



Student Success Coaches

PLAYBOOK

FOR PROGRAM DEVELOPERS

PRACTICAL TIPS AND TOOLS FOR SCHOOLS AND COMMUNITY ORGANIZATIONS

Student success coaches (SSCs) serve as tutors, mentors and role models, offering additional support to students and additional capacity to educators in systemically under-resourced schools.

SSCs help to advance educational equity and are an integral part of a healthy school ecosystem.

ABOUT CITY YEAR

City Year is a trailblazing, youth-powered organization with a dual mission: expanding educational equity for students furthest from opportunity and developing diverse leaders through national service. A public-private partnership, City Year is a proud member of AmeriCorps, operating in 29 U.S. cities with international affiliates in the U.K. and South Africa. Today, 40,000 alums continue to lead and serve where they live and work. Learn more about City Year's six areas of impact: www.cityyear.org.

Research shows the more time a student spends with a City Year AmeriCorps member serving as a student success coach, the better the student outcomes—academically, socially, and emotionally.

ACKNOWLEDGEMENTS

This Student Success Coaches Toolkit would not be possible without the expertise of many of our colleagues across the country. The layout of this toolkit is based upon the great work of the team at The National Student Support Accelerator (NSSA) and their High-Impact Tutoring: Out-of-School Time Playbook. NSSA is one of the five technical assistance leads that City Year works alongside as part of the National Partnership for Student Success (NPSS) Hub to support the field in bringing more people into high-impact roles supporting students and youth in communities nationwide. In particular, we'd like to thank members of the NPSS Youth Development Practice and Pathways Working Group, including: Boys & Girls Clubs of America, Camp Fire, Horizons National, MENTOR, YMCA of the USA, NPSS Support Hub at the Johns Hopkins Everyone Graduates Center, and Knowledge to Power Catalysts.



TABLE OF CONTENTS

EXECUTIVE SUMMARY	1
Navigating this book	2
OVERVIEW	3
Who are Student Success Coaches and What Do They Do?	3
What It Means to Coach Students	6
RESEARCH AND EVIDENCE BEHIND STUDENT SUCCESS COACHES	8
Developmental Relationships	9
Equity and Transformational Social, Emotional and Academic Development	10
Essential Guiding Principles for Whole Child Design	11
The Impact of Student Success Coaching and Why it Works . . .	12
PROGRAM FOUNDATIONS AND CONTENT	13
The Target Program Profile:	13
Three Core Principles & Six Drivers	13
Program Specifics: Practices, Services, Conditions	16
& Structural Elements	16
PROGRAM DESIGN AND IMPLEMENTATION	19
How will you design your Student Success Coach program? . . .	19
Model Design Planning Tool.	21
Program Design Decisions	22
Who Will be the Student Success Coaches?	23
Instructional Design	24
RESOURCES, TOOLS AND EXAMPLES	27
Appendix A: Crosswalk for Incorporating Student Success Coaches into Existing Work.	28
Appendix B: Program Tools and Resources:	30
Appendix C: Examples of Student Success Coach programs . . .	31
Appendix D: Student Success Coach Additional Research	34

Executive Summary

Student success coaches (SSCs), serve as part of a diverse team of adults and near peers that build relationships with students and offer them research-based support to help students progress in their development, allow for more personalized learning and engagement, and create more welcoming, equitable learning environments for K-12 students. They partner with teachers, school leaders, and program providers to help students build on their strengths and develop the skills they need to thrive in school and in life.

Every day, SSCs partner with classroom teachers and program leaders to offer one-on-one and small group instruction, interpersonal skills coaching, and enrichment activities to students. At the heart of this work are the positive, trusting and consistent relationships that student success coaches build with students. Over time, student success coaches help students develop a sense of belonging and connection, and they create afterschool programming and fun events that enhance a school's culture and climate.

Critically, SSCs serve in systemically under-resourced schools, providing much-needed additional capacity and helping to expand educational equity. They can be an integral part of a healthy school ecosystem.

Student success coaches are recruited and trained to serve in schools in full-time or significant part-time roles. Often near-peers, they're mature enough to offer guidance yet young enough to relate to students' perspectives. Many student success coach models draw upon older community members as well. Every day, student success coaches partner with classroom teachers and program leaders to offer one-on-one and small group instruction and learning enrichment activities to students. At the heart of this work are the positive, trusting and consistent relationships that student success coaches build with students. Over time, student success coaches help students develop a sense of belonging and connection, and they create afterschool programming and fun events that enhance a school's culture and climate.

This playbook is designed to guide leaders and program designers thinking about the additional capacity and support that student success coaches provide by building positive, consistent and trusting developmental relationships with students. These relationships are centered on providing students with key social, emotional and academic supports that help them succeed in school and in life. If you are interested in building a program with student success coaches that can create a more equitable, thriving learning environment for young people, keep reading!

Providing guidance to schools, districts and other school-based community programs on the what, why and how of implementing a student success coach program, this toolkit is designed for leaders who are interested in incorporating student success coaches into their schools and programs. This includes school leaders, school district leaders, and leaders of youth-serving programs that engage with schools to provide student supports. This toolkit may also be useful for educational enrichment programs that are community-based.

This playbook has been developed by City Year and informed by learnings from the Student Success Coach Learning Network as a way to share lessons learned from years of developing and supporting student success coaches. It is not designed for those looking to partner with City Year directly. Rather, it is designed as a tool for schools or organizations looking to integrate student success coaches into a range of models beyond the City Year context.

If you are a school or district interested in partnering with City Year, please explore options at cityyear.org

If you are a community school, check out Student Success Coaches: The Playbook for Community Schools.



NAVIGATING THIS BOOK

This playbook includes three sections describing the background and details of a student success coach program. A rich array of tools and examples are linked throughout the sections and captured separately under Resources and Tools. In the pages following you will find:

Section One: Overview: Who are Student Success Coaches and What Do They Do? explores the supports that student success coaches provide to young people.

Section Two: Research and Evidence Behind Student Success Coaches dives into the evidence behind student success coaches' impact and how they provide critical capacity in creating more equitable learning spaces.

Section Three: Program Foundations and Content provides a deep dive into key student success coaching program components. It also helps leaders and decision makers ask essential questions to understand if student success coaches are right for their school or program.

Section Four: Program Design breaks down the critical program design elements of a successful student success coach program.

Resources, Tools and Examples:

- Appendix A: Program Crosswalk for Incorporating Student Success Coaches into Existing Work
- Appendix B: Program Tools and Resources – Program Design Tools
- Appendix C: Student Success Coach Examples from Around the Country
- Appendix D: Student Success Coach Additional Research

SECTION ONE

Overview

City Year has learned from the developmental and learning sciences and our experience serving young people, that all children can reach their potential if provided access to adequate support, experiences, and contexts in and outside of school. All children need access to a positive web of relationships and environments of safety and belonging to develop the skills and mindsets of successful learners and discover their full capabilities. If we build these elements into all environments in which children learn and develop, we will pave a path toward authentic equity, where all children have opportunities to thrive in school and beyond.

In particular, we must help schools bridge the implementation gap between the research-based, personalized support and relationships that students need to flourish and what schools have traditionally been designed and resourced to provide. Teachers and paraprofessionals often find themselves needing another trained practitioner to lead small groups, personalize learning, and support holistic skill-building in the classroom. Additionally, most schools could benefit from added capacity to create positive learning environments, extend learning opportunities, and connect students to valuable additional services to address physical, mental health and other needs that impact student readiness to engage in learning.

WHO ARE STUDENT SUCCESS COACHES AND WHAT DO THEY DO?

City Year isn't the only organization to use the term "student success coach," so we want to clarify what we mean when we say this phrase, as it applies to the elementary, middle and high school students served by SSCs across the country.

Student success coaches are youth development practitioners that holistically support students' integrated social, emotional, and academic needs. These supports are grounded in authentic and supportive relationships that help students and schools to expand possibilities for learning and development. Recognizing that learning trajectories are unique for each student and learning happens in community with others, student success coaches engage students in individual tutoring, small group instruction, and social-emotional skill building—skills that are necessary for success in the workplace and in life. They help schools and enrichment programs weave SEL into academic and attendance support, elevate student voice and agency, co-create enrichment activities, and engage families.

