



PARTNERSHIP FOR
Student Success

BRIDGING STUDENT NEEDS AND COMMUNITY RESOURCES:

MEETING THE NEEDS OF P-12 STUDENTS
THROUGH DISTRICT AND NONPROFIT
FEDERAL-WORK STUDY PARTNERSHIPS
WITH HIGHER EDUCATION INSTITUTIONS



The Partnership for
Student Success

Everyone Graduates Center at
Johns Hopkins University

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partnershipstudentsuccess.org

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MEETING THE NEEDS OF P-12 STUDENTS THROUGH DISTRICT AND NONPROFIT FEDERAL-WORK STUDY PARTNERSHIPS WITH HIGHER EDUCATION INSTITUTIONS

This resource was developed by the Partnership for Student Success Federal Work-Study Working Group, led by the Partnership for Student Success at the Johns Hopkins University Everyone Graduates Center. Contributors include:

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- North Carolina Education Corps
- Schoolhouse.world
- Siena College
- Teach for America Ignite
- Weber State University
- We Strive for Literacy

FEDERAL WORK-STUDY TOOLKIT

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This resource outlines key steps for schools, districts, and nonprofits to take when considering partnerships with IHEs to engage college students in P-12 student support roles using Federal Work-Study funding, including:

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FEDERAL WORK-STUDY TOOLKIT

INTRODUCTION



The Partnership for Student Success (PSS) is a coalition of nonprofits, higher education institutions, and school districts that works to ensure that all students receive the [evidence-based supports](#) they need to succeed. The coalition’s work began in 2022 through a public-private partnership between the U.S. Department of Education, AmeriCorps, and the Johns Hopkins Everyone Graduates Center—the National Partnership for Student Success (NPSS). Read more about the origins, outcomes, and conclusion of the NPSS [here](#).

At the time of publication, over 70 institutions of higher education (IHEs) nationwide are engaged in the Partnership for Student Success, either by setting goals to place more college students in [evidence-based P-12 student support roles](#) through multiple pathways, including Federal Work-Study (FWS) funded off-campus jobs, or broader work to engage college students and higher education institutions in efforts supporting P-12 students. These institutions have recognized the impact that college students can have in supporting the academic and personal needs of P-12 students. By matching community needs to institutions and organizational knowledge and resources, partnerships that place college students in P-12 student support roles can benefit IHEs, schools, districts, nonprofits, and college and P-12 students alike.

However, the process of forming off-campus employment partnerships between IHEs and local schools, districts, and nonprofits can be complex and often varies between institutions, particularly when Federal Work-Study funding is used. This toolkit guides schools, districts, and nonprofits through the initial and ongoing steps of building partnerships with colleges and universities to support P-12 students using Federal Work-Study funding (“FWS partnerships”). The success of these locally driven partnerships means that P-12 students will receive additional caring support to learn and thrive and that college students will receive valuable career-connected learning experiences.

UNDERSTANDING THE BASICS OF FEDERAL WORK-STUDY



Federal Work-Study (FWS) is a need-based federal financial aid program for college students. Unlike Pell grants, loans, or other forms of federal financial support, Federal Work-Study subsidizes work instead of providing funding upfront. Federal Work-Study can support partnerships that engage college students in off-campus jobs supporting P-12 students. Federal Work-Study funds provide a paid pathway to community engagement for college students, supporting them in paying for education-related expenses while offering career-connected learning opportunities.

Students who receive Federal Work-Study funding are employed by the IHE and work in certain approved on- or off-campus positions for a set number of weekly hours, based on their total Federal Work-Study award and the hourly wage. Federal Work-Study does not have a set hourly wage and may vary by location. Students work part-time to maintain an appropriate balance with academic coursework. A student's total Federal Work-Study award is dependent on their financial need, as determined by their Free Application for Federal Student Aid (FAFSA), as well as the total amount of Federal Work-Study funds a higher education institution receives.

