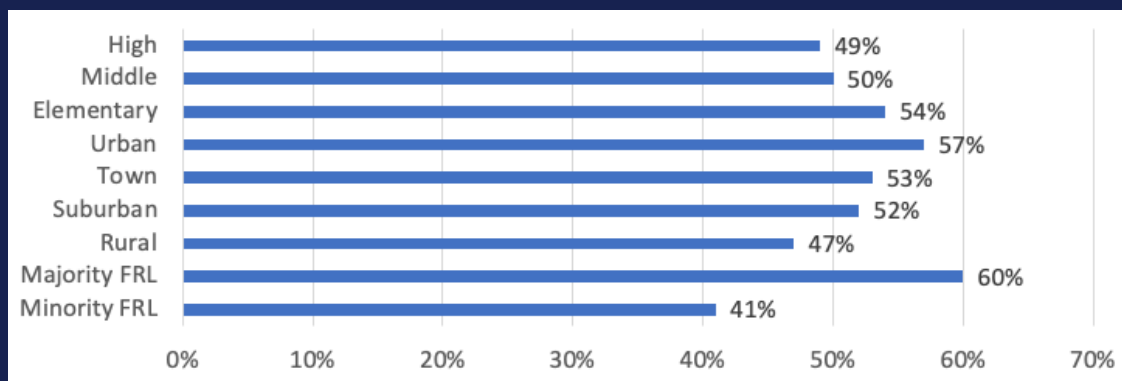
school principals reported that fewer students in their schools received high-intensity tutoring and only five percent reported declines in the number of mentored students. Five times as many schools reported providing high-intensity tutoring or mentoring to more students, than did to fewer students.

The most noticeable shift in the number of students receiving high-intensity tutoring occurred at the middle grades level. The September 2023 report from the Everyone Graduates Center on survey data from the 2022-23 school year, noted that fewer middle schools than elementary and high schools reported providing high-intensity tutoring.<sup>19</sup> During the 2023-24 school year, middle-grade principals reported the greatest increases in high-intensity tutoring (39%).

**During the 2023-24 school year, schools used NPSS people-powered student supports to help address the post-pandemic increase in chronic absenteeism.**

Chronic absenteeism levels nearly doubled in the United States in the wake of the pandemic.<sup>20</sup> As a result, many schools saw a rapid increase in the number of students in need of support. The results from the spring 2024 NPSS RAND survey indicate that many schools used people-powered student supports to help meet this increased need. **Almost three-quarters of school principals (73%) report using at least one of the NPSS student supports in their efforts to reduce chronic absenteeism.** As seen in Table 1, more than half of schools (53%) reported using wraparound supports to combat chronic absenteeism, while 45% used mentoring towards this goal, 30% used high-intensity tutoring, and 25% used success coaching.

**Figure 2. Percent of K-12 schools providing high-intensity tutoring in the 2023-2024 school year (by school level, locale, and poverty).**



<sup>19</sup> 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 School of Education.

<sup>20</sup> Attendance Works. (n.d.). Rising tide of chronic absence challenges schools. <https://www.attendanceworks.org/rising-tide-of-chronic-absence-challenges-schools/>

**Table 1. Percent of Schools using student supports as part of effort to reduce chronic absenteeism.**

	% of Respondents
<b>Wraparound Supports</b>	<b>53%</b>
<b>High-Intensity Tutoring</b>	<b>30%</b>
<b>Mentoring</b>	<b>45%</b>
<b>Success Coaching</b>	<b>25%</b>

**In a substantial number of schools, large numbers of adults are involved in providing NPSS student supports.**

In 41% of the schools providing high-intensity tutoring, more than 10 adults are serving as tutors. In 41% of schools offering mentoring, more than 10 adults are mentors. In 22% of schools with success coaching, more than 10 adults are involved. In 48% of schools providing wraparound supports, three or more adults are organizing or delivering them.