Fully integrated into staff teams, student success coaches are often recent high school or college graduates, but can also be teachers, community educators, or retired professionals who commit significant, consistent time throughout the school year or program cycle. By providing critical additional capacity to schools and enrichment programs, student success coaches allow for more personalized learning and deeper engagement—and contribute to more welcoming, joyful and equitable learning environments for all involved.

OBJECTIVES OF STUDENT SUCCESS COACHES

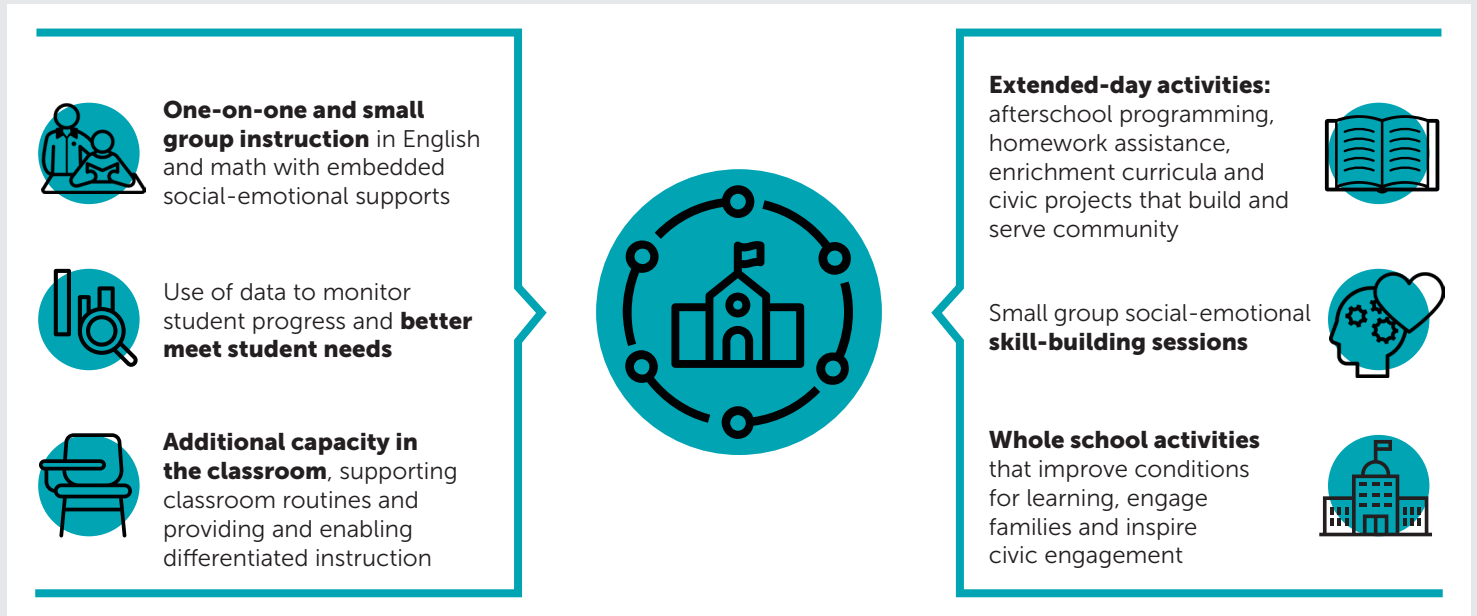
Student success coaches focus on three primary objectives:

- **Cultivate strong developmental relationships with young people**
- **Integrate social emotional and academic skill building**
- **Enhance belonging and identity formation while engaging with students**

They contribute to these objectives in multiple ways, from Tier 1 culture and climate support to providing additional capacity in the classroom to one-on-one and small group engagements with students. They also plan and carry out extended day and enrichment activities, engage families and inspire civic engagement. All this work is informed by data that helps them monitor student progress. (See diagram on next page)

CITY YEAR STUDENT SUCCESS COACH APPROACH

City Year works closely with the school principal and teachers to deliver a suite of interconnected services that cost-effectively and efficiently improve student, classroom and whole school outcomes.



Each student success coach works to create a more equitable learning environment by meeting the individual needs of each student to help them thrive in their current environment. Student success coaches can help build relationships and provide individualized supports and adaptive capacity to bridge this implementation gap, particularly in our most systemically under-resourced schools. Providing additional caring and trained adults in schools student success coaches build trusting relationships with the goal of helping every student navigate their learning experience.

Student success coaches are often young people, who serve on diverse teams, building relationships and partnering with educators to provide, evidence-based social emotional and academic development supports (Integrated SEAD) to students. Managed by a full-time program staff member (referred to by City Year as an “impact manager”), student success coaches have an impact on the learning environments and cultures of schools and community organizations—conditions that help everyone in the community feel a sense of belonging. Impact managers help foster partnerships with administrators, classroom teachers, and extended learning providers so the annual teams of student success coaches can have the greatest impact from year to year.

Recognizing that learning trajectories are unique for each student and learning happens in community with others, student success coaches serve in diverse teams and partner with educators to provide individualized, adaptive supports that benefit students, teachers, classrooms, and the whole school or organization. In this time of pandemic recovery when educators have been asked to do so much for so long, student success coaches are providing an immediate source of additional capacity while also helping to build and diversify pathways to teaching and other human services.

The student success coach is a critical capacity to create more equitable, personalized and engaging learning environments where both students and the adults who work with them can thrive.

STUDENT SUCCESS COACHES ARE...

Proximate

Ideally proximate in terms of age, backgrounds, and daily interactions. Near peers—or community members of all ages—that are uniquely positioned to connect with students and relate to their perspectives while serving as near peer tutors, mentors, and role models.

Adaptable to school or organizational needs

Talented people who can respond to the unique and changing needs and conditions of the school community through direct social, emotional and academic instruction, classroom supports, and activities that build whole school environments of joy and belonging.

Interwoven into the fabric of schools

Enabling the conditions that allow other proven interventions to be successful.

A workforce pipeline

Representing a critical category of talent to build a more robust, diverse pipeline of future educators with understanding of the need for taking a holistic approach to student development and experience confronting systemic inequity.

A step toward educational equity

An intentional counter to inequality, institutionalized prejudice, and systemic deficits, and an intentional promotion of thriving across multiple domains for young people who experience inequity and injustice. This intentionality is reflected by where student success coaches serve (i.e., systemically under-resourced schools).

CITY YEAR

STUDENT SUCCESS COACH PROGRAMS

At City Year student success coaches are near peer AmeriCorps members working students in systemically under-resourced high schools around the country to support academic and social-emotional success.

EXAMPLES

In Greater Johnstown School District in NY, student success coaches are teachers and other school district employees who provide 1:1 support to high school students with academics, attendance, and connecting students and families to a range of community resources.

Improve Your Tomorrow (IYT) was founded in 2013 with the mission to increase the number of young men of color to attend and graduate from colleges and universities. IYT works in California, Minnesota and Maryland.

ADDITIONAL PROGRAM EXAMPLES

Success Planning, launched in 2022 by the Harvard Redesign Lab, supports cross-sector local leaders and their community teams as they create transformational change in the lives of children and youth in their communities through personalized, relationship-based Success Planning.

Peer Power, in Memphis, TN, is a non-profit organization that recruits and trains high-performing college students, called Success Coaches, to tutor in public school classrooms and mentor high school students to encourage active learning, valuing education, and being.

To learn more about how student success coach programs have been implemented in communities across the country, see [Appendix C](#).

WHAT IT MEANS TO COACH STUDENTS

City Year, originally [published online](#)

While the term “Student Success Coach” is not unique, the term isn’t always well known. This is a description of what “student success coach” means to us at City Year and why more schools and youth-serving organizations could benefit from having more student success coaches in their classrooms and programs across the country.

To City Year, “coach” conveys several distinct yet interconnected components that are crucial to City Year’s holistic approach and the work of student success coaches: proximity, relationships, trust, agency and equity. We’ll briefly explore each one.

BEING PROXIMATE

A coach is close to the people they are guiding and supporting and sees them on a regular basis. Coaches often get to know the likes and dislikes of the people on their team, their habits and strengths, and their spoken and unspoken beliefs, as well as gain insight into their everyday lives and friendships—knowledge that can only be gleaned by spending a lot of time together while carefully listening, supporting and observing, with empathy.