Most FWS positions in which college students support P-12 students in schools, out-of-school time programs, or similar settings are considered off-campus community service positions. At the time of publication, institutions are required to use at least 7% of all institutional FWS allocations for "community service" positions, with at least one student employed as a reading tutor for children or performing family literacy activities, unless they have applied for and been granted a waiver by the U.S. Department of Education. Generally, federal cost-sharing for Federal Work-Study is matched dollar-for-dollar for each institution, and some community service Federal Work-Study roles have no institutional match. This can include literacy and math tutoring in early grades. In those cases, the IHE, nonprofit, or district pays nothing for these roles; however, this differs by circumstance. For federal guidance on cost sharing, please reference the Federal and Nonfederal Share of FWS Wages and Community Service Jobs sections of the Federal Work-Study chapter of the [Federal Student Aid Handbook](#).

CONSIDERATIONS FOR PARTNERING WITH COLLEGES & UNIVERSITIES



Colleges and universities are strong sources of people-powered support for P-12 students in their communities, but several considerations must be addressed to determine if this type of partnership is a good fit for your needs.

- **Location:** Consider whether there are colleges and universities in your community or region. IHEs are often more likely to partner if college students can easily get to off-campus work sites.
- **Scheduling:** Consider college student schedules. Working with college students will likely require flexible and customizable scheduling around class schedules, the academic calendar, and other commitments. Consider whether the type of support you are looking for can accommodate this.
- **Timeline:** Consider the timeline of financial aid notifications and hiring of college students for FWS positions. Students may not be notified of their financial aid awards until shortly before the academic year begins, and many students do not seek out FWS positions until they have arrived on campus in August or September. In addition, once hired, it can often take time to get background checks and required clearances back, as required by your school, district, or nonprofit. Districts, schools, and nonprofits should begin coordinating with IHEs in late winter or early spring of the year prior to the desired start date of the program and should expect to launch sometime in September or October. Consider whether this works for the urgency of your needs.
- **Sustainability:** In the 2022-23 school year, the average Federal Work-Study award was \$2,083.¹ Consider how many hours of work this may cover in your program, dependent on the hourly wage and number of hours a student may work. If this amount is not likely to last the full school year, consider whether you have the additional funds that could be used to pay the student once their FWS award is expended.

¹ Office of Federal Student Aid. (2024). Campus-Based Programs Data Books - 2024 Data Book. <https://studentaid.gov/data-center/student/title-iv>

STUDENT/COMMUNITY NEEDS

Before approaching IHEs for partnership, schools, districts, and nonprofits must first identify their student and/or community needs and consider potential goals for the partnership. To help facilitate this process, consider the following questions:

General Inquiries:

- What data is already available or could be reasonably collected to help answer the following questions?
- Are there a substantial number of students who would benefit from an additional caring adult supporting them on a daily or weekly basis? If so, which students? What characteristics or metrics are used to identify these students?
- In the areas where you need additional student support, do you need to find additional people-power beyond your existing staff and partners?

Considering the Benefits of Partnering with IHEs:

- What benefits could student support from college students have for your school, district, program, and/or community?
- What qualities are you seeking in college students serving in high-impact P-12 student support roles?
- How much time are you looking for supports to serve per week? What is the ideal format of the program?

Determination of Student Support Roles:

To determine which of the student support roles may be most needed in your schools and/or community and which supports students would most benefit from, ask the following questions:

- Tutoring and Mentoring:
 - Could teachers, school counselors, and/or out-of-school time providers benefit from more people power to support students' academic or social development?

STUDENT/COMMUNITY NEEDS

- Looking at student data, which student subgroups have the greatest academic achievement challenges, in which grades and subjects? Have large numbers of students had their academic progress significantly impacted due to the pandemic or other circumstances? Is this greater in some grades or among some student groups?
- Is chronic absence a significant challenge? Is it high among a substantial number of the students whose academic progress was significantly impacted?
- Postsecondary Transition Coaches:
 - Could teachers, school counselors, Career Technical Education (CTE) advisors, college advisors, parent/caregiver/family engagement specialists, and/or out-of-school time providers benefit from more people-power to support students' college and career readiness and postsecondary transitions?
 - Are all high school students receiving enough support to understand the options available to them after high school, make informed choices, and complete all necessary application and financial aid materials to pursue their postsecondary goals?
 - Based on student data, which schools and student subgroups have the lowest FAFSA completion, college application, and enrollment?
- Student Success Coaches:
 - Could teachers benefit from more people-power in their classrooms providing holistic, individual, or small-group support?
 - Are schools in need of additional whole-school climate support?

