

PARTNERING FOR STUDENT SUCCESS: A Practical Guide to Building Effective School-Based Partnerships



October 2016



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Acknowledgements

Many individuals contributed to the preparation and review of this guide, including staff from the School District of Philadelphia's Office of Strategic Partnerships; staff and partnership coordinators from Philadelphia Higher Education Network for Neighborhood Development (PHENND) and United Communities' Southeast Philadelphia Collaborative (SEPC); principals from the School District of Philadelphia; and members of local and national organizations that partner with schools. *The development of this guide was supported through a grant from the William Penn Foundation. The opinions expressed in this guide are those of the author and do not necessarily reflect the views of the William Penn Foundation.*

TABLE OF CONTENTS

Introduction	1
Origin of this toolkit	1
Purpose and audience for this toolkit	2
How to use this toolkit	2
Element One: Establish Systems and Processes to Support School-Based Partnerships	4
1.1 Communicate the value of partnerships	4
1.2 Provide centrally located information and resources to support school-based partnerships	4
1.3 Designate partnership coordinator(s) to facilitate communication between school and partners	5
Element Two: Assess and Prioritize School Goals and Needs	10
2.1 Conduct a comprehensive, data-driven assessment of school-wide needs and assets	10
2.2 Prioritize school needs that can be met through school-based partnerships	10
Element Three: Identify How Partners “Fit” to Help Meet School Needs	14
3.1 Conduct a partnership inventory to identify existing supports	14
3.2 Identify and recruit new partners to fill service gaps	14
3.3 Articulate and align school-partner goals	14
Element Four: Define Expectations for Implementing Partner Programs and Activities	18
4.1 Define programs, activities, and population served by each partner	18
4.2 Use school- and student-level data to align and/or establish performance targets for each partnership	18
4.3 Identify resources and supports each partner needs from the school and confirm availability	18
Element Five: Develop and Nurture Relationships	23
5.1 Provide opportunities for relationship building between partners and school stakeholders	23
5.2 Establish expectations for communication between school and partner	23
5.3 Articulate the role of the partnership coordinator(s) and how stakeholders should work with them	23
5.4 Set expectations for cross-partner communication and collaboration	23
Element Six: Assess Partnership Progress, Outcomes, and Next Steps	28
6.1 Identify data to be collected and analyzed	28
6.2 Establish processes for measuring progress against performance targets	28
6.3 Review and reflect upon data to inform partnership and programming decisions	28
Checklist for Developing, Coordinating, and Maintaining Partnerships	32
Highlights from School-Based Partnership Coordination in Philadelphia	33
Appendices	
Element One: Establish Systems and Processes to Support School-Based Partnerships	
1 Partnership Coordinator Skillsets	36
2 Year at a Glance	37
3 Role of Community School Managers	43
Element Two: Assess and Prioritize School Goals and Needs	
4 School Mission and Goals Worksheet for Principals	44
5 Whole School Needs Assessment for Teachers	45
6 Taking Strategic Action	47

Element Three: Identify How Partners “Fit” to Help Meet School Needs

7	Community School Program and Service Checklist.....	50
8	Community Partnership Identification Tool.....	52
9	Prospective Partners Inquiry Form.....	53
10	Guiding Questions for Site and Partner—Part 1.....	56
11	Community School Partnership Assessment Rubric.....	58
12	Worksheet for Partners.....	64

Element Four: Define Expectations for Implementing Partner Programs and Activities

13	Community School Partnership Assessment.....	66
14	Sample Letter of Agreement.....	67
15	Alignment and Shared Leadership Check-in Guide.....	73
16	Communication Check-in Guide.....	75
17	Integration with School Check-in Guide.....	77
18	Leveraging and Sharing Resources Check-in Guide.....	79
19	Logistics Check-in Guide.....	81
20	Partnership Memorandum of Understanding—Roles and Responsibilities.....	83
21	Partnership Agreement Addendum.....	84
22	DPS Partnership and Data Sharing Agreement One-Pager.....	86
23	Guiding Questions for Site and Partner—Part 2.....	87

Element Five: Develop and Nurture Relationships

24	Team Charter Template.....	90
25	Checklist for Partner Communications.....	91
26	Sample Partnership Logs.....	92
27	Sample Partnership Meeting Agendas.....	94

Element Six: Assess Partnership Progress, Outcomes, and Next Steps

28	Community Schools Framework for Student Success.....	97
29	Indicators of Capacity.....	98
30	Data Collection Plan for Demo School.....	99

INTRODUCTION

Schools and districts have long partnered with external organizations to deliver programming to students, both during and outside of the traditional school day. These school-based partnerships expose students to more diverse learning opportunities and community resources, offer continuity in services across multiple years, and have the potential to improve student social and academic outcomes. For schools, partnerships offer external reinforcement of skills taught in classrooms, an improved school culture and reputation, and added resources and staff support.¹ Partnerships also can increase parental engagement at a school, which can promote student success as measured by grades, attendance, attitudes toward school, motivation, and graduation rates.² Moreover, school-based partnerships benefit the partner organization; partnerships allow organizations to reach students in need of support services; give partners access to school resources, including facilities, student data, and curriculum; and have the potential to improve its program quality and staff engagement.³

Partnerships may vary in duration, intensity, focus, and level of maturity. Some organizations act as service providers to schools through contractual relationships, while others form loosely defined, short-term collaborations with schools. Other partnerships have a longer-term commitment with clear goals and shared responsibilities designed to yield mutually beneficial outcomes for both the school and partner(s). Some partners conduct their programs and activities during out-of-school time hours (before or after school, for example), while others require access to teachers and students during the school day. Regardless of partnership type, there are systems and processes that districts, schools, and partner organizations can adopt to establish, support, and manage partnerships in ways that maximize their impact on student success.

Origin of this toolkit

This toolkit was developed in response to results of a study of partnership coordination efforts in Philadelphia. The study, *Successful School-Based Partnerships: What Does it Take?*, documented principal, partner, partnership coordinator, and school district perceptions of the successes and challenges of two partnership coordination models—one led by the Philadelphia Higher Education Network for Neighborhood Development (PHENND) and the other led by United Communities' Southeast Philadelphia Collaborative (SEPC). The research findings, drawn from observation, survey, interview and focus group data, suggested partnership coordination is a multi-faceted process that requires the investment and engagement of multiple stakeholders, and that there are several systems, processes, and tools that can support the effective management of school-based partnerships.

1. Harvard Family Research Project. (2010). Partnerships for learning: Promising practices in integrating school and out-of-school time program supports. Retrieved from: <http://www.hfrp.org/publications-resources/browse-our-publications/partnerships-for-learning-promising-practices-in-integrating-school-and-out-of-school-time-program-supports>.

2. Ellis, D., & Hughes, K. (2002). Partnerships by design: Cultivating effective and meaningful school-family-community partnerships. Portland, OR: Northwest Regional Educational Laboratory.

3. Harvard Family Research Project. (2010).

Purpose and audience for this toolkit

The purpose of this toolkit is to encourage thoughtful conversations among the many stakeholders that contribute to partnership success (see **Exhibit 1**), and to provide tools and resources to guide those conversations. District and school leaders play an important role in establishing the vision, system, and processes to support school-based partnerships. The success of these partnerships requires intentional planning and coordination between school staff and partner organizations. This toolkit provides guidelines for establishing and maintaining partnerships that align with school and district goals, as well as those of partner organizations. It is intended for district staff and school leaders, partnership coordinators, teachers, and school staff, as well as partner organizations, to help them understand their roles in building and fostering a school environment for partnership success. Not all partnerships require the same level of participation from all stakeholders, and this toolkit may be used in different ways to guide individual partnerships.

Exhibit 1: Stakeholders who contribute to partnership success



School District



School Leader



Partnership Coordinator



Teachers and School Staff



Partner Organization

How to use this toolkit

The toolkit is structured around six elements associated with developing and maintaining successful school-based partnerships (see **Exhibit 2**). Elements One, Two, and Six relate to *systems and processes for partnership planning*, while Elements Three, Four, and Five relate to *management of partnerships*.

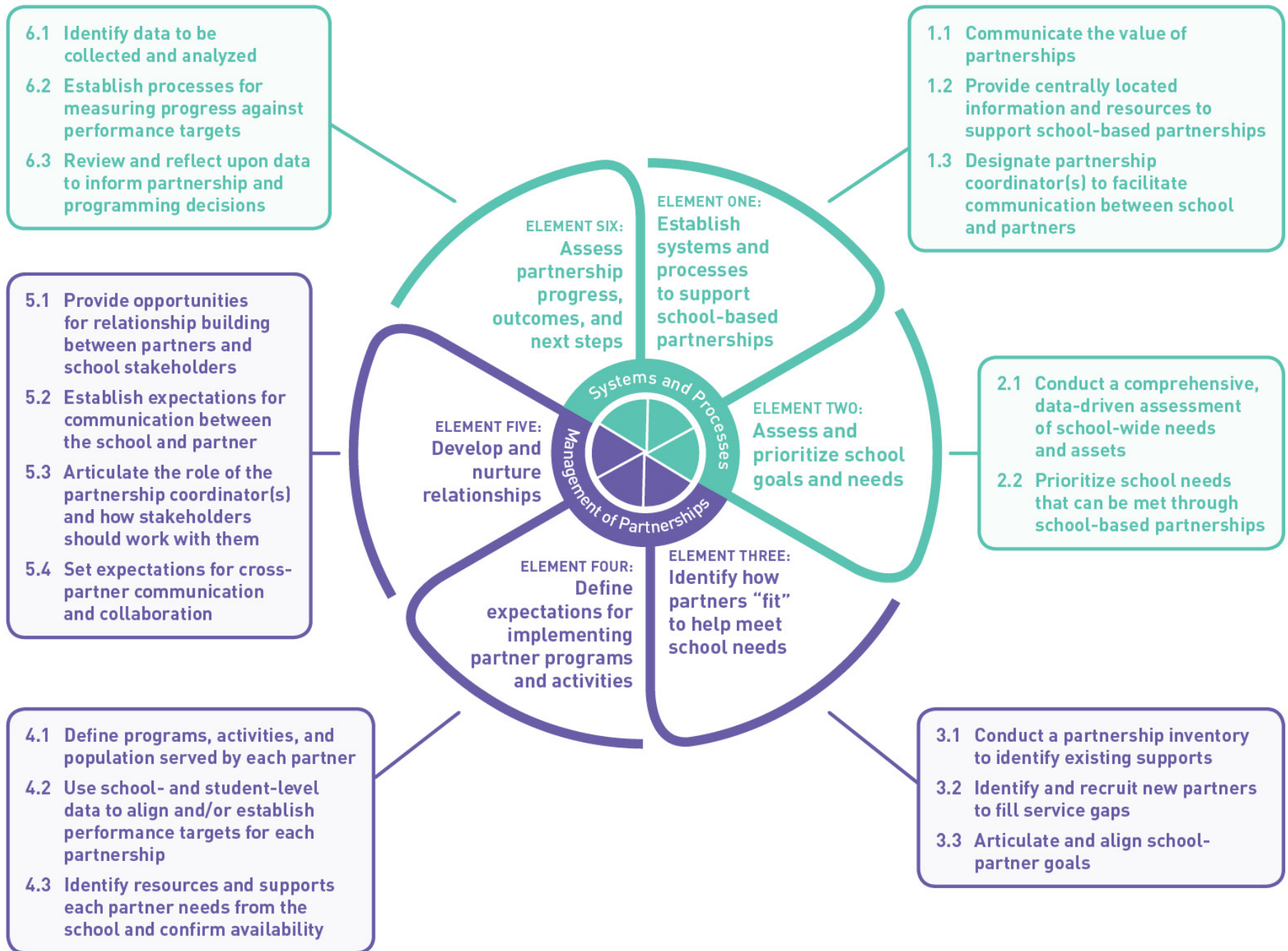
Depending on the purpose, maturity, and scope of partnerships at an individual school, stakeholders can focus on different elements that are most relevant or appropriate to a partnership at any given time. For example, a school with a new school leader may find it most appropriate to begin at Element One or Two. Schools that have existing partners but have not yet established a vision and system for school-based partnerships may choose to first focus on Elements Three or Four. Element Five may resonate most with those schools and partners that are in need of strategies to foster collaborative communication and program implementation. Similarly, schools with well-established partnerships that are in alignment with school goals *and* with fellow partner organizations working at the school may find Element Six to be most applicable.

Each element described in this toolkit includes the following sections:

- A brief summary of the element
- Associated roles and responsibilities for districts, school leaders, partnership coordinators, teachers and school staff, and partner organizations
- Sample conversation topics and questions to facilitate discussions between stakeholders
- Toolbox of relevant resources

A checklist for developing, coordinating, and maintaining partnerships is included at the end of this document, followed by examples of partnership coordination efforts in Philadelphia.

Exhibit 2: Elements of school-based partnerships



ELEMENT ONE: ESTABLISH SYSTEMS AND PROCESSES TO SUPPORT SCHOOL-BASED PARTNERSHIPS

Successful partnerships require support from district and school leaders, as well as buy-in from multiple stakeholders, including partners, teachers and school staff, and community members. Systems and processes to support partnerships include tools for housing comprehensive information about available partners and services, assessing school needs and partner fit, and measuring partnership progress; a designated partnership coordinator; and clearly articulated messaging about the value of school-based partnerships.

1.1 Communicate the value of partnerships

A district is well positioned to establish and communicate a vision for its strategy to use school-based partnerships to achieve district and school goals related to student achievement. Messaging a vision that clearly articulates the value added by school-based partnerships can facilitate buy-in and cooperation from teachers and school staff, parents, the community, and partner organizations. School leaders have a responsibility to develop their own vision for how to harness the power of partnerships to benefit their students, staff, and communities, and can tailor the district messaging to their individual school context. By articulating their school's approach and expectations for using partners to meet goals for student achievement, school leaders can set a positive tone for engaging in collaborative partnerships. The value and importance of partnerships should be clearly communicated to teachers and school staff, partner organizations, families, and community members. Leaders also should encourage school staff to seek opportunities to engage partner organizations in school meetings and events, such as all-staff meetings or Back-to-School night.

1.2 Provide centrally located information and resources to support school-based partnerships

A district can ensure consistency in partnership coordination amongst its schools by maintaining a centrally accessible location for districtwide school-based partnership resources and by offering training and networking opportunities to strengthen partnership implementation and coordination. Information and resources may be stored in both electronic and physical locations. District-wide resources might include a database to match school needs and partner services; tools for assessing school needs and partner fit; sample memorandums of understanding (MOUs), data-sharing agreements (DSAs), or letters of agreement (LOAs) between the school and partner; and guidance for measuring partnership progress, including sample logic models, performance targets, and reports. A district can use the information collected about school partnership needs to inform discussions with external funders seeking to support schools. School and partner staff can assist district efforts to gather and maintain information to support school-based partnerships.

When districts prioritize school-based partnerships as a mechanism for meeting district and school goals, they must also provide resources and supports to school leaders and staff to assist them in creating, monitoring and maintaining partnerships. District staff from multiple offices—including academic, extracurricular, student services, and development—can provide professional development to schools to assist them in leveraging partnerships for coordinated service delivery. Training can feature schools and partners with successful partnership practices and can include how to: establish partnerships goals; access data to analyze partnership progress; ensure student safety and confidentiality are protected when inviting partners and volunteers into schools; coordinate service delivery across partners; and seek additional funding opportunities to sustain partnerships.

1.3 Designate partnership coordinator(s) to facilitate communication between school and partners

Maintaining partner momentum is a time-intensive effort. Therefore, school leaders should designate one or more “partnership coordinators” to focus on cultivating partner relationships and raising awareness of partner services. School leaders play a critical role in setting the expectations for partnership coordinators, including their roles and responsibilities and how they work with staff from the school and from external organizations. A primary role of partnership coordinators is to serve as the liaison between the school and its partners. Other responsibilities include conducting school needs assessments, partnership inventories, and resource-mapping exercises; coordinating and supporting the partner programs; and raising awareness about partner activities and services with teachers, school staff, students, parents, the community, and the school district. To achieve this, partnership coordinators might employ a variety of strategies, such as attending school events, hosting face-to-face meetings, communicating by phone, distributing newsletters, maintaining websites, and using social media to conduct outreach and recruitment. Depending on school needs and available resources, school leaders should consider who is available to help coordinate partnerships, including whether more than one person should share the role and whether it is a full- or part-time responsibility. More important than *who* is actually doing the work is that the coordination *functions* are in place to support the implementation of new and existing partnerships.

Exhibit 3: Roles and responsibilities for establishing systems and processes to support school-based partnerships








	 School District	 School Leader	 Partnership Coordinator	 Teachers and School Staff	 Partner Organizations
1.1 Communicate the value of partnerships	<ul style="list-style-type: none"> Establish and communicate a vision for how school-based partnerships can help meet district and school goals and needs Provide examples of partnerships that demonstrate their benefits to schools and the students and families they serve 	<ul style="list-style-type: none"> Establish and communicate a vision for how school-based partnerships can help meet school and district goals Set expectations for including partners in school meetings and activities Encourage collaboration and share examples of partnership success with teachers, school staff, community members, and partner organizations 	<ul style="list-style-type: none"> Provide information about school-based partnerships to increase awareness of specific partnership services and activities Share examples of partnership success with teachers, school staff, community members, and partners 	<ul style="list-style-type: none"> Communicate the value of available partnerships to students and their families Embrace partnerships as a way to meet school goals and student needs Share examples of partnership success with district and school leaders, other teachers and school staff, parents, and communities 	<ul style="list-style-type: none"> Explain specific partnership services and potential value-added in ways that school staff can relate to Share examples of partnership success with district and school leaders, teachers and school staff, parents, and communities
1.2 Provide centrally located information and resources to support school-based partnerships	<ul style="list-style-type: none"> Maintain a centrally accessible location for district-wide partnership information and resources Collect and share information about partner organizations and services Publicize grants and in-kind donations available to schools and partners Communicate to external funders about school needs Provide professional development, tips and resources for partnering with schools, including how to develop an MOU, required clearances for working in schools, sample DSAs, etc. Offer training on successful partnership coordination 	<ul style="list-style-type: none"> Respond to district requests for information about existing partnerships Communicate school needs and requested partner services to district staff Use district-provided tips and resources when entering into partnership with external organizations Participate in professional development on developing, coordinating, and maintaining partnerships 	<ul style="list-style-type: none"> Seek information from district regarding partnership processes and available resources Participate in professional development on developing, coordinating, and maintaining partnerships 	<ul style="list-style-type: none"> Seek information from partnership coordinator regarding partnership processes and available resources 	<ul style="list-style-type: none"> Respond to district requests for information about existing partnerships Provide information to district about services and programming the organization offers Seek information from district about procedures and resources for partnering with schools Participate in professional development on developing, coordinating, and maintaining partnerships
1.3 Designate partnership coordinator(s) to facilitate communication between school and partners	<ul style="list-style-type: none"> Provide partnership coordinator(s) with information and training about resources available from the district Encourage school leaders and/or partnership coordinators to exchange partnership strategies and information with their peers 	<ul style="list-style-type: none"> Designate one or more partnership coordinators to facilitate communication between school and partner staff, as well as across partner organizations Clearly articulate the purpose, roles and responsibilities of the partnership coordinator(s) to all stakeholders, including teachers / staff, the coordinator, community members, and partner organizations 	<ul style="list-style-type: none"> Ask questions to fully understand the roles, responsibilities, and goals of partnership coordination Seek information about existing partnership coordination efforts and any contextual factors that may influence partnership coordination activities 	<ul style="list-style-type: none"> Consider serving as a partnership coordinator if asked by school leaders Seek information to understand the purpose of partnership coordination and how to work with the partnership coordinator(s) 	<ul style="list-style-type: none"> Seek information to understand the purpose of partnership coordination and how to work with the partnership coordinator(s)

Exhibit 4: Sample questions to guide stakeholder discussions about establishing systems and processes to support school-based partnerships (Element One)




Conversations between District Staff and School Leaders

 <p>Conversation Topics</p> <ul style="list-style-type: none"> • Vision for partnerships • School needs • Current partners' programs and services at schools • How school staff and partners can connect (including contact information) • Resources and guidance available for partnership coordination 	 <p>School District Asks:</p> <ul style="list-style-type: none"> • What services does your school need? • What role do you see partnerships playing to meet those needs? • How many partners do you currently have, and what programs or services do they provide? Would you recommend these partners for other schools? • Does your school have a need for [fill in with available resources district is aware of]? • Who is the main point of contact for partnerships at your school? • What assistance do you need to coordinate partnerships at your school? 	 <p>School Leader Asks:</p> <ul style="list-style-type: none"> • What are the district's expectations for developing school-based partnerships? • Which organizations are available to help meet my school's need related to [fill in with specific area]? Who is the main point of contact at each organization? • Are you aware of resources or in-kind donations that might benefit my school? • What guidance or training can you offer for coordinating partnerships at my school? • Are there opportunities to network and exchange partnership strategies with other school staff?
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Conversations between District Staff and Partner Organizations

 <p>Conversation Topics</p> <ul style="list-style-type: none"> • District processes for partner organizations to connect with and work in schools • Resources and guidance available for partnership coordination 	 <p>School District Asks:</p> <ul style="list-style-type: none"> • Are you aware of the requirements for partnering with schools? • What services do you offer, and which schools are you currently partnering with? • Do you have the capacity (including financial resources) to expand to additional schools? • How important are school-based partnerships to your organization? • Who is the main point of contact within your organizations for partnerships? 	 <p>Partner Organization Asks:</p> <ul style="list-style-type: none"> • What is the district's vision for partnerships in schools? • What schools are in need of the services my organization provides? • What is the process for partnering with schools in the district? • Do you have a way to share information about my organization with schools? • What is the best way to communicate with schools about available services and programming my organization offers?
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Conversations between District Staff and Partnership Coordinators

 <p>Conversation Topics</p> <ul style="list-style-type: none"> • District processes for partner organizations to connect with and work in schools • Resources and guidance available for partnership coordination 	 <p>School District Asks:</p> <ul style="list-style-type: none"> • What information do you need about partnership processes in the district? • What resources do you need to assist your coordination efforts? 	 <p>Partnership Coordinator Asks:</p> <ul style="list-style-type: none"> • What are the processes for partnerships with schools in the district? • What resources and information do you have to assist my coordination efforts? • Which offices at the district central office can support partnerships?
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Conversations between District Staff and Partnership Coordinators



Conversation Topics

- District processes for partner organizations to connect with and work in schools
- Resources and guidance available for partnership coordination



School Leader Asks:

- What information do you need about partnership processes in the district?
- What resources do you need to assist your coordination efforts?