**More than a quarter of the nation’s public schools increased the number of adults providing NPSS student supports in 2023-24.**

The survey results indicate that 28% of public schools increased the number of adults providing high-intensity tutoring, mentoring, college and career advising, or wraparound supports during the 2023-24 school year when compared to the 2022-23 school year.<sup>21</sup>

Conversely, very few school principals reported declines in the number of adults providing NPSS student supports in 2023-24 compared to the prior year. Just 6% of school principals reported fewer adults serving as tutors, 5% fewer mentors, 2% a decrease in college and career advisors, and 2% fewer adults providing wraparound supports.

Table 2 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 2023-24 school year. **More than 12,000 schools increased their number of high-intensity tutors, 9,000 their number of mentors, 6,000 their number of wraparound support personnel, and 3,000 their number of college and career advisors.**

**In 2023-24, as in 2022-23, schools mostly increased adults for one of the NPSS student supports.**

Similar to what we observed in the 2022-23 survey results, schools generally increased the number of adults providing NPSS student supports in one area. In other words, they focused their efforts to engage more adults to provide student supports in the area they likely perceived as the greater need or more amenable to effectively recruiting and using additional adults. There were some exceptions. Among the estimated 12,900 schools reporting more adults engaged as high-intensity tutors, 23% also increased the number of mentors, and 12% increased the number of adults providing wraparound supports. Among the 9,300 schools reporting more mentors, 33% also increased their number of tutors, and 11% increased the number of adults providing wraparound supports.

**The schools which increased the number of adults providing NPSS student supports in 2023-24, typically had substantial increases.**

As seen in Table 3, the median increase in adults providing NPSS student supports (meaning half the principals reported adding more and half reported adding less) was five for high-intensity tutoring, five for mentoring, four for college and career advising, and two for wraparound supports. This indicates that in most cases, schools were not adding just one or two additional tutors or mentors. In half the schools, it was five or more.

Figure 3 shows that middle schools reported adding higher numbers of tutors, mentors, and postsecondary advisors than elementary or high schools. Among the middle school principals reporting increases in the number of adults providing NPSS supports, half reported adding six or more tutors and ten or more mentors.

**Schools are finding additional adults amongst their own staff, and increasing their use of adults from non-profit organizations and students from local colleges and universities.**

<sup>21</sup> Data on additional adults providing success coaching was not collected due to limitations in the length of the survey.

**Table 2. Percent and number of schools reported increasing adults providing NPSS student supports.**

	Estimated total # of schools offering support*	% of principals that reported more adults providing support	Estimated # of schools with more adults providing support
Wraparound Supports	51,681	12%	6,202
High-Intensity Tutoring	45,549	28%	12,754
Mentoring	43,798	22%	9,636
College & Career Advising	30,658	10%	3,066

\* Among the approximately 87,595 public schools the survey was designed to be representative of.

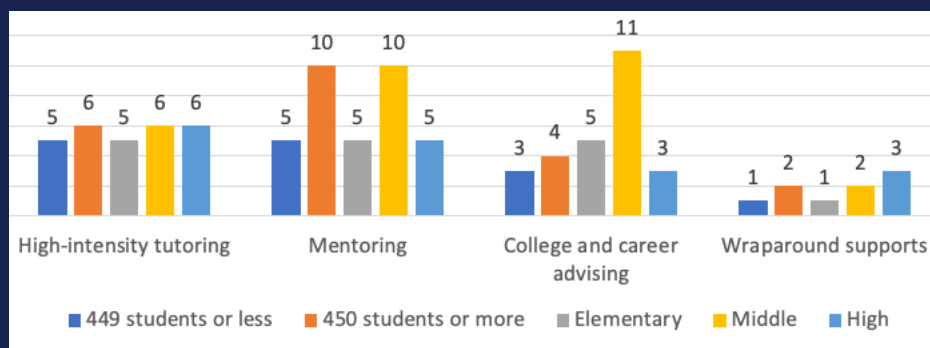
**Nearly all schools use their own staff to provide at least some of their people-powered NPSS student supports.** Among schools offering high-intensity tutoring, for example, 75% report using their teachers in this role. They also report using Ameri-Corps members (5%), paid adults from non-profit organizations or students from local colleges (10%), volunteers (12%), and contracting with tutoring providers (11%). Nineteen percent of the school principals reported using more school staff in these roles in the 2023-24 school year, compared to 2022-23, and 10% reported using fewer.