DETERMINE



STUDENT/COMMUNITY NEEDS

- Wraparound/Integrated Support Coordinators:
 - Could school counselors, family engagement specialists, and/or health, mental health, and social services providers benefit from additional people-power to support student, family, and community needs beyond academics?
 - Are there additional needs, beyond academic and social support, that students or community members may need to thrive?
 - Are there groups of students whose physical and/or mental health or access to critical support systems was further impacted by the pandemic?

EXAMPLES

FROM THE FIELD

TUTORING: AMERICA READS AT ARIZONA STATE UNIVERSITY

Arizona State University's (ASU) America Reads program provides families with educational resources to engage their K-8 children at home. This program partners with local schools and community centers to offer tutoring, mentoring, and academic skill-building services to children living in low-income regions or attending Title I schools. ASU students serve in these roles through paid positions funded by Federal Work-Study. From fall 2022 to fall 2024, ASU's America Reads program employed 452 ASU students, and 11,802 service hours were provided to the community. In the 2022-2024 academic years, the America Reads Program served a total of 1602 Title I students in Maricopa County at seven locations. This support contributed to K-8 student achievement goals in writing, reading, reading comprehension, mathematics, and Arizona Academic Standards. For more information, please visit the [ASU America Reads webpage](#).

FROM THE FIELD

MENTORING: DRIVEN 2 SUCCEED

Driven 2 Succeed (D2S), run by the Raising a Village Foundation, is a youth development program for K-12 students that utilizes college students as near-peers to provide academic, social emotional, and college and career readiness support during the school day and after-school, including through a summer acceleration program.

Through Federal Work-Study funding, Raising a Village engages college students with varying majors from several local universities, including American University, George Washington University, Howard University, and Catholic University of America, as “Driven Student Guides”, alongside a cadre of “Driven Student Leaders” that are majoring in elementary or secondary education. In total, these universities allocate an estimated \$200,000 in Federal Work-Study funding each year to support 65 or more Driven Student Corps Members. Raising a Village provides a strong example of how nonprofit organizations can partner with colleges and universities to leverage Federal Work-Study to engage and support college students in service of K-12 student success. For more information, please visit the [Driven 2 Succeed program webpage](#).

POSTSECONDARY TRANSITION COACHING: CUNY FAST

The City University of New York (CUNY) Financial Aid Support Team (FAST) program was launched in April 2024 to help students and families in accessing financial aid. Through partnerships with New York City Public Schools (NYCPS), the New York State Higher Education Services Corporation (HESC), the State University of New York (SUNY) system, and the New York and Queens public library systems, CUNY aims to support high school students and current CUNY students to complete the FAFSA, TAP, and NYS Dream Act applications. At its launch, the program originally employed 50 students using Federal Work-Study to assist current college students. The program has now expanded and has hired over 100 students utilizing Federal Work-Study to support both current college students and high school seniors. For more information, please visit the [CUNY FAST webpage](#).

² CUNY The City University of New York. (n.d.). CUNY FAST. <https://www.cuny.edu/financial-aid/applying-for-financial-aid/cuny-fast/>

FROM THE FIELD

SUCCESS COACHING: PEER POWER

Peer Power, in partnership with the University of Memphis and local schools primarily in Memphis-Shelby County, inspires and empowers youth to achieve academic success. The organization trains undergraduate and graduate students, who are hired through Federal Work-Study and other supplemental funds, to provide tutoring and mentoring services in 6th- 12th-grade classrooms during the day at multiple school sites. Peer Power Student Success Coaches prioritize providing academic support in Math and English classrooms while encouraging youth to value education, engage in active learning, and be personally accountable for their futures. Support is also provided for ACT Prep, ACT WorkKeys testing, post-secondary prep, and in meeting other holistic needs that students have.

The Peer Power Foundation has provided more than 1,500,000 hours of tutoring and mentoring services since 2004. 125+ college students are currently employed by the program. Students with a Peer Power Success Coach are more likely to show up for school and achieve higher percentages of A's and B's from quarter 1 to quarter 4, and students who attend Peer Power's ACT Prep University see an average increase of 3 points on their ACT test. For more information, please visit the [Peer Power Success Coach webpage](#).