Partnership Coordinator Asks:

- What are the processes for partnerships with schools in the district?
- What resources and information do you have to assist my coordination efforts?
- Which offices at the district central office can support partnerships?

Exhibit 5: Toolbox for establishing systems and processes to support school-based partnerships

Source, Tool	Description
Tools for 1.2: Provide centrally located information and resources to support school-based partnerships	
School District of Philadelphia Office of Strategic Partnerships website: http://philaosp.weebly.com/	This website provides a comprehensive example of the type of information and support school districts can provide to schools and external organizations interested in partnering.
Boston Public Schools Office of School-Community Partnerships website: http://www.bostonpublicschools.org/Page/6027	This website outlines the mission, vision, and theory of change of the Office of School-Community Partnerships. BPS shares seven research-based elements and associated indicators for building and maintaining effective partnerships. The site includes information for partners and volunteers.
Denver Public Schools Community Partnerships website: http://partnershipaccess.dpsk12.org/ Community Partner Onboarding Packet: http://partnershipaccess.dpsk12.org/wp-content/uploads/2016/01/Community-Partner-Onboarding-Packet.pdf	The Community Partnerships website outlines the partnership process for onboarding new partner organizations within Denver Public Schools. The website offers a definition of a “community partner.” The <i>Community Partner Onboarding Packet</i> (2016) is a comprehensive example of how to provide partners information about a district’s partnership policies and processes.
Oakland Unified School District Oakland Community Schools website: http://www.ousd.org/Domain/3242	This website houses information about community-school partnerships including processes, tools, and an overview of research on community schools. A video guides potential partners through the Partnership Process.
Miami-Dade County Public Schools Office of Community Engagement website: http://www.engagemiamidade.net/#!/community-dade-partners/cht8	This website provides information about different types of community partnerships and about how to become a school partner.
Houston Independent School District (HISD) Strategic Partnerships website: http://www.houstonisd.org/Domain/7978	This website features HISD’s work in strategic partnerships and provides an overview of the partnership process, types of partner activities, and partnership successes. Links to forms and documents are included. The webpage includes a link to “How to Partner with HISD,” which illustrates the process, including the benefits to partnering, types of activities needed, and profiles of the schools and district. A guide to building community partnerships is also available on HISD’s site.
Tools for 1.3: Designate partnership coordinator(s) to facilitate communication between school and partners	
Abt Associates and Philadelphia Youth Network Successful School-Based Partnerships: What Does It Take? Partnership Coordinator Skillsets	This 2016 report includes findings from a study of partnership coordination efforts in the School District of Philadelphia during the 2014/15 school year. A checklist (Appendix 1) provides an overview of skills employed by partnership coordinators.
Philadelphia Higher Education Network For Neighborhood Development (PHENND) VISTA Community Partnerships Coordinator Binder Tools	The “Year at a Glance” document (Appendix 2) lays out the roles of the partnership coordinator across the school year (by month). This includes steps in the following categories: (1) documentation / needs assessment, (2) relationship building / communication, (3) strategic planning, and (4) evaluation.
Oakland Unified School District Role of Community School Managers: http://www.ousd.org/Page/13989	This webpage details the role of the community school manager, who works with principals, parents, teachers, and community partners to deepen partnerships. This graphic (Appendix 3) illustrates the roles and responsibilities.

ELEMENT TWO: ASSESS AND PRIORITIZE SCHOOL GOALS AND NEEDS

In order to maximize the benefits of partnerships with external organizations, it is important for schools to be clear about their goals for student success. School goals should align with district goals, and districts can offer schools support in setting aligned goals. School leaders may first consider what a “successful” school would look like, and then think about what resources or supports they would need in place to achieve that success.

As schools identify and articulate their goals, they should also assess areas of strength as well as need. Prioritizing needs is an important precursor to the process of seeking and matching partner services to assist the school in meeting its goals. At the conclusion of each school year, schools should reflect on the previous year to identify successes and challenges encountered in their efforts to meet school goals and priorities. Each new school year offers an opportunity to assess and prioritize goals and needs. Schools should also monitor for emerging needs as they arise throughout the year.

External partner organizations must understand that school goals and priorities sometimes shift when there are changes in district or school leadership, and that such changes can influence how schools engage with external partners.

2.1 Conduct a comprehensive, data-driven assessment of school-wide needs and assets

A comprehensive, school-wide assessment of needs and assets draws on multiple types of data, including but not limited to student achievement data, attendance data, school climate and safety data, and teacher and community survey data. School leaders can build buy-in and encourage participation in needs and asset assessment processes, but do not necessarily have to lead them. Partnership coordinators—or other delegated school staff—can manage the logistics of collecting and summarizing the data, while teachers and school staff, district staff, partner organizations, parents, students, and other community members contribute various data or perspectives on the school’s strengths and areas of need.

2.2 Prioritize school needs that can be met through school-based partnerships

Reviewing results generated by needs and asset mapping processes offers multiple stakeholders an opportunity to identify and prioritize needs that school-based partnerships can address. The partnership coordinator and school leaders should review and present the needs and asset assessment results to teachers and school staff, partners, parents, students, and other community members. School leaders should ensure teacher and student voices are central to ensuing conversations. Through conversations with all stakeholder groups, the school leaders and partnership coordinator can assess which needs could be met through partnerships with external organizations. Prioritizing which needs to address through partnerships can provide a road map for seeking partners to fill those needs.

Exhibit 6: Roles and responsibilities for assessing and prioritizing school goals and needs












	 School District	 School Leader	 Partnership Coordinator	 Teachers and School Staff	 Partner Organizations
2.1 Conduct a comprehensive, data-driven assessment of school-wide needs and assets	<ul style="list-style-type: none"> • Set district-wide goals and provide guidance to schools to help them align school and district goals • Conduct inventories of school needs and requested partner services • Provide longitudinal school performance data, as requested • Encourage schools to identify both needs and available assets 	<ul style="list-style-type: none"> • Commit to an annual needs assessment process to identify school strengths and areas of need with respect to meeting district and school goals • Reflect on successes and challenges of previous efforts to address school needs • Delegate responsibility for conducting the needs and asset assessment to the partnership coordinator(s) and/or other school staff • Articulate importance of the needs assessment process and encourage teachers / staff, community members, and partners to participate in it 	<ul style="list-style-type: none"> • Reflect on successes and challenges of previous efforts to address school needs • Lead needs and asset assessment process and develop a timeline for collecting data from all stakeholder groups • Organize and summarize data collected 	<ul style="list-style-type: none"> • Provide information requested by partnership coordinator regarding data and perspectives on school strengths and needs • Reflect on successes and challenges of previous efforts to address school needs 	<ul style="list-style-type: none"> • Provide information requested by partnership coordinator regarding data and perspectives on school strengths and needs
2.2 Prioritize school needs that can be met through school-based partnerships	<ul style="list-style-type: none"> • Assist school leaders in prioritizing school needs based on district and school goals, as requested 	<ul style="list-style-type: none"> • Meet with partnership coordinator to review and discuss needs assessment results • Present needs assessment results to stakeholders and assess which needs may be met through partnerships • Prioritize needs to address through partnership • Ensure teacher and student voice are include in the identification of needs 	<ul style="list-style-type: none"> • Summarize needs assessment results • Meet with school leaders to review and discuss needs assessment results • Assist school leaders with presenting needs assessment results to stakeholders • Document priority needs to be addressed through partnership 	<ul style="list-style-type: none"> • Participate in review and discussion of results from the assessment of needs and assets • Help identify and prioritize needs to be addressed through partnership 	<ul style="list-style-type: none"> • Participate in review and discussion of results from the assessment of needs and assets • Help identify and prioritize needs to be addressed through partnership

Exhibit 7: Sample questions to guide stakeholder discussions about assessing and prioritizing school goals and needs (Element Two)

Conversations between District Staff and School Leaders

 <p>Conversation Topics</p> <ul style="list-style-type: none"> • Alignment of district and school goals • Prioritizing school needs • Potential partner organizations 	 <p>School District Asks:</p> <ul style="list-style-type: none"> • What does the school-wide needs assessment suggest about your school's areas of need? • What are your school's strengths and assets? • To what extent do your school goals align with the district goals? • Which district and/or school goals are you having difficulty meeting? • Which areas of school need could be addressed through partnership with external organizations? 	 <p>School Leader Asks:</p> <ul style="list-style-type: none"> • Do you see any misalignment between my school's goals and the district goals? • Which areas of school need could be addressed through partnership with external organizations? • Are you aware of specific organizations that can help meet my school's priority needs?
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Conversations between School Leaders and Partnership Coordinators

 <p>Conversation Topics</p> <ul style="list-style-type: none"> • School needs • Purpose and process for administering the assessment of needs and assets • Results of the needs assessment • Prioritizing school needs 	 <p>School Leader Asks:</p> <ul style="list-style-type: none"> • Do you have the resources you need to conduct the needs assessment? • Are teachers, school staff, and partner organizations responding to your requests for information related to the needs assessment? • Based on your summary and review of the information collected during the needs assessment, what do you believe are the greatest needs of our school? • Which priority needs could external partners help us address? 	 <p>Partnership Coordinator Asks:</p> <ul style="list-style-type: none"> • Have you explained the needs assessment to teachers, school staff, and partner organizations? • What should I do if teachers, school staff, and/or partner organizations do not respond to my requests for information? • What has the school tried in the past to address the same (or similar) needs? How successful were those efforts? • Based on your review of the information collected during the needs assessment, what do you believe are the greatest needs of our school? • Which priority needs could external partners help us address?
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Conversations between School Leaders / Coordinators / Teachers and Partner Organizations




 <p>Conversation Topics</p> <ul style="list-style-type: none"> • School needs • Purpose and process for completing the assessment of needs and assets • Results of the needs and asset assessment • Prioritizing school needs 	 <p>School Leader, Partnership Coordinator and/or Teachers & School Staff Asks:</p> <ul style="list-style-type: none"> • Do you have any questions about the purpose or process for completing the assessment of needs and assets? • In your opinion, what are the strengths and needs of this school? • Which needs are the greatest priorities? • Which needs could be met through partnership with external organizations? 	 <p>Partner Organization Asks:</p> <ul style="list-style-type: none"> • Why is this assessment of needs and assets important, and how is it related to partnerships in this school? • What did the needs assessment results tell us? • How will school needs be prioritized?
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Exhibit 8: Toolbox for assessing and prioritizing school goals and needs

Source, Tool	Description
Tools for 2.1: Conduct a comprehensive, data-driven assessment of school-wide needs and assets	
Philadelphia Higher Education Network For Neighborhood Development (PHENND) VISTA Community Partnerships Coordinator Binder Tools	The “School Mission and Goals Worksheet for Principals” (Appendix 4) helps school principals articulate their school vision / mission, goals, challenges, and needs for the school year. School staff, specifically teachers, can complete the “Whole School Needs Assessment for Teachers” (Appendix 5) to rank areas of school need and share ideas for partnerships that could address those needs.
Campus Compact for New Hampshire K-H Partnerships Tool Kit: http://www.compactnh.org/downloads/KHPartnerships.pdf	Pages 39-45 of this comprehensive partnerships guide include sample tools for assessing needs, challenges, resources, and assets.
Association for Supervision and Curriculum Development (ASCD) School Improvement Tool: http://sitool.ascd.org/Default.aspx?ReturnUrl=%2f	This free online tool includes a 15-minute needs assessment survey to assess strengths and weaknesses in several areas, including school climate and culture; curriculum and instruction; leadership; and family / community engagement. Results are immediately available and include references to ASCD resources that match identified areas of need.
Work Group for Community Health and Development at the University of Kansas Community Toolbox—Tool 1: Community Capacity Inventory: http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/tools	This website includes a list of community capacities or assets to document, as well as questions to consider when mapping existing capacities.
Children’s Aid Society Building a Community School—A Complete Manual: http://www.childrensaidsociety.org/files/upload-docs/Complete_Manual.pdf	Pages 78-82 of this manual, which is targeted for community schools, include strategies for Assessing Community Needs and Strengths.
National Center for Community School Needs Assessment Toolkit: http://www.nccs.org/sites/default/files/resource/NeedsAssessmentToolkit.pdf	This Needs Assessment Toolkit includes a checklist for gathering and reviewing archival, survey, focus group and interview data to assess school needs.
Tools for 2.2: Prioritize school needs that can be met through school-based partnerships	
Philadelphia Higher Education Network For Neighborhood Development (PHENND) VISTA Community Partnerships Coordinator Binder Tools	The “Taking Strategic Action” worksheet (Appendix 6) helps school principals, partnership coordinators, and staff prioritize school needs and goals to focus on during the year. Guiding questions help stakeholders think through opportunities and challenges to addressing priority needs and goals.
The Federation for Community Schools Community Needs Assessment: http://ilcommunityschools.org/images/files/docs/Community%20Needs%20Assessment%20-%20ALL.pdf	The <i>Community Needs Assessment</i> document includes sample student, teacher, and family surveys to assess needs and interests (pp. 2-21). It also includes a “School and Community Conditions Analysis” worksheet that may assist schools in prioritizing needs that they can address through partnerships (pp. 22-23).

ELEMENT THREE: IDENTIFY HOW PARTNERS “FIT” TO HELP MEET SCHOOL NEEDS

Schools that are able to clearly articulate their goals and prioritize their areas of need are well positioned to seek partners to help them meet those needs. Intentional alignment of partner services to school needs will increase the likelihood that partnership efforts assist the school in meeting its goals. Whether schools are actively seeking partners to meet priority needs or are responding to organizations offering new services, it is essential that both schools and partners assess how well a partner organization might “fit” within the school and its existing partnerships. To do this, it is important for both the school and the partner to communicate their mission and goals. Partnerships that are mutually beneficial to all involved parties often enjoy greater sustainability than those partnerships that benefit one party more than the other.

3.1 Conduct a partnership inventory to identify existing supports

Partnership inventories aid schools in identifying existing supports available to meet priority school needs, as well as gaps and overlaps in services and supports that align to those needs. Inventories can also help schools determine which students are participating in partnership activities and whether additional students should receive opportunities to participate.

Upon completion of the annual needs assessment, the partnership coordinator(s) should conduct a partnership inventory. In addition to mapping services and activities that align to school goals and needs, the inventory captures information (i.e., goals and purpose of each partnership, target audience and students served, key partner activities, and partner point of contact) that school leaders can share with stakeholders including school staff, the district, parents, and other community members. If gaps in service are detected, schools can seek new partners (see 3.2). Overlapping services (e.g., multiple partners offering similar services or offering services to a very small number of students) should be reviewed and addressed by the school leaders and partnership coordinator(s).

3.2 Identify and recruit new partners to fill service gaps

Based on the partnership inventory—or as new priority needs arise—schools can search for new partners to fill gaps in services. Partnership coordinators can lead the recruitment activities, with guidance from the school leaders and input from school staff and existing partners familiar with services offered by other organizations. Centrally located information collected and shared by the district (see Element 1) can also support school efforts to identify new partners. School staff, parents, and students may each offer input on the selection of new partners.

3.3 Articulate and align school-partner goals

To assess partnership “fit,” schools and partner organizations must articulate their individual goals, along with their approach to meeting those goals, and discuss whether and how those goals align. In doing so, they can jointly determine partner “fit” and identify the goals for their partnership. Partner organizations should “package” descriptions of their services / programming—including information about processes for working with schools and systems for monitoring program implementation and progress—in ways that school leaders, teachers, and staff can easily review and understand. When a partner organization is working in multiple schools, it may be appropriate for district and partner staff to meet with school leaders from each school to discuss partnership implementation and outcomes that align to district and school goals. As school and/or partner organization goals—or goal-related needs—change, partnership goals may need to be revisited and realigned. Partnership coordinators can assist in facilitating these conversations between schools and partner organizations.

Exhibit 9: Roles and responsibilities for identifying how partners “fit” to help meet school needs






	 School District	 School Leader	 Partnership Coordinator	 Teachers and School Staff	 Partner Organizations
3.1 Conduct a partnership inventory to identify existing supports	<ul style="list-style-type: none"> Use district-level partnership inventory to assess whether the distribution of partnerships across schools is equitable 	<ul style="list-style-type: none"> Communicate the importance of a partnership inventory, and encourage school staff, community members, and partners to participate 	<ul style="list-style-type: none"> Conduct partnership inventory Provide school leaders with detailed information about activities of specific partnerships Organize information in user-friendly way, and update periodically 	<ul style="list-style-type: none"> Provide information about current partnerships, including how they help meet student and school needs 	<ul style="list-style-type: none"> Provide information about organization, goals, and services and activities provided to the school
3.2 Identify and recruit new partners to fill service gaps	<ul style="list-style-type: none"> Provide information to schools to help them recruit new partners 	<ul style="list-style-type: none"> Delegate partnership coordinator or other school staff to conduct outreach to additional organizations Participate in recruitment of new partners 	<ul style="list-style-type: none"> Lead search for outreach to additional organizations with input from district, school leaders, school staff, parents, students, and partners Support school leaders in recruitment efforts 	<ul style="list-style-type: none"> Share information about potential new partners, as applicable Provide input on selection of new partners 	<ul style="list-style-type: none"> Share information about potential new partners, as applicable
3.3 Articulate and align school-partner goals	<ul style="list-style-type: none"> Use information collected from schools and partner organizations (see Element 1) to assist schools in their efforts to align partnership activities 	<ul style="list-style-type: none"> Articulate school priority goals and determine whether and how they align with partner goals Work with partner organizations to identify specific partnership goals 	<ul style="list-style-type: none"> Facilitate conversations about school and partner goals and help articulate specific partnership goals 	<ul style="list-style-type: none"> Contribute to conversations about alignment between school and partner goals 	<ul style="list-style-type: none"> Prepare and share materials that clearly describe the services and expected outcomes offered by your organization Articulate organization’s goals and determine whether and how they align with school goals Work with school leaders to identify specific partnership goals If working in multiple schools, request meeting with school and district staff to discuss alignment to school and district goals

Exhibit 10: Sample questions to guide stakeholder discussions about identifying how partners “fit” to help meet school needs (Element Three)









Conversations between School Leaders / Coordinators / Teachers and Partner Organizations		
 <p>Conversation Topics</p> <ul style="list-style-type: none"> • Alignment of school and partner goals • Information about school population and needs • Understanding of partner services, approach, and impact 	 <p>School Leader / Partnership Coordinator Asks:</p> <ul style="list-style-type: none"> • What are the goals of your organization? • What is your organization’s approach to meeting your goals? • What have been the results of the intervention your organization provides? • To what extent does your organization understand or have experience with the school population? • To what extent does your organization have the capacity to provide your services / resources to the school population? • How does your organization enhance existing school supports or fill unmet school needs? • Does the partnership have the potential to be mutually beneficial? 	 <p>Partner Organization Asks:</p> <ul style="list-style-type: none"> • What are the school’s goals? • What is the school’s approach to meeting its goals? • What supports currently exist in the school to meet the needs of the school population? • What are some unmet needs of the school? • Does the partnership have the potential to be mutually beneficial?
Conversations between District Staff and Partnership Coordinators		
 <p>Conversation Topics</p> <ul style="list-style-type: none"> • Information about potential partner organizations 	 <p>School District Asks:</p> <ul style="list-style-type: none"> • What other types of partner organizations could the school benefit from that are not currently in the district-wide partner organization database? 	 <p>Partnership Coordinator Asks:</p> <ul style="list-style-type: none"> • What local partner organizations are available to fulfill the school’s unmet needs? • Who are the points of contact for the organizations? • What has been the experience of other schools working with the organization in the past?
Conversations between School Leaders, Partnership Coordinators, Teachers and School Staff		
 <p>Conversation Topics</p> <ul style="list-style-type: none"> • Alignment of school and partner goals • Partner organization experience • Partnership concerns 	 <p>School Leader, Partnership Coordinator and/or Teachers & School Staff Asks:</p> <ul style="list-style-type: none"> • Do the school’s goals align with the goals of the partner organization? Do they align with the partner organization’s approach to meeting the goals? Does the partner organization have a solid understanding or experience with the target population? • In what ways will the partnership help the school meet its improvement goals? • Does entering in a partnership with the organization have the potential to be mutually beneficial? • Are there any concerns that need to be addressed prior to entering into a partnership with the organization? 	