This is similar to how student success coaches get to know their students. They serve in schools full-time as tutors, mentors and role models. They see students consistently—when they arrive to school, as they work in the classroom, walking through the hallways on the way to lunch and during afterschool enrichment programs. They work with individual students, small groups and whole classrooms every day over the course of an academic year. The closer they are, the more coaches learn, the more empathy they develop, and the more they understand the viewpoints and lived experience of their students.

We’re inspired by [Equal Justice Initiative founder](#) and CEO Bryan Stevenson’s [call to be proximate](#) to the people and communities we serve—a priority for every good coach.

FORGING RELATIONSHIPS

Coaches understand the power of relationships—between themselves and players, among teammates, even between the team and the outside world. A good athletic coach, for example, knows how to inspire and support their team’s growth and development, on both individual and whole-team levels. A coach also knows when to stay silent or step back and allow their team to lead and even stumble. Everything the team does out on the playing field and the locker room depends on the human connections they have forged with one another.

Student success coaches operate in much the same way. By being proximate and showing up for students day in and day out, genuine connections begin to form. Students know they can count on the consistent, stable and caring presence of these coaches as part of their school experience.

Student success coaches learn how to forge “[developmental relationships](#)” with the students they serve, which Search Institute describes as “helping young people be and become their best selves.”

BUILDING TRUST

While being proximate enables initial connections, trust is the transformational ingredient in any strong, positive relationship. That’s why coaches spend so much time on earning their players’ respect and on trust-building exercises among teammates—without trust, victory is far less assured on the playing field.

Gaining, earning and safeguarding the trust and respect of students are equally necessary for a student success coach to effectively support their academic and social-emotional learning. [Learning happens through relationships](#) and trust is an essential component of social-emotional skill building that helps students to thrive in school and in life.

In fact, research shows that learning and development are maximized when students feel safe and cared for in a nurturing [developmental](#) environment—what we often refer to as a [whole child approach](#).



ADVANCING EQUITY

Coaching has many definitions. One is a partnership between coach and player that is designed to support a person in becoming who they want to be by maximizing their skills, strengths and opportunities. A partnership connotes mutuality and a relationship that is transformational for both participants. When done correctly, coaching can be a powerful tool for advancing equity.

“Coaching can build self-awareness for both the coach and the student, empower choice and inspire positive action,” said Stephanie Wu. “I believe that coaching is less about teaching and more about learning and developing the innate strengths that every one of us possesses. Key to the concept of coaching is helping to expand a person’s sense of self, possibilities and agency.”

These definitions also fit our vision of student success coaches. We believe by ensuring that all students—particularly students of color and students growing up in low-income households—have access to the resources, relationships and environments they need to thrive, we can significantly advance educational equity in this country—an outcome that benefits all of us.

A holistic approach that prioritizes and nurtures student academic growth and social-emotional well-being; that honors the experiences, background and strengths of every student; and that contributes to responsive, relevant, joyful and engaging learning environments are the cornerstones of our vision of student success coaching.

HONORING AND ENABLING AGENCY

All the coaching in the world amounts to little if a team cannot act, if players can’t exercise their full talent and potential, if an athlete doesn’t feel empowered. A good coach strives to build the confidence of their team; strengthen their muscles and resilience; refine their skills; and position them to excel.

Student success coaches share these same goals as they help to encourage and guide student academic, social and emotional growth. They tap into students’ intrinsic motivation, helping students to identify their passions and interests, rebound after setbacks, and exercise positive action and agency—a belief that they can affect the world around them and blaze their own trail. Student success coaches can help to elevate student voice.

SECTION TWO

Research and Evidence Behind Student Success Coaches

The work of student success coaches is designed to level the playing field and equip all young people to thrive inside and outside of school walls. This intentional focus on equity has been shaped and informed by not only decades of field work from City Year practitioners and program designers, but foundational research and evidence from across the fields of learning and development.

In this section, we provide a grounding of the why and how of student success coaches via a summary of underlying research and evidence. We look at three equity-focused, evidence-based lenses that ground our work: Developmental Relationships, Transformational SEL, and the Guiding Principles for Whole Child Design.

First a note: This student success coach toolkit is based on evidence and research of utilizing student success coaches in school settings. While there are multiple program settings that can benefit from student success coaches, this first iteration of the student success coach toolkit is based on the experience, research, and evidence of the proven model of student success coaches embedded into school design; City Year's Whole School, Whole Child® Approach.

As noted, (see page 5 and Appendix C), we are also excited to see and lift up the concept of student success coaching as it is taking hold across the country in different programs and models. As we learn more from the great work of student success coaches across the country, this toolkit will be updated with promising practices in these different program settings.





DEVELOPMENTAL RELATIONSHIPS

Search Institute

Central to the approach of student success coaches is building positive developmental relationships. Developmental relationships are essential to help young people discover how to become their best selves. Through the benefits of developmental relationships, young people move beyond surviving to thriving. Strong developmental relationships help young people of every age, race, and socioeconomic background discover who they are, cultivate the ability to shape their own lives and destinies, and learn how to positively contribute to the world.

As described by Search Institute, developmental relationships are close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage with and contribute to the world around them.

Search Institute created the Developmental Relationships Framework, five elements—expressed in 20 specific actions— that are proven to catalyze young people’s lives: express care, challenge growth, provide support, expand possibilities, and share power.

- Express Care: Show me that I matter to you.
- Challenge Growth: Push me to keep getting better.
- Provide Support: Help me complete tasks and achieve goals.
- Share Power: Treat me with respect and give me a say.
- Expand Possibilities: Connect me with people and places to broaden my world.

Search Institute’s research and tools are designed for anyone who works with youth to understand the current state of their relationships with young people and discover ways to help all young people thrive.

They note that when young people experience these relationships in their families, schools, programs, and communities, they are more likely to be resilient in the face of challenges and to grow up thriving. A few important things to keep in mind:

- Developmental relationships are dynamic and evolving, reflecting changes and variations in people, timing, and contexts.
- Developmental relationships are about bi-directional, two-way development, not simply the socialization or training of young people.
- How the elements are expressed varies across different kinds of relationships, cultures, and contexts.
- The developmental relationship elements are interrelated and not meant to be comprehensive.

To review additional research on developmental relationships, Search Institute has detailed the importance of developmental relationships for positive youth development. Developmental Relationships: The Roots of Positive Youth Development; 10 Years of Youth Voice, Practitioner Wisdom, and Research Insight. Search Institute is also a proud supporting champion of the National Partnership for Student Success.

In addition to the Search Institute research, the team at City Year, based on feedback from the field and research from the Everyone Graduates Center at Johns Hopkins, published a white paper that highlights the essential role trust plays in supporting students’ academic growth and creating a positive AmeriCorps member experience, outcomes that help to improve learning and working conditions for everyone in the schoolhouse. In Building networks of relational trust, we explore the importance of relational trust in building and sustaining an effective student success coach model in schools.

EQUITY AND TRANSFORMATIONAL SOCIAL, EMOTIONAL AND ACADEMIC DEVELOPMENT

The Education Trust, American Institutes for Research, CASEL

The need for student success coaches is an issue of equity for many students who do not fit a middle-class, White dominant culture. The Education Trust powerfully articulated the need for supporting the link between social emotional and academic development through an equity lens in the 2020 article: [“Social Emotional and Academic Development through an Equity Lens,”](#) by Nancy Duchesneau.

To quote the article “Studies also show that social-emotional well-being, as well as academic performance, are both inextricably linked to the overall context in which students develop and the relationships they build over time. Contextual factors, such as societal realities (e.g., racism, sexism, homophobia), individual realities (e.g., socioeconomic status, family dynamics, experiences in schools, access to opportunities), and cultural background all influence social, emotional, and academic development.”

The article goes on to speak of the need to move away from the idea of teaching social emotional skills in isolation and moving to a deeper understanding of why it is necessary for students to feel a sense of belonging, building relationships, and cultural acceptance.

Educators and leaders must shift their focus away from “fixing kids” and turn it toward addressing the environments and systems in which students learn to better reflect the needs of students in their contexts. Student success coaches are trained and supported to understand student needs in ways that allow students to thrive beyond academics.

The goal is for student success coaches to develop authentic developmental relationships with young people so every student, especially BIPOC students who are often overlooked and disregarded, sees themselves as learners and leaders in the classroom and beyond.