WRAPAROUND SUPPORTS: UNIVERSITY-ASSISTED COMMUNITY SCHOOLS

The Netter Center for Community Partnerships mobilizes the resources of the University of Pennsylvania to help public schools transform and function as innovative University-Assisted Community Schools (UACS). A UACS is a community school in which universities serve as the lead partner in providing broadly based, sustained support designed to improve the quality of life in the community and the quality of learning in schooling.³ Programs are offered during the school day and before and after school hours, including weekends and summers.⁴ Thousands of Penn students engage in work with UACS schools each year, including through community service Federal Work-Study positions. Students work in support areas including the health sciences, tutoring and mentorship, nutrition and fitness, and social, emotional, and mental wellness. For more information, please visit the [Penn UACS webpage](#).

³ University of Pennsylvania. (n.d.). *University-Assisted Community Schools*. Netter Center for Community Partnerships.

⁴ Ibid.

STUDENT/COMMUNITY NEEDS

For further reading on needs assessment, consider the following resources:

- State Support Network [Needs Assessment Guidebook](#)
- RAND [Needs and Resources Assessment](#)
- WestEd [Comprehensive Needs Assessment Guide](#)
- Global Learning Partners [Learning Needs and Resources Assessment](#)
- National Student Support Accelerator [Needs Assessment Tool](#)

DETERMINE STAFF MEMBER/TEAM RESPONSIBILITIES FOR PARTNERSHIP

Schools, districts, and nonprofits should also identify key liaison(s) or point(s) of contact who will facilitate the information-gathering, negotiation, and ongoing management that goes into a partnership with an IHE. This role may already exist in the form of a program manager, community engagement or partnership coordinator, or a director of curriculum; in other cases, you will have to determine whose existing job responsibilities, experience, and capacity best align with the needs of the position.

In addition to liaison(s) or point(s) of contact, create a group of “champions” within your organization who can speak to the value of a partnership. For schools or districts, this may be someone from a school-based leadership team, a grade-level or content area chair, or staff that coordinates programming. For nonprofits, this may be a program manager or community liaison. These champions offer insight into program quality and student impact and can advocate to others about the importance of these programs.