**More than half of all school leaders (54%) reported partnering with non-profit organizations that provide adults to serve as mentors, tutors, success coaches, wraparound support providers, or postsecondary advisors.** This means an estimated 47,000 of the nation’s schools are working with local nonprofit and community organizations to provide additional adults to supplement their school staff in providing NPSS student supports.

43% of school principals reported using adults from such partnerships during the school day, while 29% reported using them before or after school, and 7% on weekends. Of those schools that partnered with non-profit organizations to provide student supports, 21% reported using more adults from these organizations to provide NPSS student supports in 2023-24 compared to 2022-23, and nine percent reported using less.

One in five school principals (20%) reported partnering with a local college or university to provide college students to serve as mentors, tutors, postsecondary transition support, success coaches, or help provide wraparound supports. **This translates into approximately 17,000 public schools working with local colleges and universities to increase their people-powered evidence-based student supports.** Among the public schools that used college students, 31% reported an increase in the number of college students in NPSS roles in 2023-24 and 12% reported a decrease.

**Figure 3. Median number of additional adults providing NPSS supports in 2023-24, in schools reporting using more adults in these roles (by school size and level).**



**Table 3. Median reported increase in adults providing NPSS student supports in schools 2023-24.**

	<b>% of Principals Reporting Additional Adults Providing an NPSS Student Support*</b>	<b>Median # of Additional Adults Providing Support In those Schools</b>
<b>Wraparound Supports</b>	<b>7%</b>	<b>2</b>
<b>High-Intensity Tutoring</b>	<b>15%</b>	<b>5</b>
<b>Mentoring</b>	<b>11%</b>	<b>5</b>
<b>College &amp; Career Advising</b>	<b>4%</b>	<b>4</b>

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

**More than 130,000 additional adults provided NPSS student supports in 2023-24.**

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 2023-24.<sup>22</sup>

The estimated number of additional adults providing high-intensity tutoring, mentoring, college and career advising, and wraparound supports can be found 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 87,595 schools nationwide.**
- **15% of principals reported an increase in adults providing high-intensity tutoring in 2023-24.**
- **15% of 87,595 schools provides an estimate of 12,754 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 63,770 more adults providing high-intensity tutoring in 2023-24.**

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

- **64,000 additional adults providing high-intensity tutoring**
- **48,000 additional adults providing mentoring**
- **12,000 additional adults providing postsecondary transition coaching**
- **12,000 additional adults providing wraparound supports**

This leads to an overall estimate of 136,000 additional adults providing four of the five NPSS supports in public schools during the 2023-24 school year, as compared to in 2022-23 (no data is available for success coaches).

This result is powered by an estimated 24,527 schools adding an average of 5.5 additional adults in NPSS evidence-based student support roles during the 2023-24 school year.<sup>23</sup>

Estimates from the first RAND survey of principals on NPSS student supports which captured the 2022-23 school year indicated about 28,000 schools added an average of 6.6 adults. Overall, an estimated 187,000 additional adults provide NPSS student supports in that year.

When we combined the estimates from the 2023-24 nationally representative survey of school principals, with those from the 2022-2023 survey, it indicates that about 320,000 additional adults were engaged over the past two school years in providing critical evidence-based student supports to our nation’s school children to help them both overcome the impacts of the pandemic and thrive.



# 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 programs in non-school buildings.

Second, as already noted, due to possible overlap between the student success coach role, and the roles of high-intensity tutors and/or mentors – 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 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 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 2023-24.

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 136,000 additional adults providing NPSS supports in the 2023-24 school year when compared to 2022-23 are reasonable. Adding in an accurate estimate of increases in success coaches, and a sampling which captured closer to 100,000 as opposed to 88,000 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.