Student success coaches play an integral role in building trusting relationships with students, helping them to see the joy in their own learning and supporting identity formation in learning spaces. The American Institute for Research (AIR) has research supporting deeper learning on this equity practice: [Instructional Practices That Integrate Equity-Centered Social, Emotional, and Academic Learning.](#)

As more focus continues to be placed on supporting the whole child, more time and energy must be placed on meeting the individual needs of BIPOC youth. As stated in the article authored by Robert J. Jagers, Alexandra Skoog-Hoffman, Bloodine Barthelus, Justina Schlund, at CASEL, [“Transformative Social and Emotional Learning; In Pursuit of Educational Equity and Excellence,”](#) “SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation.”





ESSENTIAL GUIDING PRINCIPLES FOR WHOLE CHILD DESIGN

Science of Learning and Development (SoLD) Alliance

The City Year SSC model is influenced by proven research from [the Science of Learning and Development Alliance \(SoLD Alliance\)](#) informing how student success coaches can create more equitable learning spaces for young people to thrive. The student success coach approach can enable conditions for equitable, personalized, holistic student development aligned to what the SoLD Alliance has demonstrated all young people need to thrive. The Essential Guiding Principles for Whole Child Design have been explored in both a [playbook for schools](#) and a [playbook for community-based settings](#). These five principles, embedded throughout student success coach programs, are:

POSITIVE DEVELOPMENTAL RELATIONSHIPS

Student success coaches provide the necessary capacity to surround students with a web of relationships that serves as a buffer against adversity and trauma and an accelerant of positive development.

ENVIRONMENTS FILLED WITH SAFETY AND BELONGING

Student success coaches enhance the learning climate through activities that create joyful environments of safety and belonging. Student success coaches connect with families and help bridge students' lives and their school experience. They reinforce expectations and can attend to individual student needs in a way that enables educators to better focus on the entire classroom or group environment.

RICH LEARNING EXPERIENCES AND KNOWLEDGE DEVELOPMENT

Student success coaches leverage positive relationships to provide evidence-based, intensified academic, social, and emotional supports for individuals and small groups of students (i.e., Tier II students) identified through quantitative and qualitative data. Student success coaches use asset-based, collaborative, and culturally affirming approaches that can support and enable students' identity development and agency.

DEVELOPMENT OF SKILLS, HABITS, AND MINDSETS

Student success coaches focus on enhancing students' social and emotional skills and habits and mindsets of successful learners. This includes building higher order 21st century skills (e.g., problem solving, analytic skills at different developmental stages) through explicit instruction as well as integrating these skills, mindsets and habits into daily academic instruction. They elevate student voice through surveys and conversations to identify how students feel about their own learning environments and partner alongside other educators to inform and improve students' learning experience. The "City Year Alumni Bridging study further demonstrates this point.

INTEGRATED SUPPORT SYSTEMS

Student success coaches are "woven into" the fabric of a school or community organization and play a key role in implementing effective integrated student support by enabling a whole child approach to integrated social, emotional, and academic student development. They provide supportive, more intensive support to small groups of students to enhance their holistic skills. Their relationships with students also enable them to serve as connectors to more intensive, well-being supports available through the school and community partners.

THE IMPACT OF STUDENT SUCCESS COACHING

AND WHY IT WORKS:

The impact of integrating student success coaches to support young people is vast. From forming developmentally supportive relationships, to integrated social emotional and academic development, to improving academic outcomes, student success coaches provide a necessary component to thriving youth.

Research has shown that student success coaches can holistically support student achievement. A [2015 study conducted by Policy Studies Associates](#), found that schools that had partnered with City Year (CY schools) were more likely to show improvement on state assessments compared with schools that shared similar demographic and performance characteristics but that had not partnered with City Year (non-CY schools). Although not the only way to utilize student success coaches, City Year has a unique approach to help students thrive in the highest needs schools across the country. This approach can be seen in this 2018 study: [City Year's Strategy for Long-Term Impact in America's Highest-Need Schools](#).

There is emerging research that suggests student social and emotional development is inextricably linked to their academic achievement. The Everyone Graduates Center at Johns Hopkins University in conjunction with City Year completed a study in 2020 detailing the connection between SED and Academic achievement: [Connecting Social Emotional Development, Academic, Achievement and On-Track Outcomes](#). This study shows that students' social emotional skills vary over the course of their schooling and when students' social emotional skills are a strength, their attendance, grades and academic outcomes suffer. Student success coaches can play a critical role in supporting students through difficult personal events and continue to help students build resilience and strengthen social skills.

The role of a student success coach is also a viable pathway to other careers in education and youth development. According to the 2020 City Year National Alumni Survey Characteristics of [Public and Private Elementary and Secondary School Teachers in the United States](#), the [Teacher Pathways Program at City Year](#) has shown dramatic impact on the trajectories of young people.

TEACHER PATHWAYS: BROADENING THE IMPACT

The role of a student success coach is a viable pathway to other careers in education and youth development. One such program is the [Teacher Pathways program at City Year](#). To meet the growing social, emotional and academic demands students face, particularly those from systemically underserved and under-resourced communities, our nation must develop a diverse and culturally competent teacher workforce. City Year believes building stronger teacher pathways that begin with City Year service is critical to this goal.



52%
of City Year alumni work in the education sector

13%
are classroom teachers, and of those:

- 45% are people of color, compared with 21% nationally
- 45% live and work in same community where they served
- Of City Year alumni who went into teaching, [86% remain in the profession](#)

SECTION THREE

Program Foundations and Content

As the work of student success coaches has evolved over the past couple of decades, City Year has identified several foundational practices that are key to successful programs. In this section, we highlight the three core principles and six drivers that make up the Target Program Profile. Then, with these in mind, we provide snapshots of the key features that help you operationalize a successful student success coach program: essential practices, integrated services, essential conditions and key structural elements.




THE TARGET PROGRAM PROFILE:

THREE CORE PRINCIPLES & SIX DRIVERS

Intentional Futures worked with City Year to identify the key markers of successful programs. Three core principles and six key drivers were captured in the Student Success Coach Target Program Profile. These principles and drivers are rich and dynamic, and represent a cross-section of programmatic commitments, dispositions and delivery mechanisms.

CORE PRINCIPLES

To define what drives student success coach work, there are three core principles that represent critical learnings and approaches defining service delivery:

1. A commitment to educational equity and social justice is the foundation for the work of student success coaches.  **Fair, just, and individualized learning and growth opportunities**
2. Our approach to service delivery is best described as a universal practice.  **Integrated across the school community, beyond the classroom**
3. Normalizing the work and support of student success coaches throughout the school community is critical to successful integration.  **Eliminate stigma attached to students who receive services and support**

SIX DRIVERS OF AN EFFECTIVE STUDENT SUCCESS COACH PROGRAM

In 2021, City Year partnered with Intentional Futures (iF) to identify the key components of a K-12 Student Success Coach model and develop a Target Program Profile—a working hypothesis informed by research and stakeholder voices about what makes the model effective. Research from iF revealed six drivers key to implementing an effective, sustainable SSC program.



AUTHENTIC COACH/STUDENT RELATIONSHIP

- Near peer
- Genuine care
- Student voice/agency
- Trust and belonging



INTENTIONAL SCHOOL INTEGRATION AND HOLISTIC SUPPORT

- Full faculty integration
- School climate support
- Close teacher collaboration
- School-based staff member
- Frequent student contact
- Integrated social-emotional & academic development
- Attendance coaching
- Social-emotional skill development
- Coursework & academic coaching



DATA-INFORMED PROGRAMMING

- Data-informed partnerships
- Continuous program improvement
- Progress monitoring for student supports
- Identifying students who might benefit from additional supports



SUPPORTIVE PROGRAM STRUCTURE

- Adaptable model
- Program-wide positive youth development model
- SSC-focused support staff
- Full-time AmeriCorps members
- Cohort model
- Sustainable funding



DIVERSE GROUP OF SKILLED COACHES

- Recruitment process
- Diverse corps
- Dedicated SSCs
- Career trajectory opportunities



ONGOING LEARNING AND DEVELOPMENT

- Investment in learning & development throughout the year
- Content included in year-long scope & sequence of professional learning
- Coaching & performance feedback
- Mental & emotional health support

We note that the design and implementation of such a responsive model requires a scaffolded, iterative learning approach to advancing practices outlined in the drivers. The drivers are deeply informed not only by research literature and experts within the sector, but also the voice and lived experiences of

educators, students and AmeriCorps members serving as student success coaches, alongside quantitative data analysis. This inclusive and critical lens confirms that the work toward implementation might be best described as a journey in cultivating partnerships and creating the conditions for success for all parties.

