

Student Success Coach

TARGET PROGRAM
PROFILE

if intentional futures



About the TPP

HOW WAS THIS PROFILE DEVELOPED?

This document was developed by Intentional Futures (iF), in partnership with City Year (CY).

iF pursued a mixed methods research approach, synthesizing insights from an extensive literature review, administrative data analysis, stakeholder interviews and focus groups, expert interviews, and co-design workshops. A key principle of the work was to center and elevate the voices of those closest to the implementation of the Student Success Coach (SSC) model: SSCs, students and teachers.

iF started by reviewing the literature on City Year's approach and outcomes, with an emphasis on SSCs and students. iF looked for evidence of the overall effectiveness of the SSC model, specifically seeking to understand what contributed to the success of coaches in their roles, and what drivers or parameters were in place to set the coaches up for success.

Once grounded in the literature, iF conducted extensive interviews and focus groups. First, iF staff spoke with practitioners, researchers and funders in the education sector to elicit general observations and questions about the approach and its role in sector-wide improvement. The research team then conducted interviews and focus groups with SSCs, students, teachers and CY staff, all of whom shed light on the experience of both setting up and experiencing the program.

After synthesizing the interviews, iF analyzed student, SSC and school partner data to further probe insights and identify drivers and parameters of the model. This provided the foundation for the next step, which involved facilitating a co-design workshop with City Year staff, SSCs and teachers to review findings and clarify any nuances. Throughout the design process, numerous internal workshops engaged CY staff serving at local sites and CY headquarters. Feedback from the workshops guided development and iteration on this deliverable.

WHAT IS THIS PROFILE?

The Target Program Profile (TPP) is the formal result of iF's work. It is a working hypothesis — informed by research and stakeholder voices — about what makes an effective Student Success Coach model. The intent is for this version of the TPP to guide existing programs and new implementations of the model. However, as a hypothesis, we expect that it will continue to be refined as new learnings become available.

HOW IS THE PROFILE STRUCTURED?

Intentional Future's research revealed six drivers that were key to implementing an effective, sustainable SSC program. The coach-student relationship is the central driver in the SSC model. Positive outcomes for SSCs and students grow from that relationship and all other drivers contribute directly or indirectly to that central piece.

While the coach-student relationship is central, iF's hypothesis (i.e., this TPP) asserts that implementing a subset of the drivers would not result in the same impact as the current model. As such, the drivers should be implemented as a set, there is no hierarchy, and they are therefore listed in alphabetical order. The first page is an overview of the drivers, and the following pages expand on these with the inclusion of a set of parameters which clarify each driver's most important elements.



Introduction from City Year

Every day, City Year AmeriCorps members, staff and our partners strive to realize a more just, engaging and joyful vision of what public schools can and should be for all children: places of learning, exploration and positive risk-taking, where every student feels safe, respected and connected to their school community; where data is used continuously to help promote holistic student growth and achievement; and where all students have access to both developmental relationships as well as personalized learning environments that encourage them to persevere through challenges, build on their strengths, and expand their sense of possibility and agency.

City Year, Inc. was founded three decades ago on a core belief that uniting and empowering trained teams of young people from varied backgrounds and supporting them as they tackle some of our country's most difficult challenges can change our world for the better. This belief helped to inspire the creation of AmeriCorps, which has nurtured more than a million young adults as they develop into leaders, changemakers and civically engaged citizens. AmeriCorps alumni, including 40,000 from City Year, enrich the communities where they live and work long after their year or two of service is complete.

City Year strives to continuously learn and improve by harnessing the insights garnered through our service in schools, our deep collaboration with others, research about learning and development, and studies on our holistic approach and impact to inform practice improvements and systems change. We strive to be an organization that works collaboratively with partners to advance educational excellence for all students and prepares young adults to work together for the common good.