Exhibit 11: Toolbox for identifying how partners “fit” to help meet school needs

Source, Tool	Description
Tools for 3.1: Conduct a partnership inventory to identify existing supports	
Denver Afterschool Alliance Community Partnership System (overview): http://partnershipaccess.dpsk12.org/wp-content/uploads/2011/04/CPS-1-page-get-started-flyer2.pdf	The Community Partnership System (CPS) is an online tool that houses a comprehensive inventory of available after-school programs in Denver, as well as a reporting platform to link providers to Denver Public School student outcome data. This system includes information about provider organizations, programs, sites, and students served and can be updated in real time.
Oakland Unified School District Partners—Current & Prospective: http://www.ousd.org/Page/14098	The Community Partner Platform is an online database designed to track partner connections to school sites across Oakland Unified School District. It includes basic information about the organization, specific information about programs run by the organization, organization and school contract information, organization alignment to seven district-adopted community school norms, and service type.
Coalition for Community Schools Strengthening Partnerships: Community School Program and Service Checklist	The “Community School Program and Service Checklist” (Appendix 7) is a tool schools can use to conduct a partnership inventory.
Campus Compact for New Hampshire K-H Partnerships Tool Kit: http://www.compactnh.org/downloads/KHPartnerships.pdf	The “Elements of an Effective Partnership Documentation” section (pp. 26–28) includes a tool to assess partnerships and partnership dynamics.
Tools for 3.2: Identify and recruit new partners to fill service gaps	
Oakland Unified School District Community Partner Identification Tool Prospective Partners Inquiry Form	New partners complete the “Community Partnership Identification Tool” (Appendix 8) to identify their partner type: specialized partnership, aligned partnership, or core partnership. Partners check off indicators based on their organization’s approach to partnerships. The prospective “Partners Inquiry Form” (Appendix 9) collects organizational information from prospective partners of the Oakland Unified School District.
Denver Afterschool Alliance Denver Afterschool Program Locator: http://cps.civicore.com/map	The Denver Afterschool Program Locator provides information on programs offered to youth after-school and in the summer in the city and county of Denver. Users can search for programs by school, age, grade, primary focus area, and days offered.
Tools for 3.3: Articulate and align school-partner goals	
Oakland Unified School District Guiding Questions for Site and Partner: Helping Site Leaders and Partners Create Lasting and Meaningful Partnerships, Part 1 Community School Partnership Assessment Rubric	Pages 1-2 of the Guiding Questions for Site Leaders and Partners document (Appendix 10) includes questions to consider before school sites and partners enter into a partnership. The Community School Partnership Assessment Rubric (Appendix 11) is a tool to help establish new partnerships and strengthen existing partnerships. It provides a framework to define, assess, refine, and strengthen a partnership. It can be administered at any time during the year.
Philadelphia Higher Education Network For Neighborhood Development (PHENND) VISTA Community Partnerships Coordinator Binder Tools	The “Worksheet for Partners” (Appendix 12) helps partners articulate their reason and goals for partnering with a school and helps schools understand the partner’s expectations prior to entering a partnership.
Campus Compact for New Hampshire K-H Partnerships Tool Kit: http://www.compactnh.org/downloads/KHPartnerships.pdf	This comprehensive toolkit provides concrete steps, activities, and tools for creating a partnership network. Page 8 features “Elements of Effective Partnerships,” followed by detail about each element on pages 9–21. Pages 36–38 discuss developing a vision and mission for the network, and pages 53–57 provide guidance on “Developing an Action Plan—Formulating Goals and Objectives.”

ELEMENT FOUR: DEFINE EXPECTATIONS FOR IMPLEMENTING PARTNER PROGRAMS AND ACTIVITIES

School-based partnerships require parameters for implementing partner programs and activities. School leaders and partners should agree on partner programs and activities, the approach, target students, and implementation timeline. Performance targets for each program should be established, and the school and partner should identify supports the partner needs from the school to successfully implement the agreed-upon programs and activities. Following a series of discussions about partnership scope, an MOU or LOA should be signed between the school and partner to formalize the partnership.

4.1 Define programs, activities, and population served by each partner

With the support of the partnership coordinator(s), school leaders and partners must define the scope of the partner program. The program should support the jointly defined goal(s) of the partnership, and all stakeholders should agree on the target population to be served. Each partner is responsible for developing a timeline for its program activities, and the partnership coordinator(s) should organize and share this information with school staff, partner organizations, parents, and other community members. Partnerships that extend over multiple school years should revisit the program scope and activities each year, and may wish to do so in the spring or summer leading up to the next school year. Any potential challenges to successful implementation, including changes to scope and delivery of the partner program, should be discussed. All stakeholders should also agree to how they will publicize and communicate about the partnership.

4.2 Use school- and student-level data to align and/or establish performance targets for each partnership

School- and student-level data are a useful source for establishing performance targets for each partnership. District and school leaders, as well as partnership coordinators, can help external partners understand which data the school and district already collect (e.g., school attendance and achievement data), as well as which data the partners might collect (e.g., enrollment and attendance data specific to the partner's program). With individual partnership goals in mind, school leaders, the partnership coordinator(s), and each partner should establish performance targets and timelines to meet those goals. District staff can assist schools and partners to make sure they take the necessary safeguards when the school shares school- and student-level data with partner organizations.

4.3 Identify resources and supports each partner needs from the school and confirm availability

To increase the likelihood of partnership success, it is important for partners to communicate clearly about the supports they need and expect from schools in order to successfully implement their program. Partners may require access to school facilities and equipment, and they may seek assistance from school staff to recruit program participants and/or advertise programs and events. Many partnership programs or activities might also require partners to have direct communication with classroom teachers. School leaders and partnership coordinators can foster communication and collaboration between teachers and partner organizations as necessary. In some cases, teachers are expected to jointly develop lesson plans or classroom-based activities with partners; these partnerships necessarily require a greater level of buy-in and engagement from teachers, and well-established relationships are often critical to the partnership success (see Element Five). Partner organizations should be transparent about the level of teacher or staff involvement required by their program, and should explain any classroom / teacher recruitment and selection processes, if applicable. As additional needs or requests arise, partners should communicate any changes to the resources or supports they need from the school.

Exhibit 12: Roles and responsibilities for defining expectations for implementing partner programs and activities






	 School District	 School Leader	 Partnership Coordinator	 Teachers and School Staff	 Partner Organizations
4.1 Define programs, activities, and population served by each partner	<ul style="list-style-type: none"> • Provide schools and partners with sample MOUs and school-partner agreements • Provide training and resources on security clearances for school partners and volunteers 	<ul style="list-style-type: none"> • Review needs assessment and partnership inventory to identify students in need of partnership services or activities • Work with partner and partnership coordinator(s) to articulate scope and services of each partnership • Sign MOU or partnership agreement • Agree to timeline for partnership implementation 	<ul style="list-style-type: none"> • Support school leaders' review of needs assessment and partnership inventory to identify students in need of partnership services or activities • Work with school leaders and partners to articulate scope and services of each partnership • Draft MOU or partnership agreement for school leaders and partner to review and sign • Record and organize partnership implementation timeline 	<ul style="list-style-type: none"> • Respond to requests from school leaders and partnership coordinator(s) regarding students in need of partnership services or activities • Work with partner organization to plan classroom-based activities as appropriate 	<ul style="list-style-type: none"> • Identify specific partnership services or activities that can successfully be implemented • Work with school leaders and partnership coordinator(s) to articulate scope and services of partnership • Explain level of engagement needed from teachers and other school staff • Describe teacher and/or student recruitment process • Sign MOU or partnership agreement • Agree to timeline for partnership implementation
4.2 Use school- and student-level data to align and/or establish performance targets for each partnership	<ul style="list-style-type: none"> • Assist schools with setting partnership performance targets, as requested • Provide training and resources on data sharing and confidentiality requirements for school partners and volunteers 	<ul style="list-style-type: none"> • Provide data to review and discuss with partner and partnership coordinator(s) to set performance targets • Ask partner about any evaluation or reporting requirements they are obligated to meet 	<ul style="list-style-type: none"> • Review and discuss data with school leaders and partner to set performance targets • Record performance targets set for each partnership 	<ul style="list-style-type: none"> • Provide student-level data to set partnership performance targets, as requested • Assist in the selection of expected outcomes and performance targets 	<ul style="list-style-type: none"> • Review and discuss data with school leaders and partnership coordinator to set targets • Share examples of performance measures from partnerships with other schools • Explain any evaluation or reporting requirements you are obligated to meet
4.3 Identify resources and supports each partner needs from the school and confirm availability	<ul style="list-style-type: none"> • Facilitate conversations with multiple schools working with the same organization to ensure needs of schools, district, and the partner are clear to all stakeholders 	<ul style="list-style-type: none"> • Explain school's expectations and needs to partner • Clarify partner's expectations and needs 	<ul style="list-style-type: none"> • Assist school leaders and partner to clarify expectations and needs • Provide ongoing supports to facilitate communication between school and partners 	<ul style="list-style-type: none"> • Meet with partner organizations, as needed, to plan and support partnership activities 	<ul style="list-style-type: none"> • Explain the organization's expectations and needs for successful implementation, especially what is required of teachers and school staff • Clarify school's expectations and needs

Exhibit 13: Sample questions to guide stakeholder discussions about defining expectations for implementing partner programs and activities (Element Four)

Conversations between School Leaders / Coordinators / Teachers and Partner Organizations



Conversation Topics

- Identifying program performance targets
- Program implementation timeline and logistics
- School resources available to support the program
- Role and responsibilities of the partnership coordinator(s) in supporting the program
- Program evaluation activities and reporting requirements



School Leader / Partnership Coordinator Asks:

- What are the program activities and target population?
- What are the performance targets for the program?
- Does your organization have a formal system to track impact on student outcomes? If so, are you able to modify and/or share the system as needed?
- Will the partnership require a designated school staff person to oversee the program? If so, what role will this school staff person have in maintaining the program?
- How will you publicize your program?
- How will students or participants be recruited (one time or ongoing)?
- How often will partners be present at the school?
- What is the expected duration of this program?
- Are there any risks / liabilities to the students who participate in the program (e.g., use of student data)?
- What is the timeline for implementation?
- What are the conditions that your organization needs to be successful?
- What program evaluation activities or reporting requirements are you required to engage in? What do you need from the school to support this?



Partner Organization Asks:

- What resources or supports will the school provide the program (e.g., access to space / facilities, school staff, funds, marketing and student recruitment)?
- What role will the partnership coordinator have in supporting this program?
- What are the school's expectations for this program (e.g., performance targets, number of students served, and timeline for implementation)?
- How much involvement can we expect from teachers and staff?
- Are you able to provide access to information about [fill in with any data or outcomes required for reporting to funders or board]?

Exhibit 14: Toolbox for defining expectations for implementing partner programs and activities

Source, Tool	Description
Tools for 4.1: Define programs, activities, and population served by each partner	
School District of Philadelphia School District of Philadelphia Office of Strategic Partnerships: “Memorandum of Understanding (MOU)” and “Limited Contract Agreements (LCAs)”: http://philaosp.weebly.com/memorandum-of-understanding-mou.html http://philaosp.weebly.com/limited-contract-agreements.html	These two infographics illustrate the process for schools and partners to formalize their partnership. District templates of the MOU and LCA are referenced.
Coalition for Community Schools Strengthening Partnerships: Community School Assessment Checklist	The “Community School Partnership Assessment” (Appendix 13) is a tool that can be completed by schools and partners to assess their existing partnership, including goals, activities, and structures.
Oakland Unified School District Memorandum of Understanding (MOU) Template and Documentation Sample Letter of Agreement Check-in Guides	Oakland Unified School District requires all partners to have a formal agreement with the district. This MOU webpage lays out the steps to completing the MOU and provides additional documentation about certificates of insurance, proof of fingerprinting and TB tests, statement of qualifications, and scope of work. A sample MOU is available here. The “Sample Letter of Agreement” template (Appendix 14) is designed to help schools and partners articulate their shared vision and goals, scope of services, staffing, schedules, and responsibilities. Schools and partners can elect to cover only the topics that apply to their partnership. Check-in Guides are designed to help facilitate school conversations with partners around key topic areas: (1) alignment and shared leadership (Appendix 15); (2) communication (Appendix 16); (3) integration with school (Appendix 17); (4) leveraging and sharing resources (Appendix 18); and (5) logistics (Appendix 19). The tool can be used to set expectations or check in with partners regarding partnership progress.
Campus Compact for New Hampshire K-H Partnerships Tool Kit: http://www.compactnh.org/downloads/KHPartnerships.pdf	The “Publicity, Awareness, and Communication” checklist (pp. 64-65) provides an overview of questions related to publicizing and communicating about the partnership. “Tips for Formalizing the Partnership” are included on pages 68-69.
Arts and Cultural Strategies, Inc. Arts Partnership MOU	This template (Appendix 20) can be used to document roles and responsibilities (by stakeholder) included in a Partnership Memorandum of Understanding
Partners in School Innovation Partnership Agreement Addendum	The “Partnership Agreement Addendum” (Appendix 21) can be used to identify the instructional focus areas and priority areas for capacity building within a specific partnership. In addition to focus, specific supports are listed and partner and school commitments are identified. A sample completed Partnership Agreement Addendum is included.
National Center for Community Schools After-School Curriculum Planning Resource Toolkit: http://www.nccs.org/sites/default/files/resource/CurriculumPlanningToolkit.pdf Out of School Time Workplan Template: http://www.nccs.org/sites/default/files/resource/CAS_OST_WorkPlan.pdf	The After-School Curriculum Planning Resource Toolkit offers planning and instructional frameworks, as well as information about instructional delivery strategies and learning styles. The Out of School Time Workplan Template may be used to document program areas, program and participant outcomes, developmental needs, curriculum, parent involvement, and program staff.
Tools for 4.2: Use school- and student-level data to align and/or establish performance targets for each partnership	
School District of Philadelphia Repository of Data: http://webgui.phila.k12.pa.us/offices/d/district-performance/repository-of-data	This webpage provides links to district achievement, school enrollment, and graduation data.

Source, Tool	Description
Oakland Unified School District School and District Data for Partners: http://www.ousd.org/Page/11097	This webpage houses aggregate school and district data so partners can better understand a school's unique needs and priorities in order for partners to better align programming.
Denver Public Schools (DPS) DPS Partnership and Data Sharing Agreement One-Pager	This one-pager (Appendix 22) provides an overview of the DPS partnership and data sharing agreement policies, with a link to the district's "Partnership and Data Sharing Agreement" template. A partnership and data sharing agreement specifies the terms and conditions, as well as obligations and responsibilities of each party. It addresses confidentiality, liability, background checks, use of facilities, and names of individuals providing services. Also available on this website are links to the "Partnership and Data Sharing Agreement Checklist" and "Background Check FAQs."
Tools for 4.3: Identify resources and supports each partner needs from the school and confirm availability	
Oakland Unified School District Guiding Questions for Site and Partner: Helping Site Leaders and Partners Create Lasting and Meaningful Partnerships, Part 2: http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/3242/Guiding%20Questions.pdf	Pages 3-5 of this document list questions (Appendix 23) to consider related to the topics of (1) shared leadership; (2) collaborative, responsive implementation; and (3) shared accountability for success.

ELEMENT FIVE: DEVELOP AND NURTURE RELATIONSHIPS

Partnerships require relationship building, trust, and rapport between parties. Clear, frequent communication between the school and its partners plays a critical role in both the implementation and success of school-based partnerships. School leaders can shape expectations regarding communication, while partnership coordinators serve as the main point of contact for partners. In addition to facilitating the logistics of individual partnership activities, partnership coordinators also foster cross-partner collaboration. Schools and their partnership coordinators should explain to organizations the benefits of cross-partner collaboration and expectations for working together to help meet the school's goals and priority needs.

5.1 Provide opportunities for relationship building between partners and school stakeholders

Building trust and rapport with partners requires intentional relationship building. Frequent, informal, get-to-know you conversations can provide a basic understanding of one another's approach to their work. Such conversations are especially important between partners and teachers or school staff who are expected to play a hands-on role in supporting the partner's program or activities. School leaders and partnership coordinators should be deliberate about identifying opportunities for partners and teachers / school staff to meet and collaborate. Partners should seek opportunities to introduce themselves to students and parents during the school day (e.g., setting up an informational table in the school cafeteria) or at school events (PTA meetings, Back-to-School night). The partnership coordinator(s) can encourage stakeholder engagement with the school through direct outreach (meetings and events at school), communications (school newsletters, websites, social media), and recognition (hosting awards events, highlighting partner work through communications channels).

5.2 Establish expectations for communication between school and partner

Regular communication with partners is critical to maintain momentum and ensure partnership goals and expectations are in alignment. Clear expectations for communication, including who shares what information, when, how, and with whom, can help alleviate burden and frustration for both school staff and partner staff. Because some partnerships may require direct communication between teachers and partners, it is important to determine whether and when it is appropriate for partner organizations to contact teachers (or other relevant school staff). School leaders, partnership coordinators, and partner staff share responsibility for articulating and agreeing on preferred methods and frequency of communication. In addition to ongoing communication about partnership activities, schools and partners should periodically discuss their levels of satisfaction with partnership implementation.

5.3 Articulate the role of the partnership coordinator(s) and how stakeholders should work with them

Partnership coordinators serve an important role to help alleviate burden on school staff by assuming the responsibility for partner communication and collaboration. School leaders can build buy-in for partnership coordination efforts by clearly defining the roles and responsibilities of the partnership coordinator(s) and articulating them to all stakeholders, including the coordinator, other school staff, partners, parents, and other community members. The partnership coordinator(s) must understand the role, as well as how to work with school staff and partners; and partners should understand how and when to contact the partnership coordinator for support.

5.4 Set expectations for cross-partner communication and collaboration

Cross-partner communication and collaboration enable better-aligned partner activities, which can reduce duplication of effort and increase partners' reach within the school. School leaders can set

the expectation for cross-partner collaboration by strongly encouraging partners to attend cross-partner meetings, and they should help partners understand the benefits of collaborating with other partners—both within and beyond the partner meetings. Partnership coordinators are responsible for establishing a timeline for cross-partner collaboration (e.g., monthly partner meetings), including frequency and modes of communication. Partnership meetings, facilitated by school leaders and/or partnership coordinators, should be well-organized and engaging so that partners see the value of attending future meetings. Partnership coordinators also share partner contact information and information about available services to raise collective awareness of partner activities. To maximize the contributions they make to a school, partners should actively participate in meetings and other opportunities to engage with other organizations working in the school.

Exhibit 15: Roles and responsibilities for defining expectations for implementing partner programs and activities






	 School District	 School Leader	 Partnership Coordinator	 Teachers and School Staff	 Partner Organizations
5.1 Provide opportunities for relationship building between partners and school stakeholders	<ul style="list-style-type: none"> Host networking opportunities, such as partner fairs, for school leaders, teachers, and staff to meet partner organization staff 	<ul style="list-style-type: none"> Invite partners to meetings and events to help them understand the school climate and culture Encourage partners to meet the partnership coordinator(s) and other partners Dedicate time for teachers and school staff to meet with partners to plan program activities, as necessary Recognize partner and teacher / school staff efforts 	<ul style="list-style-type: none"> Meet with individual partners to fully understand their scope of services Engage families and community members through direct outreach Include get-to-know you activities in monthly partner meetings Recognize partner and teacher / school staff efforts 	<ul style="list-style-type: none"> Exchange information with partners about how you approach teaching and learning in your classroom, and how partners can assist Participate in meetings and planning discussions with partners, as necessary 	<ul style="list-style-type: none"> Seek information about school climate and culture, including individual classroom contexts Get to know teachers / staff you will be working with Attend partner meetings and events with other school partners Share information about your program with students and families
5.2 Establish expectations for communication between school and partner	<ul style="list-style-type: none"> Provide resources and tips on how schools and partners effectively communicate 	<ul style="list-style-type: none"> Articulate who partners should communicate with at the school, including when and how Determine preferred, best way to communicate with the partner organization 	<ul style="list-style-type: none"> Remind partners of expectations for communication, as established by school leaders Communicate with partners according to their stated preferences 	<ul style="list-style-type: none"> Communicate with partners Remind partners of expectations for communication, as established by school leaders Articulate preferred mode of communication about partnership activities 	<ul style="list-style-type: none"> Articulate preferred mode of communication with the organization Determine school leaders' preferences for communicating with the school, including when and with whom
5.3 Articulate the role of the partnership coordinator(s) and how stakeholders should work with them	<ul style="list-style-type: none"> Provide resources and examples of effective partnership coordination 	<ul style="list-style-type: none"> Clearly explain partnership coordinator roles and responsibilities to the coordinator(s), school staff, community members, and partners 	<ul style="list-style-type: none"> Answer questions about roles and responsibilities from school staff, community members, and partners 	<ul style="list-style-type: none"> Ask questions about roles and responsibilities of the partnership coordinator(s), as necessary Request assistance from the partnership coordinator(s), as needed 	<ul style="list-style-type: none"> Ask questions about roles and responsibilities of the partnership coordinator(s) Share examples of effective strategies for partnership coordination used by other schools
5.4 Set expectations for cross-partner communication and collaboration	<ul style="list-style-type: none"> Encourage partner organizations to actively participate in school-based meetings with school staff and other partner organizations 	<ul style="list-style-type: none"> Develop and communicate expectations for cross-partner communication and collaboration, including the purpose and frequency of interactions 	<ul style="list-style-type: none"> Establish a timeline for cross-partner communication and collaboration, including monthly meetings and interim updates Solicit agenda items and meeting updates from teachers / school staff and partners 	<ul style="list-style-type: none"> Inform partners of cross-partner collaboration opportunities Participate in partnership meetings, as available Provide partnership coordinator(s) information and updates to share at partner meetings 	<ul style="list-style-type: none"> Actively participate in meetings and other opportunities to communicate and collaborate with other partner organizations

Exhibit 16: Sample questions to guide stakeholder discussions about developing and nurturing relationships (Element Five)

Conversations between School Leaders / Coordinators / Teachers and Partner Organizations		
 <p>Conversation Topics</p> <ul style="list-style-type: none"> • Expectations for communication and collaboration • Opportunities to develop relationships between partner and school staff 	 <p>School Leader, Partnership Coordinator and/or Teachers & School Staff Asks:</p> <ul style="list-style-type: none"> • Who will serve as the point of contact? • What is your preferred mode of communication? • How regularly can your organization be available for meetings and events outside of the program? • What is your organization’s approach to collaborating with other partners providing similar services / resources? • How often do you expect to meet with teachers or school staff outside of program activities? • How do you propose to get to know the teachers and classroom contexts where you will be working? • What do you anticipate will be the most rewarding and challenging aspects of our partnership? 	 <p>Partner Organization Asks:</p> <ul style="list-style-type: none"> • What are the roles of the school leaders and partnership coordinator(s) in managing partnerships at this school? • Who is the point of contact at the school? • What is your preferred mode of communication? • How often do you expect our organization to participate in meetings and events outside of the program? • Are there opportunities for staff from my organization to learn about the teachers and classroom contexts where we will be working? • Will there be opportunities for our organization to meet and plan with teachers outside of specific partnership lessons, events, or activities? • Are there parent and/or community engagement responsibilities? • What do you anticipate will be the most rewarding and challenging aspects of our partnership?
Conversations between School Leaders and Partnership Coordinators		
 <p>Conversation Topics</p> <ul style="list-style-type: none"> • Roles and responsibilities of school leaders and partnership coordinators in communication and collaboration with partner organizations • Processes for maintaining partner momentum 	 <p>School Leader / Partnership Coordinator Asks:</p> <ul style="list-style-type: none"> • What roles will the school leaders and the partnership coordinator play in partner communication and collaboration? How frequently will they meet to discuss partnership progress and/or challenges? • How will the school leadership establish and communicate the roles of the school district, school leaders, partnership coordinator(s), teachers and school staff, and partner organizations? • How will the school formally recognize the partners? • What is the school’s approach to supporting partner organizations outside of the program (e.g., attend partner-sponsored events, share press releases, celebrate partner successes)? • How often will the school invite partners to meetings and events outside of the program? • How often will the school co-host community events that involve partners (e.g., literacy night, FAFSA night, benefits awareness, events that bring the school into the community)? • Will partner organizations be invited to serve on school advisory boards? 	