Within schools, the journey toward full implementation is best approached in partnership with student success coaches, site-based coach support staff, teachers and school leaders. Collaboration among these partners will ensure successful integration of student success coaches throughout the school community and normalizing receipt of individual, small group and classroom-based services. And, to best inform this collaboration, school leaders and educators are responsible for an essential facet that directs student success coach service delivery: access to student- and school-level data to inform individualized and/or small group supports in support of social, emotional, and academic development.





PROGRAM SPECIFICS: PRACTICES, SERVICES, CONDITIONS **& STRUCTURAL ELEMENTS**

ESSENTIAL PRACTICES FOR STUDENT SUCCESS COACHES

As noted, foundational to the student success coach role is the practice of cultivating consistent, caring, developmentally supportive relationships with students, which help to connect students' lives with their school experiences, promote student agency and expand their possibilities for success.

Discussed in greater detail in the research and evidence section above, these essential practices include:

- Focus on Authentic Developmental Relationship between student success coaches and students (Search Institute)
- Equity and Transformational Social Emotional and Academic Development - (Ed Trust, CASEL, AIR)
- Youth centered, relationship-rich environments that build a sense of belonging, incorporate rich learning experiences, provide opportunities for skill-building, and address basic needs – allowing all youth to thrive and expand possibilities (SoLD Alliance)

In addition, student success coaches use data on student learning environments, early warning indicators for students at risk of not graduating, and social, emotional and academic skill development to monitor progress and adapt approaches to better meet student needs.

ESSENTIAL CONDITIONS FOR SUCCESSFUL SSC PROGRAM

- Predictable and consistent time Guaranteed time for the same groups of students and student success coaches to meet allows consistent focus on skill development. These predictable and consistent routines positively impact both student experience and student success coaches.
- Planning time and processes to promote effective partnerships between teachers, staff and student success coaches, encourage data-driven adaptations of supports, and allow for school-level coordination that effectively integrates student success coaches into school design, routines and structures
- Ongoing training and coaching to advance student success coaches' skills, knowledge and mindsets, as well as their understanding of their own identity and agency as civic and community leaders

KEY STRUCTURAL ESSENTIALS

- A staff role dedicated to the support and development of the student success coaches – can be a Program Manager or other role primarily charged with the coaching and structure of the SSC role.
- Normalize the full integration of student success coaches in the classroom and whole school setting (if program is school based)
- Structure and commitment to learning and development for student success coaches

HOLISTIC, INTEGRATED STUDENT SERVICES ACROSS LEVELS

With a focus on relationships and on data-driven support, student success coaches deliver holistic, integrated student services at the individual, learning experience and whole school/organization levels.

SCHOOL-BASED INTEGRATION

Whole school support

- Offer whole school activities to help create welcoming environments, build belonging and engage families
- Support extended day activities including afterschool programming, homework assistance and enrichment projects

Classroom support

- Support classroom routines and build community
- Provide additional flexible capacity to teachers to enable greater personalization of instruction

Individual student support

- Provide 1:1 and small group instruction that weaves together social, emotional and academic skills
- Support student attendance and engagement, using strategies that honor student identities, voices and cultures

COMMUNITY ORGANIZATION-BASED INTEGRATION

Whole organization support

- Offer organization-wide activities to help create welcoming environments, build belonging and engage families
- Support school-based activities, including classroom, extracurricular, afterschool/extended day programming, homework assistance, and enrichment projects

Program support

- Support program routines and build community
- Provide additional flexible capacity to program directors to enable personalization of engagement and learning

Individual student support

- Provide 1:1 and small group learning experiences that weave together development of social, emotional, cognitive and academic skills
- Support attendance and engagement—at school and in youth program—using strategies that honor student identities, voices and cultures

ARE STUDENT SUCCESS COACHES RIGHT FOR YOUR SCHOOL?

The [NPSS Hub District Toolkit](#) is for schools and districts deciding if student success coaches are right for their program.

Different programs require different services. Student success coaches add capacity and caring adults, integrate social emotional and academic support and aim to create a more equitable learning space for all young people to thrive. Below are some options to think about in deciding if student success coaches are right for your program. If student success coaches do not fit your organization purpose, the [National Partnership for Student Success](#) has a diverse group of youth development lead partners that may meet your needs.

NATIONAL PARTNERSHIP FOR STUDENT SUCCESS OPTIONS

<p>Are there large numbers of students with significant academic needs?</p> <p>Is chronic absence a significant challenge?</p> <p>▼</p> <p>Tutors and Mentors</p>	<p>Would teachers benefit from additional capacity in their classrooms providing holistic, individual, or small group support?</p> <p>▼</p> <p>Student Success Coaches</p>	<p>Are there additional needs beyond academic and social emotional support that students or community members may need to thrive?</p> <p>Do you need to support groups of students with physical/mental health or access to critical support systems needs?</p> <p>▼</p> <p>Wraparound/ Integrated Support Coordinators</p>	<p>Are all high school students receiving enough support to make informed postsecondary choices and complete all necessary application and financial aid materials?</p> <p>▼</p> <p>Post Secondary Advisors</p>
--	--	--	---

ARE STUDENT SUCCESS COACHES RIGHT FOR YOUR SCHOOL-OR COMMUNITY-BASED PROGRAM?

As you consider whether to add student success coaches to your existing program, take a look at [Appendix A: The SCC Six Drivers x Voluntary Quality Standards Crosswalk](#). The six drivers that support Student Success Coaches may be incorporated into existing, high-quality youth development programming. You may have many of these program components already in place. You can use the [Voluntary Quality Standards](#) for the National Partnership for Student Success to crosswalk your own program components with both “common elements” of successful youth programs and the key program components for Student Success Coaches.

NOTE ABOUT AMERICORPS

While City Year works hand in hand with AmeriCorps, highlighting the importance of national service, (City Year’s SSCs serve as AmeriCorps members), it is not required to be an AmeriCorps program to incorporate SSCs into a youth serving program. It should be said that the element of service to community is an element of equity and social justice embedded into SSC work.



SECTION FOUR:

Program Design and Implementation

HOW WILL YOU DESIGN YOUR STUDENT SUCCESS COACH PROGRAM?

When designing a new program or adding student success coaches to an existing program, it is necessary to understand the program's value proposition, logic model and the landscape in which your program operates. This will help to focus your efforts most beneficially. This analysis and resulting understanding will provide the foundation and context needed to design a more equitable, student centered, developmentally appropriate program. Designing a program is best done iteratively. On the next page is a suggested process including: Program focus, critical questions, implementation checklist and tools, and key insights.

PROCESS

REVIEW MODEL DESIGN

Begin by reviewing Model Dimensions to understand the types of decisions and related considerations required for designing or improving a high-impact tutoring program. The [Model Design Planning Tool](#) can help you track your design decisions, including:

DEVELOP A PROGRAM FOCUS

- [Conduct a Landscape Analysis](#): A Landscape Analysis outlines the strengths, resources, and needs of a community. It provides a framework for designing your tutoring program and ensuring that your program addresses the needs of the community.
- Develop a [Value Proposition](#) and [Logic Model](#): Your value proposition translates school/community needs identified by your landscape analysis into concrete goals for your program. Your logic model explains how the model itself, the supports, and the stakeholders will interact to produce the results that you aim to achieve for students.
- Calculate costs and understand funding sources: You can use the [Cost Calculator](#) to estimate your program's costs. Review [Funding Tutoring Programs](#) for important information about how districts and schools may fund your program.

DEVELOP THE ELEMENTS OF THE PROGRAM

- Who will the program serve?
- Who are the student success coaches?
- Will service be In-school or out of school time:
- What grade levels, ages/content area?
- Will service be in-person, virtual, hybrid?

CREATE THE OPERATIONAL STRUCTURE

- Build a recruitment structure/background checks
- Create an equity-base program structure
- Develop Learning and Development plan for student success coaches—onboarding and on-going learning and development





MODEL DESIGN PLANNING TOOL

This tool can serve as a reference as you begin implementation. Because designing a program with student success coaches is an iterative process, as you move through implementation these design decisions may shift.

OVERVIEW

Program Purpose

CRITICAL QUESTIONS

Why and for whom are student success coaches needed?