<sup>22</sup> This is different from a net increase which would factor in any schools where fewer adults were providing NPSS supports in 2023-24 than 2022-23. We are reporting on the estimate of total number of additional adults i.e., adults who did not provide the student support in 2022-23 in the school but did so in 2023-24.

<sup>23</sup> Principals in 28% of schools reported adding more adults to provide one or more NPSS supports. 28% of the 87,595 or so schools represented in the survey sample results in an estimate of 24,527 schools adding additional adults. Dividing the total number of estimated additional adults providing NPSS supports 136,000 by the number of estimated schools adding adults, 24,527 results in an average increase of 5.5 adults per school adding adults.

<sup>24</sup> Combined, the annual estimates of additional adults providing NPSS student supports in 2022-23 and 2023-2024 produce an estimate of 323,000 additional adults. Given that we are adding two estimates together, rather than give a false sense of precision we have rounded to the nearest ten thousand. The combined estimate of 320,00 additional adults providing NPSS student supports, includes adults who provided them in one year, but not the other. It is the sum total of additional adults who took on four of the five NPSS student support roles—namely high-intensity tutoring, mentoring, college and career advising, or wraparound support during either the 2022-23 or 2023-24 school year.



# The Need for Evidence-Based, People-Powered Supports Continues

**Analysis of the 2023-24 RAND survey of school principals clearly indicates that large numbers of the nation’s schools have increased their capacity to provide people-powered evidence-based student supports and have engaged hundreds of thousands of additional adults in this critical work. The survey data also shows that schools still have students in need of additional supports.**

Among the schools that report providing high-intensity tutoring, mentoring, and wraparound supports, it is clear that these supports are currently being targeted to a subset of their students. Among the schools providing high-intensity tutoring about 85% report that 30% or fewer of their students received it. For schools that reported providing either mentoring or wraparound supports to students, 81% and 76% of schools respectively reported that 20% or fewer of their students received the service. Similar results were found in the prior year’s survey. In the 2022-23 report, we could not tell from the survey results alone whether these reported percentages of students supported reflect actual levels of student needs or a school’s current capacity to offer the support to only a subset of students who need it. In the 2023-24 survey we asked additional questions to gain more insight.

First, we asked principals if compared to last year, the number of students needing support increased, decreased or stayed the same. As seen in Table 4, very few principals believe the need for NPSS student supports declined in the most recent school year, with between one and four percent of principals saying the number of students needing the support was decreasing. In contrast, 32% of principals reported that the number of students needing high-intensity tutoring increased. Thirty percent said the same for mentoring and 38% reported increases in the number of students needing wraparound support. Somewhat higher percentages of principals stated that student need stayed about the same. Finally, a significant number of principals answered “Not Applicable” presumably because they did not offer the student support and believed it was not needed in their school. The vast majority of principals reporting a NPSS student support is not applicable are from elementary schools. Overall, between 68 and 72% of principals reported the number of students needing high-intensity tutoring, mentoring, or wraparound supports was increasing or staying about the same, and 45% said the same for student success coaching. Given an increase in focus on NPSS student supports as effective interventions—in particular tutoring and wraparound supports—it is possible that some principals reported increased need due in full or in part to an increased awareness of the benefits of these supports.

**Table 4.** Compared to last year, how has the number of students in your school needing the following student supports changed this school year?

	Increasing	Decreasing	Staying About the Same	Not Applicable
<b>High-Intensity Tutoring</b>	32%	4%	40%	24%
<b>Mentoring</b>	30%	2%	38%	30%
<b>Success Coaching</b>	18%	1%	27%	54%
<b>Post-Secondary Transition Advising</b>	11%	1%	29%	60%
<b>Wrap Around Supports</b>	38%	2%	32%	28%

If overall student need for person-powered supports is, by and large, increasing or staying the same, it still leaves open the question of how many students who need support are still not receiving them.