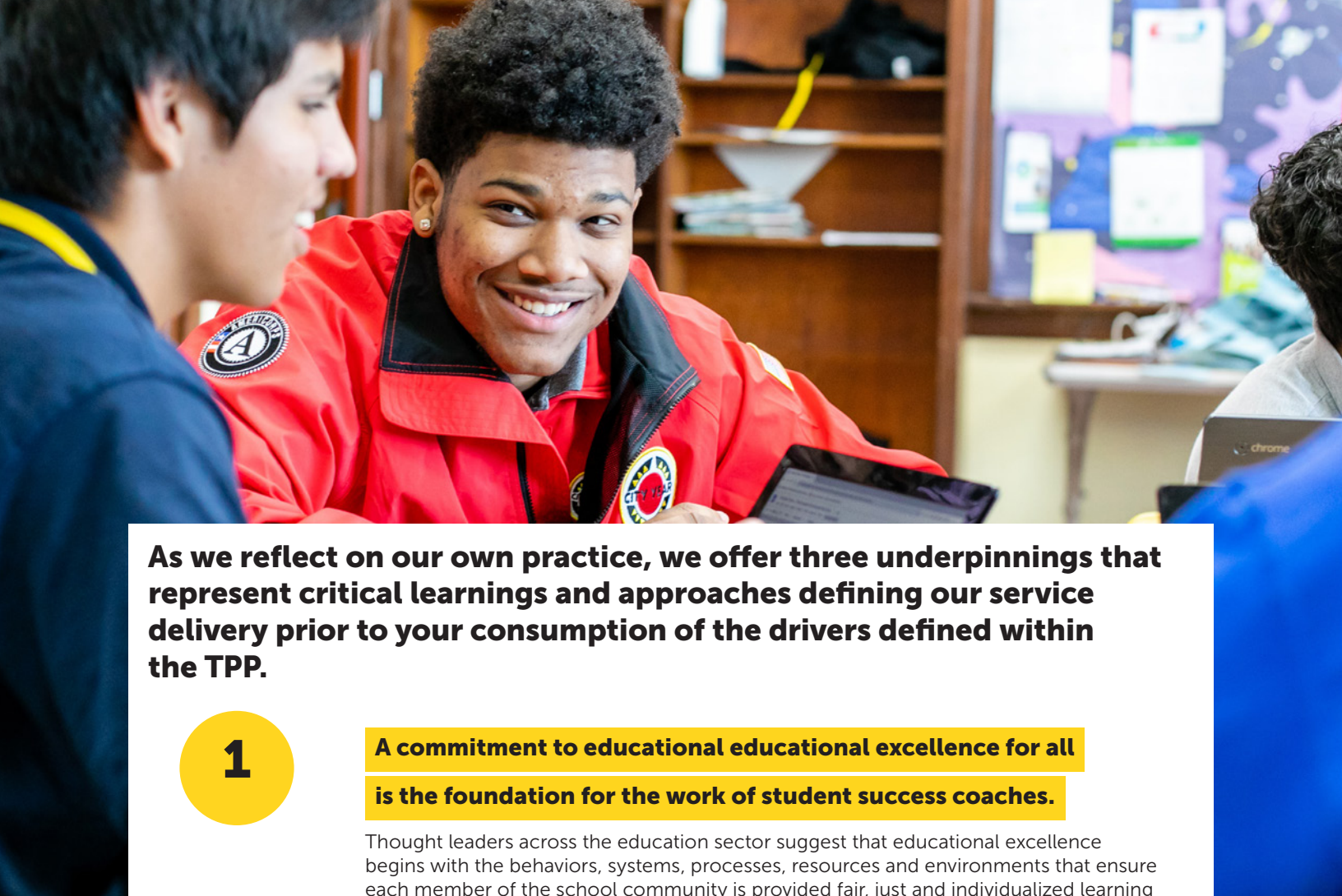
We have begun calling our AmeriCorps members student success coaches to better describe the holistic nature of how they support students and schools in ways that nurture equitable, responsive and engaging learning environments where everyone in the school community can flourish. We see student success coaches (SSC) as a starting point for a shift in our narrative about what is possible for public education.

How do student success coaches advance educational excellence for all?

As young adults who are proximate—in terms of age, backgrounds and daily interactions as they serve in public schools as near-peer tutors, mentors and role models—SSCs are uniquely positioned to connect with students and relate to their perspectives. Importantly, student success coaches work in teams of people from varied backgrounds, in partnership with classroom teachers, school administrators and their AmeriCorps teammates. They add essential capacity, respond and adapt to the needs and priorities of schools and communities, and contribute to welcoming and engaging learning environments where both students and adults can grow and flourish.

SSCs share a steadfast belief in the agency and potential of each student and focus on building developmental relationships with students over time that enable them to successfully support students as they strengthen academic and interpersonal skills that help them succeed in college and career..

Even in the approach, development and execution of the research informing the Target Program Profile (TPP) that follows, we sought to elevate and make meaning from the voices and lived experiences of the stakeholders who are most proximate to the work—students, AmeriCorps members, teachers and the communities we serve. They, in the truest sense, are the primary authors and owners of this TPP.



As we reflect on our own practice, we offer three underpinnings that represent critical learnings and approaches defining our service delivery prior to your consumption of the drivers defined within the TPP.

1

A commitment to educational excellence for all is the foundation for the work of student success coaches.