How will student success coaches increase equity in your program?

How will integrated social emotional and academic support be incorporated?

PROGRAM CONTEXT

IMPLEMENTATION

CHECKLIST

- Articulate an equity-based value proposition about unmet student needs
- Choose a model design based on:
 - Your equity-based value proposition
 - Feedback from the community and stakeholders
 - Evidence-based research on effective programs
- The constraints of the context in which the program is operating
- Articulate a logic model defining inputs, activities, outputs, and outcomes

IMPLEMENTATION

TOOLS

(SEE APPENDIX B)

- [Conducting a Community Landscape Analysis](#)
- [Student Success Coach Program Design Planning tool](#)
- [Developing a Value Proposition](#)
- [Logic Model Guidance and Template](#)

Programs should begin by articulating a specific equity-based value proposition informed by an assessment of the community need for SSCs. This foundational clarity will support program leaders to:

- Make purposeful and consistent model design decisions aligned with the program’s value proposition.
- Prevent mission creep and make decisions that serve community needs.
- Scale up quickly and make decisions about trade-offs without the program losing focus.

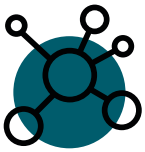
Program Design should be informed by research.

- While opportunities for further research remain, a solid base of initial evidence can guide program design. Initial research from City Year and others is attached to the addendum.
- For new programs lacking impact data, being able to highlight that specific model design decisions are based on research will help secure funding sources and build partnerships with school districts or other stakeholders.

KEY INSIGHTS

Invest in opportunities for evaluating effectiveness and continuous improvement.

- There will always be the need for practice improvement and program evolution. The goal is to build a program that meets the needs of the students and community being served and continually ask if the service is done in an equitable way the supports growth and improvement.



PROGRAM DESIGN DECISIONS

Designing a program that implements student success coaches will have numerous decisions to make that influence and impact one another. On the left column of the table below are Model Dimensions/program design elements, on the right are corresponding Considerations that allow you to contemplate how interactions among model design decisions may impact your program with student success coaches. No choice can be made in isolation: while there are no “right” answers, not all options for a given dimension are easily compatible with all options for other dimensions. This table will help you weigh tradeoffs intentionally and thoughtfully.

The table below outlines what Model Designs matter most within each element, along with the associated Actions and Practices that comprise it. See Model Design for more detailed information.

MODEL DESIGN: TARGET

What is your rationale for why SSCs are needed?

DESIGN CHOICES

Needs-Driven: SSCs targeted to students who are struggling and perform below particular benchmark thresholds in SED and/or academics.

Equity: Creating a more student centered, equitable learning environment for all students.

Integrated social, emotional, and academic development: Focus on intentional integration of social emotional and academic supports.

Universal: All/Any students receive support from SSCs creating a more equitable learning environment based on individual student needs.

CONSIDERATIONS

SSC Profile: Any decision about the program’s target audience will ultimately impact the number of students who receive services. When determining their target students, programs will need to consider whether they can recruit enough of the desired SSC to serve the number of students in the program.

Setting: If the target is universal, the setting will typically to be in-school (or at a school-affiliated after-school or summer program with required take-up), supported by staff. SSCs can be flexible in the setting as the school or program desires.

Data Use: If the program is not universal, benchmark data should be combined with other measures to identify eligible students.

MODEL DESIGN: CONTENT AREA/ GRADE LEVEL

What subject and grade level are the target areas?

DESIGN CHOICES

Content Area: SSC can be targeted at a particular grade level/content area or support the whole school community. SEL should be integrated into all supports. Be sure to understand how many SSCs would be needed to support all grades

Grade Level: Grade 1 & below; Grades 2-5 (Elementary School); or Grades 6-12 (Middle & High School)

Youth development training should be tailored to meet the grade levels being served.

CONSIDERATIONS

SSC Type: If the content area or grade level is more advanced, the program will need to consider the best way to select, train and develop SSCs to build up the relevant content and youth development knowledge.

Dosage: Programs should consider grade level, content area and how integrated SEAD looks when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact. More frequent sessions (i.e. 20 minutes, five times a week) supporting integrated SEAD can be impactful for younger students or students needing more intensive supports.

Instruction/intervention: Any decision about grade level will necessarily impact curriculum and/or materials. Programs should leverage research-backed best practices for their target grade level and content area.



WHO WILL BE THE STUDENT SUCCESS COACHES?

What considerations should programs keep in mind? Who serves as student success coaches will depend on many different factors; cost, availability, program structure, ability to provide training, demographics, etc. Who serves as student success coaches is as important as the service they provide. A key aspect of a program implementing student success coaches is recruiting a team who is representative of the students and community being served.

Example: [City Year AmeriCorps Member Profile Executive Summary](#)

MODEL DESIGN: STUDENT SUCCESS COACH TYPE

Who will be the SSC?

DESIGN CHOICES

AmeriCorps members: partnering with [AmeriCorps](#) although not required can be a value add to a program.

Paraprofessionals: School staff members, college students, service program fellows (e.g., AmeriCorps members). Regardless of who SSCs are, all SSCs should receive adequate training.

Volunteers: Unpaid volunteers provide support. Programs using volunteers display positive average effect sizes on student learning outcomes. Training and effective recruiting is required.

College Students: Students who volunteer or are paid through [work study](#) and/or receive class credit provide support. Programs using these tutors display positive average effect sizes on student learning outcomes. Training is required.

CONSIDERATIONS

Dosage: Any decision about SSC type will influence the dosage a program can provide. For example, if the SSC is volunteers, it may be more challenging to require any given volunteer to serve 5 days a week when not getting paid, with the result that either dosage or consistency must be sacrificed.

Student-SSC Ratio: If the SSC type is a paraprofessionals or ACM, small-group (2-4 students) instruction becomes more feasible, as these SSC can be recruited to have some desired skills (or have more time to be trained) in leading small groups. All SSCs should participate in robust training however, skills the program is recruiting for can be outlined.

SSC Recruitment & Selection: Any decision about SSC type and SSC responsibilities will necessarily determine both the program's strategy for recruitment and selection, and the depth of training that the program must provide.

SSC Training: Training should be consistent throughout the program. [Before the program starts, intensive training around YD and integrated SEAD supports and well as equity community centered supports. Training should continue throughout the program year](#) to continue to improve practice.

SSC Support: SSC should have an onsite manager on staff to support coaching and development. All SSCs should receive consistent 1:1, coaching, practice sharing, etc. Depending on the type of SSC, observations and support may be needed. One size does not fit all. ation can be used to provide feedback and support to virtual tutors.



INSTRUCTIONAL DESIGN

MODEL DESIGN: DELIVERY MODE

How will student success coaches be integrated into the school/program and deliver service?

DESIGN CHOICES

In-Person: Students receive support from a SSC in the same physical location. The most rigorous evidence of impact comes from in-person tutoring programs; whether virtual and blended tutoring interventions can be as effective as those conducted purely in-person remains an open question.

Virtual: (as learned from the pandemic. In-person is the strongest evidence of student success), Students receive support on their computers or other digital devices from a SSC over the internet. Virtual support has the opportunity to provide more equitable access given the wide range of geographical regions that a virtual program can serve. While research is limited, a [recent small-scale evaluation](#) of an online math tutoring program found promising results for this approach.

Blended: Students receive tutoring through some combination of in-person and virtual methods. Research on blended tutoring programs also remains scant; however, a recent evaluation of a tutoring program using a blended approach (i.e., alternating between face-to-face tutoring and students engaging in computer-assisted learning) found that a blended model was equally effective at increasing student learning while reducing the higher financial cost of purely in-person tutoring.

CONSIDERATIONS

SSC Type: Any decision about delivery mode will impact the talent pool from which a program can recruit tutors. Virtual tutoring typically provides the widest range of options due to the location flexibility of virtual tutoring.

Dosage: If the delivery mode is virtual or blended, the program can scale back the amount of face-to-face time needed for tutoring by providing targeted practice to students and useful insights to the tutor to help prepare before each session.

Learning Integration: If the delivery mode is virtual or blended, the program may require more active participation from stakeholders (families at home or teachers at school). The program must engage stakeholders to ensure students are able to attend sessions and are familiar with how to use the virtual tutoring platform or software.