DETERMINE A TIMELINE FOR PARTNERSHIP

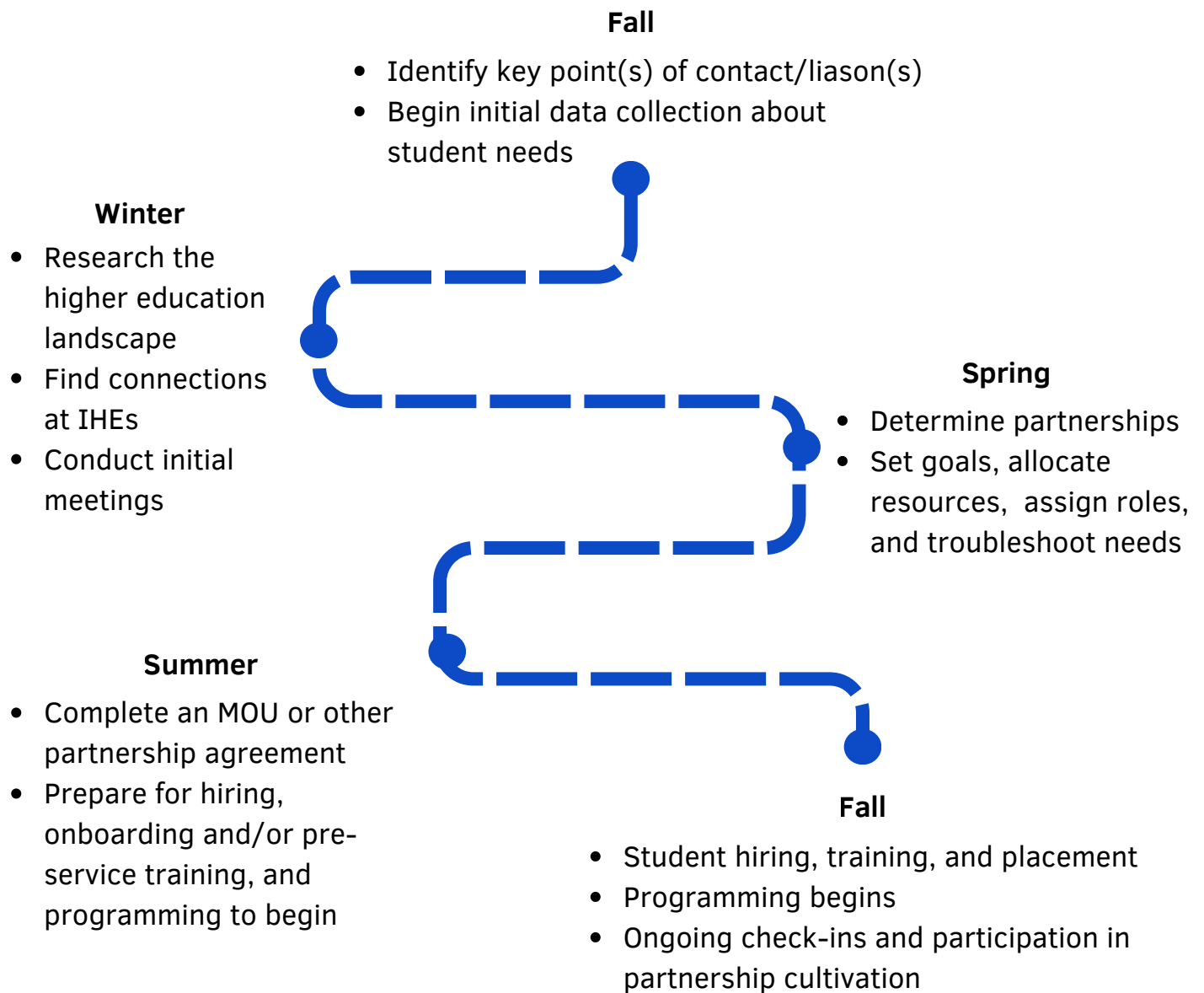
Schools, districts, and nonprofits should also consider a rough timeline for partnership cultivation. Early spring is often a key time period for decision-making about the next academic year. For example, many school boards finalize their district budgets, and higher education institutions determine their course offerings and student programming in preparation for the upcoming fall. Planning any partnership formation efforts well in advance can help set everyone up for success. Initial conversations should be focused on building the relationships and infrastructure needed to successfully recruit, train, place, supervise, and support college students in high-impact student support roles. Communication should occur early and often to best support the development of trust and strengthen relationships.

Considerations:

- While the steps to form partnerships should be completed in order, partnership cultivation can start at any time. For example, finding connections can occur in the summer with a planned program start during the following spring.
- Depending on the schedule of the IHE partner, including whether they operate on a quarter or semester system and any relevant breaks, the partnership timeline may change. In addition, there may be other key dates that do not align with the school year to pay attention to (notification of financial aid, budget proposal meetings, etc.).
- There is no need to duplicate work; the IHE partner may already have other timelines or versions of agreements in place for work with other community-based organizations, including through Federal Work-Study and service learning courses. It may make sense to align to the timeline of those existing programs, though this is not required.

A sample timeline is on the following page. For more resources on partnership cultivation and timelines, please see the [Additional Resources](#) section.

SAMPLE TIMELINE FOR PARTNERSHIP



FIND CONNECTIONS AT HIGHER EDUCATION INSTITUTIONS

One of the biggest challenges districts and nonprofits face in developing partnerships with IHEs is determining who to contact first. This often requires background research on local colleges and universities. The Partnership for Student Success can support these efforts, if needed, through technical assistance and one-on-one support.