Thought leaders across the education sector suggest that educational excellence begins with the behaviors, systems, processes, resources and environments that ensure each member of the school community is provided fair, just and individualized learning and growth opportunities,² as stated by the National Association of Secondary School Principals (NASSP). This also includes conditions of fair and just opportunities to succeed regardless of individual or group identity or differences.³ The Center for Public Education says that equity is achieved when all students receive the resources they need so they graduate prepared for success after high school.⁴

2

Our approach to service delivery is best described as universal practice.

We argue that the SSC should be integrated across the school community, beyond just the classroom space. As the drivers further clarify, the SSC model is grounded in the power of relationships, especially near-peer relationships between students and caring and trained young adults from varied backgrounds. In practice, the integration of the SSC includes high-impact spaces, “including in hallways, cafeterias, greeting students at the door, and giving them a high five when they leave,” as well as in classrooms.

3

Normalizing the work and support of student success coaches throughout the school community is critical to successful integration.

City Year AmeriCorps members seek to eliminate any stigma that might be attached to students who receive individual or small-group services and supports. Student success coaches and site-based support staff work to create meaning throughout the school such that everyone understands that the City Year AmeriCorps members are here to serve the entire community.

Guidance for readers

In reviewing the Student Success Coach TPP, we hope readers find the drivers both informative and directional in actions that can be taken to advance SSC practice and approaches. As such, we offer the following considerations for different audiences to consider in reviewing the TPP.

Policymakers

We recognize that education policy—at the federal, state and local levels—remains instrumental in creating ideal conditions for the efficacy, power and impact of the student success coach concept in schools and communities. Policies that prioritize opportunities, resources and supports for schools in school districts with low high school graduation rates will accelerate student achievement, agency and positive long-term outcomes. With a commitment to a whole school whole child orientation, state and local policy must emphasize the integration and of holistic practices that advance the learning and development of all students.

As such, education policy that advances whole child supports, including school climate and culture, attendance interventions, early warning indicators, and mentoring efforts, can underscore the role and exponential impact the student success coach will have in supporting student outcomes and school-wide achievement and growth. The drivers within this TPP highlight specific conditions, supports and resources needed to achieve educational excellence for all students.⁵ We, too, believe that these drivers are instrumental in defining ways to diversify and fortify teacher pathways and opportunities to strengthen the education ecosystem through national service.

Practitioners

The drivers described within the Student Success Coach TPP are rich and dynamic—they represent a cross-section of programmatic commitments, dispositions and delivery mechanisms. 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 forthcoming discussion of drivers is 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.

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.

Philanthropy

We believe that people-powered student supports will advance educational excellence, add critical capacity, cultivate self-awareness, and foster belonging and community in under-resourced schools. To create personalized, joyful and welcoming learning environments and reduce non-completion rates for secondary schools, the integration and support for student success coaches emerges as a vital investment for schools and districts with low high school graduation rates. We seek to foster and support cognitively rich learning experiences that support durable learner growth for sustained achievement versus temporary gains. As the TPP articulates, the full student success coach model provides unique opportunities for collaboration and planning, building capacity and ensuring sustainability. Investing in such work will generate short- and long-term successes, while also fortifying the school-based structures and experiences necessary to ensure student success today and for generations to come.

Learning communities that desire to invest in student success coaches see the power of near-peer tutors and mentors and added capacity throughout the school building, and, most importantly, they desire to disrupt barriers that have upheld student disengagement and high school non-completion. An investment in student success coaches not only helps to remove those barriers, but also fosters an unwavering commitment to educational excellence and success among students, schools and communities. We believe that such an investment will advance deeper systems change and fortify pathways for future educators and professionals with a strengths-based orientation serving across the education ecosystem.

We welcome your feedback and questions as you engage with the TPP that follows at: **ERSTeam@cityyear.org**



Student Success Coach Target Program Profile

THE SIX DRIVERS



Authentic coach/student relationship

As near-peers, SSCs develop an authentic relationship with each of their students, which grounds their work and motivates the coach to complete their year of service as well. Key markers of this developmental relationship are trust, genuine care and belonging. SSCs promote outcomes that focus on educational excellence for their students by involving them in decision-making and elevating student voice to teachers and other school staff.



Data-informed programming

SSCs and site-based staff⁶ leverage quantitative and qualitative data to identify students for services, monitor progress for interventions, and improve programming.



Skilled coaches with varied backgrounds

A thoughtful, data-informed recruitment process is employed by program staff to attract a cohort of SSCs with varied backgrounds, experiences and perspectives who are adaptable, diligent, reflective and committed to students. Once accepted to serve, program staff ensures that proper supports — including asset-based framing of service expectations and benefits to support SSCs in acclimating to the school community and city — are in place for SSCs to begin their service year.