Exhibit 17: Toolbox for developing and nurturing relationships

Source, Tool	Description
Tools for 5.1: Provide opportunities for relationship building between partners and school stakeholders	
Partners in School Innovation Team Charter Template	This template (Appendix 24) can be used to document information about team membership, team purpose and goals, and logistics about how team members will communicate, make decisions, and hold one another accountable.
National Guild for Community Arts Education The Practice of Partnership: High-Impact Arts Education Partnerships with K-12 Schools: http://communityartsed.nationalguild.org/getmedia/fafba441-dbd0-45cd-9b10-808a1ef17df3/Practice-of-Partnership.pdf.aspx?ext=.pdf	This guide provides examples of partnership processes and outcomes in the MetLife Foundation Partners in Arts Education Program. Pages 11-12 of this document discuss how to foster effective collaboration between teaching artists and public school educators. Page 9 of this document highlights the importance of strong relationships supported by clear communication strategies.
Children’s Aid Society Building a Community School—A Complete Manual: http://www.childrensaidsociety.org/files/upload-docs/Complete_Manual.pdf	Pages 72-76 of this manual provide an overview of issues to confront when developing a partnership, as well as strategies to consider when planning for collaboration.
Tools for 5.2: Establish expectations for communication between school and partner	
Oakland Unified School District Guiding Questions for Site and Partner: Helping Site Leaders and Partners Create Lasting and Meaningful Partnerships, Part 2: http://www.ousd.org/cms/lib07/CA01001176/Centricity/Domain/3242/Guiding%20Questions.pdf Check-in Guide: Building Strong Community School Partnerships	Page 4 of this Guiding Questions for Site Leaders and Partners document (Appendix 10) lists questions to consider related to communication. The Check-In Guide (Appendix 16) is designed to help facilitate conversations between schools and partners around the topic of communication. The tool can be used to set expectations for check-in with partners on how established communication mechanisms are working.
Tools for 5.4: Set expectations for cross-partner communication and collaboration	
Philadelphia Higher Education Network For Neighborhood Development (PHENND) Checklist for Partner Communications Sample Partnership Logs Sample Partnership Meeting Agendas	The “Checklist for Partner Communications” (Appendix 25) identifies various communication efforts that partnership coordinators should make with partners to maintain a partnership. The Sample Partnership Logs (Appendix 26) represent two different examples of partnership logs, which are created and maintained by a partnership coordinator and shared with school staff and partner organizations. The Sample Partnership Meeting Agendas (Appendix 27) offer examples of topics addressed at partnership meetings, which are organized and facilitated by the partnership coordinator.

ELEMENT SIX: ASSESS PARTNERSHIP PROGRESS, OUTCOMES, AND NEXT STEPS

Schools and partners share responsibility for monitoring and measuring the progress and outcomes of each partnership. Data gathered in a consistent, frequent manner can provide schools and partners information about necessary adjustments to programs and activities. The data also can highlight promising practices that other school-based partnerships can adopt or adapt. Evaluating partnerships can help monitor progress, increase awareness of partnership activities, improve the program, and assist the partnership in reaching its goals. School leaders should determine their expectations for partners to collect and analyze data and to report on partnership and program outcomes.

6.1 Identify data to be collected and analyzed

Upon setting the performance targets for the partner program, school leaders, partnership coordinators, and the partner should discuss the data needed to assess progress. Data collected may be quantitative or qualitative and may include characteristics of students served, program participation and attendance, and any changes in student outcomes or behaviors as a result of participating in a program. Qualitative data about student and teacher perceptions of partnership quality and satisfaction may offer important information about partnership success that cannot be quantified through other forms of assessment. Moreover, some partnerships may lead to multiple student outcomes (e.g., when students are paired with literacy tutors, you might expect that their literacy skills will improve *and* they report a positive experience developing a mentoring relationship with the tutor). Schools and partners can jointly determine whether data about program outputs and outcomes should be limited to formal assessment data, or whether anecdotal observational data would also be an appropriate source for measuring partnership progress. District and school leaders, as well as partnership coordinators, can help external partners understand the processes for securing an MOU or data sharing agreement (DSA) with the district or school.

6.2 Establish processes for measuring progress against performance targets

Each partnership should begin with an understanding of how often data will be collected, by whom, and who will be responsible for analyzing and reporting on the data. Committing to a timeline and process for monitoring and measuring progress against the agreed-on performance targets will increase the likelihood that interim data are available to help school leaders and partners make decisions about improvements to the existing program and similar programs in the future.

6.3 Review and reflect upon data to inform partnership and programming decisions

Reviewing partnership performance data provides an opportunity to assess progress and determine whether partners should continue or modify their activities and strategies. School leaders and partnership coordinators should work together to examine data across partnerships to decide whether the right services and programs are in place to help the school meet its goals and priority needs. In some instances, schools and partners may mutually decide to terminate a partnership. Partnerships experiencing success in meeting stated outcomes should reflect upon and celebrate their successes, and share their work with other partners so that other programs serving the school can replicate promising practices.

Exhibit 18: Roles and responsibilities for defining expectations for implementing partner programs and activities






	 School District	 School Leader	 Partnership Coordinator	 Teachers and School Staff	 Partner Organizations
6.1 Identify data to be collected and analyzed	<ul style="list-style-type: none"> • Provide information about district DSAs and processes • Provide data not readily available to the school 	<ul style="list-style-type: none"> • Work with partnership coordinator(s) and partner to identify who will collect and analyze data that align with performance targets 	<ul style="list-style-type: none"> • Work with school leaders and partner to identify who will collect and analyze data that align with performance targets 	<ul style="list-style-type: none"> • Provide school leaders and partnership coordinator(s) with information about classroom- and student-level data available for analysis • Share data with partner, as permitted by the DSA 	<ul style="list-style-type: none"> • Work with school leaders and partnership coordinator(s) to identify who will collect and analyze data that align with performance targets
6.2 Establish processes for measuring progress against performance targets	<ul style="list-style-type: none"> • For partners working in multiple schools, assist in developing performance targets that align with school and district goals 	<ul style="list-style-type: none"> • Identify and agree to timeline for analyzing data and measuring progress against performance targets • Support efforts of the partnership coordinator(s) to obtain data (from district or other school staff) 	<ul style="list-style-type: none"> • Assist in developing timeline for analyzing data and measuring progress against performance targets • Request data from school or district staff, as necessary • Assist school leaders and/or partner in organizing and analyzing data 	<ul style="list-style-type: none"> • Provide classroom- and student-level data to partnership coordinator(s) for analysis, as requested 	<ul style="list-style-type: none"> • Identify and agree to timeline for analyzing data and measuring progress against performance targets • Maintain program enrollment and attendance data, as well as other data for measuring progress
6.3 Review and reflect upon data to inform partnership and programming decisions	<ul style="list-style-type: none"> • For partners in multiple schools, review data to discuss areas for program improvement and/or expansion 	<ul style="list-style-type: none"> • Meet with partner and partnership coordinator(s) to review data, assess progress, and discuss modifications to programming • Celebrate partnership successes and identify areas for program improvement and/or expansion 	<ul style="list-style-type: none"> • Meet with school leaders and partner to review data, assess progress, and discuss modifications to programming • Record decisions about program modifications and update partnership inventory • Celebrate partnership successes and identify areas for program improvement and/or expansion 	<ul style="list-style-type: none"> • Meet with school leaders, partnership coordinator(s), and partners to provide feedback on partnership progress and/or needed modifications, as requested • Celebrate partnership successes and identify areas for program improvement and/or expansion 	<ul style="list-style-type: none"> • Meet with school leaders, partnership coordinator(s), and teachers / school staff to review data, assess progress, and discuss modifications to programming • Celebrate partnership successes and identify areas for program improvement and/or expansion

Exhibit 19: Sample questions to guide stakeholder discussions about assessing partnership progress, outcomes, and next steps (Element Six)

Conversations between School Leaders, Partnership Coordinators, Teachers and School Staff



Conversation Topics



School Leader, Partnership Coordinator and/or Teachers & School Staff Asks:

- Alignment of program performance targets and school goals and needs
- Identifying the school data available to assess program performance targets
- Expectations and timeline for data collection, analysis, and reporting of partnership efforts
- Findings from analysis of program data
- What is the overall timeline for data collection, analysis, and reporting of partnership efforts?
- What data are available for partners to collect and analyze?
- What is each partner’s progress in meeting its performance targets?
- How does the partner’s performance target roll up to meeting the school’s goals and needs?
- What is the utilization of and satisfaction with partner services?
- What are teacher and student perceptions of the overall quality of the partnership activities and outcomes
- Are there any successful partnerships that we should expand to other students at the school?
- What expectation does the school have for sharing findings (e.g., informal or formal presentation or report)?
- Can teacher and student perceptions of partnership activities and outcomes be assessed as part of the reflection on partnership success?

Conversations between School Leaders / Coordinators / Teachers and Partner Organizations



Conversation Topics



School Leader / Partnership Coordinator Asks:



Partner Organization Asks:

- Expectations and timeline for data collection, analysis, and reporting of partnership efforts
- Identifying the data available to assess program performance targets
- Modifications to programming based on findings from analysis of program data
- What is the capacity of the organization to collect and analyze data?
- What data do you need from school leaders, teachers and school staff?
- Who will collect and analyze the data that align with performance targets?
- What is the timeline and frequency for data collection and analysis?
- How often and when can your organization meet with the school to review the data, assess progress, and discuss modifications to programming?
- How quickly can your organization modify its programming in response to the findings?
- What practices or activities seem to be effective? Are there any changes you would make based on the current data about the partnership’s progress or outcomes?
- What data are available to be collected and analyzed?
- What expectations does the school have for us to collect, analyze, and report on the findings?
- What expectation does the school have for sharing findings (e.g., informal or formal presentation or report)?
- Based on the data, in what ways do you think this partnership has been successful? Are there modifications you would like to see us make to the partnership and/or programming?

Exhibit 20: Toolbox for assessing partnership progress, outcomes, and next steps

Source, Tool	Description
Tools for 6.1: Identify data to be collected and analyzed	
National Collaboration for Youth and the Forum for Youth Investment A Shared Vision for Youth: Common Outcomes and Indicators	This document outlines a common set of youth outcomes, indicators, and possible measures in five domain areas: Thriving, Connecting, Leading, Learning, and Working.
National Guild for Community Arts Education The Practice of Partnership: High-Impact Arts Education Partnerships with K-12 Schools: http://communityartsed.nationalguild.org/getmedia/fafba441-dbd0-45cd-9b10-808a1ef17df3/Practice-of-Partnership.pdf.aspx?ext=.pdf	Pages 11 and 13 of this document offer examples of short-, mid-, and long-term outcomes tracked through an evaluation of partnerships, including meaningful connections formed between students and teaching artists from partner organizations, as well as between teachers and teaching artists.
Tools for 6.2: Establish processes for measuring progress against performance targets	
Boston Public Schools Partnership Effectiveness Elements and Indicators: http://www.bostonpublicschools.org/Page/6029	Boston Public Schools has identified seven elements of effective school-community partnerships. Each element is defined by indicators (23 total) that measure effective school-community partnerships. BPS provides a Partner Assessment Mockup Sample Report for evaluating the current state of a school's partnership.
Coalition for Community Schools Community Schools: Promoting Student Success—A Rationale and Results Framework: http://www.communityschools.org/assets/1/AssetManager/CS_Results_Framework.pdf Community Schools Evaluation Toolkit: http://www.communityschools.org/resources/community_schools_evaluation_toolkit.aspx	The Coalition for Community Schools provides a comprehensive guide to evaluating partnership efforts. Their Rationale and Results Framework includes the Community Schools Logic Model, indicators that align with results (Appendix 28), and an assessment to measure partnership capacity (Appendix 29). The Evaluation Toolkit also includes evaluation planning templates, data collection tools (Appendix 30), and guides to understanding and using findings.
National Center for Community Schools Youth Program Observation Tool: http://www.nccs.org/sites/default/files/resource/YouthProgramObservationTool.pdf School-Age Program Observation Tool: http://www.nccs.org/sites/default/files/resource/School-AgeProgramObservationTool.pdf	Each of the Program Observation Tools provides guidance and examples of what to look for in the following areas: human relationships, physical environment, activities, administration, etc.
Campus Compact for New Hampshire K-H Partnerships Tool Kit: http://www.compactnh.org/downloads/KHPartnerships.pdf	The "Goal / Objective" document (pp. 58-61) provides a template for specifying goals, objectives, activities, and timelines related to individual partnerships.
Tools for 6.3: Review and reflect upon data to inform partnership and programming decisions	
Oakland Unified School District Oakland Community Schools Research: http://www.ousd.org/Page/14309	Oakland Unified School District teamed with the Gardner Center at Stanford University to research the partnership process and impacts of the Community School Model. This webpage houses a full report released in December 2015, a summary of overall findings, and three research briefs. These resources are examples of how districts can measure and assess partnership progress.
Coalition for Community Schools The 2007-2008 Chicago Public Schools' Community Schools Initiative: The Impact of Out-of-School-Time Participation on Students: http://www.communityschools.org/assets/1/AssetManager/chicago_eval.pdf	This 2009 Evaluation Brief summarizes findings from an evaluation of out-of-school-time programming in Chicago Public Schools' Community Schools Initiative schools during the 2007/08 school year and provides an example of how schools and partners can assess their work.

CHECKLIST FOR DEVELOPING, COORDINATING, AND MAINTAINING PARTNERSHIPS

Element One: Establish systems and processes to support school-based partnerships

- 1.1 Communicate the value of partnerships
- 1.2 Provide centrally located information and resources to support school-based partnerships
- 1.3 Designate partnership coordinator(s) to facilitate communication between school and partners

Element Two: Assess and prioritize school goals and needs

- 2.1 Conduct a comprehensive, data-driven assessment of school-wide needs and assets
- 2.2 Prioritize school needs that can be met through school-based partnerships

Element Three: Identify how partners “fit” to help meet school needs

- 3.1 Conduct a partnership inventory to identify existing supports
- 3.2 Identify and recruit new partners to fill service gaps
- 3.3 Articulate and align school-partner goals

Element Four: Define expectations for implementing partner programs and activities

- 4.1 Define programs, activities, and population served by each partner
- 4.2 Use school- and student-level data to align and/or establish performance targets for each partnership
- 4.3 Identify resources and supports each partner needs from the school and confirm availability

Element Five: Develop and nurture relationships

- 5.1 Provide opportunities for relationship building between partners and school stakeholders
- 5.2 Establish expectations for communication between the school and partner
- 5.3 Articulate the role of the partnership coordinator(s) and how stakeholders should work with them
- 5.4 Set expectations for cross-partner communication and collaboration

Element Six: Assess partnership progress, outcomes, and next steps

- 6.1 Identify data to be collected and analyzed
- 6.2 Establish processes for measuring progress against performance targets
- 6.3 Review and reflect upon data to inform partnership and programming decisions

HIGHLIGHTS FROM SCHOOL-BASED PARTNERSHIP COORDINATION IN PHILADELPHIA

Element One: Establish systems and processes to support school-based partnerships

The School District of Philadelphia established the Office of Strategic Partnerships (OSP) in 2013. OSP's mission is to coordinate partner and volunteer resources to align them with the goals and priorities of the District's Action Plan v3.0 to help create excellent schools. OSP maintains a Partnerships Database to help align and match school needs with partner services. The database has three main parts:

- **School Support Census.** Schools provide information regarding their existing portfolio of partners and articulate need areas where partners can provide support. Stated need areas help with partner-school matching.
- **Partnerships Census.** Current partners that are “resource bringers” to schools provide information about their areas of impact, the schools they serve, enrollment numbers, and funding sources.
- **Partnerships Inquiry.** New and existing partners looking to establish or expand partnerships in schools use this function as an avenue for communication between schools and partners.

Staff from OSP are responsible for facilitating the expansion of partnerships to additional school sites, and they also coordinate smaller in-kind donations available to schools. They are also available to provide technical assistance to partnership coordinators interested in learning more about partnerships in the district.

Element Two: Assess and prioritize school goals and needs

A high school principal in Philadelphia convened partners three years ago to help them understand his commitment and passion to ensuring refugees who resettled in South Philadelphia had the tools they needed to navigate not only the School District of Philadelphia, but also other city and community systems. The school's leaders and partners agreed to prioritize whole-family support for those new to the country. Since this goal was stated, the school has garnered the help of social services agencies, teachers, community members, churches, cultural organizations, the local recreation center, and the school district. These agencies and organizations provide trainings, support to English learners, English as a Second Language classes, and mental health professional development for partners, teachers, and community leaders. The school's partnership coordinator has played an integral role in facilitating communication between the school and its partners, as well as across the various partner organizations.

The principal of a K-8 school is strongly committed to the notion that college and career readiness begins in elementary school. For this reason, he has charged his teachers and staff with incorporating college readiness as a focal part of their classroom instruction. In 2015, he and the partnership coordinator tasked partner organizations with finding ways to support classroom teachers in this work. Partners reported they appreciated the opportunity to learn about and respond to a specific challenge presented by the school leadership, and that the cross-partner meetings were a productive space to discuss approaches to responding to the call for support.



Element Three: Identify how partners “fit” to help meet school needs

When an assistant superintendent in Philadelphia recognized some high school students in his network of schools were not successfully connecting to a postsecondary path, he searched for underlying causes. He examined school-level data with his high school principals, guidance counselors, and the district’s Office of Strategic Partnerships to identify areas of need where partners could provide college readiness support. After determining which partners were already present in each school, this team worked to identify and recruit additional college and career readiness partners that could address particular areas of need, including SAT preparation, scholarships, and personal statement essay writing. Partners were asked to attend monthly team meetings to discuss school needs, partner activities, and alignment to school goals.

Element Four: Define expectations for implementing partner programs and activities

The principal of an elementary school in Philadelphia launched the first all-partner gathering of the school year by sharing school-level data about academic performance and attendance at the school, coupled with data from “higher-performing” local comparison schools. The principal asked each partner to think about how it could help meet the school’s performance goals and to articulate what the school would be like in the absence of the partner’s services. In follow-up conversations, the principal and partnership coordinator engaged each partner in thinking about how it could measure its progress in working with students in the school. The partnership coordinator again shared school-level data at all-partner meetings as the data became available.

Element Five: Develop and nurture relationships

A study of partnership coordination efforts in Philadelphia during the 2014/15 school year revealed variation in the role of the partnership coordinator, as well as in approaches to fostering cross-partner collaboration. The roles and responsibilities of a partnership coordinator may be delegated in the following ways:

- To a **single partnership coordinator** who is **assigned to one school full-time**. This person may or may not receive coordination support from other school staff.
- To a **single partnership coordinator** who is **assigned to one or more schools part-time**. This person may or may not receive coordination support from other school staff.
- To **multiple people who share coordination responsibilities**. These people often take on coordination responsibilities in addition to their other assignments within the school.