- **Step 1: Identify potential colleges and universities to partner with.**
 - Research the current higher education landscape in your community. Potential IHE partners include community colleges, public, and/or private institutions. Most, but not all institutions, receive FWS funding. Consider mission/vision, geographic proximity to the community, enrollment size, current priorities, school calendar, and other institutional characteristics. Determine how these may align with your proposed program goals.
- **Step 2: Identify any existing P-12 student support efforts at those IHEs and contact representatives leading those programs.**
 - Many campuses have existing P-12 student support programs with local schools or nonprofits like America Reads or America Counts that could be expanded. Other examples include TRIO programs, such as [Upward Bound](#), [Upward Bound Math-Science](#), [Talent Search](#), and [GEAR UP](#), which focus on postsecondary transition coaching.
 - See if the campus has a community service or community engagement office or department, including civic and community engagement programs. These offices or departments likely have existing partnerships with local schools and nonprofits and may be willing to expand.
 - Check if the campus is a member of civic engagement-focused networks like [Bonner Network](#), [Campus Compact](#), or state service corps (like [Empire State Service Corps](#), [#CaliforniansforAll College Corps](#), and the [North Carolina Education Corps](#)).

FIND CONNECTIONS AT HIGHER EDUCATION INSTITUTIONS

- Specific undergraduate and/or graduate programs may also have existing P-12 school partnerships. For example, schools of education, social work, medicine, and psychology may offer practicum or fieldwork courses. Math, science, engineering, or computer science departments may also run school service-focused initiatives such as tutoring or career exploration programs.
- Also consider service- or education-oriented student organizations, honor societies, Greek-letter organizations, athletics, and other programs whose members may engage in community service as part of membership requirements.
- **Step 3: Research institutional Federal Work-Study data and connect with the institutional financial aid office or Federal Work-Study coordinators.**
 - Data on total allocations and the number of Federal Work-Study recipients by school is available on the [Department of Education website](#). As a reminder, not all IHEs receive Federal Work-Study disbursements, so this can help determine which colleges or universities in your area participate in the program.
 - It may also be helpful to do some preliminary research on FWS regulations. For recommended reading, see the [Additional Resources](#) section.
 - Since Federal Work-Study programs operate differently at different institutions, contacting the financial aid office can help you understand the current landscape of community service Federal Work-Study programs on campuses.

FIND CONNECTIONS AT HIGHER EDUCATION INSTITUTIONS

- Asking the following questions may help support information-gathering:
 - How many total students are currently employed in FWS positions of any kind, and how many of that group are working in community service roles? How have those numbers changed over time?
 - What is the hourly wage for FWS students and what is the minimum/maximum hours a FWS student can work?
 - What percentage of FWS funds were spent on community service and reading and mathematics tutoring roles in the last year for which data is available? Is this percentage typical? How has this percentage changed over time?
 - Please reference the Community Service Jobs section of the [Federal Student Aid Handbook](#) for information on what roles can count as community service positions.
 - At the time of publication, institutions must use at least seven percent of their annual FWS allocation on community service roles but may request a waiver from the U.S. Department of Education if this requirement would be a hardship for students. At the time of publication, institutions also track data on the number of “math tutors” and “reading tutors” employed through FWS community service roles.
 - How many or what kinds of community service programs currently use FWS students (or have done so in the past)?
 - What kinds of cost-sharing agreements are in place and for what kinds of programs? How does the institution determine what the cost-sharing allocation will be?
 - For federal guidance on cost sharing, please reference the Federal and Nonfederal Share of FWS Wages and Community Service Jobs sections in the Federal Work-Study chapter of the [Federal Student Aid Handbook](#).

FIND CONNECTIONS AT HIGHER EDUCATION INSTITUTIONS

- **Step 4: Set up initial calls to introduce your school, district, or nonprofit to institutional contacts, and share about partnership opportunities.**
 - Once you have determined the community landscape of IHEs and existing programs for connection, schedule initial calls to share your needs.
 - Be sure to address:
 - General information, including goals, current strengths, and needs.
 - How community needs or proposed/existing programming aligns with the mission, vision, and values of the institution, office, degree program, etc.*
 - The value that working in your school, district, or nonprofit program will bring to the community and college students.*
 - Your interest in using FWS funds to place college students in these roles; this should be supported by data gathered in your conversation with the institution's financial aid office.
 - For schools or school districts: Data indicating student needs, either from assessments, teacher reports, or other forms of information gathering.
 - For nonprofits: Your existing programs, including the general structure, hiring process, quality assurances, other past or current partnerships, and history of involvement with the community.

**Nonprofits, schools, and districts must ensure that they have a strong pitch that demonstrates how the partnership will be mutually beneficial and solve challenges that the college or university may be facing.*

Once initial calls have concluded and a mutual decision to enter a partnership has been made, efforts should shift to fully developing the capacity of the school, district, and/or nonprofit and higher education to pilot, scale, and sustain the proposed work.