In the context of addressing chronic absenteeism, two-thirds of school principals (64%) reported that more students need these supports to attend school regularly than their school currently has the capacity to provide, while only one in five (19%) said all students who needed it received support. Seventeen percent were unsure if their school’s capacity met its students’ needs.

More broadly, as seen in Table 5, **only between a fifth and a third of principals reported that all or most of their students who needed the following supports were receiving them:** student success coaching (20%), postsecondary transition advising (26%), mentoring (28%), high-intensity tutoring (33%), and wraparound support (34%) were receiving them. About one-third of principals reported that only some of their students who needed high intensity tutoring, mentoring, and wrap around supports were receiving them.<sup>25</sup> **This translates into at least about 29,000 schools in need of additional evidence-based and people-powered supports.**

Readers are encouraged to seek additional insights from the 2023-24 school principals survey 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>26</sup>

**Table 5. What percent of students in your school who need the following supports are receiving them?**

	All/Most	Some
High-Intensity Tutoring	33%	34%
Mentoring	28%	36%
Success Coaching	20%	20%
Post-Secondary Transition Advising	26%	11%
Wrap Around Supports	34%	34%

<sup>25</sup> The final response category was “none” but cross-tabulations with other survey responses led us to believe that it was ambiguous as to if the respondent meant no students who needed the support were receiving it or that none of the other categories were the appropriate ones. The percent responding none closely tracked the percent responding non-applicable to the question about increasing need for each NPSS support and in both cases, it was overwhelmingly elementary school principals who answered both “non-applicable” and “none” on these two survey questions.

<sup>26</sup> National Partnership for Student Success. (2023). \*2023-24 Principal Survey\*. <https://www.partnershipstudentsuccess.org/2023-24-principals-survey/>



# Pathways Forward

The 2022-23 and 2023-24 NPSS RAND surveys of school principals show that the nation's schools are meeting the Biden-Harris Administration's call to action and, over the past two years, more than three hundred thousand adults have stepped forward to be tutors, mentors, success coaches, college and career advisors, and wraparound support providers. Although the survey data can not infer any causation, **it is notable that the substantial increase in adults providing evidence-based student supports in the 2022-23 and 2023-24 school year, coincides with intense efforts at the national, state, and local levels to directly address both chronic absenteeism and learning loss rates**, including the availability of American Rescue Plan funds. The NPSS RAND school principals surveys indicate that both President Biden's challenge to the nation for 250,000 additional adults to step forward to serve as mentors, tutors, and in other critical student support roles was met and exceeded, a year early, and that considerable student need and the work to engage more adults in key student support roles continues.

**The NPSS and other national efforts continue to support the field to identify and leverage a range of resources to bring more evidence-based and people-powered supports to children and youth nationwide.**

The NPSS Support Hub at the Johns Hopkins Everyone Graduates Center provides no-cost technical assistance to schools, districts, nonprofits, institutions of higher education, and state and local government agencies to support these efforts. [Learn more.](#)

## **On-Going Efforts to Increase Use of Evidence-Based, People-Powered Supports:**

- **Engaging college students in NPSS student support roles through Federal Work-Study and other college- or university-sponsored programs:** The U.S. Department of Education issued a [Dear Colleague Letter](#) and call to action in May 2023 for colleges and universities around the country to engage more college students in P-12 student support roles. Through this effort, institutions of higher education set goals to 1) dedicate a higher percentage of their existing Federal Work-Study funding to compensating college students providing NPSS student supports in local schools or out-of-school time programs, or 2) place more college students in NPSS student support roles supporting PreK-12 youth. As of September 2025, a diverse group of 50 colleges and universities have set these goals and collaborate regularly to support implementation using this longstanding and sustainable funding stream that can be used to pay part-time college student staff in NPSS-aligned roles. **The 2024 survey data analyzed in this report suggest that schools may be seeing college students as a sustainable source of people power to provide NPSS student supports** given that 20% of principals reported partnering with a local college or university to provide NPSS student supports, and among those that used this type of partnership, 31% reported an increase in the number of college students in NPSS roles in the 2023-24 school year when compared to the prior year. [Learn more.](#)
- **Engaging AmeriCorps members, AmeriCorps Seniors volunteers, and additional volunteers recruited through national service:** AmeriCorps makes grants to nonprofit organizations, state and local government agencies, universities, and more to engage in a range of national service activities including many high-impact NPSS-aligned programs supporting children and youth. Last year, AmeriCorps invested \$536 million – over half of the funding