Intentional school integration and holistic supports

Teachers collaborate closely with SSCs, who integrate with school staff by attending meetings and aligning their efforts with school-wide programs and curricula. This integration is driven by a site-based staff member, who works with the broader school staff to ensure an effective synergy between the SSCs and the school community. SSCs have frequent and consistent student contact, both in the classroom and across the school environment, and promote a positive school climate. The program focuses on the whole child, with SSCs integrating social, emotional and academic supports, leading to improved outcomes.



Ongoing learning and development

SSCs begin their year with pre-service training and continue through a year-long scope and sequence of professional learning. This learning and development is designed to be a recursive experience that supports intentional sense-making of their evolving identity as a practitioner as they continually improve through feedback and reflection loops. In this way, the SSC is experiencing a learning process similar to the one they are delivering to students. This enables them to improve their practice and acquire skills that prepare them to be changemakers who can work across lines of difference.



Supportive program structure

The program is grounded in an understanding of positive youth development, which informs how program staff support SSCs as well as how SSCs support students. SSCs are full-time AmeriCorps members who serve in schools in teams. Full-time, site-based staff develop district partnerships, support SSCs, and secure sustainable funding sources. The program maintains certain elements, such as providing research-based, integrated academic, social-emotional and attendance supports, while adapting to the priorities and vision of the individual school community.

DRIVER

Authentic coach/student relationship⁷

As near-peers, SSCs develop an authentic relationship with each of their students, which grounds their work and motivates the coach to complete their year of service. Key markers of this developmental relationship are trust, genuine care and belonging. SSCs promote outcomes that focus on educational excellence for all for their students by involving them in decision-making and elevating student voice to teachers and other school staff.

PARAMETERS

Near-peer	<ul style="list-style-type: none">SSCs leverage near-peer status to help students build developmental relationships with caring adults⁸SSCs provide near-peer modeling of social-emotional learning for students⁹
Genuine care	<ul style="list-style-type: none">SSCs develop genuinely caring relationships with studentsSSCs are attuned emotionally and culturally to studentsSSCs' relationships with students motivate them to complete their year of service
Student voice/agency	<ul style="list-style-type: none">SSCs promote student agency by involving students in decision-makingSSCs elevate the ideas, perceptions and preferences of students, ensuring that their voices inform their learning environment¹⁰
Trust and belonging	<ul style="list-style-type: none">SSCs establish trust and psychological safety with students¹¹SSCs reinforce students' sense of belonging in the classroom environment



DRIVER

Data-informed programming¹²

SSCs and site-based staff¹³ leverage quantitative and qualitative data to identify students for services, monitor progress for interventions, and improve programming.

PARAMETERS

Data-informed partnerships

- SSCs add capacity to schools that would benefit most from additional resources¹⁴
- SSCs become part of the fabric of school communities, serving students over multiple years

Continuous program improvement

- The program collects quantitative and qualitative data on students' social-emotional and academic development as well as stakeholder experiences
- The program uses outcomes and experience data to improve and revise programming
- The program uses outcomes and experience data to strengthen relationships with external stakeholders and program supporters

Progress monitoring¹⁵ for student supports

- SSCs collect data on students to create personalized supports
- Teachers share data with SSCs and site-based staff and collaborate with them to design and monitor supports

Identifying students who might benefit from additional supports¹⁶

- Site-based staff review student data with teachers and administrators to identify students who would benefit from additional support and calibrate SSC team sizes



DRIVER

Skilled coaches from varied backgrounds¹⁷

A thoughtful, data-informed recruitment process is employed by program staff to attract a cohort of SSCs with varied backgrounds, experiences and perspectives who are adaptable, diligent, reflective and committed to students. Once SSCs are accepted to serve, program staff ensure that proper supports — including helping SSCs relocate and acclimate to their city and thorough framing of service expectations and benefits — are in place for SSCs to begin their service year.