ASSIGN ROLES, AND TROUBLESHOOT NEEDS

The ultimate goal is to ensure that college students are placed in roles and programs that have a positive impact on P-12 students, families, and communities, while also developing college students as early-career professionals. Therefore, significant time should be spent setting goals, allocating resources, assigning roles, and creating a mutual agreement between all involved parties.

- **Set Program Goals:** Mutual goal development will ensure that the proposed program serves the needs of P-12 students and the broader community and contributes to the growth and development of the partnering organizations and the college students serving in student support roles. To help ensure program quality, the National Partnership for Student Success [Voluntary Quality Standards](#) outline core program components that align with research on what can make the student support roles most impactful. Schools, districts, nonprofits, and IHEs are encouraged to consider these core quality elements when considering or developing prospective partnerships. If some quality elements are missing from existing programs, parties may consider whether their expertise and capacity can augment the work.
- **Allocate Resources & Assign Roles and Responsibilities:** For college students to successfully make a positive impact in the lives of P-12 students through their work in evidence-based student support roles, they must be appropriately recruited, trained, placed, supervised, and supported. Conversations with prospective IHE partners should address who will be responsible for each of those steps, or if they will be collaborative. For each step in the process, consider:
 - Recruitment:
 - How will students be recruited? What is the typical recruitment and application timeline for FWS jobs on the IHE's campus?
 - What is the job description and who writes it?
 - Who will post the job? What will the interview consist of and who will participate?

SET GOALS, ALLOCATE RESOURCES, ASSIGN ROLES, AND TROUBLESHOOT NEEDS

- Hiring & Payment:

- Are students able to use FWS funds for off-campus employment with the school, district, or nonprofit over the summer?
- What percentage of the student's wages will the institution provide from their FWS funds? What percentage will the school, district, or nonprofit be responsible for?
 - Federal funding share information can be found in the Federal & Nonfederal Share of FWS Wages section in the Federal Work-Study chapter of the [Federal Student Aid Handbook](#).
- What happens if the student runs out of FWS funding? Is the IHE able to reallocate funds or will the nonprofit or district commit to continuing to pay that student?
- What do timekeeping and payroll processes look like? Does the institution require sign-off from the school, district, or nonprofit for hours worked or other information?
- What is the billing cycle to the school, district, or nonprofit from the institution?
- What is the process for background checks for college students to work at the school, district, or nonprofit and who will cover the cost? How long does this process typically take and what are its implications on the likely start date for work? Who will support students in getting the required clearances to work with children?

- Training:

- Who should train students to serve in P-12 student support roles and what training content will be used? Does the IHE, district, school, and/or nonprofit already have training in place?
 - Training resources can be found in the [Additional Resources](#) section.
- Once a student starts working, what kind of ongoing training and professional development is available? Are there resources available to help them support P-12 students with specific subjects?
- Will students be paid for training hours? If so, which type(s) of funding can be used for this?

SET GOALS, ALLOCATE RESOURCES, ASSIGN ROLES, AND TROUBLESHOOT NEEDS

- Placement:
 - Where will students be placed?
 - How will they be matched with P-12 students, and how many will they support? How will they be matched with existing educators in your district, school, or nonprofit?
 - Where is their placement compared to campus, and how will they get there? Will transportation be provided, or are students expected to provide their own?
 - Does the IHE require certain insurance requirements for college students in either nonprofits or school/district placements, and if so, how much is that requirement?
- Supervision & Support:
 - Who will supervise college students at the placement?
 - How will students log hours, communicate absences, and report concerns?
 - Who will be the designated supervisor who approves timesheets?
 - Who should students go to for support or guidance? Someone from the school, district, nonprofit, or an IHE representative?
 - In what ways are supervisory personnel qualified to serve in the role?