Setting: If the delivery mode is virtual or blended, the program will need to consider the technological infrastructure available to conduct the sessions in its chosen setting. If a virtual or blended program takes place in an in-school setting, the program will need to ensure schools have the internet bandwidth needed to run the program and up-to-date devices available. If a virtual program takes place in an out-of-school setting, the program should consider how students without reliable internet connections or up-to-date devices at home will be able to access the virtual tutoring.

SSC Support: If the delivery mode is virtual, many platforms can record sessions to be sent to program administrators, as well as track the degree to which the SSC is using key strategies or software. This information can be used to provide feedback and support to virtual tutors.

MODEL DESIGN: SSC TRAINING AND OPERATIONS

What are the essential considerations of program operations—virtual and blended?

DESIGN CHOICES

Student and SSC Safety: Safety requirements are essential to any program design regardless of delivery. Different considerations should be made for virtual vs in-person delivery.

SSC Training: For virtual and blended models, training for SSC should be specific and intentional for the mode of delivery. SSC should be trained in virtual facilitation techniques, content delivery, and technical equipment before working with students.

CONSIDERATIONS

Student Safety: If the delivery mode is virtual, the program can establish creative ways to ensure safety including screening sessions for inappropriate interactions.

SSC Training: If the delivery mode is virtual or blended, the program will need to train SSCs on how to use the virtual platform and/or blended software.

Data Use: If the delivery model is blended, the program can provide a wealth of data to SSCs so that sessions can truly be customized to target each student's individual academic needs.

Session Facilitation: If the delivery model is virtual, the program can provide wider access to multimedia materials to enable more engaging instruction.

Session Content: If the delivery model is blended, the program can provide additional rigorous materials for students by using high-quality software.

MODEL DESIGN: DOSAGE

How often will SSC work with students?

DESIGN CHOICES

Recommended - 3-5 times per week: Based on research, SSCs tend to be most effective when conducted 3-5 times per week.

1-2 times per week: Not ideal but can be effective - SSCs can still be effective at this dosage, SSC work focuses on predictable, consistent time with students.

CONSIDERATIONS

Target (Grade Level & Content Area): Programs should consider what impact SSCs will have in the amount of time they spend with students when deciding dosage. Research indicates that a dosage of 30-60 minutes 3-5 times a week has the most impact, but if the target grade level is elementary school or below, these younger students may benefit from shorter but more frequent sessions (i.e. 20 minutes, 5 times a week).

Delivery Mode: To maintain tutoring dosage consistency, programs may want to consider coupling face-to-face with a blended learning experience using high-quality software.

Session Content: Any dosage decision will have an impact on the curriculum being used for integrated SEAD support. If the dosage is the same for all students, for example, sessions can build on each other over time. But if students choose different dosages, then sessions should be more self-contained.

MODEL DESIGN: SSC CONSISTENCY

Will a given student consistently work with the same SSC across sessions?

DESIGN CHOICES

Consistent: Predictable and consistent time with students. A student will return to the same SSC repeatedly from session to session. Setting up the same days and times supports impactful outcomes for students.

Inconsistent: There may be times when students turnover or reasons for new students to be added for SSC support. Connection with teachers, program staff will be important.

CONSIDERATIONS

Relationship Building: If a student's SSC is consistent across multiple sessions, the program is ideal for creating developmental relationships (DR). Training on DR is a critical part of SSC work.

Data Use: If a student's SSC is inconsistent, the program may instead need to invest in more centralized methods for communication, logging student data, observations, etc., to ensure all who work with the student can access the same information (e.g. student progress, curriculum, SED, etc.) about each student.



Resources, Tools and Examples

APPENDIX A

Program Crosswalk for Incorporating Student Success Coaches into Existing Work

APPENDIX B

Program Tools and Resources – Program Design Tools

APPENDIX C

Student Success Coach Examples from Around the Country

APPENDIX D

Student Success Coach Additional Research



APPENDIX A: CROSSWALK FOR INCORPORATING STUDENT SUCCESS COACHES

INTO EXISTING WORK

Six Drivers central to the SSC model are anchored in the coach/student relationship. SSCs are fully integrated into the staff team and may be based in multiple settings, including schools, OST/ afterschool programs, CBOs, and nonprofits. SSCs commit significant, consistent time throughout the school year or program cycle

The six Drivers that support Student Success Coaches may be incorporated into existing, high-quality youth development programming. You may have many of these program components already in place. You can use the Voluntary Quality Standards for the National Partnership for Student Success to crosswalk your own program components with both “common elements” and the key program components for Student Success Coaches ([in lagoon](#)).

DRIVER #1

AUTHENTIC COACH/STUDENT RELATIONSHIP

Student/Staff Relationship has an intentional strategy and supporting systems to build strong, positive relationships between students, adults and [near peers](#).

Student Enrollment & Retention has a defined and equitable approach to identify, engage, and retain students; particular attention is paid to reducing barriers to participation.

Caregiver Engagement ensures regular engagement with caregivers and updates on student progress in a way that supports a holistic approach to each individual student.

DRIVER #2

DATA-INFORMED PROGRAMMING

Data Systems & Use leverage quantitative and qualitative data and systems to identify services for students, monitor progress, improve programming, and strengthen partner collaboration.

Effectiveness & Improvement demonstrated commitment to understanding overall program effectiveness and process for ongoing improvement. Where feasible, conduct process, outcomes, and impact evaluations to inform and strengthen programming and contribute to the evidence base.

Data Sharing written agreements clearly articulate access to the necessary student-level and school level data, detail its intended uses, and provide for its timely destruction. Schools and providers maintain control of data and provide training on maintaining confidentiality.

DRIVER #3

DIVERSE GROUP OF SKILLED COACHES

Recruitment, Screening & Selection a clear, culturally-responsive process results in staff and/or volunteers that are reflective of the communities they serve, meet safety requirements for direct work with students in school and community settings, and have the skill sets and mindsets necessary to be successful in their role.

[Results in diverse group of skilled coaches who are “near peers”](#)

DRIVER #4

ONGOING LEARNING AND DEVELOPMENT

Pre-Service Training high-quality onboarding and training, tailored to role and program/partnership requirements.

Ongoing Coaching, Training & Feedback ongoing support (to the role) through observations, coaching, two-way feedback, and ongoing training or professional development that is specific and appropriately sequenced to the role.

DRIVER #5

INTENTIONAL SCHOOL INTEGRATION AND HOLISTIC SUPPORTS

Integrated social, emotional, and academic development.

- SSCs weave SEL into academic and attendance supports
- SSCs coach students using evidence-based SEL practices
- SSCs provide targeted ELA and math support

Service integration delivery of services a “universal practice” that is fully integrated throughout the school community.

Role Integration “normalizes” work of SCCs throughout the school community in order to benefit everyone and not unintentionally stigmatize students who are accessing specific supports.

School/Community Staff & Volunteer Engagement nurtures relationships within and across staff, volunteers, and stakeholder groups.

Integration/Alignment with School Schedule strategically considers timing and sequence of activities with students’ school schedules.

DRIVER #6

SUPPORTIVE PROGRAM STRUCTURE

Safety Protocols has all the necessary protocols in place to keep students (and their data) safe and implements those protocols with fidelity.

Supportive Structure & Approach Grounded in Youth Development promoting development, learning, and thriving by engaging children and youth in pro-social, productive, constructive, strengths-based, relationship-driven opportunities.

Climate & Culture has a defined mission, vision, goals, policies, and procedures that are aligned with broader context and designed/adopted with stakeholders.

Community & Culturally Responsive designed to successfully meet the needs of the community it serves.

Educational Equity and Social Justice intentional strategies for promoting equity and belonging throughout program planning and implementation, across all levels of the organization.

Leader Role Clarity clearly defined roles and responsibilities for leadership team committed to creating a healthy, safe, engaging, supportive environment.

Leader Professional Development program leaders receive ongoing and continuous support and development to implement their roles with fidelity.