PARAMETERS

Recruitment process	<ul style="list-style-type: none">SSCs are recruited through a targeted approach, grounded in data and user researchSSC recruitment provides clear and accurate asset-based framing of service expectations, requirements, and benefitsSSC recruitment is followed by supportive onboarding
Well-rounded corps	<ul style="list-style-type: none">SSCs hold a range of identities and lived experiencesAn SSC team with varied perspectives promotes peer learning opportunities and fosters authentic connections with students¹⁸
Dedicated SSCs	<ul style="list-style-type: none">SSCs are adaptable, diligent and reflectiveSSCs are committed to improving students' opportunities
Career trajectory ¹⁹ opportunities	<ul style="list-style-type: none">The program makes pathways from service to future career opportunities apparent to SSCsThe program provides training and transitional supports to broaden and improve SSCs' career trajectories



DRIVER

Intentional school integration and holistic supports²⁰

Teachers collaborate closely with Student Success Coaches. SSCs integrate with school staff by attending meetings and aligning their efforts with school-wide programs and curricula. This integration is driven by a site-based staff member, who works with the broader school staff to ensure an effective synergy between the SSCs and the school community. SSCs have frequent and consistent student contact, both in the classroom and across the school environment, and promote a positive school climate. The program focuses on the whole child,²¹ with SSCs integrating interpersonal and academic supports, leading to improved outcomes.²² SSCs' coaching work is focused on improving attendance, academic knowledge and skills, and durable skill development, what we also call student success skills..

PARAMETERS

Full faculty integration²³

- SSCs are incorporated into the school community, attending relevant trainings and planning meetings
- SSCs integrate and align with the school's existing programming
- SSCs implement school-wide enrichment activities that help extend staff capacity

School climate support²⁴

- SSC teams are aligned with school-wide culture and climate goals
- SSCs contribute to school-wide initiatives and activities, multiplying the schools' efforts to promote positive school climates
- SSCs' engagement with students in the classroom is part of their work to promote a positive school climate

Close teacher collaboration²⁵

- Program staff provide guidance on how to best support and integrate SSCs in their classrooms
 - Teachers invest in relationships with SSCs, beginning with a start-of-year meeting, and foster their sense of belonging in the classroom throughout the year
 - SSCs are in regular communication with their partner classroom teacher to both plan and reflect on their work
 - SSCs follow the lead of their assigned teacher(s), progressively gaining trust, responsibility and autonomy in the classroom
-

continued on next page



DRIVER

Intentional school integration and holistic supports

PARAMETERS, CONTINUED

School-based staff member	<ul style="list-style-type: none">• A school-based staff member is on-site, addressing barriers that might prevent SSCs from focusing on their service• These staff members maintain close partnerships with school staff and school leadership, ensuring team alignment• They provide in-person observation, coaching and support to SSCs to ensure they feel confident in their roles
Frequent student contact	<ul style="list-style-type: none">• SSCs are a full-time presence at the school• SSCs have frequent, consistent contact with students throughout the school day, both in class and across multiple school environments
Integrated social-emotional and academic development ²⁶	<ul style="list-style-type: none">• SSCs weave social-emotional skill development into their academic and attendance supports• SSCs help increase students' active engagement with learning
Attendance coaching ²⁷	<ul style="list-style-type: none">• SSCs augment school capacity to implement a variety of attendance coaching strategies, such as daily check-ins and phone calls home
Social-emotional skill development	<ul style="list-style-type: none">• SSCs coach students using evidence-based social and emotional skill development strategies
Coursework and academic coaching ²⁸	<ul style="list-style-type: none">• SSCs provide targeted math and reading support that is aligned to student needs and classroom learning



DRIVER

Ongoing Learning and Development²⁹

SSCs begin their year with pre-service training and continue through a year-long scope and sequence of professional learning. This learning and development process is designed to be a recursive experience that supports intentional sense-making of their evolving identity as a practitioner as they continually improve through feedback and reflection loops. In this way, the SSC is experiencing a learning process, similar to the one they are delivering to students. This enables them to improve their practice and acquire skills that prepare them to be changemakers who can work across lines of difference.

PARAMETERS

Investment in learning & development throughout the year ³⁰	<ul style="list-style-type: none">• The program invests in pre-service training to prepare SSCs for service• SSC training follows a year-long scope and sequence• The program reviews and updates trainings annually based on SSC feedback
Content included in year-long scope and sequence of professional learning	<ul style="list-style-type: none">• SSCs receive training to support student attendance, social-emotional learning, and academic coursework• SSCs receive training to develop student relationships using a youth development framework• SSCs receive training to deepen their understanding of the varied experiences and needs of the students they support and create space for SSCs to reflect on how they engage with and serve students.• SSCs receive training to prepare for their post-program career transition
Coaching and performance feedback	<ul style="list-style-type: none">• Site-based staff provide ongoing feedback to SSCs, helping them to continuously improve supports provided to students• Program staff provide regular opportunities for SSCs to reflect on their service
Mental and emotional health support	<ul style="list-style-type: none">• The site-based staff conduct regular check-ins with SSCs to support their service experience and check in on their mental and emotional well-being• Program staff direct SSCs to professional supports as necessary



DRIVER

Supportive program structure³¹

The program is grounded in an understanding of positive youth development, which informs how program staff support SSCs as well as how SSCs support students. SSCs are full-time AmeriCorps members who serve in schools in teams. Full-time, site-based staff develop district partnerships, support SSCs, and secure sustainable funding sources. The program maintains certain elements, such as providing research-based, integrated academic, social-emotional and attendance supports, while adapting to the priorities and vision of the individual school community.