SET GOALS, ALLOCATE RESOURCES, ASSIGN ROLES, AND TROUBLESHOOT NEEDS

- **Create an MOU or Partnership Agreement:** It is strongly recommended to develop a Memorandum of Understanding (MOU), Community Engagement Agreement, or other document reflecting the shared commitments for the partnership. Consider sourcing example agreements from past or existing partnerships at your district or nonprofit or consult with the IHE for similar examples. When developing a partnership agreement, it should address the following:
 - Primary contacts at the IHE and the school, district, or nonprofit
 - Partnership scope of work and timeline
 - Communications expectations
 - Continuous improvement, namely a commitment to identify and implement enhancements to any of the components of the partnerships over time
 - Performance management and assessment
 - Data sharing
 - Program design elements
 - Cost share and payment expectations

The National Student Support Accelerator offers a [tool for guidance](#) on developing contracts that may be helpful.

PROFESSIONAL LEARNING & PARTNERSHIP CULTIVATION

Forming and continuing any partnership requires communication, support, and professional learning to ensure ongoing alignment with partnership goals and success in serving P-12 students and the community in highly effective ways. Schools, districts, nonprofits, and their college/university partners can engage in the following opportunities:

- **Learn from others who have successfully engaged in this work:** Explore examples of [programs in action](#) and [PSS-aligned programs in all 50 states](#). These resources can provide insight into successful partnerships between districts, nonprofits, and IHEs and offer strategies that other programs might model or build upon.
- **Join professional learning opportunities hosted by the Partnership for Student Success:** Professional learning participation may involve one or more of the following activities, depending on capacity: attending quarterly virtual small-group collaboration sessions; providing updates to the PSS and the Everyone Graduates Center about your progress and outcomes; submitting online surveys about PSS-aligned work; sharing challenges and successes with the PSS network; participating in working groups on a variety of topics; and/or accessing other professional learning opportunities as appropriate.
- **Reach out to others in your city, state, or region, or similar districts or nonprofits in other localities, to build a network of support:** Within the national network of schools, districts, youth-serving organizations, colleges and universities, and state and local governments answering the call to action and navigating shared challenges and solutions to supporting local P-12 students through people-powered supports, local needs may vary. Connect with peers to explore the strengths and complexities of your community context, lessons learned, pitfalls to avoid, and opportunities for ongoing collaboration and support.

ADDITIONAL RESOURCES: FOR CONSIDERATION

FEDERAL POLICY, GUIDANCE & DATA RESOURCES:

- [Federal Student Aid Handbook](#)
 - Chapter 2: The Federal Work-Study Program
 - Federal Work-Study (FWS)
 - Awarding FWS
 - Federal & Nonfederal Share of FWS Wages
 - Community Service Jobs
- [Community Service Requirements in the FWS Program](#)
- [Program Data Reports by School](#)

TRAINING RESOURCES:

- Partnership for Student Success [Training Resource Library](#)
- Saga Education [Saga Coach](#)
- Arizona State University [Tutor Training & Credentialing](#)
- National Student Support Accelerator [Tutor Training Toolkit](#)
- National Student Support Accelerator [Tutor Training Library](#)
- National Student Support Accelerator [Pre-Service Training Guidance](#)
- National Student Support Accelerator [Early Literacy Tutor Training Recipe Book](#)

RESOURCES ON PARTNERSHIP CULTIVATION AND TIMELINE:

- Providence Public Schools [Partnership Process & Timeline](#)
- Seattle Public Schools [Partnership Establishment Flow and Timeline](#)
- Fulton County Schools [Partnership Program Timeline of Partnership Engagement](#)
- St. Louis Public Schools [Foundation Guide for Effective School and Community Partnerships \(p. 6\)](#)
- Florida College Access Network [Local College Access Network Implementation Timeline](#)

ADDITIONAL RESOURCES: FOR CONSIDERATION



RESOURCES FROM THE PARTNERSHIP FOR STUDENT SUCCESS:

- [Student Support Roles](#)
- [Federal Work-Study Implementation Toolkit for Colleges & Universities](#)
- [Recruiting College Students to Serve in NPSS-Aligned Roles](#)
- [District Partnership Toolkit](#)
- [District Engagement Best Practices for Nonprofits](#)
- [Key Resources for Schools & Districts Increasing Capacity for Student Support Roles](#)
- [Engaging Nonprofits in Collaboration with Higher Education Webinar](#)
- [National Student Support Accelerator High Impact Tutoring: Higher Education Institution Playbook](#)

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