BOLD THINKERS DRIVING REAL-WORLD IMPACT



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Partnership coordinators communicate with school partners through whole-group communications, as well as through individual contact. School leaders and/or the partnership coordinator(s) should develop agendas for partner meetings with input from partner organizations, and meetings should provide intentional opportunities for partners to learn about the work and activities each organization is leading in the school, and with which teachers, staff, and students they are working. Formats for cross-partner meetings may include:

- **All-partner meetings**, in which all partners working in a school are invited to attend and participate in meetings to discuss partnership activities taking place in the school.
- **Targeted partner meetings**, in which partners with a similar focus or scope of service meet to discuss partnership activities related to their focal area.

Both types of meetings may provide opportunities for partners to exchange ideas, plan collaborative events or activities, and avoid unnecessary duplication of efforts. Some schools find it helpful to host both types of meetings. In such cases, targeted partner meetings often take place more frequently than do all-partner meetings, which may be held quarterly or bimonthly.

Element Six: Assess partnership progress, outcomes, and next steps

A principal leading one of Philadelphia’s high schools communicates clear roles and expectations to each partner such that each organization understands how it is part of a “support system” that is helping students academically, socially, and emotionally. With the help of a partnership coordinator and the school counselor, the principal maintains an Excel spreadsheet that tracks student attendance and performance by partner organization. The tracking tool is updated quarterly and can be accessed by each partner, the school, and the partnership coordinator. It includes students’ GPAs, grades by content area, Pennsylvania System of School Assessment (PSSA) scores, attendance rates, cuts, and other student-level data. The spreadsheet also features school-level data, such as average daily attendance, which can be broken down by each partner organization’s cohort. The principal, partnership coordinator, and individual partner organizations use information from the tracking tool to assess partnership progress. They also use it to engage in targeted planning and to think about which students are not connected to partner services but would benefit from such connections. As the school’s partnership coordinator explained, tracking and analyzing data helps partners to “think through what they are doing on a larger scale.”

Skills Employed by Partnership Coordinators

<p style="text-align: center;">Communication</p> <ul style="list-style-type: none"> ✓ Exercised good oral, listening, and written communication skills to provide clear and consistent messages to partners and school staff ✓ Consistently responded to partner inquiries and followed through on identified next steps ✓ Sent meeting minutes, reminders, and contact information to all partners 	<p style="text-align: center;">Leadership</p> <ul style="list-style-type: none"> ✓ Engaged in strategic, higher-level, and forward-thinking planning to encourage collaboration ✓ Took initiative, asked questions and showed commitment to the school and its partners ✓ Balanced being relatable and enthusiastic with being assertive, yet mindful of boundaries
<p style="text-align: center;">Technology</p> <ul style="list-style-type: none"> ✓ Employed varied communication methods for diverse audiences, including websites, newsletters, social media, presentation tools, and personalized phone calls and emails 	<p style="text-align: center;">Professionalism</p> <ul style="list-style-type: none"> ✓ Conducted work in a timely and reliable manner ✓ Exhibited “soft” skills, such as office etiquette, dressing for the occasion, and an understanding that impressions and perceptions of school staff, parents, and partners matter
<p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> ✓ Tracked all partners and contacts and readily provided this information to stakeholders ✓ Approached work in a detail-, task- and goal-oriented way to maximize engagement with school staff and partner organizations ✓ Used organizational tools to schedule and publicize events and activities hosted by partners at the school and in the community 	<p style="text-align: center;">Flexibility and resilience</p> <ul style="list-style-type: none"> ✓ Acted quickly to recalibrate expectations (e.g., when a meeting doesn’t go as planned) ✓ Adapted to diverse stakeholders, audiences, situations, and feedback ✓ Accepted the need to learn new skills and functions while “on the job” ✓ Displayed resilience, persistence and patience in challenging settings and circumstances
<p style="text-align: center;">Interpersonal</p> <ul style="list-style-type: none"> ✓ Communicated comfortably with strangers, and made them feel welcome in the school ✓ Made efforts to recognize names and faces and remember details about partners and programs ✓ Maintained composure during difficult situations or conversations ✓ Engaged in authentic, respectful interactions with community leaders and partners ✓ Acted as a “team player” who was willing to assist with event and program planning, including recruitment, advertising, fundraising, and scheduling access to school facilities 	<p style="text-align: center;">Systems awareness and resourcefulness</p> <ul style="list-style-type: none"> ✓ Recognized challenges facing low-income neighborhoods and schools, but avoided a deficit approach to working with staff, students, parents, and partners in these settings ✓ Sought information on district policies and procedures (e.g., truancy guidelines, code of conduct, volunteer policies) ✓ Understood how principals, teachers, and schools work, including basic logistics and functions ✓ Made efforts to identify and understand resources and services offered by partners ✓ Identified resources, grants, events and trainings available to the school and its partners

Year at a Glance

Month	Function	Action	Output	
August	Documentation/Needs Assessment	Create/Update Community Partner Log	Community partner spreadsheet	
		Resource Map	On-line visual representation of school/neighborhood and resources	
	Relationship-Building/Communication	“This is our School” Presentation	Prezi, video or Power Point	
		Contact existing partner organizations	Partner letters; one-on-one partner meetings.	
	Strategic Planning	Principal/ VISTA binder workshop	Work through binder items as a group	
		Planning meetings with principal and/or leadership team	Individualized VISTA Assignment Description worksheet	
	Evaluation	Partners’ self-assessment	Partner surveys	
		School leadership partnership assessment	Principal needs assessment; community partnerships management practices survey	
	September	Documentation/ Needs Assessment	Compile calendar for partner events for school	Create year-long school calendar (choose formats)
			Engage community in articulating needs	Conduct focus groups/ administer surveys; update needs assessment
Relationship-Building/Communication		Build relationships with partner organizations (old and new)	Continue one-on-one partner meetings	
		Begin planning for first partner meeting	Build meeting time and agenda for first partner meeting	
		Introduce Community Partnerships Coordinator role to teachers and staff	Community Partnership Coordinator presentation to teachers at first professional development day	
		Attend teacher meetings/professional developments/talk with	Ongoing informal needs assessment	

Year at a Glance

		teachers during free time	
	Strategic Planning	Ongoing leadership team meetings	Ongoing informal needs assessment
		Attend monthly PHENND training	Topic: Resource mapping, needs assessment and partner outreach, facilitating partner meetings
	Evaluation	Organize resource inventory	Put partnerships into “buckets”
		Report on community partnerships activities	VISTA completes online monthly report
October	Documentation/ Needs Assessment	Continue needs assessment	Conduct focus groups/ administer teacher and partner surveys
	Relationship-Building/Communication	First partner meeting; attend teacher grade group meetings or equivalent	Compile minutes and action steps for partners and staff; collaborations on special school events
		Build communication infrastructure for community partners and staff	Create first partner newsletter
	Strategic Planning	Ongoing leadership team meetings	Report progress; update needs assessment
		Attend monthly PHENND training	Topic: volunteer management, newsletter, grant writing
	Evaluation	Shadow nearby school-based VISTA	Complete school comparison rubric
		Report on community partnerships activities	VISTA completes online monthly report
	November	Documentation/ Needs Assessment	Present needs assessment results
Relationship-Building/Communication		Second partner meeting	Compile minutes and action steps for partners and staff
		Attend teacher meetings and professional developments	Ongoing informal needs assessment; collaborations on special school/partner events
		Communicate events, stories and resources to partners and school community	Publish second partner newsletter

Year at a Glance

	Strategic Planning	Ongoing leadership team meetings	Report progress; update needs assessment
		Attend monthly PHENND training	Topic: High school application process, managing partners, time management
	Evaluation	Perform needs gap analysis	Compare resource inventory to initial needs assessments with leadership
December	Documentation/ Needs Assessment	Begin process of aligning partnerships with assessed needs	Facilitate discussion on aligning partnership with needs with partners
	Relationship-Building/Communication	Communicate events, stories and resources to partners and school community	Publish third partner newsletter
		Attend teacher meetings and professional developments	Collaborations on special school/partner events
		Acknowledge and thank partners for their work so far	Community partner holiday celebration
	Strategic Planning	Ongoing leadership team meetings	Ongoing informal needs assessment
		Attend monthly PHENND training	Holiday VISTA celebration for VISTAs
	Evaluation	Report on community partnerships activities	VISTA completes online monthly report
January	Documentation/ Needs Assessment	Third partner meeting	Compile minutes and action steps for partners and staff
	Relationship-Building/Communication	Attend teacher meetings and professional developments	Ongoing informal needs assessment; collaborations on special school-partner events
		Communicate events, stories and resources to partners and school community	Publish fourth partner newsletter
	Strategic Planning	Stress management for VISTAs	Attend PHENND Mid-year Retreat for appreciative inquiry
	Evaluation	VISTA SWOT analysis (Strengths, Weaknesses,	VISTAs produce narrative about state of partnership

Year at a Glance

		Opportunities, Threats)	at school
February	Documentation/ Needs Assessment	Reapply for Community Partnerships Coordinator position	Fill out online application; attend teacher grade group meetings
		Fourth partner meeting	Compile minutes and action steps for partners and staff
	Relationship-Building/Communication	Communicate events, stories and resources to partners and school community	Publish fifth partner newsletter
		Attend teacher meetings and professional developments	Collaborations on special school-partner events
	Strategic Planning	Ongoing leadership team meetings	PHENND supervisor site visits; goal setting for remainder of year
		Attend monthly PHENND training and PHENND conference	Topic: Networking, goal setting
	Evaluation	Report on community partnerships activities	VISTA completes online monthly report
March	Documentation/ Needs Assessment	Fifth partner meeting	Compile minutes and action steps for partners and staff
	Relationship-Building/Communication	Communicate events, stories and resources to partners and school community	Publish sixth partner newsletter
		Attend teacher meetings and professional developments	Collaborations on special school-partner events
	Strategic Planning	Ongoing leadership team meetings	Ongoing informal needs assessment
		Attend monthly PHENND training	Topic: Sustainability, putting service on your resume
	Evaluation	Report on community partnerships activities	VISTA completes online monthly report
April	Documentation/ Needs Assessment	Begin VISTA recruitment process	Schedule in-school interview times with applicants and PHENND
	Relationship-	Sixth partner meeting	Compile minutes and

Year at a Glance

	Building/Communication		action steps for partners and staff
		Attend teacher meetings and professional developments	Collaborations on special school-partner events
		Communicate events, stories and resources to partners and school community	Publish seventh partner newsletter
	Strategic Planning	Ongoing leadership team meetings	Ongoing informal needs assessment
		Attend monthly PHENND training	Topic: Sustainability, putting service on your resume
	Evaluation	Report on community partnerships activities	VISTA completes online monthly report
May	Documentation/ Needs Assessment	Seventh partner meeting (planning for next year)	Compile planning and goal items for partners
	Relationship-Building/Communication	Attend teacher meetings and professional developments	Collaborations on special school-partner events
		Communicate events, stories and resources to partners and school community	Publish eighth partner newsletter
	Strategic Planning	Attend monthly PHENND training; Ongoing leadership team meetings	Topic: Sustainability , starting transition binders
	Evaluation	Administer PARTNER Tool Assessment Survey to Partners	Engage partners to take on-line survey
		Report on community partnerships activities	VISTA completes online monthly report
June	Documentation/ Needs Assessment	Ongoing leadership team meetings	Community partnerships management practices survey
	Relationship-Building/Communication	Celebrate your VISTAs and all of their hard work!	Attend luncheon hosted by PHENND
		Partner celebration	School partnership breakfast is one suggestion
	Strategic Planning	Plan for sustainability	VISTAs complete binder for the next VISTA
	Evaluation	Final leadership team meeting	Draw up action plan for next year's VISTA with leadership

Year at a Glance

		Report on community partnerships activities	VISTA completes online monthly report
July	Documentation/ Needs Assessment	Summarize of state of partnerships and needs	VISTAs prepare summary for leadership and next VISTA
	Relationship-Building/Communication	Pass the baton to the next VISTA	Final partner newsletter looking forward to next year and the new VISTA
	Strategic Planning	Pass along necessary information to next VISTA	Review of transition binders with PHENND
	Evaluation	Evaluate progress over the year	Compile pre- and post-evaluations, PARTNER tool assessments, and qualitative evaluation.
		Report on community partnerships activities	VISTA completes online monthly report

Oakland Unified School District – Role of Community School Manager

Community Schools Champion

Introduce community school model and CSM role to the greater school community.

- Orient site leaders and partners to community schools
- Develop communication materials that highlight the community schools efforts and successes at schools
- Share the importance of community schools and their work with school and district stakeholders

Needs Assessment

Conduct ongoing needs assessment in order to identify gaps in programs and services, as well as capacity and assets.

- Plan needs assessment process
- Review existing data/information
- Conduct key stakeholder interviews, surveys & focus groups as needed
- Conduct community resource mapping
- Conduct program evaluation and ongoing quality improvement
- Actively share information gathered during needs assessment

Partnership Development

Establish and implement protocols to manage and maintain quality, deep and focused partnerships such that everyone on the school site is working towards common goals for student success and wellness.

- Strengthen existing partnerships
- Utilize data from needs assessment and cultivate new partnerships that address service gaps
- Manage site-based Letters of Agreement (LOAs) & Memoranda of Understanding (MOUs)

Student & Family Support Service Design & Coordination

Coordinate, connect and support the people and programs – external and internal – related to student and family support to each other and to the core mission and priorities of the school and students.

- Establish or refine Coordination of Services Team (COST)
- Provide strategic support around Community School Core Elements: School Culture and Climate, Health and Wellness, Expanded Learning, Family Engagement and Support, Youth Leadership, Academic and Social Emotional Learning, and School Readiness and Transitions

Collaborative Leadership Development

Support the integration of youth, family and school staff engagement and leadership throughout all Full Service Community School efforts.

- Deepen personal leadership skills via professional development
- Participate on school leadership teams
- Support the development of parent leadership bodies
- Facilitate community and school engagement in developing the CSSSP

School Mission and Goals Worksheet for Principals

If you have a school vision/mission statement please put it here, e.g. "all Kelley students will be caring, capable and competitive."

What are major goals that you would like to achieve at your school that would support this mission, e.g, "all students will be reading at grade level by 4th grade"; "all students will have the opportunity for an enriching afterschool experience..."

- 1) _____
- 2) _____
- 3) _____
- 4) _____

What are some barriers to reaching these goals? Feel free to pull from data in your School Improvement Plan, e.g., "chronic lateness and absenteeism," "low 3rd grade reading scores..."

- 1) _____
- 2) _____
- 3) _____
- 4) _____

What do you need as a principal to overcome some of these barriers?

Name _____
 Grade _____
 School _____

Whole School Needs Assessment for Teachers

When filling out this survey, please consider the whole school in addition to your classroom or the grades you teach.

Please rank from 1 to 10, with 1 being the highest priority to 10 the lowest, the areas in which your school has highest need for support.

	Ranking (choose 1 to 10. 1 is highest priority)	List a specific need in this area	Do you have an idea for a partnership that could address this specific need? Please list here. (ex. Academic Intervention—low 3 rd grade reading scores—individual Temple student tutors)
Academic Support			
Attendance			
Climate			
College Access and Career Readiness			
Enrichment and/or Out of School Time Programming			

	Ranking (choose 1 to 10. 1 is highest priority)	List a specific need in this area	Do you have an idea for a partnership that could address this specific need? Please list here. (ex. Academic Intervention—low 3rd grade reading scores—individual Temple student tutors)
Family and Community Engagement			
Health/Social Services			
Socio- Emotional/Behavioral Health			
Teacher Development			
Other (list below)			

What kind of support do you need to better meet the needs of your students as a teacher?

- 1.
- 2.
- 3.

Taking Strategic Action

1) Identify **one area** which you would like to prioritize and indicate a specific goal for this issue:

Focus Area	Goal
Academic Support	
Attendance	
Climate	
College Access/Career Readiness	
Enrichment/Out of School Time	
Health/Social Services	
Parent and Community Engagement/Social Services	
Socio-Emotional/Behavioral Health	
Teacher Development	
Other	

2) What are the opportunities and challenges to address this (these) issues?

Opportunities	Challenges

3) Identify key individuals and partners (existing or potential) that would need to be engaged in order to advance your development in this area?

- 4) Brainstorm a list of possible actions that you could take to capitalize on the opportunities, address the challenges and/or involve the key individuals and partners you identified. (Be creative and bold!!)

A large, empty rectangular box with a black border, intended for the user to brainstorm a list of possible actions. The box is positioned below the instruction and occupies most of the page's vertical space.

5) Categorize you and your team’s compelling ideas according to importance and difficulty using the matrix below.

	Less Important	More Important
E A S I E R		
H A R D E R		

Actions in the Easier/More Important quadrant are “quick win” actions that are meaningful but can be completed with relative ease. Actions that fall into the Harder/More Important category require intensive multi-step processes.

II. Community School Program and Service Checklist

An important first step for school and community leaders seeking to create or expand community school partnerships is to assess the broad range of resources that are currently available within or connected to their school. Some of these programs and services may be directly supported by the school; others may be supported by community organizations and agencies. This checklist helps you to take inventory of the programs and services already administered by the school and its partners. Once you know what programs and services exist, your challenge is to make sure these programs and services are strategically coordinated to achieve desired results and to identify new programs and services that may be needed.

Programs And Services	Program Administrator				If not run by the school, list name of partner
	School or School District	Community-based Organization	Local Public Agency	Other	
SUPPORTS FOR SCHOOL-AGE CHILDREN AND YOUTH					
Academic Enrichment/ Tutoring/Remedial Education					
Arts, Music, and Cultural Programs					
Before- and/or After-School Programs					
Community Service/ Service Learning					
Conflict Resolution					
Family Life/Personal Skills/ Teen Parenting Programs					
Literacy					
Mentoring					
Recreation/Sports					
School Nurse					
Substance Abuse and/or Violence Prevention Programs					
Other					
Other					

Programs And Services	Program Administrator				If not run by the school, list name of partner
	School or School District	Community-based Organization	Local Public Agency	Other	
COMMUNITY SUPPORTS					
Adult Education/ GED/Literacy					
Parenting Education					
Health Education					
Health Care and/or Dental Services					
Early Care and Education/ Pre-K/Head Start					
Job Training					
Substance Abuse Prevention					
Violence Prevention					
Mental Health Services					
Family Support Center					
Other					
Other					

Community Partnership Identification Tool

Purpose: This self-assessment comprises a brief checklist of the major characteristics for each partnership category. Partners that are new to the District use this tool at the beginning of a (new) partnership to help you decide a) which type of partnership you are interested in, and b) what category of partnership you have capacity for. This allows you to identify and begin a conversation with school leadership about your desired partnership category.

How to Use:

1. Check off indicators below that best describe your partnership behavior based on:
 - How you typically partner with other schools (if you have other school partners)
 - How you would like to – and have the capacity to – partner with this school
2. Based on selected indicators, identify which category (Specialized, Aligned, Core) best describes your potential partnership.

Criteria	Specialized Partnership	Aligned Partnership	Core Partnership
SHARED LEADERSHIP • Alignment of vision & goals • Collaborative decision-making	<input type="checkbox"/> Our goals are pre-determined by our agency, and at least one is aligned with school vision. <input type="checkbox"/> We decide on the parameters of the site agreement, and then operate with autonomy.	<input type="checkbox"/> We are involved to some degree in the site planning process, and site goals inform our goals so they are more aligned with the school. <input type="checkbox"/> We communicate with school leadership about decisions and give/take input, but the final say rests with either our organization or the school.	<input type="checkbox"/> We play a significant role in the site planning process. We share responsibility for implementing the shared vision, and for the alignment of both our goals, and those of subcontractors. <input type="checkbox"/> We make decisions collaboratively. We lead or co-lead a cross-agency school leadership body (COST, CSSSP).
COLLABORATIVE, RESPONSIVE IMPLEMENTATION • Responsive programming • Involvement in site planning structures	<input type="checkbox"/> We have a set program, based on our expertise & research, that is not generally adaptable but is appropriate for an identified need at the school. <input type="checkbox"/> Not applicable	<input type="checkbox"/> We meet with school leadership at least 2/year, and incorporate feedback on unmet needs into planning for next year. We conduct targeted outreach midyear if needed to reach target groups. <input type="checkbox"/> We are invited to core (e.g. staff meetings, COST), and program-relevant committees as needed and outside contracted hours.	<input type="checkbox"/> We meet with the school leadership (or larger advisory body) at least monthly to discuss how to make adjustments and/or create new programs to address unmet needs throughout the year. <input type="checkbox"/> We are a part of core school committees, (e.g. staff meetings, COST), and join program-relevant committees as needed outside contracted hours, e.g. grade level, climate).
SHARED ACCOUNTABILITY FOR SUCCESS • Strategic alignment • Data-driven decision-making • Leveraging resources	<input type="checkbox"/> We collect and provide general participation data. The school gives us basic information on participants. <input type="checkbox"/> We bring some in-kind resources in order to implement our programming.	<input type="checkbox"/> We discuss our role and strategies for impacting site outcomes or needs with the school. <input type="checkbox"/> The school gives us data on participants, trends and disparities. We collect and provide breakdown of data to support equity efforts. <input type="checkbox"/> We provide in-kind resources beyond our contract. We discuss resource allocation with school leadership, as possible.	<input type="checkbox"/> We work closely with the school so that our strategies are complementary and impact top priorities or needs. <input type="checkbox"/> We collect, analyze & share participation & assessment data. We are part of teams where data trends are being discussed on regular basis and support equity efforts. <input type="checkbox"/> We provide direct services & in-kind resources beyond our contract. We work with the school on resource allocation (ours and the school's). <input type="checkbox"/> We work with the school on resource development and sustainability.