PARAMETERS

Adaptable model³²

- The program adapts its service model to align both with evidence-based practices, as well as the holistic learning and development of students and vision of the individual school community
- The program prioritizes relationship building and an asset-based youth development approach, while also aligning with the local context

Program-wide positive youth development model³³

- Program staff use a youth development approach to design the environment, structures, and supports for SSCs
- Program staff ensure SSCs understand and feel connected to the youth development approach
- SSCs understand student behaviors through the youth development model and deliver their supports in a way that meets students' developmental needs

SSC-focused support staff

- A staff member based at each school coaches SSCs individually and as a team
- One SSC is trained by program staff as a team leader to monitor team dynamics, provide peer coaching, and support alignment with school priorities
- Program staff oversee a year-long training arc for SSCs
- School-based program staff receive coaching and support

Full-time AmeriCorps members

- SSCs are AmeriCorps members committed to full-time service for an entire school year or two

continued on next page



DRIVER

Supportive program structure

PARAMETERS, CONTINUED

Cohort model	<ul style="list-style-type: none">• A peer cohort provides camaraderie and a community of practice for SSCs
Sustainable funding	<ul style="list-style-type: none">• Schools employ public dollars to help fund the program• The program utilizes City Year AmeriCorps members• The program maintains a fundraising staff to secure the funds necessary to keep the program affordable for schools



Acknowledgments

We want to thank the City Year AmeriCorps members, City Year staff, teachers, and students who shared their invaluable input and insights with us. These co-designers brought a depth and meaning to the work that would not have been possible otherwise.

We are also grateful for the subject matter experts who shared with us wisdom and resources from their years of experience in the field.

This document was updated in August 2025.

Endnotes

1. Osher, D., Pittman, K., Young, J., Smith, H., Moroney, D., & Irby, M. (2020). Thriving, robust equity, and transformative learning & development: A more powerful conceptualization of the contributors to youth success. Washington, DC: American Institutes for Research and Forum for Youth Investment. Retrieved from: <https://www.air.org/sites/default/files/Thriving-Robust-Equity%2C-and-Transformative-Learning-and-Development-July-2020.pdf>
2. National Association of Secondary School Principals (NASSP) (2018). Building ranks K-12: A comprehensive framework for effective school leaders. Reston, VA.
3. Osher, D., Pittman, K., Young, J., Smith, H., Moroney, D., & Irby, M. (2020). Thriving, robust equity, and transformative learning & development.
4. Barth, P. (2016). Educational equity: What does it mean? How do we know when we reach it? Alexandria, VA: Center for Public Education (CPE), an initiative of the National School Boards Association (NSBA). Retrieved from: <https://www.nsba.org/-/media/NSBA/File/cpe-educational-equity-research-brief-january-2016.pdf>
5. Learning Policy Institute & Turnaround for Children. (2021). Design principles for schools: Putting the science of learning and development into action. Retrieved from: https://learningpolicyinstitute.org/sites/default/files/product-files/SoLD_Design_Principles_EXESUMMARY.pdf
6. Site-based staff includes individuals who are staff members and located at the central office or embedded in the school community.

Driver: Authentic coach/student relationship

7. Interviews with over 30 researchers, funders, teachers, Student Success Coaches, and students conducted between March and May 2021, analysis of AmeriCorps member, student, and teacher survey data from SY 18-19, 19-20 and 20-21, and insights collected for the Middle Years Math TPP informed this driver.
8. Search Institute (2020). The Intersection of Developmental Relationships, Equitable Environments, and SEL [Insights & Evidence Series]. Minneapolis, MN. <https://www.search-institute.org/wp-content/uploads/2020/10/Insights-Evidence-DRs-DEI.SEL-FINAL.pdf>

Destin, Castillo, Meissner. (2018). A field experiment demonstrates near peer mentorship as an effective support for student persistence. Basic and Applied Social Psychology, Vol 40(5), p. 269-278.
9. Kidron, Y., & Osher, D. (2010). The social-emotional learning component of City Year's Whole School, Whole Child service model: A focus on the middle grades. Washington, DC: American Institutes for Research.