it awarded – to support educational programming across the country. Programs range from AmeriCorps Seniors Foster Grandparents and RSVP programs that engage older adult volunteers in mentoring roles in local schools, to statewide high-impact tutoring roles to regional programs run by nonprofits to implement postsecondary transition coaching or wraparound student supports, to national programs engaging recent high school and college graduates in school-based success coaching. [Learn more.](#)

- **Engaging high school students in tutoring and mentoring roles supporting younger students.** High school students, in particular high school seniors who often complete the necessary credits to graduate early, are strong candidates for tutoring and mentoring programs that are intentionally designed to provide structured training, ongoing support, and career exploration opportunities, while also supporting younger students. These efforts can be formalized through pathways that allow high school students to explore and begin to prepare for careers in teaching through dual enrollment, pre-apprenticeship and/or apprenticeship programs that allow high school students to earn college credit while gaining experience working in classrooms, afterschool programs or similar entities in NPSS roles (including through paid models).
- **Partnering with local, regional, or national youth-serving organizations to support students in school and during out-of-school time.** A range of stakeholders support youth outside of the school building through NPSS student supports and other youth development programming from nonprofit afterschool programs, to summer camps, to libraries, to mentoring and college access programs, to high-impact tutoring providers. To support out-of-school time providers and others, the NPSS Youth Development Practice and Pathways working group is building a repository of resources including high-quality training materials for people serving in NPSS-aligned roles during out-of-school time. This working group includes NPSS Hub technical assistance leaders, major national youth-serving organizations, and youth development field leaders. This complements a training resource library that the NPSS Hub is building for people working in or supervising people working in NPSS student support roles. [Learn more.](#)
- **Supporting tutors who are also teacher candidates.** In addition to meeting the requirements of their program’s clinical experience component, teacher candidates can gain additional classroom experience serving as paid tutors. These opportunities can begin as early as high school, as outlined above, exposing students and early-career professionals to possible careers in education.
- **Integrating NPSS-aligned roles into comprehensive approaches to address chronic absence and improve student engagement.** To support districts in addressing chronic absence and improving student engagement in their communities, the NPSS launched the [Attendance Solutions Network](#) for school districts in the summer of 2024. **This network supports districts through a solutions-oriented webinar series and peer-to-peer learning community as they create or improve upon comprehensive approaches to address chronic absence challenges.** Included in the work of this network have been strategies for leveraging NPSS student supports as part of a comprehensive approach with a particular focus on wraparound/integrated student support providers and student success coaches. [Learn more.](#)
- **Leveraging federal funds from the U.S. Department of Education to sustain high-impact student supports.** The U.S. Department of Education released [resources](#) highlighting ways that states, districts, and schools can [sustain](#) efforts that were initially implemented using American Rescue Plan funds. This includes strategies for sustaining NPSS-aligned supports, efforts to boost [student attendance and engagement](#), and other academic recovery initiatives.
- **Piloting new approaches to bringing more evidence-based and people-powered support to your community.** With support from philanthropy, the NPSS Support Hub will soon announce a third community collaboration challenge microgrant cycle to support youth-serving nonprofits, districts, state/local government, and intermediaries bring more people-powered and evidence-based support to children and youth in their communities. Past cycles of this program provided microgrants to communities to host local connector events to gather diverse stakeholders and identify strategies for recruiting, placing, training, and supporting people in NPSS-aligned roles locally. The upcoming grant cycle will provide small grants for communities to implement pilot programs involving tutors, mentors, student success coaches, postsecondary transition coaches, and/or wraparound student support providers. [Learn more.](#)

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