Partner Inquiry Form

Thank you for your interest in becoming a partner of OUSD! By submitting this form, you are requesting that your organization's information be shared with an appropriate point person in the Community Schools & Student Services department. As we receive many requests, we cannot personally respond to organizations who are not a good fit for our district at this time. Thank you for your understanding, and we look forward to hearing about your work.

*** Required**

Name *

This is a required question

Email *

This is a required question

Phone *

This is a required question

Organization name *

This is a required question

1. Will your organization be providing In-Kind or Fee-Based Services? *

Partners providing in-kind services more likely to receive interest.

- In-Kind Services
- Fee-Based Services

This is a required question

2. For whom will you provide service? (Check all that apply) *

- Students
- Families
- Staff

This is a required question

3. For what grade level(s) will your service be provided? (Check all that apply)

- Pre-K
- TK-5
- 6-8

- 9-12
- Other:

This is a required question

4. Which Community Schools element best describes your programming? *

For examples of programs aligned to our elements: <http://www.ousd.org/Page/14298>

- Academic Learning
- Expanded Learning (After School & Summer)
- Family Engagement and Support
- Health and Wellness
- School Culture and Climate
- School Readiness and Transitions
- Social Emotional Learning
- Youth Leadership
- Other:

This is a required question

5. Short Response - Describe your program in 10 words or less. Ex: "We serve X by doing Y." *

This is a required question

6. Long Response - Additional information about your program in 100 words or less. *

This is a required question

References - List two references who can speak to the quality of your programming. *

Include contact information (phone and/or email)

This is a required question
Questions for us?

This is a required question

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Guiding Questions: Helping Site Leaders and Partners Create Lasting and Meaningful Partnerships, Part 1

Questions to Consider BEFORE Sites and Partners Enter Into a Partnership

Purpose: The following is a list of possible questions that Site Administrators and potential or existing partners should ask themselves before entering into a partnership (or before renewing or expanding an existing partnership, where appropriate). The questions should be reviewed in conjunction with a review of the school's Community School's Strategic Site Plan (CSSSP) and any other data or governing documents deemed important by the site or partner.

SHARED LEADERSHIP

Questions for Site:

- How can the partner agency support your site's goals?

Questions for Partner:

- How can the site support your agency's goals? Examples include:
 - ✓ Educating staff, families and students about the services provided by the partner agency through school meetings, events and marketing materials.
 - ✓ Supporting the development of Coordination of Services Teams (COST), or including partners in existing COST and other coordination structures.
 - ✓ Inclusion in needs assessment and planning.
 - ✓ Including partner agency staff in professional development and capacity-building opportunities.

Questions for Site and Partner:

- What are the Vision and Mission of both the school and the partner agency? Do they align/enhance/support the other?

COLLABORATIVE, RESPONSIVE IMPLEMENTATION

Questions for Site:

- Based on the CSSSP, what are the primary goals and expected outcomes that you have for the school? How do they align with the partner agency's expected outcomes?

Questions for Partner:

- What are the primary goals and expected measurable outcomes of your agency's programs/services? How do they align with the site's goals and expected outcomes?

Questions for Site and Partner:

- What are the shared goals of this partnership? How do the shared goals support the Strategic Priority areas of the CSSSP? Be specific.

SHARED ACCOUNTABILITY FOR SUCCESS

Questions for Partner:

- How do the goals and outcomes of your agency support OUSD's Strategic Questions?

- ✓ How many more Oakland children are graduating from high school?
- ✓ How many more Oakland children are attending school 95% or more?
- ✓ How many more students have meaningful internships and/or paying jobs?
- ✓ How many more Oakland children have access to, and use, the health services they need?
- What are your agency's strategies to support student achievement? Do they align with the school's strategies? Examples might include:
 - ✓ Delivery of specific services to remove identified barriers to learning
 - ✓ Regular screening for academic/attendance struggles
 - ✓ Avoiding pull-out from core classes or during testing
 - ✓ Academic case management
 - ✓ Alternatives to Suspension programs
 - ✓ Improving school climate

Questions for Site and Partner:

- Will the partner agency be sub-contracting for any services with other providers? If so, what level of accountability will the partner agency have over their staffing and programming? What level of accountability will the site have over subcontractor activities (if any)? How will the partner agency ensure that the services of these subcontracts are high quality and in alignment with the school's goals and culture?

Helpful Tips

- ✓ We often take for granted that schools and partner agencies are working toward the same end. While schools certainly care about the physical, social and emotional well-being of children and non-academic partner agencies want children to be successful in school, being specific about how each entity can support the goals of the other will help ensure that all are working toward the same end intentionally and effectively.

OUSD Full Service Community School Partnership Assessment

PURPOSE

This assessment tool for partnerships includes a framework for establishing ANY partnership between an OUSD school or department and a non-profit, public or private partner, as well as an action plan for continuously refining and strengthening the partnership. The assessment is designed to support and facilitate the site's annual planning cycle and is also informed by the Community School Strategic Site Plan. It can be incorporated into the existing meeting schedule, with the explicit purpose of helping define, assess, and strengthen the **partnership**. It is not an assessment of the individual organization or school, nor an evaluation of the program or services being provided. The Partnership Assessment describes three categories of partnerships, all of which are valued by OUSD:

- ❖ Specialized Partnership
- ❖ Aligned Partnership
- ❖ Core Partnership

This tool is designed to:

1. Help a school and a new partner determine the type of partnership they want to build. Use it to establish expectations around goals, target populations, communication, meetings, reporting, etc.
2. Help a school and their existing partners define the category of partnership they have, and the type they want to have moving forward.
3. Clarify expectations and regularly assess state of the partnership, identifying strengths, areas for improvement and progress towards goals.

HOW TO USE

- **New Partnerships:** Organizations that are new to the District should start by using the **Community Partnership Identification Tool (included with Letter of Agreement)** to identify the category of partnership they have the capacity and interest to build. The partner uses that tool to prepare for their first meeting with school leadership (principal, Community School Manager, or designated point person) where they are exploring establishment of a partnership. Together, the partner and school use the **Full Service Community School (FSCS) Partnership Assessment** to select the type of partnership they want, agree on the practices they will implement, and expectations of each other, and to set a follow-up meeting date to review partnership progress. **Frequency:** School and partner meet twice in the first year to use **Partnership Assessment**, once for initial identification of partnership category and practices, and again at end of year to assess the state of partnership and areas for improvement. They use the **Action Plan** to distill their discussion into a one-page plan for strengthening the partnership.
- **Specialized Partnerships:** The school and partner leadership complete the **Partnership Assessment** together in their first meeting, using the tool to guide discussion about and agree upon shared expectations. **Frequency:** Specialized partners should include the **Assessment** as part of their initial meeting about the scope of work, and at the follow-up meeting after the event, activity or program is presented, to assess how the partnership has functioned and how it can be improved upon in the following year.
- **Aligned and Core Partnerships:** It is recommended that the parties agree to work on at least 1-2 criteria from each of the three large **Partnership Assessment** goal areas (Shared Leadership; Collaborative, Responsive Implementation; and Shared Accountability for Success) to strengthen the partnership, based on a joint completion and review of the assessment. **Frequency:** Partners and schools in aligned and core partnerships should meet at least twice a year, and ideally three times for a start-of-year, mid-year, and end-of-year assessment of the partnership.

BACKGROUND

This partnership tool was developed by OUSD's Community Partnerships Workgroup, a diverse committee of CBO, health and funder partners; as well as leadership across OUSD departments, including Family Schools and Community Partnerships, Health Services, College and Career Readiness, and Adult Learning. Sources the workgroup considered include: the San Francisco Unified School District Partnership Tool; the School Partnership Tool (After School Knowledge Initiative, Oakland); the OUSD School Self-Assessment Tool; and the Community Partner Self-Assessment Tool (OUSD Full Service Community Schools Task Force).

OUSD Full Service Community School Partnership Assessment

Purpose: This rubric is for assessment and continuous improvement of a **partnership**, not of an individual organization or school. It is not an assessment of the organization or school, nor an evaluation of the program or services being provided. The assessment is designed to support and facilitate the site's yearly planning cycle and is also informed by the Community School Strategic Site Plan. It lays out three categories of partnerships, all of which are valued by OUSD:

- ❖ Specialized Partnership
- ❖ Aligned Partnership
- ❖ Core Partnership

How to Use:

1. School leadership (usually Community School Manager, but could be lead agency or principal) and partnership leadership (site manager or coordinator) use the **FSCS Partnership Assessment** together to rate each indicator for your Partnership Category with one of the following:
 - ❖ **Not Applicable (NA):** Partnership is not implementing practice at this time.
 - ❖ **Emerging (E):** Partnership is implementing this practice, though inconsistently.
 - ❖ **Developing (D):** Partnership is implementing elements of this practice consistently, with evidence of developing an effective collaboration.
 - ❖ **Sustaining (S):** Partnership implements the practice consistently; it has been an important factor in establishing strong and effective collaboration.
2. After completing the assessment, partner and school leadership use it to create an **Action Plan** (see page 6), which will help them define and target specific action items to work on to improve and strengthen their partnership. The action steps they choose can help them either strengthen the existing partnership OR transition the partnership to another category.
3. Partner and school leadership incorporate this assessment into their regular meetings - using it early in the school year to set partnership expectations and create an action plan, and later in the year to re-assess the partnership and revise the action plan for the following year.

Frequently Asked Questions:

- ❖ **Q: How do a partner and school decide when and if a partner is ready to transition to a new partnership category?**
A: Each time they use the assessment, partner and site leadership should discuss if both are satisfied with the current partnership category. When considering a change, both entities need to consider issues such as partner capacity, school leadership and management capacity, and the strength of school and partner alignment. Transition to a different category may move in the direction of more engagement or less, i.e. if both parties believe their capacity or alignment in key areas has changed, they may want to consider a less engaged partnership category. OUSD recognizes that Core Partnerships are less common and may not be present at every school site.
- ❖ **Q: Should partners maintain the same partnership category at each school site?**
A: No. Partners bring specific strengths to each school, and each school also has different needs and a different array of existing and new partners. Both entities need to determine the partnership category for every partner at every school site.
- ❖ **Q: Can the Partnership Assessment Rubric be used to terminate the partnership?**
A: No. The partnership evaluation is meant to identify the partnership category, assess partnership strengths and weaknesses, and plan for continuous improvement of the partnership. It may lead to a discussion about whether the partnership is still working to serve the needs of the school community, but it cannot be used to end a partnership. That discussion would occur when the school and partner review the Letter of Agreement.

Full Service Community School Partnership Assessment for: _____ (school and partner)

GOAL AREA: SHARED LEADERSHIP

Rate each indicator in your partnership category as Not Applicable (NA), Emerging (E), Developing (D) or Sustaining (S).

CRITERIA	Specialized Partnership	Aligned Partnership	Core Partnership
Alignment of vision and goals	<input type="checkbox"/> Partner and school can identify one or more partner goals aligned with school vision	<input type="checkbox"/> Partner and site leadership discuss site vision and goals with opportunity for partner input during site planning process <input type="checkbox"/> Partner and site can identify at least one partner outcome aligned with a strategic priority of the school site plan (CSSSP)	<input type="checkbox"/> Partner and site leadership co-construct shared site vision and goals and are both accountable for implementation <input type="checkbox"/> Both parties are responsible for ensuring alignment of other partners to shared vision and goals
Engagement in needs assessment	<input type="checkbox"/> Partner and site can identify how partner is addressing needs of community	<input type="checkbox"/> Partner and site leadership identify and fine-tune strategies for meeting needs of school community	<input type="checkbox"/> Partner engages in school-community dialogue as part of needs assessment for site <input type="checkbox"/> Partner and school advise other partners on fine-tuning strategies to meet needs of school community
Engagement in program planning & priority setting	<input type="checkbox"/> Desired outcomes for program/service set by partner or principal <input type="checkbox"/> Partner program/service is aligned to district and state standards	<input type="checkbox"/> Partner and site discuss school priorities and program plans with opportunity for partner input during planning process <input type="checkbox"/> Partner and site leadership can identify at least one partner outcome aligned with a strategic priority of the school site plan (CSSSP)	<input type="checkbox"/> Partner and site together review and set priorities and desired outcomes <input type="checkbox"/> Partner and site leadership ensure that agency outcomes are aligned with all strategic priority areas of school site plan (CSSSP)
Participation in site decision-making processes	<input type="checkbox"/> Site and partner have discussed site decision-making process and bodies and identified opportunities for input <input type="checkbox"/> Site and partner decide on appropriate level and frequency of participation in a site decision-making body	<input type="checkbox"/> Partner regularly provides feedback to school leadership body/committee	<input type="checkbox"/> Partner leads or co-leads a cross-agency school leadership body (COST, CSSSP, etc.)

Full Service Community School Partnership Assessment for: _____ (school and partner)

GOAL AREA: COLLABORATIVE, RESPONSIVE IMPLEMENTATION

Rate each indicator in your partnership category as Not Applicable (NA), Emerging (E), Developing (D) or Sustaining (S).

CRITERIA	Specialized Partnership	Aligned Partnership	Core Partnership
Using data and an equity lens to identify community needs and disparities	<input type="checkbox"/> School provides basic information on participants and school wide trends <input type="checkbox"/> Partner collects and provides general participation data	<input type="checkbox"/> School provides data on participants & on school-wide trends & disparities <input type="checkbox"/> Partner collects and provides breakdown of their data to support identification of needs and disparities <input type="checkbox"/> Site and partner leadership meet at least twice per year to discuss participation and assessment data	<input type="checkbox"/> Partner collects, analyzes, & provides their participation and assessment data by relevant categories <input type="checkbox"/> School includes partner on teams where data trends are being discussed on regular basis, e.g. school leadership team, school climate, etc., in part to identify needs & disparities
Responsiveness to school community needs & disparities	<input type="checkbox"/> Partner has a set program based on their expertise and school's identified needs	<input type="checkbox"/> Partner and school leadership meet at least twice a year to discuss program(s) <input type="checkbox"/> Partner incorporates feedback on unmet needs into program planning for following year (or after each meeting if possible) <input type="checkbox"/> If the program is not reaching target populations - and there is still capacity - partner and school conduct targeted outreach to address disparity	<input type="checkbox"/> Partner and school leadership meet at least monthly (inc. as part of larger group) to discuss program(s) <input type="checkbox"/> School and partner discuss how to make adjustments and/or create new programs to address unmet needs throughout the year
Use of communications systems & structures	<input type="checkbox"/> Strong communication at the beginning of partnership to establish expectations for partner and school. <input type="checkbox"/> Strong communication at end of event/program/activity to evaluate impact of program and share data <input type="checkbox"/> Ongoing communication, as needed	<input type="checkbox"/> Partner and school leadership meet at least twice a year <input type="checkbox"/> School and partner share and contribute to each other's communications, e.g. newsletters, flyers, brochures, events <input type="checkbox"/> School and partner have explicit agreements re: communication, e.g. respond to each other within 24 hours, preferred method and style, etc.	<input type="checkbox"/> Partner and school leadership have a set monthly meeting <input type="checkbox"/> School and partner share and contribute to each other's communications, e.g. newsletters, flyers, brochures, etc. <input type="checkbox"/> School and partner make explicit agreements about communication, e.g. preferred method, style, frequency, etc. <input type="checkbox"/> School and partner have an identified process for conflict resolution and problem-solving with each other
Involvement in site planning and implementation structures (COST, school climate, attendance, etc.)	<input type="checkbox"/> School and partner are aware of appropriate site engagement opportunities; partner participation is optional but welcome	<input type="checkbox"/> School involves partner in core and program-relevant committees quarterly	<input type="checkbox"/> Partner is part of core school groups, incl. staff, COST, and partner meetings <input type="checkbox"/> Partner joins program-relevant committees at least quarterly, e.g. grade level teams, PTA

Full Service Community School Partnership Assessment for: _____ (school and partner)

GOAL AREA: SHARED ACCOUNTABILITY FOR SUCCESS

Rate each indicator in your partnership category as Not Applicable (NA), Emerging (E), Developing (D) or Sustaining (S).

CRITERIA	Specialized Partnership	Aligned Partnership	Core Partnership
Outcomes alignment: Individual contribution to collective impact	<input type="checkbox"/> Site leadership and partner agree there is a need at site for partner programs/services.	<input type="checkbox"/> Site leadership and partner agree on role of partner in impacting identified outcomes or needs of site. <input type="checkbox"/> Site leadership and partner together plan strategies for impacting outcomes.	<input type="checkbox"/> Partner and site strategies are complementary and coordinated to impact top priorities or needs of site.
Employment of data-driven decision-making	<input type="checkbox"/> Partner and site collect and share relevant participation and outcomes data for services/programs provided. <input type="checkbox"/> Data is available on request from site or partner as it pertains to needs/outcomes and services provided.	<input type="checkbox"/> Site shares baseline and “target” data with partners <input type="checkbox"/> Partners and site share student outcome information	<input type="checkbox"/> Partner has access to all relevant data concerning student & family outcomes and can collect and analyze in real time. <input type="checkbox"/> Partner and site identify necessary data to track for agreed upon site priorities.
Engagement in continuous improvement efforts	<input type="checkbox"/> Site leadership and partner meet after program/service to review and suggest changes for next visit.	<input type="checkbox"/> Site leadership and partner meet twice per year to review data on priority student & family outcomes and fine tune strategies together.	<input type="checkbox"/> Site and partner review data on priority student & family outcomes every two months to fine tune strategies for all partners linked to the outcome(s).
Leveraging Resources	<input type="checkbox"/> Bilateral provision of resources between site and partner <input type="checkbox"/> Resources are applied to general district or site need	<input type="checkbox"/> Partner and site access resources together to support identified site priorities. <input type="checkbox"/> Partner and site agree on alignment of resources to address identified priorities.	<input type="checkbox"/> Site and partner plan together at least twice per year for resource development and sustainability. <input type="checkbox"/> Site and partner together coordinate resources upon implementation.

Partnership Action Plan for: _____ (school & partner)

1. Current partnership category (circle one): Specialized Aligned Core
2. Are you currently at your desired category of partnership—agreed upon by CBO & School? Yes No
3. If yes, what steps can be taken to strengthen the partnership at the current level? (complete Action Steps below)
4. If no, what is your desired category of partnership (circle one): Specialized Aligned Core
5. **Identify next steps below for either strengthening the current partnership OR transitioning the partnership to the desired category.**

Action Steps	Who else is involved?	What is our timeline?
1.		
2.		
3.		
4.		

We will review this plan at our next meeting to assess our progress. Our next meeting will be: _____

Worksheet for Partners

Name of Program and Sponsoring Organization: _____

Who is the designated point person for your program?

Name: _____

Phone: _____

Email: _____

Why do you like to partner with _____ School?

What grant requirements or organizational goals does working with _____ School help you fulfill?

The major goals/priorities of _____ School are:

1. _____

2. _____

3. _____

4. _____

How does/can your work align with the goals/priorities of _____ School?

List desired goals for the end of the ____ - ____ school year that would represent success in supporting these goals/priorities at _____ School. (For example: number of kids consistently attending your program; number of kids reporting engagement with your program; number of activities completed; improved reading scores)

1) _____

2) _____

3) _____

Worksheet for Partners

How will you measure and assess that you have met your goals? (e.g., student assessment data, survey data, attendance records...)

How often do you need to meet with the principal and/or perform site visits? In other words, how often will you need to perform site monitoring?

Will you need a letter of support from the school, and if so when?

What are your projected data needs (e.g., student attendance, grades, scores, etc.)?

Type of data: _____

When you will need this data?: _____

Are you able/willing to attend our monthly community stakeholder meeting?

Is there a fee for your program? If so, please describe.

Are you willing for us to publicize this partnership on:

Our school website/newsletters	Yes	No
Social media communications from the school	Yes	No
Office of Strategic Partnerships data collection	Yes	No
PHENND partner data collection	Yes	No

I. Community School Partnership Assessment

Building and maintaining effective community school partnerships requires dedicated time and ongoing attention to the collaborative process. This checklist focuses on the **process** of bringing partners together and working to achieve desired results. This checklist can help partnerships to focus on, assess, and improve the quality of their collaborative efforts.

Our partnership has developed a clear vision.

Disagree 1 2 3 4 5 Agree

Our partnership has collaboratively identified the results we want to achieve for children, youth, families, and our community.

Disagree 1 2 3 4 5 Agree

Our partnership has successfully engaged a broad base of partners from a range of individuals and organizations representing the school and the community.

Disagree 1 2 3 4 5 Agree

Our partnership has developed strategies for coordinating and linking the array of supports and opportunities for children, youth, families, and community members that are available at or connected to the school.

Disagree 1 2 3 4 5 Agree

Our partnership has established a clear organizational structure. Our partnership has agreed upon the roles that individual partners will play, and ensured that all partners understand and accept the responsibilities of those roles.

Disagree 1 2 3 4 5 Agree

All partners involved in our community school have an understanding of who the other partners are, what organizations they come from, and what those organizations do.

Disagree 1 2 3 4 5 Agree

Our partnership regularly communicates with all partners to keep them informed about its work.

Disagree 1 2 3 4 5 Agree

Our partnership engages in activities to create awareness about and increase support for the work of the partnership.

Disagree 1 2 3 4 5 Agree

Our partnership has identified and mobilized resources (financial and other) from partner organizations and other entities throughout the community.

Disagree 1 2 3 4 5 Agree

Sample Letter of Agreement (LOA) School & Partner Agency

PURPOSE OF AGREEMENT

This agreement is made on _____ (dd/mm/yyyy) and is intended to outline and formalize the partnership and site-based agreements between _____ (School) and _____ (Partner Agency), pertaining to _____ (Program Name). The agreement begins on _____ and ends on _____.

