



KEY STEPS IN CREATING A STATE PARTNERSHIP FOR STUDENT SUCCESS

The National Partnership for Student Success (NPSS) is a public-private partnership between the U.S. Department of Education, AmeriCorps, and the Johns Hopkins Everyone Graduates Center focused on supporting our nation's young people to recover from the impacts of the COVID-19 pandemic and thrive. This NPSS is approaching this challenge by working to get an additional 250,000 caring adults into high-impact roles supporting students as tutors, mentors, student success coaches, postsecondary transition coaches, and wraparound/integrated student support coordinators.

State and state agencies or networks considering ways in which they can support students in their communities to recover from the impacts of the pandemic and thrive may explore establishing a statewide partnership for student success, aimed at getting more evidence-based supports to students based on locally determined needs. States may consider taking the following initial and high-level steps to begin this work:

STEP 1. ISSUE A STATE-LEVEL CALL TO ACTON

- A. Issue a call to action** from the Governor asking relevant state agencies (e.g.: agencies focused on K-12 education, higher education, service or volunteerism, health and human services, child and families, labor, and others) and other key stakeholders to work together to get more evidence-based, people-powered supports to students. People in these roles may be full- or part-time employees, volunteers, and/or AmeriCorps members, and work alongside teachers and other education and youth work professionals in schools and in out-of-school time contexts to support students.

STEP 2: CONVENE KEY STAKEHOLDERS AND SET GOALS

- A. Convene key stakeholders** from the state's education department(s) (both K-12 and higher education), AmeriCorps state service commission or office of volunteerism, department of health and human services, other relevant departments (e.g.: workforce development, child and family services, etc.), and other key stakeholders (e.g.: state-level afterschool networks, children's cabinets, youth serving organizations with a large presence in the state, etc.) to:
 - Establish a State Partnership for Student Success;
 - **Establish state-level goal(s)** for the partnership (e.g.: add 10,000 adults providing evidence based students supports; reach 100,000 students with additional supports; etc.);
 - **Develop a high-level action plan.**





- B. Identify and build upon existing collaborative capacity** at the state level. Select a lead organizing department or collaboration to lead this work (e.g.: department of education, state service commission, state afterschool network, or combination of partners). If a state has a children’s cabinet, it may be well-suited to organize the state partnership for student success. (See box for detail)

**STARTING POINTS FOR
STATE-LEVEL
COLLABORATION INCLUDE:**

Children's Cabinet Network

State Service Commissions

Statewide Afterschool Networks

- C. Identify sources of support** for this work. This could involve working with the NPSS Support Hub, which can provide technical assistance to nonprofits and state government agencies looking to implement, improve, or expand programs that provide tutoring, mentoring, student success coaching, postsecondary transition coaching, and/or wraparound/integrated student support coordination.

STEP 3. REMOVE BARRIERS TO IMPLEMENTATION

- A. Issue guidance to state agencies** on allowable uses of federal and state funding for implementation, operation, or coordination of programs that get more evidence-based, people-powered supports to students. This can include examples of existing successful programs in the state.

STEP 4. ENGAGE AMERICORPS, HIGHER EDUCATION, AND COMMUNITY-BASED PROVIDERS IN INCREASING THE NUMBER OF PEOPLE PREPARED TO WORK IN HIGH-IMPACT STUDENT SUPPORT ROLES

- A. Work with institutions of higher education and the relevant state education agency** to increase supply of college students—via federal work-study programs, workplace learning, student-led groups, employment, and other avenues—who can work in key people-powered support roles in local schools for 10 to 15 hours per week. Set clear targets (e.g.: asking colleges and universities to commit at least 15% of their federal work-study funding to placing students in high-impact jobs supporting P-12 students).
- B. Work with the AmeriCorps state service commission or office of volunteerism** in the state to increase the number of people participating in existing AmeriCorps programs that provide tutors, mentors, student success coaches, post-secondary transition coaches, and/or wraparound/integrated student support coordinators. Also work with this agency to strategically launch new programs or expand existing programs to provide critical supports in communities.





- C.** Work with state-level provider networks and youth-serving organizations to increase the number of staff providing evidence-based student supports in roles as tutors, mentors, student success coaches, post-secondary transition coaches, and/or wraparound/integrated student support coordinators, including cross-training of existing staff to play these key roles and diversifying and expanding the youth work workforce.

STEP 5: IDENTIFY PILOT DISTRICTS AND CONNECT THEM WITH PROVIDERS OF PEOPLE-POWERED STUDENT SUPPORTS

- A.** Work with the state department of education (K-12) to identify a cohort of four to six initial districts seeking to increase the number of trained and supported adults providing evidence-based, people-powered supports through established student support organizations and are located near an institution of higher education. Prioritize communities with local children's cabinets, coordinating bodies, and/or local provider networks.
- B.** Work with the NPSS Support Hub to identify non-profit organizations and networks providing evidence-based student supports in the identified first cohort districts, who could train and support college students, AmeriCorps members, and/or youth workers seeking to expand the roles they play.
- C.** Support interested schools in developing or expanding peer-based mentoring and tutoring involving 12th graders. Consider linking these program's industry certifications as a tutor or mentor as part of a pipeline to teaching, counseling, and youth work.
- D.** Using federal relief or other dollars, support the funding of student success community partner coordinators based in the district, local intermediary, and/or provider network. These coordinators can serve as the connectors of school-based needs with community partners. In larger schools in larger districts, school-level community partner coordinators may also be needed.
- E.** Organize local summits in target districts bringing together district leaders, school leaders, provider networks, and nonprofits that provide people-powered, evidence-based student supports to build crucial relationships and develop an action plan for matching school-determined needs with local organizations that can meet them.
- F.** Collaborate with key stakeholders to identify and strengthen evaluation and continuous improvement approaches. Identify and build upon data systems to regularly assess progress toward stated outcomes and adjust implementation strategies as needed.