This crosswalk is based upon the Target Program Profile and the National Partnership for Student Success Voluntary Quality Standards. For more on each, please see:

[Target Program Profile - TPP](#)

[TPP Full Report](#)

[NPSS Voluntary Quality Standards](#)

APPENDIX B: PROGRAM TOOLS AND RESOURCES:

STUDENT SUCCESS COACH RECRUITMENT AND BACKGROUND CHECKS:

- [Recruitment](#)
- [Background Checks](#)
- [SSC Profile - \(City Year study\)](#)
- [SSC sample position description - City Year example](#)

PROGRAM PLANNING TOOLS:

- [Logic Model](#)
- [Landscape Analysis](#)
- [Value Proposition](#)

LEARNING AND DEVELOPMENT:

- [Pre-Service Training](#)
- [On-going L&D](#)
- [Growth Mindset](#)
- [Setting expectations with SSCs](#)
- [Relationship Building Activities](#)
- [Performance Management - Accelerate example](#)
- [Relationship Building Activities](#)



DATA AND SESSION PLANNING:

- [Data Collection Tools](#)
- [Data Privacy Guidance](#)
- [Personalize SSC Session](#)
- [Accelerate Planning Session sample](#)
- [Data informed student groups](#)
- [SSC City Year Sample intervention session](#)
- [Choosing blended software](#)
- [Using Blended software examples - Accelerate example](#)
- [Integrated SEAD - Leadership Tool - Aspen Institute](#)


APPENDIX C: EXAMPLES OF STUDENT SUCCESS COACH PROGRAMS

The term “Student Success Coach” is widely used, and programming can look very different depending on community needs and program goals. The goal of this Playbook is to support the work of program leaders in being intentional about providing intentional, holistic social emotional and academic, holistic support to young people and to create a more equitable learning space for all children. Below are examples of both City Year and other programs across the country incorporating student success coaching in different modalities.


SCHOOL-BASED, PART-TIME AND FULL-TIME AMERICORPS PROGRAMS

Program	Program Details	Who they serve: Grade levels/ages, etc.	SSCs - AmeriCorps, volunteer, staff, FWS, etc.	School, community program
City Year, Inc. National non-profit www.cityyear.org 	City Year is a national non-profit organization designed to address educational inequities in systematically under-resourced schools. City Year AmeriCorps members serve in schools every day, preparing students with the social, emotional and academic skills and mindsets to succeed in school and in life.	School-aged students in systematically under-resourced public schools across the country	Full-time AmeriCorps program, serving in schools five days a week during the regular school year	School-based partners supporting in classrooms, in school and out-of-school time programs. SSCs work closely with classroom teachers to provide powerful supports for students’ holistic needs.
Peer Power Success Coach: <u>Peer Power Foundation</u> 	Peer Power is a non-profit organization that recruits and trains high-performing college students, called Success Coaches, to tutor in public school classrooms and mentor high school students to encourage active learning, valuing education, and being personally accountable for their futures.	High school students, Memphis, TN public high school	Part-time, paid, College students, 12-29 hrs/week	This unique model strives to place two Success Coaches in every high school level Math, Science, English and U.S. History course tested by the State of Tennessee.
Greater Johnstown School District success mentors: <u>NPSS highlight: GJSD</u>	GJSD created a holistic, multi-year plan to support PK-12 students and families and alleviate chronic absenteeism that included root cause analysis, family engagement plans, staff training, and the development of attendance teams and implementation of tier 1 attendance strategies.	GJSD serves students district wide, Elementary, Jr, and Sr high.	Caring adults in the school building who builds positive relationships, provides developmental coaching and support, and helps students feel more engaged and connected to school	School-wide attendance teams to identify students who would benefit from a success mentor.

STUDENT SUCCESS–THRIVING STUDENT STRATEGY AND SUPPORT




Program	Program Details	Who they serve: Grade levels/ages, etc.	SSCs - AmeriCorps, volunteer, staff, FWS, etc.	School, community program
<p><u>Throughline Learning</u></p> 	Throughline partners with schools and districts to strengthen instruction and improve student outcomes and experiences.	Throughline support schools and communities.	Volunteers are community members, parents and change agents to improve student outcomes.	Throughline partners with communities to imagine and create more equitable, relevant, and effective schools. Using research, we convene, coach, and build capacity to improve outcomes and experiences for all students.
<p><u>Harvard EdRedesign Lab Institute for Success Planning work</u></p>	Success Planning, launched in 2022 and led by Director Tauheedah Jackson, supports cross-sector local leaders and their community teams as they create transformational change in the lives of children and youth in their communities through personalized, relationship-based Success Planning.	School-aged youth, families and communities.	A Navigator—a caring adult who fosters a positive individual relationship with a child and their family, ensuring they are known, seen, and heard, and develops an understanding of the child’s needs, interests, and goals.	Success Planning is a relationship-based approach that connects each child or youth to an adult Navigator who co-creates a personalized plan for action in partnership with their families and other caring adults.

CALIFORNIA SSC LEARNING NETWORK – FULL TIME AMERICORPS PROGRAMS

Program	Program Details	Who they serve: Grade levels/ages, etc.	SSCs - AmeriCorps, volunteer, staff, FWS, etc.	School, community program,
<p><u>Bay Area Youth Agency Consortium</u></p> 	BAYAC AmeriCorps Members commit to a year of service at partnering schools and community-based organizations, providing youth in the San Francisco Bay Area with opportunities for meaningful engagement, skill building, and emotional and social development.	AmeriCorps members provide direct services to youth in the areas of youth development, health education, academic support, and other capacity-building activities.	Full-time AmeriCorps members	BAYAC AmeriCorps, is a program of Bay Area Community Resources (BACR), and collaborates with schools and community-based organizations to serve youth and students in the San Francisco and East Bay region.

continued

CALIFORNIA SSC LEARNING NETWORK – FULL TIME AMERICORPS PROGRAMS, CONTINUED

Program	Program Details	Who they serve: Grade levels/ages, etc.	SSCs - AmeriCorps, volunteer, staff, FWS, etc.	School, community program,
<p><u>Improve Your Tomorrow</u></p> 	<p>Improve Your Tomorrow (IYT) was founded in 2013 with the mission to increase the number of young men of color (YMOC) to attend and graduate from colleges and universities.</p>	<p>IYT AmeriCorps member fellows serve students in grades 7-12 during the school day and afterschool.</p>	<p>Full-time AmeriCorps members</p>	<p>IYT operationalizes the student success coach model through their Mentor fellows who serve as full-time AmeriCorps members. Mentor fellows act as near-peer mentors to IYT members in grades 7-12.</p>
<p><u>Safe Passage Elev8</u></p> 	<p>Safe Passages disrupts the cycle of poverty by engaging youth and families to build and drive a continuum of services that supports student success and community development.</p>	<p>Elev8 programming serves communities in Alameda County, (Oakland) CA. Elev8 serves young people in high school.</p>	<p>Student success coaches are full-time AmeriCorps members.</p>	<p>Elev8 provides tutoring and mentoring for youth in 13 schools across the Alameda county, including https://serviceyear.org/oaksafepassages/</p>
<p><u>Healthy Choices</u></p> 	<p>Healthy Choices AmeriCorps supports an existing Student Success Coach Model in its Mentoring For Success (MFS) programs and the implementation of San Francisco Unified School District's tiered Positive Behavioral Interventions and Supports (PBIS) while also serving as a career-readiness program.</p>	<p>San Francisco Unified public school students</p>	<p>Full-time and part-time AmeriCorps members</p>	<p>Healthy Choices serves in San Francisco Unified schools supporting Tier I, Tier II, and Tier III intensives supports. Members weekly mentor 2 to 5 students each, either one-to-one or in small groups, utilizing the MFS (Mentoring for Success), models to promote school engagement, student voice, and facilitate community building activities that integrate anti-racist healing practices into academic and wellness activities.</p>

APPENDIX D: STUDENT SUCCESS COACH

ADDITIONAL RESEARCH

iF/City Year – Target Program Profile (TPP)

CASEL – 3 SEL Signature Strategies

SEARCH – Developmental Relationship Resource Hub

SEARCH - Developmental Relationships: The Roots of Positive Youth Development

PEAR – Clover Overview

SoLD - Science of Learning and Development

Education Trust – SEAD through and equity lens

EGC - Relational trust white paper 2023

Design Principals for Schools - SoLD

Aspen Integrating SEL and Academics Report

Social Emotional and Academic Development through and Equity Lens – Education Trust

Practitioner and Policy Maker Guide

Evidence of City Year’s Impact

EGC/City Year: Connecting SEL to Academics

City Year, Cornell University: Alumni Bridging Study

Instructional Practices That Integrate Equity Centered, Social Emotional, and Academic Learning

Community School Playbook

Developmental Relationships

Integrated SEAD