This agreement is designed to a) articulate the vision, mutual goals and expectations of the partnership, b) outline current services, staffing and schedules, and c) clarify roles, responsibilities and communication mechanisms between the school site and the partner agency. **For each section, check all of the items that apply.**

Type of Partnership

Please check what type of partnership you and the above-mentioned site or OUSD department have determined is the appropriate fit (refer to the “Self-Assessment” document you received during the orientation process):

- Specialized Partnership
- Aligned Partnership
- Core Partnership

SHARED LEADERSHIP:

Alignment between School and Agency vision, goals, priorities

Site-Based Vision/Mission

Agency Vision/Mission

Community Schools Strategic Site Plan Alignment (CSSSP): Shared Goals, Priorities and Measurable Objectives between the Partner Agency and the School

Example: For the YYYY-YY school-year the shared goals, priorities and objectives (e.g. outcomes, strategies, utilization, focus populations, etc.) for this partnership are:
1) Implement Coordination of Services Team (COST) to increase referrals by 25% and improve case coordination between support service providers, as measured by pre and post surveys of COST team members
2) Conduct 5 workshops for families, with minimum attendance of 20 parents/guardians, in order to increase family engagement and awareness around college readiness

Joint Planning

- Partner and site representative will work collaboratively to share with and educate students, families, and staff about the services provided by both the partner agency and the school site through school meetings, events, school site plan, and site-based and partner agency marketing materials.
- Partner and site representative, as appropriate, agree to make professional development opportunities available for ALL staff (summer retreats, professional learning communities, etc.) Please list topics and/or dates: _____
- Partner and site representative agree to meet regularly to drive collaborative, site-based planning, alignment, and implementation structures that work to improve student success and develop a Full Service Community School, e.g. COST Team, Back to School night, staff retreats, leadership team, grade level teams, attendance review, parent engagement, etc. Please list all appropriate meetings, how often parties will meet, and titles and/or names of the representatives from both parties: _____

COLLABORATIVE, RESPONSIVE IMPLEMENTATION:

Description of Services: (include all pertinent program details, including summary of services, eligibility requirements of populations served, # of students/families served, daily schedule, start and end date, staffing ratio, etc.)

Site-based logistics

The school will provide the partner agency with the following:

- Adequate and appropriate space to provide services (list rooms and/or office space, if applicable) _____
- Phone and/or Internet
- Keys required to access the identified space, campus and any other agreed upon space
- Copy Machine and/or Fax Machine
- Mailbox in Main Office
- Outgoing Mail Service
- Classroom Announcements
- Space in Hallways, on Bulletin Boards, and/or School Newsletter for Announcements and Program Information
- Equipment (please list) _____
- AERIES, EduSoft, and/or any and all pertinent software/data necessary to both inform and assess the scope of work
- Custodial services; notify the partner agency of any changes in provision and availability of custodial services
- Notify provider at least ___ weeks in advance of closure of school campus (e.g. over school holidays, winter break, summer vacation, professional development days) and/or assist the partner agency with submission of facilities use permits to access space when the school is closed.
- Other: _____

The partner will provide the school with the following:

- Administration and fiscal oversight of the program or service
- Responsibility for hiring, and supervising when appropriate, all program team members
- Monitor the progress of the project and provide regular updates/reports to the site. Please list the form and frequency of the reports: _____
- Avoid pulling students out of core classes, whenever possible, to minimize impact on class participation, unless specifically identified as an accepted intervention strategy.
- Other: _____

Collaboration and Communication

- Partner and Site Representative will, at minimum, annually orient one another to the staffing, priorities and goals. This will happen (list date/time): _____
- Partner and Site Representative agree to establish and/or maintain ongoing, consistent communication by the following methods (please check all that apply, and include who will be involved, who is responsible for initiating communication, and predicted frequency):
 - Phone calls _____

- Emails _____
- Meetings _____
- During the course of regularly scheduled work, partner and site representative agree to screen for academic and attendance problems and to share that information with the other party as appropriate.
- Partner and site representative agree to follow established referral protocols. Please include a) who can refer, b) how to refer, c) when to refer and for what reasons, d) what action is taken after the referral is made; and e) how communications and feedback are handled regarding referral:

- Partner and Site Representative agree to provide letters of support, as appropriate, for grants being submitted by partner agency to support delivery and sustainability and/or expansion of agreed upon services at the school site on an as needed basis.
- Partner and Site Representative agree that any additional funding for joint programming will be sought out in consultation with one another.
- Partner and Site Representative agree to practice strength-based, collaborative problem solving approaches to resolve issues as they arise. Detail the steps to your problem solving approach: _____

Questions to consider when issues arise: Was the other party made aware of the issue? Were they given an opportunity and reasonable amount of time to address and correct the issue? Are there legal issues that need to be addressed to resolve the issue? Were other District support personnel from the agency contacted to support in resolving the issue?

- Other: _____

SHARED ACCOUNTABILITY FOR SUCCESS

Data

- Partner and site representative agree to provide access to aggregate and individual student information to inform, support and when appropriate, assess needs, service delivery, program planning, research and evaluation purposes, in accordance with and to the extent allowed by FERPA and other federal and state law. Please list what specific data is required, when and how often it will be needed, and who is responsible for delivering it: _____

- Partner agrees to submit service/participation data as requested by site
- Other: _____

Resource Commitments: (the site commits to provide/the partner commits to provide funding/staff/materials, etc.)

Example: *The site commits to fund half of program operational costs, program supplies up to \$xx and a teacher academic liaison one day/week
The partner commits to fund half of program operational costs, meals for parent nights and any supplies over and above the amount committed by the site.*

- Estimated dollar amount of resource provided by partner organization (including in-kind): _____

Minimum Partner Requirements (check boxes when appropriate paperwork is turned in):

- TB Testing
- FBI/DOJ Level Fingerprint Clearance
- Liability Insurance
- Civic Center permit submitted (where appropriate)
- Attendance at partner orientation session, organized by District Community Partnerships Office (pending – not required until 2014-15)
- Registration in the online partner registry, with information updated annually (pending - not required until 2014-15)

Staffing and Contact Information

The program is staffed by (Please include name, title, FTE, days/times on-site, etc.):

Name	Title	FTE	Days/Times on-site

Contact Information for Both Parties

School Site Administrator or Designated Liaison: _____

School Site Phone/Fax #: _____ Mobile Phone #: _____

Partner Agency On-Site Lead Team Contact: _____

Main Phone #/Mobile Phone #: _____

Partner Agency Program Administrator: _____

Contact Number/Mobile Phone Number, if applicable: _____

In case of Emergency Contact #s, if applicable:

OUSD Program Manager Name and Contact #: _____

Custodial Supervisor Name and Contact #: _____

OUSD Police Services #: _____

Signatures of Both Parties

Authorized School Official Name Title Date

Agency Director Title Date

School-Based Coordinator/Manager Title Date

Check-in Guide: Building Strong Community School Partnerships Alignment and Shared Leadership

This check-in guide is a quick tool designed to facilitate conversation about your partnership. It can be used to set expectations or to check-in on how a partnership is going. It includes select questions from various tools that are part of a comprehensive partnership toolkit available on the OUSD website. You can use them all or pick the questions that are most useful for your specific partnership and meeting.

Community School Partnership Assessment helps schools and partners establish, assess, and strengthen expectations. The indicators represent best practices for each type of partnership. Rate where your partnership is: Not Applicable (NA), Emerging (E), Developing (D) or Sustaining (S).

CRITERIA	Specialized Partnership	Aligned Partnership	Core Partnership
Alignment of vision and goals	<input type="checkbox"/> Partner and school can identify one or more partner goals aligned with school vision	<input type="checkbox"/> Partner and site leadership discuss site vision and goals with opportunity for partner input during site planning <input type="checkbox"/> Partner and site can identify at least one partner outcome aligned with a priority of the school site plan (CSSSP)	<input type="checkbox"/> Partner and site leadership co-construct shared site vision and goals and are both accountable for implementation <input type="checkbox"/> Both are responsible for ensuring alignment of other partners to shared vision and goals
Participation in site decision-making	<input type="checkbox"/> School and partner have discussed site decision-making and decided on level of input/ participation	<input type="checkbox"/> Partner regularly provides feedback to school leadership body/committee	<input type="checkbox"/> Partner leads or co-leads a cross-agency school leadership body (COST, CSSSP, etc.)

Guiding Questions to consider in creating lasting and meaningful partnerships:

1. How do our visions and missions align/ enhance/ support one another? (LOA p.1)

2. What are the primary goals, target population, and expected outcomes of the partnership and how does that fit the CSSSP? (LOA p.2)

3. How will the school and partner agency address needs that come up unexpectedly?

4. How will you give feedback to each other?

5. What structures can support shared decision-making? For example, is the partner represented on any of the school leadership structures, and is the school represented on any advisory body of the partner? For which types of decisions will the partner agency or school be at the table?

Next Steps to strengthen alignment and shared leadership:

✓ Take away's or A-ha's:

✓ Decisions made:

✓ Action steps:

	Action/Next Step	Who	By When	Follow up – when/how?
1				
2				
3				

Helpful Tips

- ✓ We often take for granted that schools and partner agencies are working toward the same end. While schools certainly care about the physical, social and emotional well-being of children and non-academic partner agencies want children to be successful in school, being specific about how each entity can support the goals of the other will help ensure that all are working toward the same end intentionally and effectively.

Check-in Guide: Building Strong Community School Partnerships

Communication

This check-in guide is a quick tool designed to facilitate conversation about your partnership. It can be used to set expectations or to check-in on how a partnership is going. It includes select questions from various tools that are part of a comprehensive partnership toolkit available on the OUSD website. You can use them all or pick the questions that are most useful for your specific partnership and meeting.

Community School Partnership Assessment helps schools and partners establish, assess, and strengthen expectations. The indicators represent best practices for each type of partnership. Rate where your partnership is: Not Applicable (NA), Emerging (E), Developing (D) or Sustaining (S).

CRITERIA	Specialized Partnership	Aligned Partnership	Core Partnership
Use of communications systems & structures	<input type="checkbox"/> Strong communication at the beginning of partnership to establish expectations for partner and school. <input type="checkbox"/> Strong communication at end of event/program/activity to evaluate impact of program and share data <input type="checkbox"/> Ongoing communication, as needed	<input type="checkbox"/> Partner and school leadership meet at least twice a year <input type="checkbox"/> There is a process for annual orientation and some ongoing communication, e.g. occasional report outs at faculty meeting <input type="checkbox"/> School and partner share and contribute to each other's communications, e.g. newsletters, flyers, brochures, events <input type="checkbox"/> School and partner have explicit agreements re: communication, e.g. respond within 24 hours, preferred method, style	<input type="checkbox"/> Partner and school leadership have a set monthly meeting <input type="checkbox"/> There is a process for annual orientation and ongoing communication, eg. regular report outs at faculty meeting <input type="checkbox"/> School and partner share and contribute to each other's communications, e.g. newsletters, flyers, etc. <input type="checkbox"/> School and partner make explicit agreements re: communication, e.g. method, style, frequency <input type="checkbox"/> School and partner have an identified process for conflict resolution

Guiding Questions to consider in creating lasting and meaningful partnerships:

1. Who is the appropriate point of contact for both the school and partner agency in relation to: program implementation; administrative support; collaborative support; other areas as needed?
2. What kind of communication structures that include frequency, duration, appropriate point of contact are or will be in place between the partner agency and school administration (e.g. regular meetings/check-ins, phone-calls, emails, etc.)? (LOA pp.3-4)
3. How is the school staff oriented annually to the work of the partner agency? How is the partner agency staff oriented annually to the work of the school? (LOA p.3)

4. How can the partner participate in or strengthen coordination and referral mechanisms? (LOA p.4)
 What referral system is in place? Is there a Coordination of Services Team, partner meetings, or other mechanism to ensure a regular communication among partners, including the school?

5. What is the initial process for addressing concerns and issues that may arise regarding the partnership? Consider how the issue could be shared (standing meeting item, part of regular reporting, point person) and how a corrective action plan should be implemented. (LOA p.4)

Next Steps to strengthen communication:

- ✓ Take away's or A-ha's:

- ✓ Decisions made:

- ✓ Action steps:

	Action/Next Step	Who	By When	Follow up – when/how?
1				
2				
3				

Helpful Tips

- ✓ Keep partners informed of anything relevant to the school, same as teachers.
- ✓ Have a specific point of contact for conflict resolution, and a clear chain of command if additional support is needed. Document the process for **resolving** the issue, including target goals and benchmarks, supports needed, follow-up meeting dates, and who is responsible for what.
- ✓ Collect and share success stories!

Check-in Guide: Building Strong Community School Partnerships Integration with School

This check-in guide is a quick tool designed to facilitate conversation about your partnership. It can be used to set expectations or to check-in on how a partnership is going. It includes select questions from various tools that are part of a comprehensive partnership toolkit available on the OUSD website. You can use them all or pick the questions that are most useful for your specific partnership and meeting.

Community School Partnership Assessment helps schools and partners establish, assess, and strengthen expectations. The indicators represent best practices for each type of partnership. Rate where your partnership is: Not Applicable (NA), Emerging (E), Developing (D) or Sustaining (S).

CRITERIA	Specialized Partnership	Aligned Partnership	Core Partnership
Involvement in site planning and implementation structures (COST, school climate, attendance, etc.)	<input type="checkbox"/> School and partner have discussed appropriate site engagement opportunities; participation is optional but welcome	<input type="checkbox"/> School involves partner in core and program-relevant committees quarterly	<input type="checkbox"/> Partner is part of core school groups, inc. staff, COST, partner meetings <input type="checkbox"/> Partner joins program-relevant committees at least quarterly, e.g. grade level teams, PTA

Guiding Questions to consider in creating lasting and meaningful partnerships:

1. What kind of training and support does the school provide for partner agency staff? What kind of training and support can the partner agency provide for school staff and faculty? (LOA p.2)

2. Is the partner agency invited to participate in school staff meetings/retreats, mandatory registration, back to school, grade level team meetings, etc.? What is their role? (LOA p.2)

3. Is the partner agency represented in the school site plan? If so, what is their role?

4. Is there a Coordination of Services Team, regular partner meetings, or some other mechanism to ensure a coordinated approach and regular communication among partners, including the school? Is there an established referral protocol that the partner will follow? (LOA p.4)

Next Steps to strengthen integration of school and partners:

✓ Take away's or A-ha's:

✓ Decisions made:

✓ Action steps:

	Action/Next Step	Who	By When	Follow up – when/how?
1				
2				
3				

Helpful Tips

- ✓ Consider the level of integration that you want to have and include language that solidifies and institutionalizes it.
- ✓ Think about exiting school structures that partners can be incorporated into, both to keep them informed and also because of the perspective they bring.

Check-in Guide: Building Strong Community School Partnerships Leveraging and Sharing Resources

This check-in guide is a quick tool designed to facilitate conversation about your partnership. It can be used to set expectations or to check-in on how a partnership is going. It includes select questions from various tools that are part of a comprehensive partnership toolkit available on the OUSD website. You can use them all or pick the questions that are most useful for your specific partnership and meeting.

Community School Partnership Assessment helps schools and partners establish, assess, and strengthen expectations. The indicators represent best practices for each type of partnership. Rate where your partnership is: Not Applicable (NA), Emerging (E), Developing (D) or Sustaining (S).

CRITERIA	Specialized Partnership	Aligned Partnership	Core Partnership
Leveraging Resources	<input type="checkbox"/> Bilateral provision of resources between site and partner <input type="checkbox"/> Resources are applied to general district or site need	<input type="checkbox"/> Partner and site access resources together to support identified site priorities. <input type="checkbox"/> Partner and site agree on alignment of resources to address identified priorities.	<input type="checkbox"/> Site and partner plan together at least twice per year for resource development and sustainability. <input type="checkbox"/> Site and partner together coordinate resources upon implementation.

Guiding Questions to consider in creating lasting and meaningful partnerships:

1. What are the true costs of this program to the school and to the partner agency?

2. What direct or in-kind resources does the school provide to the partner agency (e.g. space, supplies, supervision, PD, volunteers, fundraising, custodial, use of equipment (copy machine, phone, internet), etc.?)

3. How can the school and partner agency support each other's fundraising efforts? Does joint fundraising occur and for what and how are the responsibilities divided up (who does the grant reporting etc.)? (LOA p.4)

Next Steps to strengthen leveraging resources:

✓ Take away's or A-ha's:

✓ Decisions made:

✓ Action steps:

	Action/Next Step	Who	By When	Follow up – when/how?
1				
2				
3				

Helpful Tips

- ✓ Outline all of the resources that are shared between the school and partner agency, so that each entity is clear on what the other is bringing to the partnership
- ✓ Fundraising can be essential to sustaining or expanding existing programming, as well as funding new programs to serve students and families. Establish how you can be supportive of each other's fundraising efforts, and identify key services and programs that each will be working to fund or sustain.

Check-in Guide: Building Strong Community School Partnerships Logistics

This check-in guide is a quick tool designed to facilitate conversation about your partnership. It can be used to set expectations or to check-in on how a partnership is going. It includes select questions from various tools that are part of a comprehensive partnership toolkit available on the OUSD website. You can use them all or pick the questions that are most useful for your specific partnership and meeting.

Guiding Questions (LOA pp. 3) to consider in creating lasting and meaningful partnerships:

- Clarify contact person and chain of notification.
- How is space sharing going? What spaces are being used? Is it adequate and appropriate for the activities (e.g. classrooms for academic support, confidential space)? Does partner have the necessary keys, including bathroom? What about parking?
- How are we handling changes in schedule/space? Is partner being notified in advance of events or other conflicts? Have we discussed program over school holidays/vacation? What is needed for civic center permits and fees? Custodial services?
- Does partner have access to agreed upon equipment, e.g. OUSD email (principal request), phone, internet, copy machine, fax, pacing guides, homework packets, other specialty materials?
- Are we sharing basic information – How are school staff informed about the program? Does partner have a mailbox in main office, and get notification of important dates? Master schedule? Does partner have a bulletin board? Do they produce or contribute to a newsletter?
- Are basic privacy issues clear to both parties? At a minimum, discuss access to student lists with phone numbers, cum folders.

- How are we handling enrollment? Is the process, and any limitations around eligibility, clear to the school staff? Is there a waiting list?
- Is program fully staffed and in compliance with district requirements? What is the staff absenteeism/substitute policy, and is it working?

Next Steps to strengthen logistics:

✓ Take away's or A-ha's:

✓ Decisions made:

✓ Action steps:

	Action/Next Step	Who	By When	Follow up – when/how?
1				
2				
3				

PARTNERSHIP MEMORANDUM OF UNDERSTANDING – ROLES AND RESPONSIBILITIES

<u>Organization Or Individual</u>	ROLE	RESPONSIBILITY	OUTCOME
ARTS ORGANIZATION			
SCHOOL ADMINISTRATOR			
CLASSROOM TEACHER			
TEACHING ARTIST OR STAFF MEMBER			
STUDENT			

OTHERS: PARENTS, CUSTODIANS, ETC.

Arts and Cultural Strategies, Inc.



Partnership Agreement Addendum

Name of School and District:

Student Achievement Goals	Instructional Focus Areas from Theory of Action (Curriculum, Instruction & Assessment)
<i>Synthesis of focus areas and goals (DO NOT replicate TOA)</i>	

Priority Areas for Capacity Building

Priority Areas	Focus	Support
Teacher Collaboration		<ul style="list-style-type: none"> -SIPs will support leaders to develop a Grade Level Collaboration Strategy -SIPs will work directly with grade levels -Focus is on ROCI cycles (weekly and benchmark and cycle review)
Instructional Leadership Team (ILT)		
Professional Development (PD)		
Instructional Coaching		-SIPs will work with instructional coaches to develop and implement coaching cycles aligned to site TOA
Coordination Meeting (Principal, Coach/RT, SIPs, DST)		<ul style="list-style-type: none"> -SIPs will support school leaders to ROCI implementation TOA. This must include cycle action planning. -Consistent and regular data analysis that inform decisions on support for teachers and students -Monitoring classroom instruction by engaging in CWT with school leaders weekly or bi-weekly -Monitoring systems for professional learning by debriefing PDs, staff meetings, coaching cycles, teacher collaboration, etc.

PartnersSI Commitments	School Commitments
-SIPs will increase teacher satisfaction by _____ (please use CSS data as a guide)	

Ways of Working

Principal

Literacy Coach

Date



Partnership Agreement Addendum

School Innovation Partner

Director of School Transformation

Date

DPS Partnership and Data Sharing Agreement

In order to serve the diverse needs of our 90,000+ students, we are pleased to onboard partners who are committed to providing programs and services to DPS students.

A District Level Agreement that Speaks to Safety and Data

The DPS Partnership and Data Sharing Agreement includes:

- District and partner responsibilities for the Partnership
- Location, dates and times of services being performed by the partner
- Confidentiality agreements
- Background check requirements
- Data sharing
- Liability insurance requirements (please visit <http://www.nolo.com/legalencyclopedia/colorado-form-llc-31823.html> to learn more about becoming an Limited Liability Company or LLC)

What are key points from the Partnership and Data Sharing Agreement?

1. This agreement does not cover any exchange of dollars. If you are being paid by a district department or a school for your work, you will also need an Independent Contractor Agreement
2. Staff and Volunteers must agree to be responsible and compliant with the Children’s Online Privacy Protection Act (COPA), Family Education Rights and Privacy Act (FERPA) and all other applicable laws.
3. General Liability and Insurance for staff/volunteers is required and cannot exempt sexual molestation and abuse claims.
4. Various levels of background checks are required for all partner staff and volunteers who have face-to-face interaction with children. Background checks are detailed in the following pages.
5. The agreement does not expire, but it is revolving. It must be updated as partners’ onboard new staff and add new sites. Updates are required prior to each semester.