Berg, J., Osher, D., Moroney, D., Yoder, N. (2017). The Intersection of School Climate and Social-Emotional Development. Washington, DC: American Institutes for Research. <https://www.air.org/sites/default/files/downloads/report/Intersection-School-Climate-and-Social-and-Emotional-Development-February-2017.pdf>
10. Allen P.J., Thomas, K., Triggs, B., & G.G. Noam. (2017). The Holistic Student Assessment (HSA) Technical Report. Belmont, MA: The PEAR Institute: Partnerships in Education and Resilience. The 2021 student survey piloted at a City Year site yielded 487 responses. Survey items included customized questions from Search Institute's Developmental Relationships survey tool and UChicago's Cultivate survey tool.
11. Beaubien, J. (2021). How a Personalized Approach to Learning Helped One Organization Quickly Adapt in a Global Pandemic: A City Year Case Study. <https://www.cityyear.org/wp-content/uploads/2021/03/City-Year-Adapting-in-Global-Pandemic.pdf>

Driver: Data-informed programming

12. Interviews with researchers, funders, teachers, Student Success Coaches and students conducted between March and May 2021; analysis of partner survey data from SY18-19; and insights collected for the Middle Years Math TPP informed this driver.
13. Site-based staff includes individuals who are staff members and located at the central office or embedded in the school community.
14. CIVIC, Americas Promise Alliance, Everyone Graduates Center and Alliance for Excellent Education (2021) Meeting the Moment Plan to Sustain Gains in High School Graduation Rates. <https://static1.squarespace.com/static/5f85f5a156091e113f96e4d3/t/5fad74e34aff1f2f85ea66f6/1605203182420/CC.Education.Meeting.Moment.Plan.11.1.20.pdf/>
15. MDRC (2016) ADDRESSING EARLY WARNING INDICATORS Interim Impact Findings from the Investing in Innovation (i3) Evaluation of DIPLOMAS NOW. <https://www.mdrc.org/publication/addressing-early-warning-indicators>

Fuchs, D. and L. Fuchs (2006). Introduction to Response to Intervention: What, Why, and How Valid is it? Reading Research Quarterly. <https://files.eric.ed.gov/fulltext/ED606667.pdf>
16. Bruce, M., Bridgeland, J. M., Hornig Fox, J., & Balfanz, R. (2011). On track for success: The use of early warning indicator and intervention systems to build a grad nation. Washington, DC: Civic Enterprises; and Baltimore, MD: Johns Hopkins University School of Education, Everyone Graduates Center. <https://files.eric.ed.gov/fulltext/ED526421.pdf>

Driver: Diverse group of skilled coaches

17. Interviews with researchers, funders, Student Success Coaches, and City Year staff conducted between March and May 2021 and insights collected for the Middle Years Math TPP informed this driver
18. Eckels, J. (2021) Impact of Diversity for Students and Adults: A Synthesis of Relevant Research. https://www.cityyear.org/wp-content/uploads/2021/11/Literature-Review-on-Impact-of-Diversity-for-Students-and-Adults_Nov2021_FINAL.pdf
19. City Year Alumni Survey, April 2020, 21,786 alumni contacted; 20% response rate, which is statistically significant. <https://www.cityyear.org/alumni-life/alumni-voice/alumni-survey-results/>

Anderson, Leslie M., Fabiano, Lara. T(2007). The City Year Experience: Putting alumni on the path to lifelong civic engagement. Policy Studies Associates. <https://www.cityyear.org/wp-content/uploads/2019/10/The-City-Year-Experience-PSA-FINAL-1-11-07.pdf>

Driver: Intentional school integration and holistic supports

20. Interviews with researchers, funders, teachers, Student Success Coaches, and students conducted between March and May 2021, analysis of AmeriCorps member, student, and partner survey data from SY18-19 and 19-20, analysis of student outcome data from SY18-19, literature review, and insights collected for the Middle Years Math TPP informed this driver

Osher, D., Pittman, K., Young, J., Smith, H., Moroney, D., & Irby, M. (2020). Thriving, robust equity, and transformative learning & development: A more powerful conceptualization of the contributors to youth success. Washington, DC: American Institutes for Research and Forum for Youth Investment.