Download the Partnership and Data Sharing Agreement

<http://partnershipaccess.dpsk12.org/wp-content/uploads/2016/07/DPS-Partnership-Agreement-and-Data-Sharing-Agreement-2016.pdf>. Once complete, please submit the Partnership and Data Sharing Agreement to Carol Schneider at Carol_Schneider@dpsk12.org. If your file size exceeds 10mb, please break the file up into smaller emails. Carol will then obtain the signatures required by DPS.

Carol Schneider

Community Partnership Program Manager
Department of Extended Learning and Community Schools
Carol_Schneider@dpsk12.org | 720-423-1795

Guiding Questions: Helping Site Leaders and Partners Create Lasting and Meaningful Partnerships, Part 2

Questions to Consider as Sites and Partners Determine Partnership Terms and Draft the Letter of Agreement/Memorandum of Understanding

Purpose: These questions are intended to help sites and partners define the scale, scope, intent, and extent of any level of partnership, and to establish clear, mutual expectations for the partnership. The questions should inform the Letter of Agreements (LOAs), Memorandums of Understanding (MOUs), and/or contractual agreements. As key staff of the school or partner agency change, these documents should be used to build and hold the institutional memory and integrity of the nature and logistics of the partnerships. The formalized documents should be revisited at least annually or when there is a change in the leadership of either entity to ensure that they reflect the current needs and expectations of both the partnership and the scope of the work.

Please refer to the attached LOA sample to see how the questions below might be translated into terms of the agreement.

SHARED LEADERSHIP

Questions for Site:

- What kind of training and support can the school provide for partner agency staff?
- Is the partner agency invited to participate in school staff meetings/retreats, mandatory registration, back to school night, etc.?
- Is the partner agency represented in the school site plan, website, newsletter, etc.?
- For which decisions will the partner agency be at the table?

Questions for Partner:

- What kind of training and support will the partner agency provide for school staff and faculty?
- For which decisions will school staff be at the table?

Questions for Site and Partner:

- What kind of decisions will be made collaboratively between school leadership and the partner agency? What kind of decisions will the school and partner agency need to make independently?
- Through what structures does shared decision-making happen? For example, is the school represented on any advisory body convened by the partner agency and is the partner agency represented in any of the school's collaborative leadership structures?
- How will the school and partner agency work together to identify and address school-wide needs that arise (e.g. violence, positive school climate, crisis response, etc.)?
- What is the spirit of how the school and partner agency will work together? How will the school and partner agency anticipate and work through partnership challenges?

COLLABORATIVE, RESPONSIVE IMPLEMENTATION

COMMUNICATION

Questions for Site and Partner:

- What kind of communication structures that include frequency, duration, appropriate point of contact are or will be in place between the partner agency and school administration (e.g. regular meetings/check-ins, phone-calls, emails, etc.)?
- Who is the appropriate point of contact for both the school and the partner agency in relation to: program implementation; administrative support; collaborative support; fiscal solvency; other areas as needed
- Is the school staff oriented annually to the work of the partner agency? Is the partner agency staff oriented annually to the work of the school?
- What are the key factors that make or break collaboration between support service providers who are not employed by the same agency?
 - ✓ Are there referral mechanisms in place?
 - ✓ Is there a Coordination of Services Team, regular partner meetings, or some other mechanism to ensure regular communication between partners?
 - ✓ Have clear roles and responsibilities been outlined/articulated?

Helpful Tips

- ✓ Consider the level of integration that you want to have between the partner agency and school and include language that solidifies and institutionalizes this level of integration.
- ✓ Consider both the things that are working well about the existing collaboration and the challenges that you have experienced or anticipate experiencing.

SERVICES, STAFFING, LOGISTICS, AND FACILITIES

Questions for Site and Partner:

- What hours will the program operate? What is the start and end date of the program?
- What services will be provided, by who and when?
- What kind of background/training do partner staff need to have (classroom management, youth development, etc.)?
- What is the agency's policy on absenteeism and providing substitutes, if and when appropriate?
- What is the enrollment process and are there any limitations around eligibility that the school should be aware of (staff/student ratio, # of students, demographic data, attendance data, academic status, etc.)? Will there be a waiting list and how are students prioritized?
- What space will be needed/provided (e.g. classrooms for groups/youth development programs, confidential office space, regular meeting space, etc.)?
- Does the partner agency staff have keys to access the identified spaces? Do they have access to the alarm code if needed?

Helpful Tips

- ✓ As simple as it seems, the day-to-day issues like keys, space and lack of clarity around service hours and eligibility can create frustration and get in the way of collaboration. Use the LOA to set expectation around the big issues in collaboration, as well as the seemingly small logistical issues.

PROBLEM SOLVING

Questions for Site and Partner:

- What is the initial process for addressing concerns and issues? Consider how the issue could be shared (a standing meeting item, component of regular reporting process, shared with site-based lead team member, emailed to Manager, etc) and how the corrective action plan should be implemented and assessed.
- Did either the school or partner agency get the opportunity to address and resolve the issue before further steps were taken?
- What are the next steps, if the resolution doesn't meet the needs of both parties?
- What are the circumstances that mandate outside facilitation and/or conflict resolution from agency leadership and/or District management?
- Are there any specific issues that are grounds for terminating the partnership?

Helpful Tips

- ✓ Have a specific point of contact for conflict resolution as well as a clear chain of command if additional support is needed.
- ✓ Document the process for resolving the issue, including target goals with benchmark assessments, supports necessary for successful resolution, follow-up meeting dates, and who is responsible for what.

SHARED ACCOUNTABILITY FOR SUCCESS

RESOURCES

Questions for Site and Partner:

- What are the costs of this program to the school and to the partner agency?
- What direct or in-kind resources does the school provide to the partner agency (e.g. space, use of equipment, custodial, copy machine, phone, computer, internet, etc.)?
- How can the school and partner agency support each other's fundraising efforts? Does joint fundraising occur and for what and how are the responsibilities divided up (who does the grant reporting etc.)?

Helpful Tips

- ✓ Outline all of the resources that are shared between the school and partner agency, so that each entity is clear on what the other is bringing to the partnership.
- ✓ Fundraising can be essential to sustaining or expanding existing programming, as well as funding new programs to serve students and families. Schools and partner agencies should establish how they can be supportive of each other's fundraising efforts, as well as identify key services and programs that each will be working to fund or sustain.

DATA

Questions for Site and Partner:

- Does the school share aggregate data regularly with the partner agency? Does the partner agency share aggregate evaluation data regularly with the school administration and staff?
- What types of data are shared, and with what frequency?



Team Charter

<p>Team Membership</p> <p><i>Who is on this team?</i></p>	<p>If applicable, name specific roles such as facilitator, team sponsor, project lead.</p>	
<p>Purpose Statement</p> <p><i>Why do we exist as a team?</i></p>	<p>Summarize why this team has been formed and the responsibilities given to the team.</p>	
<p>Goals</p> <p><i>What specific & measurable outcomes will we achieve as a team?</i></p>	<p>Name specific and measurable outcomes that this team will work to accomplish together.</p>	
<p>Working Agreements</p> <p><i>How will we work together as a team?</i></p>	<p><i>What are our individual roles & responsibilities?</i></p>	<p>Discuss team members' strengths, knowledge and skills. Name specific roles and responsibilities for each team member that clearly state how each person will contribute to the team's work.</p>
	<p><i>How will we communicate?</i></p>	<p>Make agreements about:</p> <ul style="list-style-type: none"> • Email usage • Phone and texting preferences • Ways of scheduling meetings • Methods for sharing and access meeting notes and team documents • Sharing information with team members who miss meetings
	<p><i>How will we make decisions?</i></p>	<p>Specify group decision making methods (e.g. We will use "Fist to Five" when seeking to build consensus, the team will give input and the project lead will make final decisions, etc.).</p>
	<p><i>What are our meeting norms?</i></p>	<p>Name specific agreements for how you will interact during meetings (e.g. be fully present and limit distractions, ensure all voices are heard, etc.)</p>
	<p><i>How will we hold one another accountable?</i></p>	<p>Name preferred methods for holding one another accountable to these working agreements (e.g. have a process observer during meetings, the facilitator sends reminders about next steps, etc.)</p>



Checklist for Partner Communications

In the beginning...

- Send out personalized introduction letter to partners
- Arrange one-on-one meetings with school partners to discuss history, goals, and how you can support them. Exchange contact information (give out your business card!)
- Ask partner to fill out Partner Mission and Self-Assessment Worksheet
- Pick date and time for community stakeholder meeting with key partners
- Send out invitations with RSVP instructions, two weeks before, one week before and two days before
- Continue reminding people about the meeting as you run into them

As you go along.....

- Hold meeting and don't forget to hand out business cards. Find out if it is OK to share contact information of attendees with the entire group
- Quick follow-up with summary email, contact info with organization and/or community partner newsletter (use the photos you took!) The newsletter is a great way to summarize all the partnerships and events discussed at the meetings! And you kill two birds with one stone
- Engage key partners and principal to debrief: discuss action steps, pick next date/time and topic(s)
- Repeat!

	<i>Partnership</i>	<i>Program</i>	<i>Contact Person</i>	<i>Phone Number</i>	<i>Services Provided</i>	<i>Target Grades</i>	<i># of Students Served per year</i>	<i>Days/ Hours</i>	<i>Fee for Service- Y/N</i>	<i>Other Information</i>
Teacher Development										
Socio/Emotional/Behavioral Health										
Health & Social Services										
Academic Intervention										
Enrichment/OST/Service-Learning										
Parent/Community Engagement										

Community Partner	Name of Program	Program Contact	Contact E-mail	Contact Phone	Target Grades	Academic Support/College Readiness	Location
Community Partner	Name of Program	Program Contact	Contact E-mail	Contact Phone	Target Grades	Climate	Location
Community Partner	Name of Program	Program Contact	Contact E-mail	Contact Phone	Target Grades	Teacher Development	Location
Community Partner	Name of Program	Program Contact	Contact E-mail	Contact Phone	Target Grades	Family and Community Engagement	Location
Community Partner	Name of Program	Program Contact	Contact E-mail	Contact Phone	Target Grades	Health/Social Services	Location
Community Partner	Name of Program	Program Contact	Contact E-mail	Contact Phone	Target Grades	Enrichment/Out of School Time	Location

Stakeholder's Meeting

Thursday, September 17th, 2015 9:30am

AGENDA

~ *Elementary School pledges that- in partnership with our parents, staff and community stakeholders-we will provide all our students with a safe, nurturing, high quality, academic learning environment that prepares our college and career ready students to become global leaders and responsible citizens.*~

- **Welcome**

- Name, Organization, Main Contributions to [school name], Goals for this year

- **2015 [school name] Priorities**

- Family and Community Engagement
- Attendance and Truancy
- More Academic Support For Teachers and Students
- Positive School Climate
- School Safety

- **Upcoming Events:**

- Back to School Night: Thursday, October 1st, 2015 4-6pm
- Service Summit with PhillyRising: Saturday, October 3rd, 10 am-2 pm
- Hard Hat Day with Trust for Public Land Monday, October 19th, 11:00 am

- **Contributions to Newsletter**

- Send events or information to [school name]vista@phennd.org

- **Bulletin Board**

- Please let us know if you would like to make a bulletin board in the school

- **Recurring Meeting times**

- What day of the month would you be most comfortable with?

- **Stay up to date on all things [school name]!**

- Follow us on Twitter @[school name]School

Community Partners Meeting
Tuesday, November 10th 2015 at 4pm

Welcome

Introductions

Updates

- High School Resource fair successful
- Boy Scouts, Philadelphia Youth Basketball began
- Fall Fest & Garden Days

Where We Are & Where We Want To Be

Parent Involvement and Empowerment

What are we doing? 2-4x monthly parent workshops with partners, community school ambassador program, parent volunteers, a few parent employees

What could we be doing?

Literacy Skills, particularly grammar

What are the facts? 46.2 % of scholars on target (Reading Levels)

PSSA **Reading 14.7%** Proficient and Advanced (22% of PSSA is grammar)

What are we doing? Online program, enhanced curriculum, k-8 ELA coach, k-2 reading specialist, K-2 SSA's, weekly parent literacy skills workshops

What could we doing?

Upcoming events

Friday 11/13, 1:30-3p- College Fair, 4th-8th grade students: Local college and universities table, resources from PG2C & Sallie Mae, College students/grads have conversations with students

Thursday 11/19, 8:30-10:30- Donuts with Dad Figures event with FACE office

Friday 11/20, 8:30-10:30- Stress/High Blood Pressure/Relaxation workshop with Health Partners and Let's Go Outdoors

Wednesday 2/3, 1:45-3:45 (note date change)- Health Fair! PLEASE have health related partners contact me to attend!

Friday 1/29 (note date change), 3-5p- Cultural Diversity Day

*Next partner meeting is 12/1 @ 4pm

Announcements

Stakeholder's Meeting

Wednesday, February 10, 2016 @10am
 AGENDA

Introductions:

Name	Organization	Email

Objective: Brainstorm and **support** one attendance incentive activity as partners of [school name].

- Review partner suggestions for Incentives for good attendance
 - ❖ *Considerations:*
 - *Focus on 10-12th graders, since CityYear helps 9th*
 - *Creative incentives for good attendance (i.e., candy, socials, activities, etc.)*
 - *For negative reinforcement, instead of detention, use obligatory homework time afterschool, tutor hours, or community service.*
 - *Having an attendance mentor for each student, someone they like and look up to in school to keep the students on good attendance tracks.*
 - ❖ *12PLUS*
 - *Celebrates good attendance with rewards.*

Upcoming Events:

- FASFA Night 2/10/16 3:30pm-6pm
- St. Christopher's College Fair 2/12/16 11am-2pm
- College Fair (LNESC Sponsored) 2/12/14 12-3pm
- Winter Soiree Business Networking Event- Fire and Ice Restaurant 2/16/16 6:30pm--EventBrite Registration
- Youth Conference Symposium- February 24 8am-12pm--Potential for finding funders?
- Community Health Fair 4/18/16 1-3pm
- #RISE Youth Summit Anti-Tobacco Conference 3/5/16 - IT'S FREE!!

Open Forum/Special Announcements

- 2016 PHENND Conference
- Health and Wealth Network Study
- Mentoring 101 2/27/16
- Youth United for Change

Exhibit 2. Community Schools Framework for Student Success
“Students Succeeding at School and in Life”

CONDITIONS FOR LEARNING	RESULTS	INDICATORS
	SHORT TERM	
<p>Early childhood development is fostered through high-quality, comprehensive programs that nurture learning and development.</p> <p>The school has a core instructional program with qualified teachers, a challenging curriculum, and high standards and expectations for students.</p> <p>Students are motivated and engaged in learning—both in school and in community settings, during and after school.</p>	<p>Children Are Ready To Enter School</p>	<ul style="list-style-type: none"> ◆ Immunization rates ◆ Blood lead levels ◆ Parents read to children ◆ Children attend early childhood programs ◆ Receptive vocabulary level ◆ Families connected to support networks/services ◆ Vision, hearing, and dental status
	<p>Students Attend School Consistently</p>	<ul style="list-style-type: none"> ◆ Daily attendance ◆ Early Chronic Absenteeism ◆ Tardiness ◆ Truancy
	<p>Students Are Actively Involved in Learning and the Community</p>	<ul style="list-style-type: none"> ◆ Students feel they belong in school ◆ Availability of in-school and after-school programs ◆ Students feel competent ◆ Schools are open to community ◆ Attendance at before- and after-school programs ◆ Partnerships for service learning in the school/community ◆ Post-secondary plans
	<p>Schools Are Engaged with Families and Communities</p>	<ul style="list-style-type: none"> ◆ Trust between faculty and families ◆ Teacher attendance and turnover ◆ Faculty believe they are an effective and competent team ◆ Community–school partnerships
	<p>Families Are Actively Involved in Children’s Education</p>	<ul style="list-style-type: none"> ◆ Families support students’ education at home ◆ Family attendance at school-wide events and parent-teacher conferences ◆ Family experiences with school-wide events and classes ◆ Family participation in school decisionmaking
	LONG TERM	
<p>The basic physical, social, emotional, and economic needs of young people and their families are met.</p> <p>There is mutual respect and effective collaboration among parents, families, and school staff.</p> <p>The community is engaged in the school and promotes a school climate that is safe, supportive, and respectful and that connects students to a broader learning community.</p>	<p>Students Succeed Academically</p>	<ul style="list-style-type: none"> ◆ Standardized test scores ◆ Teachers support students ◆ Grades ◆ Teachers take positive approach to teaching and learning ◆ Graduation rates ◆ Dropout rates ◆ Reading by 3rd grade
	<p>Students Are Healthy Physically, Socially, and Emotionally</p>	<ul style="list-style-type: none"> ◆ Asthma control ◆ Vision, hearing, and dental status ◆ Physical fitness ◆ Nutritional habits ◆ Positive adult relationships ◆ Positive peer relationships
	<p>Students Live and Learn In Stable and Supportive Environments</p>	<ul style="list-style-type: none"> ◆ Students, staff, and families feel safe ◆ Schools are clean ◆ Families provide for basic needs ◆ Incidents of bullying ◆ Reports of violence or weapons
	<p>Communities Are Desirable Places to Live</p>	<ul style="list-style-type: none"> ◆ Employment and employability of residents and families served by the school ◆ Student and families with health insurance ◆ Community mobility and stability ◆ Juvenile crime

Coalition for **C**ommunity **S**chools

Exhibit 3. Indicators of Capacity
“Schools Function Fully as Community Hubs”

DIRECTIONS: Rate each of the following statements by circling the number that best represents your opinion.

KEY: 0=No opinion/information at this time; 1=Strongly disagree; 2= Disagree; 3=Somewhat disagree; 4= Neither agree/disagree; 5=Somewhat agree; 6=Agree; 7=Strongly agree

	No opinion/ information	Strongly disagree	Disagree	Somewhat disagree	Neither agree/disagree	Somewhat agree	Agree	Strongly agree
Leadership and Management								
1. Our principal provides supportive leadership.	0	1	2	3	4	5	6	7
2. A community school coordinator is present on a full-time basis.	0	1	2	3	4	5	6	7
3. Our coordinator facilitates close communication between the principal, school staff, and community partners.	0	1	2	3	4	5	6	7
4. The community school coordinator is an active participant on the school leadership team.	0	1	2	3	4	5	6	7
5. Key stakeholders have agreed upon a clear vision and guiding principles for our community school.	0	1	2	3	4	5	6	7
6. Teachers view the efforts of community partners as supporting their work.	0	1	2	3	4	5	6	7
7. Trust is present among school administrators, teachers, parents, family members, and community partners.	0	1	2	3	4	5	6	7
Results and Data								
1. Working with staff, families, and community partners, our community school has identified desired results.	0	1	2	3	4	5	6	7
2. Our community school has identified baseline indicators for measuring students, family, and community progress.	0	1	2	3	4	5	6	7
3. Our community school uses data-based methods to determine its priorities and assess progress regularly.	0	1	2	3	4	5	6	7
4. Our community school analyses data and reviews the results to adjust implementation strategies when appropriate.	0	1	2	3	4	5	6	7
Relationships with Partners								
1. Community partners see our school as an inviting and productive place to provide programs and services.	0	1	2	3	4	5	6	7
2. Effective communications mechanisms are in place between school staff and community partners.	0	1	2	3	4	5	6	7
3. Effective communications mechanisms are used regularly to inform parents, families, and residents, as well as community leaders and the public about the accomplishments and needs of our community school.	0	1	2	3	4	5	6	7
Planning and Decision Making								
1. A plan is in place for aligning and coordinating supports and opportunities from the school and the community in order to achieve specific results.	0	1	2	3	4	5	6	7
2. The plan demonstrates clear linkages between in-school and after-school curriculum.	0	1	2	3	4	5	6	7
3. A flexible, decision-making group guides the work of the community school.	0	1	2	3	4	5	6	7
4. The decision-making group's members represent all key stakeholders, including parents or family members, community residents, school staff, and community partners.	0	1	2	3	4	5	6	7
Parent and Community Participation								
1. Our community school welcomes diversity.	0	1	2	3	4	5	6	7
2. The leaders of our community school facilitate honest conversations among students, families, and residents from different ethnic and racial groups.	0	1	2	3	4	5	6	7
3. Parents, family members, and community residents play active and effective roles in our community school.	0	1	2	3	4	5	6	7
4. Community residents use the school as a focal point for addressing community issues and challenges and for celebration.	0	1	2	3	4	5	6	7
Sustainability								
1. Our community school has developed a long-range plan for financial sustainability.	0	1	2	3	4	5	6	7
2. Our community school is the early stages of implementing a long-range financial plan.	0	1	2	3	4	5	6	7

Data Collection Plan for Demo School

Evaluation Question	What	Where	How	Who	When
	What data are needed	Where are the data located	How should the data be collected	Who should collect the data	When should the data be collected
Do students whose families are more involved in the school do better academically?	<ul style="list-style-type: none"> - Family attendance at school-wide events and parent-teacher conferences -Attendance at in- and after-school programs -grades 	<ul style="list-style-type: none"> -Teacher and school-wide attendance reports - In- and after-school program records 	Use school records, family surveys, and student surveys	Evaluation , Facilitator, Teachers	End of the year