How the Science of Learning and Development Can Transform Education (2020). https://5bde8401-9b54-4c2c-8a0c-569fc1789664.filesusr.com/ugd/eb0b6a_24f761d8a4ec4d7db13084eb2290c588.pdf

Reich, J. & Mehta J. (2021) Healing, Community, and Humanity: How Students and Teachers Want to Reinvent Schools Post-COVID. <https://edarxiv.org/nd52b>

21. Cantor, P., Lerner, R., Pittman, K., Chase, P., & Gomperts, N. (2021). *Whole-Child Development, Learning, and Thriving: A Dynamic Systems Approach* (Elements in Child Development). Cambridge: Cambridge University Press.
22. Balfanz & Byrnes (2020) *Connecting Social-Emotional Development, Academic Achievement, and On-Track Outcomes: A multi-district study of grades 3 to 10 students supported by City Year AmeriCorps members*. https://www.cityyear.org/wp-content/uploads/2020/05/EGC_CityYearReport_BalfanzByrnes.pdf

Policy Studies Associates. (2015). *Analysis of the Impacts of City Year's Whole School Whole Child Model on Partner Schools' Performance*. <https://www.cityyear.org/wp-content/uploads/2019/10/PSAstudy2015.pdf>
23. Teitel, L. (2010). *Developing Partnerships with Purpose*, Chapter 3 in Wepner and Hopkins (eds.) *Leading Collaboratively, Partnering Successfully PreK-16*.
24. Karcher, M. J., Davis, C., & Powell, B. (2002). Developmental mentoring in the schools: Testing connectedness as a mediating variable in the promotion of academic achievement. *The School Community Journal*, 12, 36–52

Noam, G. G., Malti, T. K., & Karcher, M. J. (2013). Mentoring in developmental perspective. In D. L. DuBois & M. J. Karcher (Eds.), *Handbook of youth mentoring* (2nd ed., pp. 99–116). Thousand Oaks, CA: SAGE.
25. City Year's Spring 2021 Service Partner Surveys. Partner principals n=295; partner teachers n=82.
26. Balfanz & Byrnes (2020) *Connecting Social-Emotional Development, Academic Achievement, and On-Track Outcomes: A multi-district study of grades 3 to 10 students supported by City Year AmeriCorps members*. <http://new.every1graduates.org/connectingoutcomes/>

Aspen Institute. (2019). *From a Nation at Risk to a Nation at Hope: Recommendations from the National Commission on Social, Emotional, & Academic Development*. Washington, D.C. <http://nationathope.org/>

The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development. Consensus Statements of Evidence from the Council of Distinguished Scientists, National Commission on Social, Emotional, and Academic Development (SEAD), The Aspen Institute (2017). <https://www.aspeninstitute.org/publications/evidence-base-learn/>
27. Attendance Works. (2015). *Count us in! Working together to show every day matters*. https://awareness.attendanceworks.org/wp-content/uploads/Count-Us-In-toolkit-2015_Final.pdf
28. Nickow, Andre Joshua, Philip Oreopoulos, and Vincent Quan. (2020). *The Impressive Effects of Tutoring on PreK-12 Learning: A Systematic Review and Meta-Analysis of the Experimental Evidence*. (EdWorkingPaper: 20-267). <https://doi.org/10.26300/eh0c-pc52>

Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide* (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <http://ies.ed.gov/ncee/wwc>

Gersten, R., Beckmann, S., Clarke, B., Foegen, A., Marsh, L., Star, J. R., & Witzel, B. (2009). *Assisting students struggling with mathematics: Response to Intervention (RtI) for elementary and middle schools* (NCEE 2009-4060). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_math_pg_042109.pdf

Driver: Ongoing learning and development

29. Interviews with researchers, funders, and Student Success Coaches conducted between March and May 2021, literature review, and insights collected for the Middle Years Math TPP informed this driver.
30. MENTOR (2020). "Peer Mentoring: Supplement to Elements for Effective Mentoring." <https://mentornc.org/wp-content/uploads/2020/09/Peer-Mentoring-Supplement-to-the-EEP1.pdf>

Driver: Supportive program structure

31. Interviews with researchers, funders, teachers, Student Success Coaches, and students conducted between March and May 2021, analysis of AmeriCorps member, student, and partner survey data from SY18-19 and 19-20, analysis of student outcome data from SY18-19, literature review, and insights collected for the Middle Years Math TPP informed this driver.
32. Beaubien, J. (2021). How a Personalized Approach to Learning Helped One Organization Quickly Adapt in a Global Pandemic.
33. Nagoaka, J., Farrington, C.A., Ehrlich, S.B., Heath, R.D. Foundations for Young Adult Success: A Developmental Framework. (2015). UChicago Consortium on School Research. <https://consortium.uchicago.edu/publications/foundations-young-adult-success-developmental-framework>

Taylor, R., Oberle, E., Durlak, J.A., Weissberg, R.P. Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects. CASEL (2017). https://www.researchgate.net/publication/318286121_Promoting_Positive_Youth_Development_Through_School-Based_Social_and_Emotional_Learning_Interventions_A_Meta-Analysis_of_Follow-Up_Effects